AGENDA
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES RETREAT
February 17, 2013, 12:00 p.m.
College of San Mateo, College Center (Building 10), Room 401

NOTICE ABOUT PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board welcomes public discussion.

- ***The public's comments on agenda items will be taken at the time the item is discussed by the Board.***
- ***To comment on items not on the agenda, a member of the public may address the Board under "Statements from the Public on Non-Agenda Items;" at this time, there can be discussion on any matter related to the Colleges or the District, except for personnel items. No more than 20 minutes will be allocated for this section of the agenda. No Board response will be made nor is Board action permitted on matters presented under this agenda topic.***
- ***If a member of the public wishes to present a proposal to be included on a future Board agenda, arrangements should be made through the Chancellor's Office at least seven days in advance of the meeting. These matters will be heard under the agenda item "Presentations to the Board by Persons or Delegations." A member of the public may also write to the Board regarding District business; letters can be addressed to 3401CSM Drive, San Mateo, CA 94402.***
- ***Persons with disabilities who require auxiliary aids or services will be provided such aids with a three day notice. For further information, contact the Executive Assistant to the Board at (650) 358-6753.***
- ***Regular Board meetings are tape recorded; tapes are kept for one month.***
- ***Government Code §54957.5 states that public records relating to any item on the open session agenda for a regular board meeting should be made available for public inspection. Those records that are distributed less than 72 hours prior to the meeting are available for public inspection at the same time they are distributed to the members of the Board. The Board has designated the Chancellor's Office at 3401 CSM Drive for the purpose of making those public records available for later inspection; members of the public should call 650-358-6753 to arrange a time for such inspection.***

12:00 p.m. ROLL CALL

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

INFORMATION AND ACTION REPORTS

13-2-1B Accreditation

A. The New Context
B. Review Role of the Board
C. Review Components of Site Visit
D. Approval of Substantive Change Proposals to be Submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) (Action)
   i. Cañada College
   ii. College of San Mateo
   iii. Skyline College

13-2-1C Udacity – Next Steps

13-2-2C Certificate of Participation – Construction and Renovation

13-2-3C Hiring Policy/Committee Procedures, Political Beliefs as Protected Class

13-2-4C Staffing Needs

13-2-5C Board Goals and Priorities

ADJOURNMENT

San Mateo County Community College District February 17, 2013

BOARD REPORT NO. 13-2-1B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Jing Luan, Ph.D., Vice Chancellor, Educational Service & Planning 358-6880

APPROVAL OF SUBSTANTIVE CHANGE PROPOSALS FOR CAÑADA COLLEGE, COLLEGE OF SAN MATEO AND SKYLINE COLLEGE TO BE SUBMITTED TO THE ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES (ACCJC)

The Substantive Change Proposal is to request formal approval by ACCJC to offer at least 50% of the units for degree and certificate programs in the online or hybrid format. A review of the courses that have been approved by the respective curriculum committees and Academic Senates of the three colleges revealed that 50% or more of the coursework for a degree or certificate could potentially be completed through hybrid or online courses. These reports are prepared in order to meet the ACCJC requirements to submit a substantive change proposal –Addition of Courses that Constitute 50% or More of the Units in a Program Offered through a Mode of Distance Education or Electronic Delivery. More details of the specific programs, degrees and certificates are available in the attached proposals.

RECOMMENDATION

It is recommended that the Board approve the substantive change proposals for Cañada College, College of San Mateo and Skyline College.

Substantive Change Proposal:

3.73 Addition of Courses that Constitute 50% or More of the Units in a Program Offered through a Mode of Distance Education or Electronic Delivery

Cañada College
4200 Farm Hill Blvd
Redwood City, CA 94061

Approved by Board of Trustees of the San Mateo County Community College District
on February 17, 2013

Submitted to ACCJC for the March 18, 2013 meeting

Prepared by

Linda Hayes, Interim Vice President of Instruction
Dr. Janet Stringer, Dean of Science and Technology

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A. OVERVIEW OF SUBSTANTIVE CHANGE

Description of Proposed Change

This Substantive Change Proposal is to request formal approval by ACCJC to offer at least 50% of the units for degree and certificate programs in the online format. A review of the courses that have been approved by Cañada College's Curriculum Committee and Academic Senate revealed that 50% or more of the coursework could potentially be completed through online courses. More details of the specific program, degrees and certificates are available in the Appendices. The number of degrees and certificates is large because of the potential to offer key general education courses in the online format resulting in more than 50% of the units.

AA Degrees where 100% of the major courses and more than 50% of the general education units could be taken in the online format

Anthropology: Archaeology	History
Anthropology: Cultural Anthropology	Interdisciplinary Studies: Natural Science and Mathematics
Anthropology: Linguistic Anthropology	Interdisciplinary Studies: Social and Behavioral Sciences
Anthropology: Physical Anthropology	Interdisciplinary Studies with Transfer Status: Natural Science & Math
Economics	Interdisciplinary Studies with Transfer: Social & Behavioral Sciences

AA-T and AS-T Degrees where more than 50% of the general education units could be taken online.

Communication Studies, AA-T
Early Childhood Education/Child Development, AS-T
Kinesiology, AA-T
Mathematics, AS-T
Physics, AS-T
Psychology, AA-T
Sociology, AA-T

Certificates of Achievement where 50%, or more, of the units could be taken in the online format

Computer Business Office Technology: Administrative Assistant
Computer Business Office Technology: Admin Support Assistant

Computer Business Office Technology: General Office
ESL: Preparation for Academic Scholarship & Success (PASS)
Multimedia Art and Technology: Multimedia Graphic Design
University Transfer: CSU General Education (CSU-GE)
University Transfer: Intersegmental GE Transfer Curriculum (IGETC), CSU
University Transfer: IGETC, UC

Relationship to Mission

Cañada strives to *ensure opportunity* for all students to achieve their goals, and the College offers courses and programs in a variety of formats, including distance education, to meet the needs of a diverse student body. Through distance education courses and programs, Cañada offers flexible and innovative instruction. This responds to community requests for distance education options. Thus Cañada College is addressing the changing needs of our students. New technologies and instructional methodologies are part of our distance education courses.

Mission: "Cañada College provides our community with a learning-centered environment, ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, basic skills programs, and lifelong learning. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse community."

Vision: "Cañada College is committed to being a preeminent institution of learning, renowned for its quality of academic life, its diverse culture and practice of personal support and development, extraordinary student success, and its dynamic, innovative programs that prepare students for the university, the modern workplace, and the global community."

The vision, mission and values of Cañada College can be found on the website: http://canadacollege.edu/about/mission.php

Rationale for Change

The growth in online learning at Cañada College has been proceeding at a modest rate. However, the College planning processes show an ever increasing demand from students to have programming that is more flexible in terms of scheduling. Hybrid and online courses reduce time on campus and provide students with work and family obligations expanded opportunities to complete their educational goals. As the demands grow, the College continues to expand non-traditional delivery modes and scheduling so that programs and services can more effectively serve our local community. A large part of this expansion is in the area of distance education. To date our main focus has been on developing and offering hybrid courses that reduce the time on-campus, but maintain face-to-face contact with the students.

As part of the San Mateo County Community College District (SMCCCD) Distance Education Advisory Committee, Cañada College representatives reviewed statewide distance education participation and performance data in relationship to the SMCCCD data. The College is behind most

of the community colleges in the state in terms of enrollment in distance learning courses. While developing the most recent Education Master Plan, the College reviewed emerging trends in higher education. Specifically for distance learning, growth in online enrollments is predicted to accelerate and colleges need to offer more digital options in addition to face-to-face options. This information has led us to re-evaluate our distance learning options for our students.

Evidence:
District Distance Education Status and Guidelines
http://www.smccd.edu/accounts/smccd/departments/educationservices/deac/files/deac-SMCCCD%20Distance%20Education%20Status%20and%20Guidelines.pdf
Cañada College Educational Master Plan
http://www.canadacollege.edu/inside/ed-master-plan/2011/EMP-2012-web.pdf
SMCCCD Strategic Plan
http://www.smccd.edu/edservplan/ssp/files/sp-SMCCCD_Strategic_full_web_09.pdf

B. DESCRIPTION OF EDUCATIONAL PROGRAMS TO BE OFFERED

In fall 2010, the College studied its course offerings approved through the curriculum committee. This study showed an increase in the number of courses approved to be offered through the distance education modality – either hybrid or online. As a follow up to this study, a review was completed of degree and certificate programs to see if any could be completed with 50 percent or more courses approved to be offered through distance education instruction. The results of this analysis are shown above in Section A and in the Appendix. Cañada is maintaining compliance with ACCJC requirements by seeking approval to officially recognize these programs. These courses are approved for distance education, but not all are being offered (see appendix), and some courses will only be offered as web-assisted or hybrid courses. For example, we offer an evening section of a chemistry class in the hybrid format only (laboratory is done on campus), but this course has an approved distance education appendix approved by the curriculum committee and therefore it is counted in this study of our online curriculum. In fact, about half of our distance education enrollment is in hybrid classes – all of which have approved distance education appendices. Thus our report of approved online course offerings is an over estimate of the number of courses that are offered in the online format.

At this time, a student could potentially take all of their general education requirements, except physical education, through online or hybrid course offerings, thus obtaining a degree from Cañada College with more than 50% of the courses coded as distance education courses. We have no plans at this time to market a sequence of fully online courses that would lead to a degree or certificate.

Eligibility Requirements, Accreditation Standards, Commission Policies Met

Cañada College is submitting this substantive change proposal to address changes in delivery modes for courses that are part of degrees or certificates. The courses addressed in the proposal are already part of existing programs that have been approved by the College and the Office of Academic Affairs of the California Community College Chancellor's Office. The courses are already offered in a face-to-face format.

The College Curriculum Committee ensures that the rigor, breadth, objectives, learning outcomes, and academic quality of courses and programs offered in the distance education mode meet the same standards as those offered in the traditional face-to-face mode by having each distance education course outline reviewed by a faculty member with expertise in distance education. The curriculum

committee separately approves each course proposed for distance learning to ensure that the following criteria are met:

- Regular and effective contact is maintained between the instructor and students through group or individual meetings, orientation, review sessions, study session, field trips, library workshops, discussion forums online, telephone contact, email, or other activities.

- Effective pedagogical techniques appropriate to the distance education mode are utilized to ensure that quality and rigor of instruction is equivalent to that of the on-campus version of the course.

- Appropriate technology is used to achieve course objectives

- Multiple measures are used to achieve and assess student learning.

- Student authentication: The course utilizes a log-in and password protected course management system in order to verify that the student who registers in a distance education course is the same student who participates in and completes the course or program and receives the academic credit. Alternatively, the instructor may chose to require a proctored examination for the course in order to meet the Higher Education Opportunity Act (HEOA) regulations. To date, all of the proctored examinations have taken place in the Learning Center on-campus where students must show identification in order to begin an exam.

A new Performance Evaluation Task Force has been constituted by the district that is reviewing all evaluation processes for faculty. The new faculty evaluation procedures will have components specifically addressing distance education courses.

C. PLANNING PROCESS LEADING TO THE CHANGE

Relationship to Planning, Evaluation, and Mission

This substantive change request directly ties to the mission of Cañada College and to the overall planning within the institution. Cañada College strives to *ensure opportunity* for all students to achieve their goals. Through distance education courses and programs, Cañada offers flexible and innovative instruction to achieve the College mission.

Through annual program planning, each department within the instructional and student service area reviews on-going programs and plans for the following year. Every 6 years, each department completes a comprehensive program review and planning document. These program plans evaluate the success of the current programs and address any identified need for development of alternative and innovative instruction and student services. For example, a department might see a growing demand for online offerings in their area and propose a plan to develop specific courses for distance learning. The program planning cycle also addresses assessment of student learning outcomes at the course and program level. The learning outcomes are evaluated for both face-to-face and distance learning.

Under the direction of the Vice President of Instruction, a Distance Education Advisory Council was constituted in 2010 to provide oversight of the distance education offerings and student services. The council helps provide data and feedback to departments and divisions to help balance the growth in distance education offerings and to ensure that the student services meet the needs of the online

student. For example, an evaluation of the enrollment patterns in the distance learning options has shown faster growth in enrollment in online classes during the summer session. Therefore, each instructional division was asked to review their online plans for summer with a view towards increasing the number of options for our summer students. A full program review of distance education is scheduled to be completed in spring 2013.

Needs and Resource Assessment

In order to grow the distance education program, the College identified the need for faculty and staff development around distance education. To help meet these needs, an instructional designer was hired by the College to focus on professional development with an emphasis on distance education. The College also regularly sends faculty to a District-sponsored training in distance education. To date, these resources are adequate to meet the needs of our faculty and staff in the area of distance education. College assessment of technology resources determined that we have the needed support for a robust distance education program.

The College Distance Education Advisory Council each year updates a strategic plan, which focuses on program needs and resource assessment specifically for distance education.

Anticipated Effect of the Proposed Change

Cañada College anticipates increased enrollment in online education. However, we expect that students will behave in a way that is well documented in the district and they will take both online and onsite courses. We have not had any out-of-state enrollment in any online classes. Because of potential state authorization issues this is monitored every semester.

In order to increase flexibility in scheduling for our students and to grow our distance education offerings, general education courses were specifically targeted to ensure that at least one course in a particular content area or department is available online. As a result, a student could meet more than 50% of the requirements of many of the College's programs through distance education without taking the courses in the major. The result is that, although we offer comparatively little online instruction when compared to most colleges in the system, our targeted and strategic development of online instruction in the general education area has resulted in students being able to take more than 50% of most of our degrees in the online or hybrid format. As a result of increasing the availability of online courses, we intend greater access to, and completion of, courses, degrees and certificates.

Benefits Resulting from Change

Expanding the distance education program by officially recognizing and offering these programs will increase access to education by offering more flexible scheduling options for our students.

Preparation and Planning Process

District-wide planning: In 2006, faculty, administration and staff representatives from throughout the college participated in a district-wide steering committee to develop an overall vision and strategic plan for distance education. Three Task Groups were formed to address various aspects of the planning process:

- Course Offerings – Faculty and staff considered the existing offerings and what was necessary to increase access to degrees and certificates online. The group established the definitions for online versus hybrid instruction. They reviewed curriculum approval processes to ensure online instruction met the same high standards for curriculum approval as onsite instruction. The group also made recommendations regarding the issues of intellectual property rights on matters that are outside of the bargaining processes.

- Resources—Faculty and staff addressed issues related to the availability of online resources for student support. Such resources include: admissions, registration, faculty and staff development, tutorials, library resources, and learning center resources.
- Technology—Faculty and staff considered various platforms and service level agreements for district-wide support. The district currently supports Moodle and each semester generates Moodle shells for every section of every course offered by the College. The Moodle shells are maintained by Moodlerooms, a Moodle hosting site.

Evidence:
District Distance Education Vision 2006
http://www.smccd.edu/accounts/smccd/departments/educationservices/deac/files/deac_VisionPlanningFinal.pdf
Minutes from District DEAC meeting 2008
http://www.smccd.edu/accounts/smccd/departments/educationservices/deac/files/DEAC%20Minutes%2020080222.pdf

Cañada College Planning: In 2011, through a series of campus-wide dialogues the 2008 Educational Master Plan was updated. The new 2012-2015 Master Plan includes 4 strategic directions to guide the school for the next three years. Under the Teaching and Learning strategic direction there are goals and activities related to distance education. These include:

Objective 1.2 Develop and implement a distance education plan - The initial plan has been completed and this substantive change request is a consequence of this plan.

Objective 2.3 Develop plan and content for improving new student orientation program, to include an online orientation. – Online orientation has been developed and is about to be implemented.

Objective 1.2 Assess, evaluate and implement flexible course scheduling options and pathways to accommodate students' needs. – Offering more hybrid and online courses fits into this objective.

A comprehensive program review of distance learning effectiveness is scheduled to be completed in the spring semester 2013.

Evidence:
Cañada College Educational Master Plan
http://www.canadacollege.edu/inside/ed-master-plan/2011/EMP-2012-web.pdf

D. INSTITUTIONAL RESOURCES

Student support services are readily available to our online students through a variety of means.

Admissions and Registration
Students can apply for admission online (http://canadacollege.edu/admissions/apply.php). Online registration is available to all students through WebSMART (https://websmart.smccd.edu/), a student, faculty and staff Web resource. Students may perform all aspects of registration online – registration for classes, drop or add classes, withdrawal from classes, select variable unit levels of enrollment, and select a grade option for a class. Students can check their class schedule, class location, time and instructor information, at any time.

Students may check their registration status, display their class schedule, purchase their parking permit and display or pay their student fees online. Students can view holds on their records, display

their grades for a term and request or check on the status of an official transcript or view an unofficial transcript.

Financial Aid

During the registration process, students can access both the Free Application for Federal Student Aid (FAFSA) and the Board of Governors' Fee Waiver applications online. At any time, students may check the status of their financial aid application, ascertain if further documentation is needed, or learn of any awards they may receive through WebSmart.
http://canadacollege.edu/financialaid/index.php

If a student is new and desires an onsite appointment, s/he may make an appointment online for certain student services using by logging on to their WebSmart account.

Bookstore

Students are able to access the Cañada College Bookstore online (http://bookstore.canadacollege.edu/home.aspx). They can purchase their books, supplies and other college merchandise online. Students may shop twenty-four hours a day, seven days a week online at the Cañada College Bookstore.

Self Assessment for Online Learning

Students may take a self assessment to determine if online learning is the type of learning in which they would be able to engage and be successful http://www.smccd.edu/degateway/self_assessment.php). After answering questions, students are given a numerical score. Depending upon the range in which they score, they are advised as to whether they would be good candidates for online learning. However, no student is prevented from enrolling in an online course based on the self assessment.

Counseling

Electronic Counseling Services is an internet based service that allows continuing students to receive general counseling services via e-mail (http://canadacollege.edu/counselingcenter/ecounseling.php). This service is particularly helpful for students who find it difficult to schedule counseling appointments at convenient times. Examples of the services available:

- Schedule planning
- Progress reviews
- Transfer information
- Educational plan preparation
- General education status checks
- Certificate completion checks
- Education problem solving
- General career planning

Orientation

The online orientation for Canada College is currently under revision and is expected to be available in spring 2013 for registration for summer and fall 2013.

Cañada Library Services

An array of online resources and services that support the distance education student are offered. The library has also recently hired an electronic resource librarian (0.67 FTE position).
http://www.canadacollege.net/library/

These include:

- Remote access to an extensive collection of periodical and reference subscription databases covering the social sciences, humanities, natural sciences, law and business.
- Remote access to the full range of book and periodical holdings, audio-visual materials, and online database subscriptions of the Peninsula Library System (PLS), a consortium of thirty-four public and community college libraries in San Mateo County.
- Remote access to several full-text digital book collections, including the PLS Digital Book Library, NetLibrary, and the American Council of Learned Societies Humanities eBook collection.
- Online tutorials written by Cañada librarians on finding, evaluating and citing sources.
- More than 75 online research guides ("pathfinders") offering research tips for courses and subjects taught at Cañada College.
- Online "Ask a Librarian" Reference Service ("E-Reference").

Disability Resource Center

The Alternate Media Center is part of the Disability Resource Center at Cañada College. It produces instructional materials (textbooks, course materials, exams, class schedules) in alternate format for students with disabilities and teaches students with documented needs to use assistive technology resources such as:

- Kurzweill 3000 – scanning/reading software
- Dragon Naturally Speaking – voice recognition system
- ZoomText Xtra 9 – screen magnification for DSO and Windows
- JAWS – screen reader for windows

In order to access and use the Alternate Media Center, students with disabilities must have basic computer skills and meet eligibility requirements of the Disability Resource Center.

Online Tutoring

The Learning Center works to provide support for all classes, no matter their mode of delivery. Since the Learning Center is open Monday through Thursday from 8am to 9pm, Fridays from 8am to 3pm and Sat 10am to 2pm, the students in distance learning classes, like other students, take advantage of the tutoring support. Drop-in math support is available every hour we are open, and for all other subjects, appointments are available. Currently, the Learning Center offers online tutoring for math and biology via CCC Confer. Students, using their student ID can log onto WebAccess, and during select times, chat, talk, and draw their problems. For writing, students can upload documents via Google docs when the tutor is on duty and the tutor will provide feedback on the document.

Because most of our online students are "local" and by tracking the usage of the Learning Center, we have learned that most online students come to the Center rather than choosing online support. Additionally, faculty increasingly are utilizing textbooks that have built-in online support provided by the publisher. For example, our pre-algebra, elementary and intermediate algebra, statistic and calculus students do their homework on MyMathLab or MySTATLAB, from Pearson Education, which accompanies their textbook. Built into the programs are tutorials that provide immediate feedback online.

Faculty, Management, and Support Staffing

Management

The Vice President of Instruction is responsible for the distance education program. One Dean has been assigned to oversee the distance education mission of the College and one faculty member has

been assigned as faculty coordinator. Their jobs include providing oversight of the distance education program, developing the strategic vision and plan for distance education, planning for professional development and monitoring of the quality of course offerings by working with the curriculum committee and with faculty evaluation committees.

To provide oversight from the District perspective, the San Mateo County Community College District has implemented its own version of Distance Education Advisory Committee (DEAC). Various members from Cañada College's DEAC serve on the District DEAC to ensure that the interests and needs of the college are represented at district level discussions and decisions.

Support Staffing

The distance education program is supported by an instructional designer who is an adjunct faculty member. The instructional designer works directly with faculty on curriculum design for both distance education and for face-to-face courses and on technical aspects of Moodle (the course management system). He also organizes and presents workshops open to all faculty.

Faculty

There is a central core of both full time (11) and part time (14) faculty teaching distance education, and most also teach on campus. Faculty have been trained for distance learning through 3 main routes – informal "training" with or without a mentor, STOT (Structured Training for Online Teaching) offered through the district and @one training supported by the State Chancellor's Office. More recently, our instructional designer has worked with faculty through workshops and one-on-one to train them in distance learning pedagogy and Moodle features.

Professional Development

The District and the College are committed to providing extensive professional development opportunities to assure high quality distance education offerings and support.

The District DEAC was formed for the purpose of establishing a vision and strategies for our district's distance education program, identifying best practices, and encouraging faculty interested in distance education by connecting them to professional development opportunities. Through this committee, the District offers professional development in the form of seminars, online short courses such as STOT (Structured Training for Online Teachers), and hands-on mini-STOT workshops focused on a variety of topics such as adult learning, E-pedagogy, best practices, Moodle tools and features, as well as media production software and media design and delivery strategies. Participation in STOT requires recommendation by a faculty member's dean or Vice-President.

In spring 2011, Cañada College hired an instructional designer to assist with training faculty on course design and development using the Moodle course management system, to provide best practices and pedagogy training, and to aid in solving instructional needs and problems. In order to meet the needs of the largest number of faculty possible, the instructional designer offers a variety of training opportunities in coordination with the Center for Innovation in Teaching and Learning (CIETL). Faculty can attend workshops which address distance education and instructional technology topics of general interest, or they can meet on-on-one with the instructional designer to focus on their specific instructional needs.

The Center for Innovation and Excellence in Teaching and Learning (CIETL) (http://www.canadacollege.edu/inside/CIETL/index.html) was initiated by the Vice President of Instruction and various faculty leaders, to serve as an institutionalized place for directed focus on

issues of teaching and learning. CIETL is committed to the college's core mission of helping all our students move successfully through their academic plan, including basic skills, transfer, and career/technical education courses. CIETL does this by piloting, evaluating, and supporting innovative teaching and learning practices that encourage collaboration and community building and increase the retention, success, and persistence rates of our students. CIETL promotes sharing of this scholarship of teaching and learning among faculty here and elsewhere. The college has purchased 5 iPads, 5 Flip Cameras, 3 Snow Microphones, 1 Chroma key screen, 30 HP laptops, 5 McIntosh laptops, and HP desktops for faculty training. All these computers and equipment, are located in the CIETL center and are used for training faculty as well as for short-term check out for media development to support curriculum

Faculty interested in professional development in the area of distance education are also encouraged to enroll in @One training classes and to consider certification by @One. To date, certification is not required to teach distance education courses at Cañada College.

Equipment, Facilities, and Off-Site Campuses

Equipment

The District provides extensive support to the Colleges to assure that the distance education program operates smoothly. Through the Information Technology Services (ITS) department, a centralized District-level service organization, a variety of support and training is provided for information technology leadership, support staff training, monitoring and updating policies and procedures related to technology, effectively deploying and utilizing information technology, and assisting with local technology initiatives, projects, and planning. All ITS personnel, including those providing desktop support to the Colleges, are centrally managed and supervised. This allows ITS to allocate its resources to each College based on need or based on requirements for specialized knowledge or skills. This also helps the Colleges to seamlessly share technology solutions and best practices to leverage savings and efficiency.

ITS and the Colleges collaborate district-wide, and one-on-one, on decision-making processes and set priorities related to technology. ITS staff participates regularly in various College committees to discuss operational issues and developing project plans for a variety of topics which include technology needs in support of teaching and learning, district-wide communications, research, and other operational systems. To best meet the college's needs, the district's IT Strategic Plan outlines specific information on planning, policies and equipment. http://www.smccd.edu/itstrategicplan/

Facilities

In terms of facilities specifically geared towards students in distance education classes, our Learning Center and Library both have computers available for student use. These computers are maintained by the IT department. Students have access to these computers whenever the Library or Learning Center is open.

Off-Site Campuses

Students enrolled in courses offered at an off campus sites have the same access to online courses, to computing and to support resources as students at the main campus.

Fiscal Resources and Sustainability: Initial and Long-Term Sources of Funding

Cañada College is one of three colleges in the San Mateo County Community College District and both the District and the College are fiscally strong due to the leadership, vision, strong community and voter support of general obligation bonds, parcel tax measure, and the college obtaining

numerous state and federal grants. The institution has been very resourceful and successful in providing fiscal stability which allowed for both short-term and long-term planning. The District and college have a long range technology plan where funds have been earmarked for improvements to infrastructure and equipment which will support distance education.

The college is fiscally well-positioned to maintain the equipment and professional development necessary to offer excellent distance education options for our students. The fiscal resources are overseen by the College's Cabinet, working through the participatory governance process. Cañada College's Cabinet consists of the President, Vice Presidents, Instructional and Student Services Deans, Business Officer, Director of Marketing and Public Relations, Director of Planning, Research and Student Success, and the Director of Center for International University Studies. In March of each year, current year expenses are reviewed, analyzed, and compared with current year's budget by Cabinet to determine if there is sufficient financial support for instructional and student service programs, which includes distance education. Any substantive changes to the budget are then reviewed and discussed at the Planning and Budget Council – the top level advisory committee in the participatory governance structure. Any recommendations from the Council are then forwarded to the College President who makes final decisions on the budget.

The College general fund has and will continue to support Distance Education expenditures, including salaries, office hours, benefits and professional development for faculty teaching distance education courses. Providing administrative oversight are the Vice President of Instruction (.05 FTE) and the Dean of Science and Technology (.025) who co-chairs, with a faculty member, the Distance Education Advisory Committee. The general fund and the parcel tax supports instruction in distance education courses and for the faculty who manage the Center for Innovative and Excellence in Teaching and Learning (CIETL), which supports professional development for distance education. The general fund and parcel tax also supports the Distance Education website, supplies, software, and equipment needed for the Distance Education platform. In order to grow the Distance Education program, we allocated additional funding from the parcel tax to fund an instructional designer's salary and benefits (.67 FTE) who works directly with faculty and staff in layout, pedagogy and design of website for students' use and the faculty coordinator for distance education (.50 FTE). The position of Distance Ed Coordinator has recently been combined with the Instructional Designer at 100%.

The SMCCCD/Cañada College uses the Banner financial accounting system for journal entries, accounts payable, account receivables, revenues, payroll, student administration and purchase requisitions as well as budget information. The VPI and Business Officer track all budgets and expenditures for distance education in Banner.

Moving forward, the Distance Education committee will include the budget required for the Distance Education program as part of the strategic plan. The Distance Education committee will submit their yearly plan to the Instructional Planning Council in March. The Instructional Planning Council reviews all annual plans in April and budget recommendations are forwarded to the PBC for discussion and review and then to the President of the College who makes the final decisions.

Evidence: Technology plan http://www.smccd.edu/edservplan/ssp/files/sp-SMCCCD_Strategic_full_web_09.pdf

Plan for Monitoring Outcomes

Outcomes from distance education offerings are overseen by the College Distance Education Advisory Council (DEAC) and individual Departments. Program reviews and annual plans are compiled in March each year and reviewed by the Instruction or Student Services Planning Council in May. The annual plan for distance education is reviewed by the Instructional Planning Council. Program reviews include review and discussion of student learning outcomes for all courses and programs, including distance education. The Office of Planning, Research and Student Success monitors student success and retention in both face-to-face classes and online classes. This information is updated annually and reviewed by DEAC.

Annual Program Plan and Comprehensive Program Review
http://www.canadacollege.edu/inside/research/programreview/programreview.html

Student learning outcomes and assessment results for all courses are located in TracDat, but distance education courses are not separated out for assessment purposes within the departments. For example, the learning outcomes in Psychology are assessed in both face-to-face and online sections in the same way and the data is reviewed as a whole. Variations in outcomes between online and face-to-face sections would be discussed within the psychology department.

Evaluation of Student Success, Retention, and Completion

Cañada College analyzes the following:

- Online enrollment
- Retention in online courses
- Success rates in online courses
- Attainment of student goals such as certificate completion and degree completion

Cañada College's Office of Planning, Research & Student Success conducts annual analyses of online courses compared to face-to-face courses. The data packet put out by the Office of Planning, Research & Student Success includes data on the number of student taking 1) only face-to-face classes, 2) only online classes and 3) both types of classes. The percentage of students enrolled in only online classes has dropped to 3% from a high of 5% in 10/11. The data packet also includes information about success and retention in these groups of students. Students taking both face-to-face and online classes have the same success and retention as students taking only face-to-face classes (70% success and 84% retention), while students only enrolled in online classes are less successful (53% success and 78% retention). This data packet is updated each academic year and reviewed by departments, the Instructional Planning Council and the Curriculum Committee. Also see Appendix E.

Program Review Information Packets
http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

Comparison of student success and retention in face-to-face and online courses
http://www.canadacollege.edu/inside/research/research_learning/OnLine%20by%20Attributes.pdf

E. EVIDENCE OF APPROVALS

Approval Requirements

All courses, certificates and degrees offered by Cañada College have been approved by the Cañada College curriculum committee, the San Mateo County Community College District Board of Trustees and the California Chancellor's Office. The approval process at the College for courses delivered via distance education (hybrid or online) is the same as it is for face to face courses but includes an addendum for distance education delivery approval, which receives separate approval. A member of the College Distance Education Advisory Council serves as a technical expert for the curriculum committee and reviews each course outline for compliance with distance education requirements, particularly regular and effective contact between faculty and students and method of student authentication.

To ensure consistent communication with potential distance education students, faculty members teaching online courses are advised to use their smccd.edu email accounts as their primary email contact. In addition, the faculty member should use the district provided Moodle (WebAccess) shell to ensure authentication compliance. All Moodle shells require login with password. If a faculty member wishes to utilize another course management system, they have to assure the curriculum committee that they can authenticate students who attend and complete their courses. The curriculum committee thus confirms that distance education courses have clear policies for regular effective contact and student authentication.

Evidence: Distance Education Handbook (see appendix)

F. ELIGIBILITY REQUIREMENTS

1.Authority

Cañada College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. The accreditation reports and approval are available for review in the Office of the President. These accrediting bodies oversee all programs offered at Cañada College, including distance education.

2. Mission

Cañada College's educational mission is clearly defined and is reviewed periodically by the College Planning Council (advisory body to the President) and the San Mateo County Community College District Board of Trustees, according to Board policy. The mission is published in the current catalog and on the Cañada College website. By offering courses and degree options in distance education format, the College provides more opportunities for its diverse students to access coursework and attain their educational goals.

3. Governing Board

Cañada College is part of the San Mateo County Community College District (SMCCCD), which also operates the College of San Mateo in San Mateo and Skyline College in San Bruno. The District and its Colleges are governed by a five-member Board of Trustees with all elected at large for four-year terms by county voters. There is also a student trustee elected by students for a one-year term. The board's organization including authority, membership, election, and terms of office are found in Board policy 1.02. The duties and responsibilities of the Board are detailed in Board policy 1.10.

4. Chief Executive Officer

The SMCCCD Board of Governors appoints a Chancellor to act as CEO. Policy 2.02 spells out the chancellor's responsibilities. The Chancellor oversees a president at each of the three district colleges, and the President administers the college. Policy 2.03 discusses the President's duties and responsibilities. From that policy: "The Chancellor shall delegate to each College President the executive responsibility for leading and directing the College operations including Administrative Services, the Office of the President, the Office of the Vice President of Instruction, the Office of the Vice President of Student Services, Research, Marketing, and Public Relations."

5. Administrative Capacity

Cañada College has sufficient academic and support services administrative staff with appropriate preparation and experience to provide the administrative services necessary to support the college's mission and purpose. In addition to the President, Cañada College has Vice Presidents of Instruction and Student Services, Deans of Humanities & Social Sciences, Business, Workforce & Athletics, Science and Technology and Counseling, Directors of the Learning Center, Financial Aid, Student Support Services and TRiO, Disability Resource Center and the Center for International and University Studies.

6. Operational Status

Cañada College has been in continuous operation since 1968. In the 11/12 academic year, the College had a unique headcount of 10,965 (4,640 FTES) enrolled in 485 courses offered in 837 sections. Nearly equal percentages of the students list transfer, career development or educational development as their educational goals. Of these nearly 11,000 students in 11/12, 771 took both online and face-to-face classes and 375 took only online classes. None of the online students were out-of-state. Online and hybrid enrollment was 7.3% of the total enrollment in spring of 2012. The most growth in distance education has been in the summer session with the summer of 2012 having 21.7% of the total enrollment in online and hybrid classes. More than half of the distance education enrollment is in classes offered by the Science and Technology division.

7. Degrees

Cañada College offers Associate of Arts and Associate of Science degrees and a variety of certificates. The degrees and majors offered by Cañada are listed in the catalog and online http://canadacollege.edu/degrees/. The vast majority of the courses offered are part of degree or certificate programs.

8. Educational Programs

The degree programs offered at Cañada College are aligned with its mission and meet the California Education Code of Regulations, Title V curriculum requirements and, when combined with the general education component, represent two years of full-time academic work. Certificate programs may be shorter than 2 years.

All course outlines of record and degrees have student learning outcomes, which are achieved through class content, assignments, and activities. All course outlines have been carefully reviewed. All curriculum is approved by the Board of Trustees, including courses offered through distance learning. Training for faculty is designed to ensure that pedagogical techniques are appropriate to distance education and that the quality of education mirrors that in the face-to-face sections of the same courses. Student learning outcomes are used in all courses to assess effectiveness of the instruction and to improve the learning experience.

Program and course descriptions are found in the catalog and on the web (http://canadacollege.edu/catalog/index.php).

Minutes of Board of Trustees meeting with curriculum approval – p.3
http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Board%20Minutes%20(Approved)/2012-06-27.pdf

9. Academic Credit

Cañada College awards academic credit based on accepted practices of California community colleges under California Code of Regulations and Title V. Credit is awarded for courses using the Carnegie standard unit. This follows the California Community Colleges Chancellor's Office requirement for awarding academic credit. Sections of courses offered through distance education courses earn the same credits as other sections of the same courses.

10. Student Learning and Achievement

Every course and every program offered at Cañada College has defined Learning Outcomes. These student learning outcomes are regularly assessed by a variety of methods. Coordinated by department and discipline faculty, every course, regardless of mode of delivery or location, follows the course outline of record and the defined student learning outcomes. The College has also defined learning outcomes for general education and for the institution. All degree programs have program level learning outcomes.

Program Learning Outcomes example:
http://canadacollege.edu/physicalsciences/index.php
Institutional Learning Outcomes:
http://canadacollege.edu/academics/learningoutcomes.php

11. General Education

All degree programs offered by Cañada College require a minimum of 23 units of general education to ensure breadth of knowledge and to promote intellectual inquiry. Students must demonstrate competency in writing, reading and mathematical skills to receive an associate degree. The institution's general education requirements (listed in catalog) were carefully reviewed in the 11/12 academic year and aligned with the CSU general education requirements where possible. The College has defined learning outcomes for general education.

General Education Learning Outcomes:
http://canadacollege.edu/academics/learningoutcomes.php

12. Academic Freedom

The San Mateo County Community College District is dedicated to maintaining a climate of academic freedom encouraging the sharing and cultivation of a wide variety of viewpoints. Academic freedom expresses our belief in inquiry, informed debate and the search for truth; academic freedom is necessary in order to provide students with a variety of ideas, to encourage them to engage in critical thinking and to help them understand conflicting opinions. Academic freedom encompasses the freedom to study, teach, and express ideas, including unpopular or controversial ones, without censorship or political restraint. Academic freedom, rather than being a license to do or say whatever one wishes, requires professional competence, open inquiry and rigorous attention to the pursuit of truth. The District's faculty have the right to express their informed opinions which relate, directly or indirectly, to their professional activities, whether these opinions are expressed in the classroom,

elsewhere on campus or at college-related functions. In a search for truth and in a context of reasoned academic debate, students also have the right to express their opinions and to question those presented by others. Employment by the District does not in any way restrict or limit the First Amendment rights enjoyed by faculty as members of their communities. Faculty members are free to speak and write publicly on any issue, as long as they do not indicate they are speaking for the institution. Protecting academic freedom is the responsibility of the college community. Therefore, in a climate of openness and mutual respect, free from distortion and doctrinal obligation, the District protects and encourages the exchange of ideas, including unpopular ones, which are presented in a spirit of free and open dialogue and constructive debate.

Academic freedom applies to all courses, including distance education. – p.9
http://canadacollege.edu/catalog/pdfs/1213catalog.pdf

13. Faculty

Cañada College has 69 full-time faculty and approximately 208 part-time faculty. All faculty meet the minimum requirements for their disciplines based on regulations for the minimum qualifications for California community college faculty. Clear statements of faculty roles and responsibilities can be found in the faculty handbook and the AFT contract. Faculty carry out program review, annual program plans, curriculum review and update, and develop and assess student learning outcomes.

Faculty evaluation procedures are negotiated as part of the union contract. Faculty teaching online or hybrid courses are subject to the same evaluation schedule and procedures as faculty teaching face-to-face sections. In 2008, the district and the AFT adopted a *Memorandum of Understanding* with provisions for evaluation of faculty teaching distance education classes (http://www.aft1493.org/DistanceEdMOU-9-08.htm). More recently the faculty and district administration has begun work to update the faculty evaluation procedures. A Performance Evaluation Task Force, made up of equal AFT, Academic Senate, and administration representatives, has begun work this semester on this process. Development of evaluation tools appropriate for distance education is a priority.

14. Student Services

Cañada College offers a comprehensive array of student services for all of its students, including those enrolled in distance education courses. Unless exempted, each new student is required to participate in the matriculation process, which involves assessment for admissions, appropriate course placement, college orientation, academic career and personal counseling. All student support services programs promote the objective of serving the whole student and supporting student success.

15. Admissions

Cañada College adheres to admissions policies consistent with its mission as a public California community college and compliant with California Code of Regulations, Title V. Information about admissions requirements is available in the catalog, in the schedule of classes and on district and college websites. http://canadacollege.edu/admissions/apply.php

16. Information and Learning Resources

Cañada College provides long-term and short-term access to sufficient print and electronic information and learning resources through its library and programs to meet the educational needs of its students. The library is staffed to assist students in the use of college resources. Wireless internet is available throughout the campus and through computers in the library and learning center without

charge to students. The institution is committed to enhancing its learning resources, regardless of location or delivery method.

17. Financial Resources

Cañada College is one of three colleges in the San Mateo County Community College District and has an annual budget including benefits of $17,614,038 in unrestricted general funds and $5,128,058 in restricted funds as of July 1, 2012. In addition, the college has $3,293,459 budgeted in Measure G Parcel Tax funds. The funding base is reviewed and revised on an annual basis. The distance education courses are integrated into the annual budget that is approved by the Board of Trustees.

District budget:
http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Board%20Packet/2009-09-09.pdf

18. Financial Accountability

The San Mateo Community College District is a fiscally healthy district and maintains a healthy reserve. The 2012-13 beginning balance is $19,601,580, which includes the District's 5% contingency reserve of $5,884,069 and the 2011-12 site ending balances of $2,377,303. The contingency reserve is not budgeted as a line item as there is no intention to expend these funds. The 2011-12 ending balance includes unallocated funds that will be used as a reserve to cover deficits.

The San Mateo County Community College District undergoes an annual external financial audit for the district and the three colleges. The audit is conducted by a contracted certified public accountant and in accordance with the standards contained in the Government Auditing Standards issued by the Comptroller General of the United States. The Board of Trustees reviews these audit reports on a regular basis. The District's last 8+ years audits show no financial audit adjustments and no major findings.

The District audit is available here (Under Documents):
http://sharepoint.smccd.edu/SiteDirectory/dcbf/default.aspx?RootFolder=%2fSiteDirectory%2fdcbf%2fDocuments%2fAudited%20Financial%20Reports&FolderCTID=&View=%7bE9124D5E-A429-434C-956E-F9D14D56D915%7d

19. Institutional Planning and Evaluation

Cañada College is in a constant state of review and improvement by systematically evaluating how well the college is meeting its goal and outcomes. The College completely supports integrated strategic planning, and through assessment and improvement, endeavors to ensure quality and excellence to all students served. The institution has an Educational Master Plan, which is available to the public on the college website, and a Participatory Governance Handbook. Each year the planning processes are reviewed and suggestions made, if deemed necessary, for improvement of institutional structures or planning processes – always with a focus on student achievement of their educational goals and student learning.

Each department completes an annual plan and every six yrs completes a comprehensive review and plan. These comprehensive reviews and plans are also available on the college website. Included in these reviews and plans are the assessments and reflections of student learning outcomes.

Educational Master Plan: http://www.canadacollege.edu/inside/ed-master-plan/2011/EMP-2012-web.pdf

20. Public Information

Information is published in the catalog, on the website, and in course schedules. These documents, along with other appropriate publications, publicize accurate and current information about the institution, including the mission, vision and goals, academic calendar, degrees and certificates offered, admissions, student fees, graduation requirements, costs and refund policies, available learning resources, grievance procedures, sexual harassment policies, academic regulation, including academic honesty, nondiscrimination policy, academic freedom statement, names and credentials of faculty and administrators, names of Board of Trustees, and all other items relative to attending the institution.

21. Relations with Accrediting Commission

The San Mateo County Community College District Board of Trustees provides assurance that Cañada College complies with all ACCJC/WASC requirements and accreditation standards and policies. The College maintains contact with the Commission through its Accreditation Liaison Officer.

G. ACCREDITATION STANDARDS MET

Cañada College meets all accreditation standards of ACCJC/WASC. The College is currently completing a comprehensive self-evaluation report for re-affirmation of its accreditation. The completed report will be forwarded to the Commission ahead of a fall 2013 Site Visit.

The growth in distance education does not change Cañada College's ability to continue to meet the standards. Online instruction must meet the same curriculum processes, Carnegie unit requirement, faculty assignment qualifications, support resources, student services support, and assignment/content requirements as onsite instruction. All online courses are held to the same academic rigor, review and student learning outcomes assessment as face-to-face courses. Additionally, the curriculum process treats online instruction as another modality of instruction. Therefore, the student learning outcomes, assessment plans, program review processes and academic revision and renewal processes are applied to online instruction and services in the same way as onsite instruction and services.

Standard I: Institutional Mission and Effectiveness -

On April 11, 2007 the San Mateo County Community College District Board approved the Cañada College mission statement. In 2012, the College Planning Council reaffirmed the mission statement. In March 2013, the Cañada College Educational Master Plan, which includes the most recent mission statement, will be reviewed by the Board of Trustees.

Institutional effectiveness is assured by the use of outcomes-based assessment. The entire college is involved in the strategic planning process and in self-reflective dialogue about student learning and institutional processes. All strategic planning is linked to data-driven program review. The program review process includes all areas of the college (instruction, student services and administration). The overarching goals of the institutional planning and assessment processes are to meet the needs of our students, respond to the ever-changing educational needs of the community at large and to ensure that resources are aligned to achieve these goals. The Cañada College Distance Education Advisory Council (DEAC) has oversight of the distance education program. This group monitors student success and retention, student services and enrollment trends in distance education courses and also provides guidance to the Deans about needs in distance education.

Standard II: ***Student Learning Programs and Services***

Cañada College offers a complete range of courses for transfer, selected career technical education areas and basic skills. All disciplines participate in the program review process, which includes course offerings, curriculum development and updating, student characteristics and success, student learning outcomes, facilities and equipment needs, and personnel needs. New course proposals are initiated by faculty and require review by their discipline and the curriculum committee. Course modifications, for example offering a section through distance learning, are also initiated by faculty and reviewed by the curriculum committee. A faculty member from the Distance Education Advisory Committee serves as a distance education advisor to the curriculum committee for technical review of courses being proposed for distance learning. All actions on new, revised, banked or deleted courses are approved by the Board of Trustees.

Every course offered at Cañada College has student learning outcomes. If the course is offered through distance education, the learning outcomes are the same. Cañada College maintains the same standards, quality, and breadth in its distance learning offerings as it does in its traditional-mode courses and the institutional review mechanisms ensure their integrity. All distance-mode courses are reviewed to ensure rigor and compliance with Title 5 and they must meet the same requirements as traditional-mode courses. In addition, the review also includes the course's proposed instructional media, types of student participation, methods of student evaluation, representative courseware and/or materials, assignments, and types of proficiency demonstrations (e.g. testing arrangements).

Cañada College offers a broad array of services to assist students in establishing appropriate educational goals and to help them achieve these goals. The college provides comprehensive services to all students whether on-campus or online.

Students can apply for admission online and may perform all aspects of registration online – registration for classes, drop or add classes, withdrawal from classes, select variable unit levels of enrollment, and select a grade option for a class. Students can check their class schedule, class location, time and instructor information, online. Students may display their class schedule, purchase their parking permit and display or pay their student fees online. Students can view holds on their records, display their grades for a term and request or check on the status of an official transcript or view an unofficial transcript.

During the registration process students can access both the Free Application for Federal Student Aid (FAFSA) and the Board of Governors' Fee Waiver applications online. At any time, students may check the status of their financial aid application, ascertain if further documentation is needed, or learn of any awards they may receive through WebSmart. Students are able to access the Cañada College Bookstore online. They can purchase their books, supplies and other college merchandise online.

Electronic Counseling Services allows continuing students to receive general counseling services via e-mail. This service is particularly helpful for students who find it difficult to schedule counseling appointments at convenient times. An online orientation for Cañada College will be available soon. An array of online resources and services that support the distance education student are offered through the library, disability resource center and learning center, including online tutoring. Because most of our online students are "local" and by tracking the usage of the Learning Center, we have learned that most online students come to the Learning Center rather than choosing online support.

Standard III: *Resources*

Cañada College integrates institutional planning with human resource planning, physical resources planning, technology planning and financial planning. The College strategic plan is tied into data-driven planning and annual program review. Adequate facilities support education and student services. Technology is continually reviewed for upgrading and financial resources are carefully allocated through program review and strategic planning. The district determines the allocation to each of the colleges and then the colleges each develop a budget for that academic year.

The district offices also contribute significantly to resource planning and support. The District Office of Human Resources supports all hiring, including orientation for hiring committees, working with CSEA for approval of hiring committees, advertizing of open positions, development of job descriptions, new hire paperwork, negotiation of benefits, etc. The District Facilities manages all of the facilities and housekeeping at each of the three colleges in the district. Facilities planning has been guided by the SMCCCD Facilities Master Plan completed in 2011. Budgeting also occurs at both the district and college level.

SMCCCD Facilities Master Plan
http://www.smccd.edu/accounts/smccd/departments/facilities/masterplan.shtml

As previously mentioned, the IT services at Cañada College are overseen by the district IT department. Planning for IT services occurs at both the district and college level. The district manages the contract with MoodleRooms for hosting all of the Moodle shells. Since these shells are used by all courses (both online and face-to-face) support for Moodle is independent of the distance education program and courses. Use of online support for courses is fully integrated into the college budget regardless of the number of online courses offered. Help desk support for Moodle and other IT issues are also fully integrated into the college and district budget because Moodle is used for all courses offered by the College. In the same way, computer access and support, including free wireless internet access, is offered to all students and is integrated into the College budget and planning processes. In other words, these services and support would continue even if no distance education courses were offered at the College.

Professional development is managed almost entirely at the local college level. Faculty, staff and administration have access to professional development opportunities funded through a variety of sources. At Cañada College, much of the professional development is organized through the Center for Innovation and Excellence in Teaching and Learning – a faculty-led center. Funding for professional development is stable and fully integrated into the budget and planning processes. To date, the available resources have been sufficient to support professional development in the area of online pedagogy. Each year, up to three faculty members begin teaching online or hybrid classes. This rate of growth in distance education is easily supported by the professional development funds available.

Courses offered through distance learning are part of the planning for each department and program and, thus, are fully integrated into the course offerings of the College. This means that distance education courses are funded through stable sources (general fund) and are not considered “special” projects or programs that are short-term.

Standard IV: *Leadership and Governance*

The decision-making, planning and implementation processes at Cañada College involve faculty, staff, administrators and students through a participatory governance model. The Instructional

Planning Council and Student Services Planning Council report to the College Planning Council, which makes recommendations to the President. The President reports to the Chancellor of the District.

Each department and service area completes an annual program review and plan. These annual plans feed into master plans for facilities, technology, human resources and curriculum. Academic disciplines also complete a comprehensive review every 6 years that is presented at a public curriculum committee meeting. The College is committed to continuous improvement and all faculty, staff, administrators and students regularly participate in discussions on improving practices, programs and services.

The San Mateo County Community College District is home to three accredited colleges and is overseen by one governing board. The Board of Trustees is responsible for considering approval on all curriculum forwarded by the District Curriculum Committee after local approval at each college. The Cañada College Curriculum Committee is a standing committee of the Academic Senate. The Board has approved all courses available online or hybrid which constitute the 50% or more of the graduation requirements. A full list of courses approved for distance learning is included in the appendix.

Appendix A
Degrees Substantially Available through Distance Learning

Associate degrees with 50% or more of required units available through courses approved for distance learning (DL) mode – either online, hybrid or web-assisted. The approval process does not distinguish between the hybrid and online options. Degree requirements are from the 2011-12 catalog. These tables were developed by assuming that all approved courses are being offered and are offered online (not hybrid or web-assisted), thus they are overestimates of what is currently available.

A: Associate in Arts/Associate in Science Degrees (AA/AS)
DL availability = 100*(DL Units)/(Required Degree Units)
Notes:

1. All associate degree general education requirements except physical education are available in DL mode.

2. DL availability is calculated assuming minimum units for Physical Education (2 units) and minimum units for other general education areas (18 units); the total number of general education units is taken as 20 out of which 18 are available in DL.

3. Elective units are assumed to be available through DL. Electives are calculated as follows: 60 required units – (major units required + GE/P.E. units required)

4. Degree Units is the greater of 60 and (major units +20 general education units). Where this results in Degree Units > 60, the total is adjusted to allow excess major units to apply toward general education where appropriate.

5. DL availability is calculated as 100*(Available DL degree units/Degree Units). Available DL degree units is the sum of available DL major units + available DL GE units (18) + electives.

AA/AS Degrees substantially available through DL: 51 (of 60 degrees in the 2011-12 catalog).

The only majors that do not meet the 50% threshold for substantial availability through DL are those requiring 29 or more major units that are not available through DL.

Degree	Major Units	DL Major units	DL Degree units	Degree Units	% of DL Availability
Accounting, AS	27.5	10.5	41.0	60	68.3 %
Anthropology with an Emphasis in Archaeology, AA	19.0	19.0	58.0	60	96.7 %

Degree	Major Units	DL Major units	DL Degree units	Degree Units	% of DL Availability
Anthropology with an Emphasis in Cultural Anthropology, AA	19.0	19.0	58.0	60	96.7 %
Anthropology with an Emphasis in Linguistic Anthropology, AA	19.0	19.0	58.0	60	96.7 %
Anthropology with an Emphasis in Physical Anthropology, AA	19.0	19.0	58.0	60	96.7 %
Anthropology with an Emphasis in Visual Anthropology, AA	19.0	16.0	55.0	60	91.7 %
Art with an Emphasis in Art History, AA	23.0	3.0	38.0	60	63.3 %
Biological Sciences , AS	36.0	16.0	38.0	60	63.3 %
Business Administration, AS	27.0	18.0	49.0	60	81.7 %
Business Management: Small Business, AS	27.5	6.0	36.5	60	60.8 %
Communication Studies, AA	18.0	9.0	49.0	60	81.7 %
Computer Business Office Technology: Administrative Assistant, AS	33.0	17.0	42.0	60	70.0 %
Computer Business Office Technology: Administrative Support Assistant, AS	23.5	13.5	48.0	60	80.0 %
Computer Information Science: C++ or Java, AS	32.0	23.0	49.0	60	81.7 %
Early Childhood Education/Child Development, AS	24.0	6.0	40.0	60	66.7 %
Earth Science, AS	30.0	19.0	47.0	60	78.3 %
Economics, AA	18.0	18.0	58.0	60	96.7 %
Engineering, AS	37.0	19.0	40.0	60	66.7 %
English, AA	18.0	12.0	52.0	60	86.7 %
Fashion Design and Merchandising: Fashion Merchandising, AS	25.0	3.0	36.0	60	60.0 %

Degree	Major Units	DL Major units	DL Degree units	Degree Units	% of DL Availability
Fashion Design and Merchandising: Theater Costuming, AS	28.0	0.0	30.0	60	50.0 %
Fitness Professional, AS	31.0	10.0	37.0	60	61.7 %
Geography, AA	18.0	12.0	52.0	60	86.7 %
Health Science, AS	30.0	22.0	50.0	60	83.3 %
History, AA	24.0	24.0	58.0	60	96.7 %
Human Services, AS	26.5	4.5	36.0	60	60.0 %
Interdisciplinary Studies (Option 1): Natural Science and Mathematics, AA	18.0	18.0	58.0	60	96.7 %
Interdisciplinary Studies (Option 1): Social and Behavioral Sciences, AA	18.0	18.0	58.0	60	96.7 %
Interdisciplinary Studies (Option 1): Arts and Humanities, AA	18.0	9.0	49.0	60	81.7 %
Interdisciplinary Studies with Transfer Status (Opt 2): Natural Science and Mathematics, AA	18.0	18.0	55.0	60	91.7 %
Interdisciplinary Studies with Transfer Status (Opt 2): Social and Behavioral Sciences, AA	18.0	18.0	55.0	60	91.7 %
Interdisciplinary Studies with Transfer Status (Option 2): Arts and Humanities, AA	18.0	9.0	46.0	60	76.7 %
International Studies, AA	24.5	13.5	47.0	60	78.3 %
Kinesiology, Athletics and Dance: Dance, AA	30.0	3.0	33.0	60	55.0 %
Kinesiology, Athletics and Dance: Kinesiology, AA	21.0	11.0	50.0	60	83.3 %
Latin American Studies with Transfer Status, AA	24.0	9.0	43.0	60	71.7 %

Degree	Major Units	DL Major units	DL Degree units	Degree Units	% of DL Availability
Medical Assisting: Medical Billing Specialist, AS	24.0	0.0	34.0	60	56.7 %
Medical Assisting: Medical Transcription, AS	31.5	6.0	32.5	60	54.2 %
Multimedia Art and Technology: Multimedia, AA	24.0	10.5	44.5	60	74.2 %
Music, AA	20.0	0.0	38.0	60	63.3 %
Paralegal, AS	27.0	9.0	40.0	60	66.7 %
Philosophy, AA	18.0	6.0	46.0	60	76.7 %
Political Science, AA	21.0	18.0	55.0	60	91.7 %
Political Science: Pre-Law, AA	21.0	12.0	49.0	60	81.7 %
Political Science: Pre-Law (with Transfer Status), AA	21.0	12.0	48.0	60	80.0 %
Political Science: Public Administration and Service, AA	25.0	22.0	55.0	60	91.7 %
Political Science: Public Administration and Service (with Transfer Status), AA	25.0	22.0	54.0	60	90.0 %
Psychology, AA	19.0	13.0	52.0	60	86.7 %
Sociology, AA	19.0	7.0	46.0	60	76.7 %
Spanish, AA	20.0	12.0	50.0	60	83.3 %
Theatre Arts, AA	21.0	0.0	37.0	60	61.7 %

B: Associate in Arts for Transfer/Associate of Science for Transfer Degrees (AA-T/AS-T)
DL availability = 100*(DL Units)/(Required Degree Units)

1. All associate for transfer degrees require a minimum of 60 CSU-transferable semester units.

2. Completion of a minimum of 18 semester units in an "AA-T" or "AS-T" major. Students must complete the major coursework specified for the AA-T/AS-T. In some cases these courses will also fulfill GE requirements ("double-counting")

3. Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern. Since the units required for CSU GE and IGETC are different, and because students have the option of double counting courses, an average number of required units was used in the calculations (GE=37).

   DL availability is calculated assuming minimum units for general education areas (37 units); total number of general education units is taken as 37 out of which 34 are available in DL.

3. Elective units are assumed to be available through DL. Electives are calculated as follows: 60 required units – (major units required + GE units required)

5. DL availability is calculated as 100*(Available DL degree units/Degree Units). Available DL degree units is the sum of available DL major units + available DL GE units (34) + electives.

AA-T/AS-T Degrees substantially available through DL: 7 (of 7 degrees in the 2011-12 catalog).

Degree	GE Units	DL GE Units	Major Units	DL Major Units	DL degree units	Degree Units	% of DL Availability
Communication Studies, AA-T	37.0	34.0	18.0	9.0	48.0	60	80.0 %
Early Childhood Education/Child Development, AS-T	37.0	34.0	24.0	9.0	43.0	60	71.7 %
Kinesiology, AA-T	37.0	34.0	21.0	11.0	47.0	60	78.3 %
Mathematics, AS-T	37.0	34.0	21.0	10.0	46.0	60	76.7 %
Physics, AS-T	37.0	34.0	27.0	10.0	44.0	60	73.3 %
Psychology, AA-T	37.0	34.0	19.0	13.0	51.0	60	85.0 %
Sociology, AA-T	37.0	34.0	19.0	7.0	45.0	60	75.0 %

Appendix B
Certificates Substantially Available through Distance Learning

Certificates with 50% or more of required units available through courses approved for distance learning (DL) mode - either online, hybrid or web-assisted. The approval process does not distinguish between the hybrid and online options. Certificate requirements are from the 2011-12 catalog. These tables were developed by assuming that all approved courses are being offered and are offered online (not hybrid or web-assisted), thus they are overestimates of what is currently available.

For example, it appears that the PASS certificate could be completed online, but two of the required courses and one elective for this certificate are only offered as hybrid courses and two of these are only offered as hybrid courses for a special program for working adults. Therefore, while technically all of the courses for this certificate are approved for distance education, the courses are not available online for the regular College student. However, for completeness, this certificate is listed here.

DL availability = 100*(DL Units)/(Required Units)
Certificates of Achievement (CA) substantially available through DL: 8 (of 37 certificates in the 2011-12 catalog).

Certificate	Major Units	DL Major Units	% of DL Availability
Computer Business Office Technology: Administrative Assistant, CA	33.0	17.0	51.5 %
Computer Business Office Technology: Administrative Support Assistant, CA	23.5	13.5	57.4 %
Computer Business Office Technology: General Office, CA	12.0	6.0	50.0 %
English as a Second Language: Preparation for Academic Scholarship and Success (PASS), CA	12.0	12.0	100.0 %
Multimedia Art and Technology: Multimedia: Graphic Design, CA	16.5	12.0	72.7 %
University Transfer: CSU General Education (CSU-GE), CA	39.0	36.0	92.3 %
University Transfer: Intersegmental General Education Transfer Curriculum (IGETC) - CSU, CA	37.0	34.0	91.9 %
University Transfer: Intersegmental General Education Transfer Curriculum (IGETC) - UC, CA	39.0	36.0	92.3 %

Appendix C
Associate in Arts/Science Degree Requirements
General Education and other Requirements
Available through Distance Learning (DL)

Graduation from Cañada College with the Associate in Arts (AA) Degree or the Associate in Science (AS) Degree is based on completion of 60 units including the requirements "A" through "F" listed below:

A. Residence

Requirement: A minimum of 12 units must be completed at Cañada College. Also note information under MAJOR.

DL Options: More than 12 units are available; see also list of majors.

B. Scholarship

Requirement: A minimum overall GPA of 2.0 in the 60 units submitted for the AA Degree 2.0 GPA in course work taken in the San Mateo County Community College District (SMCCCD) and a minimum GPA 2.0 in units applied to the major.

DL Options: Independent of mode.

C. Basic Competency Requirements

1. Reading

Requirement: Eligibility for ENGL 100 as determined by the English Placement Exam or satisfactory completion of Read 836

DL Options: Met via completion of writing requirement (see below).

2. Writing

Requirement: Satisfactory completion of English 100

DL Options: English 100

3. Math

Requirement: Placement into transfer-level math course on SMCCCD Math Placement Test or completion of Intermediate Algebra (Math 120 or Math 122 and 123) with a grade of "C" or better or successful completion of any course with a Math 120 prerequisite

DL Options: Math 120/122/123 (and their prerequisites, Math 110/111/112)

4. Physical Education

Requirement: 2 units required of any Physical Education activity course.

DL Options: No current DL options

Continued on next page…

D. Major

See separate information on majors; fifty percent of the units required for the major must be completed at Cañada College

E. General Education

1. GE Area A: Language and Rationality (6 semester units)

Requirements:

English Composition Requirement (3 units): ENGL 100

DL Options: ENGL 100

Communication and Analytical Thinking Requirement (3 units from a list of 21 courses):

DL Options: COMM 130; MATH 120, 122, 123, 200, 222, 251; BUS. 115; ENGL 110, 165

2. GE Area B: Natural Sciences (3 semester units)

Requirement: 3 units from a list of 39 courses

Physical Science:

DL Options: CHEM 112 (not offered), 410 (hybrid only); METE 100; OCEN 100

Life Science:

DL Options: ANTH 125, 126; BIOL 110 (hybrid only), 130, 260 (hybrid only)

3. GE Area C: Humanities (3 semester units)

Requirement: 3 units from a list of 96 courses

Arts:

DL Options: None available

Development of Cultures:

DL Options: HIST 100, 101, 104, 106, 243, 245, 246, 247, 455

Languages:

DL Options: SPAN 110, 111, 112, 120, 121, 122, 130, 131, 132, 140

Literature:

DL Options: COMM 150; ENGL 110, 161, 162

Philosophy:

DL Options: ANTH 200, 351

4. GE Area D: Social and Behavioral Sciences (3 semester units)

Requirement: 3 units from a list of 49 courses

US 1:

DL Options: HIST 201, 202

US 2:
DL Options: HIST 201, 202

US 3:
DL Options: PLSC 210, 310

Social Institutions:
DL Options: ANTH 110, 200; COMM 150; ECE. 201; ECON 100, 102; HIST 104, 106, 201, 202, 242, 243, 245, 246, 247, 422, 455; PLSC 130, 170, 210, 310; PSYC 100, 200

5. GE Area E: Ethnic Studies (3 semester units)
Requirement: 3 units from a list of 25 courses
DL Options: HIST 242, 245, 246, 247, 422, 452; PLSC 310

F. General Electives
Requirement: Additional degree applicable courses to meet the minimum 60 units degree requirement
DL Options: various

Appendix D
Majors Substantially Available through Distance Learning

Majors with 50% or more of required major units available through courses approved for distance learning (DL) mode - either online, hybrid or web-assisted. The approval process does not distinguish between the hybrid and online options. This table was developed by assuming that all approved courses are being offered and are offered online (not hybrid or web-assisted), thus they are overestimates of what is currently available. Major requirements are from the 2011-12 catalog. Where major has a range of units, the limit that gives the highest DL percentage is used.

DL availability = 100*(DL Units)/(Required Units)
Majors substantially available through DL: 35 (of 67 majors in 2011-12 catalog)

Major	Major Units	DL Major units	% of DL Availability
Anthropology With an Emphasis in Archaeology, AA	19.0	19.0	100.0 %
Anthropology With an Emphasis in Cultural Anthropology, AA	19.0	19.0	100.0 %
Anthropology With an Emphasis in Linguistic Anthropology, AA	19.0	19.0	100.0 %
Anthropology With an Emphasis in Physical Anthropology, AA	19.0	19.0	100.0 %
Anthropology With an Emphasis in Visual Anthropology, AA	19.0	16.0	84.2 %
Business Administration, AS	27.0	18.0	66.7 %
Communication Studies, AA	18.0	9.0	50.0 %
Communication Studies, AA-T	18.0	9.0	50.0 %
Computer Business Office Technology: Administrative Assistant, AS	33.0	17.0	51.5 %
Computer Business Office Technology: Administrative Support Assistant, AS	23.5	15.5	66.0 %
Computer Information Science: C++ or Java, AS	32.0	23.0	71.9 %
Earth Science, AS	30.0	19.0	63.3 %
Economics, AA	18.0	18.0	100.0 %
Engineering, AS	37.0	19.0	51.4 %
English, AA	18.0	12.0	66.7 %

Major	Major Units	DL Major units	% of DL Availability
Geography, AA	18.0	12.0	66.7 %
Health Science, AS	30.0	22.0	73.3 %
History, AA	24.0	24.0	100.0 %
Interdisciplinary Studies (Opt 1): Natural Science and Mathematics, AA	18.0	18.0	100.0 %
Interdisciplinary Studies (Opt 1): Social and Behavioral Sciences, AA	18.0	18.0	100.0 %
Interdisciplinary Studies (Option 1): Arts and Humanities, AA	18.0	9.0	50.0 %
Interdisciplinary Studies with Transfer Status (Opt 2): Natural Science and Mathematics, AA	18.0	18.0	100.0 %
Interdisciplinary Studies with Transfer Status (Opt 2): Social and Behavioral Sciences, AA	18.0	18.0	100.0 %
Interdisciplinary Studies with Transfer Status (Option 2): Arts and Humanities, AA	18.0	9.0	50.0 %
International Studies, AA	24.5	13.5	55.1 %
Kinesiology, AA	21.0	11.0	52.4 %
Kinesiology, AA-T	21.0	11.0	52.4 %
Political Science, AA	21.0	18.0	85.7 %
Political Science: Pre-Law (with Transfer Status), AA	21.0	12.0	57.1 %
Political Science: Pre-Law, AA	21.0	12.0	57.1 %
Political Science: Public Administration and Service (with Transfer Status), AA	25.0	22.0	88.0 %
Political Science: Public Administration and Service, AA	25.0	22.0	88.0 %
Psychology, AA	19.0	13.0	68.4 %
Psychology, AA-T	19.0	13.0	68.4 %
Spanish, AA	20.0	12.0	60.0 %

Appendix E

Success and Retention of distance education students compared to face-to-face.

The Office of Planning, Research & Student Success generates a packet of information every academic year which includes data on the number of students enrolled and their success and retention in 1) only face-to-face classes, 2) only online classes and 3) both types of classes.

Students taking both face-to-face and online classes have the same success and retention as students taking only face-to-face classes (~70% success and ~84% retention), while students only enrolled in online classes are less successful (53% success and 78% retention). This data packet is reviewed annually by various groups on campus.

http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

Retention Rates

	Academic Year				
Students taking..	07/08	08/09	09/10	10/11	11/12
Face-to-face courses	85%	86%	85%	84%	84%
Only online courses	81%	80%	75%	74%	78%
Both face-to-face and online courses	82%	83%	82%	82%	84%

Success Rates

	Academic Year				
Students taking..	07/08	08/09	09/10	10/11	11/12
Face-to-face courses	72%	72%	71%	70%	70%
Only online courses	51%	55%	57%	51%	53%
Both face-to-face and online courses	65%	67%	66%	67%	69%

There are no programs, degrees or certificates that are offered entirely online, so analysis has to focus on the course level. Students choose to take an online class to satisfy a general education requirement.

Appendix F
Trends
Distance Education Enrollments, Courses, and Faculty
2007/08 – 2011/12

The following table presents Distance Education enrollments and course offerings for 5 academic years (Fall + Spring) 2007/08 – 2011/12. The data reveal the following trends:

Enrollments

- Total Distance Education enrollments increased 237.9% (+3,806) during this period of time (07-08 compared to 11/12). However, online course enrollments increased 318.1% while telecourse enrollments decreased -100% (all telecourses were deleted effective Fall 2011).
- In 2011/12, distance education courses (online, hybrid and web assisted) averaged enrollments of 23 students per course – up from an average enrollment of 13 in 2007/08.
- In Fall 2012, Distance Education courses accounted for 7.3% of all Cañada course enrollments.

Course Offerings

- Overall, there were a total of 709 Distance Education sections of 93 courses during the 5 years
- Online, hybrid and web assisted course offerings increased 228.8% during this period of time (07-08 compared to 11/12), while telecourse enrollments decreased -100%.
- The only laboratory class offered in the online format is ANTH 126 – Physical anthropology laboratory. The biology and chemistry classes approved for distance education are only offered in a hybrid format, so that students are on-campus for the laboratory exercises.

Distance Education Faculty

- Between 2007/08 – 2011/12, a total of 111 unique faculty taught the 709 Distance Education courses offered. These numbers include faculty teaching courses between fall 2010 and fall 2011, where the hours-by-arrangement were done through distance education, but the course was fully face-to-face.
- Of these 111 faculty teaching all Distance Education courses, 37.5% were full-time and 62.5% were part-time. In comparison, the full-time/part-time proportion of Cañada faculty teaching traditional coursework is 27% full-time/73% part-time.

Cañada College
Approved Distance Learning Courses

This table shows all courses for which the distance learning mode has been approved by the Curriculum Committee. Most recent offering includes Fall 2012 distance learning courses active as of July 6, 2012.

Dept.	Course #	Units	Term	Year	Comments
ANTH	110	3.0	FA	2012	
ANTH	125	3.0	SU	2012	
ANTH	126	1.0	SU	2012	
ANTH	200	3.0	FA	2012	
ANTH	351	3.0			not yet offered DL
ASTR	100	3.0	FA	2012	hybrid only
ASTR	101	1.0	FA	2012	hybrid only
BIOL	110	4.0	FA	2012	hybrid only
BIOL	130	3.0	SU	2012	
BIOL	260	5.0	FA	2012	hybrid only
BIOL	310	3.0	FA	2012	
BUS.	115	3.0	SP	2010	
CBOT	415	1.5			not offered DL
CBOT	430	1.5			not offered DL
CBOT	431	1.5			not offered DL
CBOT	435	3.0			not offered DL
CBOT	436	3.0			not offered DL
CBOT	457	2.0			not offered DL
CBOT	470	1.5			not offered DL
CBOT	472	1.5			not offered DL
CBOT	474	1.5			not offered DL
CBOT	476	1.5			not offered DL
CHEM	112	4.0			course not offered
CHEM	410	4.0	SP	2012	hybrid only
CIS	119				course deleted from catalog
CIS	250	3.0			not yet offered DL
CIS	251	1.0	SP	2012	
CIS	253	1.0	SP	2010	

Dept.	Course #	Units	Term	Year	Comments
CIS	284	3.0			not yet offered DL
CIS	285	1.0	FA	2007	
CIS	287	1.0	SP	2010	
COMM	110	3.0	FA	2012	hybrid only
COMM	130	3.0	FA	2012	hybrid only
COMM	150	3.0			not yet offered DL
CRER	401	1.0	FA	2012	hybrid
ECE.	201	3.0	FA	2012	
ECE.	247	3.0			not yet offered DL
ECE.	366	3.0	SP	2009	hybrid
ECON	100	3.0	FA	2009	
ECON	102	3.0	FA	2012	
ENGL	100	3.0	FA	2012	
ENGL	110	3.0	FA	2012	
ENGL	161	3.0			not yet offered DL
ENGL	162	3.0			not yet offered DL
ENGL	165	3.0			not yet offered DL
ENGL	829	0.5			not yet offered DL
ENGL	849	0.5			not yet offered DL
ENGR	215	3.0			not yet offered DL
ENGR	230	3.0	SP	2012	
ENGR	240	3.0	FA	2012	
ENGR	260	3.0	SP	2012	
ENGR	270	3.0	FA	2012	hybrid only
ESL	400	5.0	FA	2012	hybrid
ESL	836	2.0	FA	2012	hybrid
ESL	837	2.0	FA	2012	hybrid
ESL	839	2.0	FA	2011	hybrid
ESL	911	5.0	FA	2012	hybrid
ESL	912	5.0	FA	2012	hybrid
ESL	913	5.0	FA	2012	hybrid
ESL	914	5.0	FA	2012	hybrid
ESL	921	5.0	FA	2012	hybrid
ESL	922	5.0	FA	2012	hybrid

Dept.	Course #	Units	Term	Year	Comments
ESL	923	5.0	FA	2012	hybrid
ESL	924	5.0	FA	2012	hybrid
HIST	104	3.0	FA	2012	
HIST	106	3.0	SP	2012	
HIST	201	3.0	FA	2012	
HIST	202	3.0	SP	2012	
HIST	242	3.0			not yet offered DL
HIST	243	3.0			not yet offered DL
HIST	245	3.0			not yet offered DL
HIST	246	3.0			not yet offered DL
HIST	247	3.0			not yet offered DL
HIST	422	3.0			not yet offered DL
HIST	455	3.0			not yet offered DL
HSCI	432	0.5	FA	2012	hybrid only
KINE	308	3.0			not yet offered DL
LCTR	100	1.0	FA	2012	hybrid
LCTR	151	1.0			not yet offered DL
LCTR	810	1.0			not yet offered DL
LIBR	100	1.0	SU	2012	
MART	314	3.0			not yet offered DL
MART	370	1.5	SP	2012	
MART	376	3.0			not yet offered DL
MART	377	3.0			not yet offered DL
MART	378	3.0			not yet offered DL
MART	389	1.5	FA	2012	
MART	410	1.0			not yet offered DL
MART	417	3.0			not yet offered DL
MATH	110	5.0	FA	2012	
MATH	111	3.0	FA	2012	
MATH	112	3.0	FA	2012	
MATH	120	5.0	FA	2012	
MATH	122	3.0	FA	2012	
MATH	123	3.0	FA	2012	
MATH	200	4.0	FA	2012	

Dept.	Course #	Units	Term	Year	Comments
MATH	222	5.0			not yet offered DL
MATH	251	5.0	FA	2012	hybrid
MATH	253	5.0			not yet offered DL
MATH	268	4.0			not yet offered DL
MATH	818	1.0	FA	2012	
METE	100	3.0	FA	2012	
OCEN	100	3.0	FA	2012	
PLSC	130	3.0	SP	2012	hybrid
PLSC	170	3.0			not yet offered DL
PLSC	210	3.0	FA	2012	
PLSC	310	3.0	FA	2012	
PSYC	100	3.0	FA	2012	
PSYC	200	3.0	FA	2012	
SOCI	100	3.0	FA	2012	
SPAN	110	5.0	FA	2012	hybrid
SPAN	111	3.0	FA	2012	hybrid
SPAN	112	3.0	FA	2012	hybrid
SPAN	120	5.0	FA	2012	hybrid
SPAN	121	3.0	FA	2012	hybrid
SPAN	122	3.0	FA	2012	hybrid
SPAN	130	5.0			not yet offered DL
SPAN	131	3.0	FA	2011	hybrid
SPAN	132	3.0	FA	2011	hybrid
SPAN	140	3.0	FA	2011	hybrid

Canada College Distance Education Handbook

Distance Education Advisory Committee

Updated 10-23-12

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Cañada College Distance Education Advisory Committee

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SMCCCD DEAC Mission/Goals

Through the distance education program, the District will create innovative educational opportunities, provide responsive support services and strive for the high success and retention rates relative to (statewide or national) data. The District envisions the expansion of distance education offerings to increase distance education-based degrees and certificates.

Cañada's DEAC Goals

The distance education program is committed to the college's core mission of ensuring student success by building and supporting a distance education program that meets the varied academic plans of Cañada's students while supporting training, professional development, collegiality, and community building among faculty members.

Preparing to Teach an Online Course

Successful online teaching involves a fruitful marriage between technology and content, and a firm understanding of the teaching theories currently embraced by the online teaching community. Developing a successful online course involves understanding the particular strengths and weaknesses of this mode of delivery, the specific student population being served, and the technology—both hardware and software—that will aid faculty members in developing innovative online courses. The following sections outline technology recommendations, faculty training and certification, and course development guidelines.

Technology

Faculty members should have access to technology sufficient for managing their online courses. The technology recommendations, for both Windows and Macintosh users, as of October 22, 2012 are:

- Fairly recent Mac or PC (not more than three years old) with a current operating system
- Current browser
- Internet connection, preferably broadband (DSL speeds)

Please note that a user's experience will be slightly different depending on the browser. Additionally, certain software supported by SMCCD is known not to work with later versions of Internet Explorer. In those instances, users will need to use IE 7/8, Chrome or Firefox.

Training and Certification

Faculty electing to teach online classes should have training in both Moodle/WebAccess, and online pedagogy/andragogy. To teach a course in the Distance Education program or design a new course, the faculty member should receive training/certification in online teaching, either through the District (STOT), or through another approved or accredited program, or be able to demonstrate equivalent experience such as prior success at teaching online courses, then seek approval from the division Dean to teach an online course.

Course Development and Approval (existing traditional courses)

To ensure that our course delivery is consistent, student-friendly, and integrated, the following criteria should be met before a faculty member designs, adopts or teaches an online course. (Note: Courses with less than 51% contact hours offered via distance ed are considered web-assisted courses, not fully online or hybrid courses, and these guidelines do not necessarily all apply.)

Recommended requirements for teaching online:

- The faculty member seeking to teach online has approval from division Dean.
- Distance Education addendum to the Course Outline of Record has been approved by

the Curriculum Committee. The Addendum can be found here: http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/Curriculum%20Forms/Forms/AllItems.aspx

New distance education courses must also go through a course approval process before offering the course. Since moving from the traditional classroom to a virtual classroom is not as simple as merely putting existing course notes and readings online, faculty should critically evaluate their online course.

Throughout the development process, faculty collaboration should be used to ensure best practices and to share insights into both the technology and the andragogy. Several checklists or rubrics exist for assisting faculty in this critical endeavor. It is strongly suggested that faculty members developing a new course use the "Rubric for Online Instruction" developed by CSU, Chico and Butte College. This rubric is available here: http://www.csuchico.edu/celt/roi/

Faculty wishing to adapt an existing class (a course with a current Course Outline of Record) to an online class must have approval from their department chair and dean. SMCCCD suggests the following guidelines for approving the development of an online course:

- Students will benefit from having access to the course via a distance offering;
- The Course Outline of Record is current and has been approved with a DE addendum request for approval;
- A DE addendum has been submitted to the Curriculum Committee adequately designating the following:
    1. Sufficient consideration has been given to adaptations of methods of instruction and methods of evaluation to ensure regular and effective contact as required in Title 5 and the proposed SMCCCD Regular Effective Contact Policy (See Appendix 1: Regular Effective Contact Policy).
    2. Necessary technical requirements are available.
    3. Accessibility is ensured as required by Section 508 guidelines.
- All Title 5 mandates have been met and followed.
- Courses have incorporated discipline SLO's
- Confirm that articulation with CSU/UC is not affected by offering the course through distance learning

Teaching Online

Faculty members teaching an online course should follow these guidelines for course management, communication with students, and providing accessibility:

Course Management

Faculty teaching online courses are responsible for the same course administrative functions as those teaching in a traditional classroom, including choosing books and

curriculum, verifying course rosters, adding and dropping students, and entering grades at the prescribed times. In addition, online faculty are responsible for creating and loading syllabi, assignments, and calendars to the course website, assuring that all features of the site are up-to-date and currently working, and facilitating interaction among their students.

Communication

To ensure consistent communication with potential distance education students, faculty members teaching online courses should use their smccd.edu email accounts as their primary email contact. In addition, the faculty member should use the district provided Moodle (WebAccess) shell to ensure authentication compliance.

Communication with distance learners often begins before the first class meeting. Faculty members are encouraged to develop a Student Prep Plan to send to enrolled students the week prior to the course start date. The Student Prep Plan should include a welcome letter, the syllabus, and course guidelines for communication. The syllabus is a critical channel for communicating expectations to distance learners. Faculty members should consider modifying their syllabus to clearly address course policies, assignment submission, testing and proctoring, and support services that may be affected by the distance learning modality. Syllabi for Distance Education courses should include a specific section that outlines how the course will be managed, how communication will be managed, and how special needs will be met. Appendix A contains examples of Distance Education syllabi and welcome letters that address the needs of online students.

Regular and Effective Contact

Faculty presence is an important factor in the success of online courses. Online instructors must meet the requirements for regular effective contact, using both synchronous and asynchronous channels, where appropriate, to connect with the students in their online courses. Moreover, student retention and success rates are improved when there is active participation in the class that fosters a sense of community. Faculty should be prepared to encourage student interaction, build opportunities for learner-learner contact and instructor-learner contact, and give response and feedback in a timely manner, as specified in the course syllabus.

In 2008, the California Community Colleges Chancellor's Office published updated guidelines for distance education courses as outlined in Title V. Section 55204 (formerly section 55211) was amended to clarify guidelines for regular effective contact in online, hybrid, and web-assisted courses, including subsection (a), the responsibility of the instructor for initiating and maintaining contact, and subsection (b), a discussion of acceptable modes for maintaining contact.

Studies have shown that student success in distance courses, including retention and persistence, is enhanced by contact between the instructor and the student. Accordingly, all distance education courses should include frequent and ample opportunities for students to ask questions and receive comments and feedback from instructors. Moreover, feedback should be timely and interactive, and use a variety of channels. Best practices include:

- Early, continuing, and consistent communication from the instructor of record, including instructions for accessing the course material and opportunities for assessing whether students are accessing and understanding the course material.

- Regular contact hours established through published office hours (whether virtual or face-to-face) and availability for answering questions and giving feedback that includes both synchronous and asynchronous modes.

- Timely feedback that replicates the contact of face-to-face courses, with contact between faculty and students occurring no-less frequently than in a comparable face-to-face course. Cañada's best practice guidelines suggest that, during the work week, instructors should answer student questions as soon as possible or within 24 hours. In their syllabus or welcome letter, instructors should clearly indicate when they will be available to students, how often they will respond to student work, and when they are not available (ie, over vacations, holidays, or weekends, if appropriate).

- Interaction between faculty and students using multiple channels, including but not limited to forum discussions, email, and weekly announcements. Faculty are strongly encouraged to use a variety of communications modes in their classes including synchronous channels, such as chat, Skype, CCC Confer, or other collaborative tools, such as Google docs, wikis, and Twitter, to name a few.

Accessibility

To ensure that students with disabilities have the same opportunity, Distance Education courses should be designed to provide "built-in" accommodation (i.e. closed captioning, descriptive narration) and/or interface design/content layout, which is accessible to "industry standard" assistive computer technology commonly used by students with disabilities. Specific guidelines are available at the System Office Regulations and Guidelines for Distance Education:
http://www.cccco.edu/Portals/4/AA/Distance%20Education/DEGuidelinesMar2004.pdf

In addition, the SMCCCD website for the Center for Teaching and Learning (a now defunct group) is still maintained and available. To access tutorials on designing ADA compliant instructional websites, visit http://ctlonline.net/websavvy/access.html

Evaluation and Assessment

District policy for evaluating faculty performance for distance education is under review by a district-wide committee. Any new or revised evaluation processes will be instituted in late 2013 or early 2014. Hopefully, these new processes will take into account the specific needs of distance education.

All new DE courses should be evaluated by the Distance Education Committee before being taught. Towards this goal, the curriculum committee has agreed that new distance education courses or modifications will be required to be reviewed by a distance education expert. Ricardo Flores, when possible, will serve as this review expert. If Ricardo is not available, then another member of the Cañada Distance Education Advisory Committee will review the curriculum. Courses will be specifically reviewed for student authentication, regular and effective contact, and course management system and support.

Support Services

Student Support Services

Library

Our library supports remote access for both faculty and students, including remote access to search tools, library catalogs, and a remote helpline via email. Additionally, library faculty are available for designing custom library resource pages for distance courses. For more on the library's services, visit http://canadacollege.net/library/

Counseling and Student Services

In addition to our regular on-campus advising and counseling, distance learners can use Cañada's Electronic Counseling Service to receive limited counseling on schedule planning, transferring, and GE and Certificate questions. Students can access the Electronic Counseling Service at http://www.smccd.edu/accounts/canada/student/ecounseling.html

District Support

Technical Support

San Mateo Community College District supports WebAccess. Information Technology Services (ITS) contracts with Moodlerooms to maintain WebAccess, which includes a suite of integrated online tools such as assignment posting, grade book, quizzes, forums, chat rooms, white boards and much more. ITS hosts a site that offers an overview of the features of WebAcess and includes links to tutorials on how to use the individual features of WebAccess. View the site and links to the tutorials at
http://www.ctlonline.net/WebAccess
Or choose the tutorial link on the left hand column of the WebAccess homepage.

In addition, the tutorials can be downloaded via iTunesU, a partnership with Apple to provide faculty an easy way to post and share podcasts with their students. iTunesU is based on the same easy-to-use technology used by the iTunes Store, and allows faculty and students to download, listen to, and view content on their Macs, PCs or iPods.
http://www.smccd.edu/itunesu

All technical questions about WebAccess will be handled by the WebAcess support center:
http://smccd.mrooms.net/mod/resource/view.php?inpopup=true&id=8949
In the event the call center can not answer your question, the call center will escalate your issue to the appropriate ITS personnel for further follow-up.

DEAC

SMCCCD has identified distance education as an area for development. Accordingly, the Distance Education Advisory Committee (DEAC) was formed, and is currently working on developing district-wide training via Structured Training for Online Teaching (STOT), identifying district-wide needs and technology support, and sponsoring guest speakers. Information about DEAC, committee members and contact information, and resources available through DEAC are available on the SMCCCD website at http://www.smccd.edu/edservplan/deac/default.shtml

STOT

SMCCCD instructors may apply to take the two-part distance education training through the district, Structured Training for Online Teaching (STOT). In addition to these workshops, a database of online tutorials is available through iTunesU. To access and download these tutorials, visit http://www.smccd.net/accounts/ctl/WebAccess/index.html#tut

Online Resources

State Guidelines
http://www.cccco.edu/ChancellorsOffice/Divisions/AcademicAffairs/DistanceEducation/tabid/499/Default.aspx

Moodle resources
www.moodle.org

Bloom's taxonomy for the digital age
http://www.google.com/search?client=safari&rls=en&q=Bloom's+taxonomy+digital&ie=UTF-8&oe=UTF-8

A deeper look at this revised taxonomy
http://www.scribd.com/doc/8000050/Blooms-Digital-Taxonomy-v212

Faculty resources on the California Virtual Campus
http://www.cvc.edu/faculty/

A portal to DE resources
http://www.web-miner.com/deindex.htm

The American Distance Education Consortium (ADEC)
http://www.adec.edu/online-resources.html

Instructor Links
http://www.distance-educator.com/

Glossary

Asynchronous Learning—teaching and learning that is delivered in a manner that allows the student (within the framework of the course) to work at his/her own pace, and at hours appropriate to his/her schedule.

Distance Education—Instruction in which the instructor and students are separated by distance and interact through the assistance of communication technology.

Hybrid Course—A course that substitutes 51% to 99% of face-to-face instructional hours with online work, and has some regularly scheduled on-campus meetings without alternative distance education means of student participation

Moodle—(Modular Object-Oriented Dynamic Learning Environment) open-source course management software used by SMCCCD to host our distance learning courses. We call our Moodle, WebAccess.

Online Course—a course in which the instructor and the student are separated by distance for the entire course and can interact exclusively through the assistance of communication technology. Testing may be done online, via proctoring arrangements, or other means. If an instructor wishes to incorporate on-campus meetings into the course, the instructor must also provide for alternative distance education means of student participation.

Synchronous Learning—teaching and learning in which instructor and student or student and student communication is occurring in 'real-time' with simultaneous participation.

Telecourse—a course that provides explanatory and illustrative subject material through a series of programs broadcast by TV or through DVDs or videotapes. On campus meetings are held for introduction, review, and testing.

Web-Assisted Course—A course that is designed to include a certain number of instructional contact hours (but fewer than 51%) through distance education, including TBA. This course must undergo a separate approval process by the curriculum committee, just as online and hybrid courses do.

Appendix A

Sample Welcome Letter for a hybrid class:

COMM 120

Welcome to Speech 120! I will be your instructor for the course, and couldn't wait to send you an official welcome to Cañada's first hybrid speech course. In the coming weeks, we'll be studying the relationship between communication and our identities, our relationships, and our approaches to conflict--we have a lot of interesting things to study!

This section of Interpersonal Communication is a *hybrid* class--we'll be doing some of our work in class, and some online via WebAccess. Our first meeting is Thursday, August 18th, but for those of you eager to get started, here's a brief overview of the class!

What's a Hybrid Class?

While we'll meet several times over the semester, most of our work will be done online. We'll use our face-2-face meeting times to present projects, introduce new units, and answer questions; however, the majority of our class discussions and homework will be completed on our course website. Hybrid classes offer us the best of both worlds--we get face-2-face interaction, and all the wonderful resources technology has to offer.

Still not sure what a hyrbrid class looks like? Want to take a peek? Though class doesn't officially begin until our first face-2-face meeting on the 18th, you can access our virtual classroom starting on the 15th. Feel free to poke around, look at the resources available, and get a feel for our virtual classroom! To check out the course site:

- Be sure you are officially registered in the class
- Go to the WebAccess Login and enter your G-number and password
- Choose Speech 120 - 42721 from the list of courses in the left-hand column

How much work is a hybrid class?

Students take online and hybrid courses for a variety of important and compelling reasons. If you are interested in a hybrid class, though, because you think it will be less work than a face-2-face class, this is probably not the right class for you. Like any other class, you should expect to spend between 8-10 hours *per week* on this one. We'll spend our time reading, engaging in forum discussions, building a glossary of important communication key terms, journaling, and working on special projects.

Some students also expect all online courses to be self-paced. While this is true for some, our success in this class relies on collaboration--we have to work together, so we have to follow some semblance of a schedule. Each week, we'll do assigned reading and 'discuss' the reading with one another online. Though this is more restrictive than a self-paced class--you have to stay current with the chapter we're reading/discussing!--you have the freedom to choose the best time for working for you.

In addition to the 'weekly' rhythm of the class, we have projects, too. The class is divided into 5 units--each is 3-4 weeks in length. A project is due at the end of each unit. To be

successful in the class, be sure you set aside time each week to engage our virtual classroom, do reading and homework, and work on your projects.

Did you say online? Do I need my own computer?

While owning a computer would certainly give the you the greatest flexibility, if you don't have a home computer, there are many resources on campus that you can use. You can find out more about these resources at Cañada's Learning Center/Computer Lab.

Still not sure a hybrid class is right for you? Take the survey on the following link to see if you have the recommended technology and skills:
Online Readiness Self-Assessment

How do I use WebAccess?

We'll use San Mateo Community College District's course management system, WebAccess, for all our online interaction. If you are new to WebAccess, a great place to start is the student tutorial. If you are having trouble logging on to WebAccess, you can get help from WebAccess Support.

At our orientation on August 18th, we'll review the features of WebAccess we'll be using for our class, inlcuding forum discussions, the glossary, journals, and uploading assignments. WebAccess is easy to use, but feel free to ask for help if you need it!

When do we meet?

We'll have 6 face-2-face class meetings in our on-campus classroom, Building 5, Room 100. Here's our calendar:

DATE	ACTIVITY
8/18	Orientation
9/1	Intro: Unit 2
9/22	Intro: Unit 3
10/13	Media Project Presentations
12/8	Research Presentations
12/15	Final Projects

We'll have asynchronous weekly 'meetings' in our virtual classroom, so be sure to look at your own calendar, and find the best time for you to work!

If I need your help, how can I find you?

Only seeing your instructor 6 times over the semester might sound exciting for some, but disconcerting for others. Don't worry! There are many ways to contact me. First, make sure your @smccd.edu email account is up and running, and check it on a regular basis. Our campus email is an essential avenue of communication.
Here are the 3 best ways to contact me:

1. Email! If you have a critical and burning question that needs prompt attention, email is the best channel. I check my email several times a day, and will respond to your email within 24 hours, except on Sundays. I use my campus email, whitleyputzl@smccd.edu

2. Office hours. I have weekly office hours. If you would like to meet me in my virtual office (located in my virtual classroom), join the weekly chat at 9 a.m. every Monday. If you would prefer a face-2-face meeting, come to my office (Bldg 13, Room 243) Thursdays from 5-6 p.m.
3. Send me quickmail. Our virtual class has a quickmail feature that allows you to send me email without leaving the course site--just click on "compose", choose my name, and send me a message.

Sample Webpage for an online class:

Math 110 FAQ
http://smccd.edu/accounts/humd/fall2010/math110/

Sample Syllabus for an online class:

Attached as a PDF file at the end of this document.

Appendix B

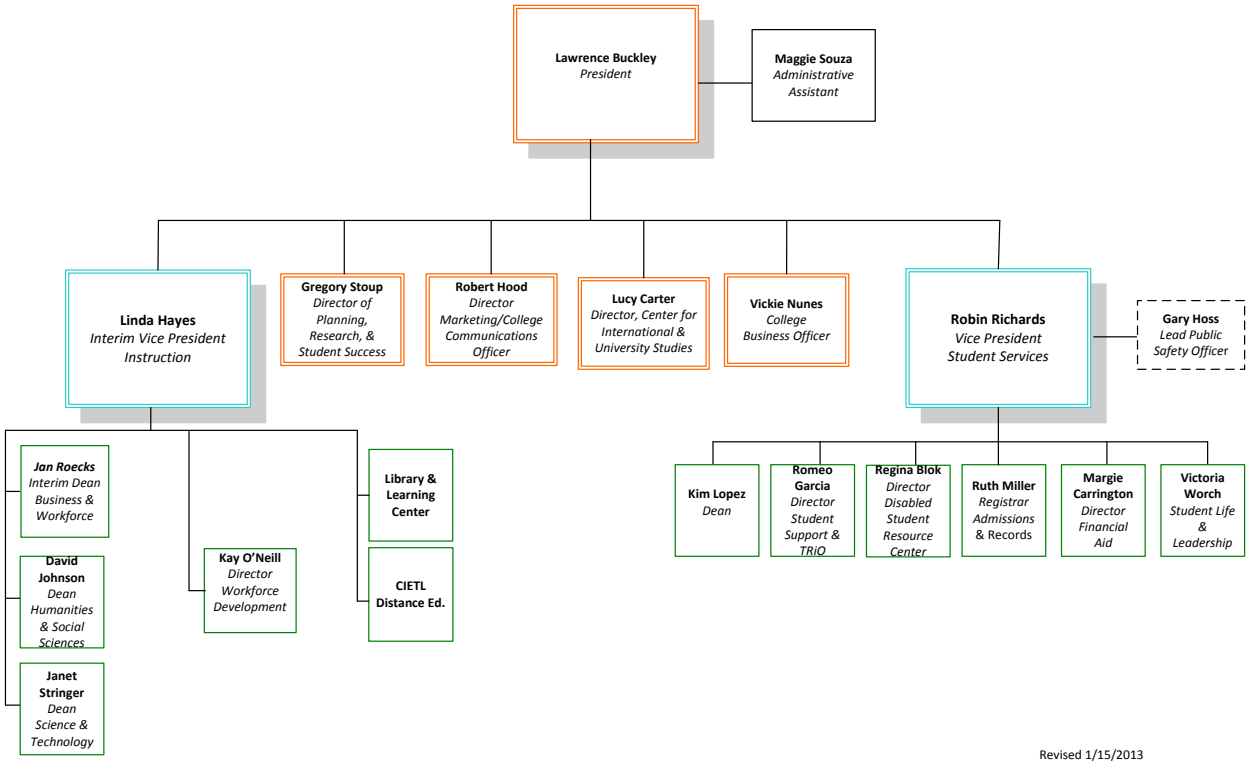
Regular and Effective Contact

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

55211 (just changed to 55224). 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. (b) All distance education courses are delivered consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors. ***Regular effective contact*** is an academic and professional matter pursuant to title 5, section 53200. **Note**: Authority cited: Sections 70901 and 66700, Education Code. Reference: Sections 70901 and 70902, Education Code.

Guideline for Section 55211
This section defines what contact must be maintained between instructor and student:
Subsection (a) stresses **the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status.** The use of the term "regular effective contact" in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record.
Subsection (b) honors the principle that for DE courses, there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Thus, districts will need to define "effective contact**, " including how often, and in what manner instructor-student interaction is achieved**. It is important that districts document how regular effective contact is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process. Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. As indicated in the *Guideline to Section 55219*, districts need to describe the type and quantity of student-faculty interaction in their annual reports to their local governing boards and the State Chancellor's Office.

Cañada College Organizational Chart



Revised 1/15/2013

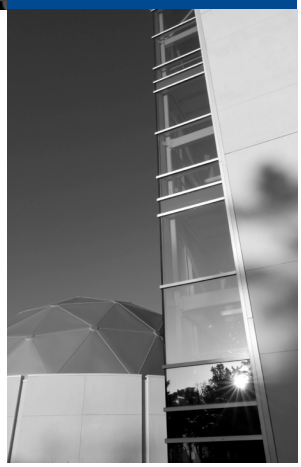
Substantive Change Report
Distance Education

Submitted by

College of San Mateo
1700 West Hillsdale Boulevard
San Mateo, California 94402

to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
February 17, 2013



College of San Mateo

SMCCCD Board of Trustees
Review: 2/17/2013

College of San Mateo
Substantive Change Proposal
Instructional Mode of Delivery: Distance Education

Submitted
to the
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Approved by the Board of Trustees
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February 17, 2013

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NARRATIVE

A. DESCRIPTION OF PROPOSED CHANGE AND JUSTIFICATION

A. 1 DESCRIPTION

College of San Mateo (CSM) is requesting approval from the Accrediting Commission for Community and Junior Colleges (ACCJC) to offer in the distance learning (DL) mode 12 Associate Degrees (AA/AS), 5 Associate of Arts/Science for Transfer Degrees(AA/AS-T) for a total of 17 degrees. CSM is also requesting approval to offer in a DL mode 4 Certificates of Achievement (CA) and 4 Certificates of Specialization (CS), total of 8 certificates. In addition, CSM requests approval to offer CSM's general education program through the distance learning mode. (See *Appendices A, B,* and C.*)*

Degrees for which distance learning mode approval is requested (17 Degrees):

- Art: Art History, AA
- Art: General Studio Art, AA
- Art: Studio Art, AA-T
- Biology, AS
- Dental Assisting, AS
- Digital Media: Digital Audio, AA
- Digital Media: Digital Video Prod., AA
- Digital Media: Television Producing, AA
- Digital Media: Graphic Design, AA
- Digital Media: Journalism, AA
- Digital Media: Web Design, AA
- Digital Media: Web Developer, AA
- Digital Media: Multimedia, AA
- History, AA-T
- Kinesiology, AA-T
- Psychology, AA-T
- Sociology, AA-T

Certificates for which distance learning mode approval is requested (8 Certificates):

- CPA Exam Prep: Financial/Audit, CS
- Tax Preparer II, CS
- Computer and Network Forensics, CA
- Digital Media: Web Design, CA
- Digital Media: Web Developer, CA
- Digital Media: Web Design/Developer, CS
- Digital Media: Multimedia, CA
- Digital Media: Multimedia, CS

In addition, as a result of developing this proposal, CSM has identified 19 majors which individually meet the 50% threshold for distance learning. (See *Appendix D*.) Identifying majors whose requirements may be met substantially via distance learning is especially relevant for students who are transfer bound but do not seek Associate degrees.

In 2010 when CSM submitted to the ACCJC its *Substantive Change Proposal*, CSM's general education program was substantially available through the distance learning mode. Currently all general education requirements are now available through online or hybrid classes. In addition all areas of the Intersegmental General Education Transfer Curriculum (IGETC) and California State University General Education-Breadth (CSU-GE) requirements can be completed at CSM via distance learning. (See *Appendices E* and *F.*)

For the purposes of this narrative analysis, CSM labels as distance learning "online" classes those courses that are coded in its course management database as "hybrid" and "online." Hybrid courses are, in practice, substantially online, 51%-99%: they may include as few as one face-to-face class meetings and may be delivered 99% online. (For San Mateo County Community College District course definitions, see *Appendix W*.)

A. 2 PROGRAMS' RELATIONSHIP TO MISSION

CSM's distance learning programs address three areas of the college mission. They include CSM's commitment to offering genuine access, a comprehensive array of services and programs, and relevant, high quality programs.

CSM's Mission Statement:

> *College of San Mateo provides an exceptional educational opportunity to residents of San Mateo County and the Greater Bay Area Region. The college is an open-access, student-centered institution that serves the diverse educational, economic, social, and cultural needs of its students and the community. College of San Mateo fosters a culture of excellence and success that engages and challenges students through a comprehensive curriculum of basic skills, career and technical programs, and transfer preparation. It uses analysis of quantitative and qualitative data and information, collaborative integrated institutional planning, and assessment to inform decision-making and ensure continuous improvement. Its programs and services are structured, delivered, and evaluated to prepare students to be informed and engaged citizens in an increasingly global community. To achieve this mission, the college has adopted the following Institutional Priorities:*
>
> *1. Improve Student Success*
> *2. Promote Academic Excellence*
> *3. Promote Relevant, High-Quality Programs and Services*
> *4. Promote Integrated Planning, Fiscal Stability, and the Efficient Use of Resources*
> *5. Enhance Institutional Dialog*
>
> —Approved by the SMCCCD Board of Trustees, June 6, 2012

Supporting Access:

CSM's distance learning program addresses CSM's commitment to serving diverse and sometimes remote students whose "access" to higher education is facilitated by the online programs and the associated student supports described here.

In an economic environment in which most CSM students work (or are actively seeking jobs) and a large proportion are older[1] and have family and other demands on their time, flexibility of course scheduling is imperative. DL classes extend access to these students and others who can't attend on-site courses.

What's more, as CSM closes the achievement gap between online courses and those in a face-to-face mode, it's evident that some student learners thrive in an online mode. Providing "access" includes giving students options for being successful.

[1] 42% of CSM's students are 25 years and older; 30% are 31 years or older. The mean age is "28." (See: *Student Age Profile, 1995-2011*, http://collegeofsanmateo.edu/institutionalresearch/studentprofiles.asp.)

Comprehensive Offerings:
As a comprehensive community college, CSM sees its mission as providing DL options for:

- Associate degree and certificate programs
- Lower-division preparation for transfer to baccalaureate institutions
- Programs that support career preparation and technical job training or retraining

CSM provides a comprehensive system of support services that complement and enhance its distance learning options (as described in *Section B*). What's more, the college ensures consistent, continuous quality in its programs through the development and assessment of SLOs, implementation of evidence-based program review, and integrated planning.

Institutional Priorities:
CSM revised its *Mission* in the summer of 2012 after a year-long development and review process. One outcome was to weave CSM's *Institutional Priorities, 2008-2013* into its mission statement. (See *Appendix Q.*) The expansion of CSM's online offerings and efforts to improve student achievement outcomes, as described in this proposal, explicitly address objectives for two institutional priorities.

One of the strategies to address Priority # 3, *Promote Relevant, High-Quality Programs and Services,* is to "[f]urther diversify delivery modes (distance, off-site, short courses, etc.)." In addition, a strategy to implement *Priority #2: Promote Academic Excellence* is to "[i]mprove effectiveness of distance learning program."

CSM operates in a highly competitive environment in which recent high school graduates and other county residents are able to choose higher education institutions other than CSM. To ensure that CSM's programs are relevant for a diverse community, scheduling and modes of delivery need to be appropriate for today's environment. What's more, CSM must employ a variety of innovations and pedagogies which it continuously assesses to help students effectively meet their goals.

A. 3 RATIONALE FOR CHANGE

CSM is submitting this substantive change proposal after monitoring the continued enrollment growth and expansion of its online program. The proposal details changes since ACCJC approved CSM's *Substantive Change Proposal*, 2010.

The internal audit to determine which programs meet the 50% distance learning threshold has included a review of:

- CSM's *Catalog, 2012-2013*
- College course schedules, spanning 3 years
- Committee on Instruction action documentation
- San Mateo County Community College District (SMCCCD) Board of Trustees' action documentation
- Enrollment data extracted from the SMCCCD integrated administrative database of student and course data

Since CSM 2009 comprehensive evaluation of all its distance learning offerings, it has conducted annual enrollment analyses of online courses, delivery-mode student success comparison studies for use in program review, and online student satisfaction surveys. Findings regarding DL

enrollment trends, student achievement, and faculty and student profiles are summarized in this proposal and detailed in *Appendices H-P*.

Growth of Distance Learning Program at College of San Mateo:

From its start in 1964, CSM's distance learning program initially evolved out of the telecourse offerings of SMCCCD's public television station, KCSM-TV, whose studios are located on the CSM campus. By the mid-1990's CSM offered approximately 25 telecourses each semester, ranking among the top two or three California community colleges in terms of telecourse enrollment. By 2002, offerings grew to 40 telecourses along with 25 sections of online classes.

Since its early days, the program has steadily expanded. As we reported in our *Substantive Change Proposal, 2010* by Fall 2009,123 separate courses, including both online courses and telecourses, were considered active distance mode courses as officially approved by CSM's Committee on Instruction (COI). Our distance learning offerings for the 5-year period, 2004/2005 to 2008/2009, increased 21.6%.[2]

However, while online course offerings had increased by 21.6% during this 5-year period, telecourse enrollments had decreased by 28.2%. What's more, CSM was increasingly concerned about the student achievement gap between DL courses and their face-to-face counterparts as illustrated in the mode comparison studies published by CSM's Office of Planning, Research, and Institutional Effectiveness (PRIE) beginning in 2009.[3] By Spring 2010 CSM eliminated telecourses: they were, in many cases, losing enrollment, no longer relevant for students, and too costly to update, a finding from a comprehensive program assessment.

In contrast, the growth in the online program has been steady. In Fall 2005, online courses comprised 2.5% of all CSM sections; by Fall 2012, this figure had grown to 8%. (See *Appendix J*.)

In Fall 2005, enrollments in online courses constituted approximately 5% of overall enrollment. By Fall 2012, the number had grown to 9.2% of all course enrollments. The Fall 2012 (unduplicated) headcount for students enrolling in online courses was 1,840, an increase of 278% (+1,353) from Fall 2005's headcount of 487 students. In different terms, of all CSM students in 2005, only 1 in 12 students (4.5%) was enrolled in at least one online course. By Fall 2012, of all CSM students, nearly 1 in 5 (18.5%) was enrolled in online courses. (See *Appendix J*.)

We know this dramatic increase in enrollment in online courses reflects the vital role distance learning has in supporting students' pursuit of degrees and certificates. At CSM between 2004/05-2011/12, the number of awards earned by students using online coursework increased 684% (+479). In other terms, in 2004/05 1 in 13 (7.5%) of CSM award earners had taken at least one online course. In contrast by 2011/12, the majority of award earners used online coursework, nearly 6 of 10 (58.4%). (See *Appendix J*.)

The growth in numbers of courses and proportional enrollment reflects CSM students' need for convenience and flexibility in scheduling. Our students closely mirror their statewide counterparts as CSM students choose online courses for addressing issues related to work and class schedules, economic pressures, lifestyle/family demands, and time constraints.[4] Since 2007 CSM has

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[2] CSM's *Substantive Change Report, January 2010*, http://collegeofsanmateo.edu/accredinfo/substantivechange09.asp.
[3] Summary reports of the annual mode comparison studies are available online and included in *Appendix O*: http://collegeofsanmateo.edu/programreview/distanceeducation.asp.
[4] *Distance Education Report, April 2011*. California Community Colleges Chancellor's Office: http://californiacommunitycolleges.cccco.edu/Portals/0/reportsTB/DistanceEducation2011_final.pdf

conducted an annual satisfaction survey of online students. The most recent findings from Spring 2012, are consistent with previous years': the vast majority of students rate as "important" or "very important," the following as reasons for enrolling in online courses: "personal convenience," needing coursework to "fit" in their class and work schedules, and using coursework to meet Associate degree and transfer requirements. (See *Appendix K*.)

B. DESCRIPTION OF DISTANCE LEARNING PROGRAMS

B.1 EDUCATIONAL PURPOSE

The overarching purpose of the proposed DL offerings is to increase access for CSM's students to degree, certificate, and transfer preparation programs. By providing DL options, CSM also improves access to job skills, career development, and, ultimately, the employability of students.

As described in CSM's *Catalog, 2012-2013*, the college offers two types of degrees and two types of certificates. Associate in Arts/Science (AA/AS) degrees are awarded based on major requirements and local general education requirements. Associate of Arts/Science for Transfer (AA/AS-T) degrees are awarded based on major requirements and transfer general education requirements. Certificates of Achievement require completion of 18 or more units of major requirements and appear on transcripts. Certificates of Specialization require completion of fewer than 18 units of major requirements (and are not state approved and are not reported on transcripts).

In February 2010, the ACCJC approved CSM's substantive change proposal for 57 associate degree programs and 29 certificate programs substantially available through distance learning.

Figure 1 shows changes between the 2010 substantive change submission and the degrees and certificates described in this section. New programs include 12 AA/AS degrees, 11 AA/AS-T degrees, 4 Certificates of Achievement, and 4 Certificates of Specialization. Six of the 11 new transfer degrees are in disciplines previously approved for distance learning[5].

Distance Learning (DL) Program Transitions
2010 to 2012

	Program Type			
Status	AA/AS	AA/AS-T	CA	CS
DL approved 2010*	57	0	14	15
No longer active	(15)	0	(4)	(5)
No longer available DL	0	0	(3)	(1)
New since 2010	**12**	**11+**	**4**	**4**
Total available through DL	**54**	**11**	**11**	**13**

* Includes 5 degrees in programs whose name has been changed.
+ Includes 6 degrees in disciplines previously approved for distance learning.

Figure 1

[5] Per ACCJC email communication, 7/31/2012, substantive change review is not required for degrees in disciplines previously approved for distance learning.

Associate Degree in Arts and Science/General Education Requirements:
Effective Fall 2012, to earn an Associate of Arts/Science degree, a student must complete at least 60 units of degree-applicable coursework and satisfy the following degree requirements:

A. Residency: A minimum of 12 units must be completed at CSM
B. A minimum grade point average of 2.0
C. Competency requirements in Math/Quantitative Reasoning, English, and Information Competency
D. Major requirements of at least 18 units with a grade of C or higher. Major courses may also be used to satisfy general education requirements.
E. General Education (22 – 34 units)
   1. American History and Institutions, CA State and Local Government (3-9 units)
   2. Language and Rationality (6-9 units)
   3. Health Science - Effective Fall 2019, no longer required
   4. Physical Education Activity (2 classes; 1-4 units)
   5. Additional General Education Requirements (12 units)
      a. Natural Science (3 units)
      b. Social Science (3 units)
      c. Humanities (3 units)
      d. Career Exploration and Self Development (3 units)

Rationale for Calculation of DL Threshold for General Education:
All (100%) general education requirements are currently available through online courses as indicated in *Appendix I*.

In the 2012-13, only a single physical education activity course is offered through distance learning. With the implementation of new repeatability requirements in Fall 2013, students will be able to take this course only one time. An additional physical education activity course has been proposed for distance education and has been approved by the Committee on Instruction. In addition, students have access to physical education activity courses in the distance mode through the other colleges in the San Mateo Community College District.

Associate in Arts/Science for Transfer Degree/General Education Requirements:
Effective Fall 2012, to earn an Associate of Arts/Science for Transfer degree, a student must complete at least 60 units CSU-transferable coursework and satisfy the following degree requirements:

A. Residency: A minimum of 12 units must be completed at CSM
B. A minimum grade point average of 2.0
C. Competency requirements in Math/Quantitative Reasoning, English, and Information Competency
D. Major requirements of at least 18 units with a grade of C or higher. Major courses may also be used to satisfy general education requirements.
E. The CSU-GE or IGETC for CSU general education requirements.

The full CSU-GE and IGETC for CSU general education requirements are currently available through online or hybrid courses, as indicated in *Appendices E* and *F*.

Associate Degrees Available through Distance Learning:
Sixty-five (65) of the 76 degrees listed in the *Catalog, 2012-2013* are substantially available through DL. The only majors that do not meet the 50% threshold for substantial availability through DL are those whose major requirements include 30 or more units not available through DL.

Rationale for Calculation of DL Threshold for Degrees:
Distance Learning availability is determined by subtracting from the total required units the degree units that are not available through distance learning:

For AA/AS-T degrees, the full general education pattern is available through DL, so only major units not available through DL are subtracted from the total.

For AA/AS degrees, the repeatability rules effective Fall 2013 mean that the full general education pattern will be available through DL. For these degrees, major units not available through DL and 0.5 units are subtracted from the total.

Where a degree has a range of units, the limit that gives the highest DL percentage is used. (See *Appendix A* for percentage of DL availability in degrees.)

CSM Associate Degrees available through Distance Learning:

*New since the *Substantive Change Proposal, 2010*

- Accounting, AA
- Administration of Justice, AS
- Administration of Justice, AS-T*
- Architecture, AS
- Art: Art History, AA*
- Art: General Studio Art, AA*
- Art: Photography, AA
- Art: Studio Art, AA-T*
- Biology, AS*
- Biology: General, AS*
- Biology: Biotechnology, AS*
- Biology: Medical, AS*
- Biology: Pre-Nursing, AS*
- Business Administration, AA-T*
- Business Administration, Opt. 1, AA
- Business Administration, Opt. 2, AA
- Business Info. Processing, Opt. 1, AA
- Business Info. Processing, Opt. 2, AA
- Chemistry, AS
- Communication Studies, AA*
- Communication Studies, AA-T*
- Computer & Information Science, AS
- Computer & Network Forensics, AS
- Comp. Sc. Applications & Dev., AS
- Dental Assisting, AS*
- Digital Media: Digital Audio, AA*
- Digital Media: Digital Video Prod., AA*
- Digital Media: Television Producing, AA*
- Digital Media: Graphic Design, AA*
- Digital Media: Journalism, AA*
- Digital Media: Web Design, AA*
- Digital Media: Web Developer, AA*
- Digital Media: Multimedia, AA*
- CAD/Drafting Technology, AS
- Engineering, AS
- Engineering Technology: General, AS
- English, AA
- Ethnic Studies, AA
- Film, AA
- Geological Science, AS
- Geology, AS-T*
- History, AA-T*
- Interdisciplinary Studies Opt. 1, AA
- Interdisciplinary Studies Opt. 2, AA
- Interdisciplinary Studies Opt. 3, AA
- Journalism, AA
- Kinesiology, AA-T*
- Management: Business Mgmt., AA
- Management: Marketing Mgmt., AA
- Management: Retail Management, AA
- Mathematics, AS
- Mathematics, AS-T*

- Multimedia Opt. 1: Web Design, AA
- Multimedia Opt. 2: Digital Video, AA
- Multimedia Opt. 3: Digital Audio, AA
- Music, AA
- Music: Electronic Music, AA
- Physical Science, AS
- Physics, AS
- Physics, AS-T*
- Psychology, AA-T*
- Real Estate, AA
- Social Science, AA
- Sociology, AA-T*
- Spanish, AA

Majors which Meet the 50% Threshold:
Knowledge of fields in which the major courses are substantially available through DL may be helpful for three groups of students. Students often begin their studies by taking general education classes, only later determining a major. For students who have completed most of the general education requirements, it is helpful to know which majors are substantially available through distance learning.

In addition, many transfer-bound students do not seek Associate degrees, but instead focus on transfer major preparation which, in many fields, is similar to major requirements of the Associate degree. Knowledge of the majors substantially available through distance learning may be helpful for these students as well.

Finally, a large percentage of community college students at CSM and elsewhere do not complete a degree or certificate. Majors substantially available through distance learning may provide a path to completion for some of these students.

CSM offers 19 majors (of 76 majors listed in CSM's *Catalog, 2012-2013*) for which required major units are substantially available (50% or more required units) through a distance mode. (See *Appendix D* for percentage of DL availability in degrees.)

Five majors are fully available in distance mode:
- Accounting (AA)
- Biology General (AA)
- Computer Science Applications and Development (AS)
- Interdisciplinary Studies Option 2 (AA)
- Social Science (AA)

Majors substantially available through DL:

- Accounting, AA
- Biology: General
- Business Administration, AA-T
- Business Administration, Option 1, AA
- Business Administration, Option 2, AA
- Business Info. Processing, Option 1, AA
- Business Info. Processing, Option 2, AA
- Computer and Network Forensics, AS
- Comp. Sc. Applications & Dev., AS
- Digital Media: Web Design, AA
- Digital Media: Web Developer, AA
- Engineering, AS
- Engineering Technology: General, AS
- History, AA-T
- Interdisciplinary Studies Option 2, AA
- Interdisciplinary Studies Option 3, AA
- Kinesiology, AA-T
- Psychology, AA-T
- Social Science, AA

Certificates:
As noted above, CSM offers two types of certificates upon successful completion of selected courses: Certificates of Achievement and Certificates of Specialization.

Effective Fall 2012, 11 Certificates of Achievement (of 37 Certificates of Achievement in CSM's *Catalog, 2012-2013*) and 13 Certificates of Specialization (of 44 Certificates of Specialization in CSM's *Catalog, 2012-2013*) are substantially available through distance learning.

Rationale for Calculation of DL Threshold for Certificates:
Where a certificate has a range of units, the limit that gives the highest DL percentage is used. (See *Appendix B* for percentage of DL availability in certificates.)

Certificates substantially available through DL:
*New since 2010 substantive change proposal.

- Accounting, CA
- Accounting Assistant, CS
- CPA Exam Prep: Financial/Audit, CS*
- Tax Preparer I, CS
- Tax Preparer II, CS*
- Business Information Processing, Opt. 1, CA
- Business Information Processing, Opt. 2, CA
- Office Assistant I, CS
- Office Assistant II, CS
- Computer and Network Forensics, CA*
- Computer Scence Applications & Development, CA
- C++ Programming, CS
- CIS Network Security Specialist, CS
- Computer Forensics, CS
- Internet Programming, CS
- Java Programming, CS
- Digital Media: Web Design, CA*
- Digital Media: Web Developer, CA*
- Digital Media: Web Design/Developer, CS*
- Digital Media: Multimedia, CA*
- Digital Media: Multimedia, CS*
- University Transfer Option 1, CA
- University Transfer Option 2, CA
- University Transfer Option 3, CA

IGETC and CSU-GE:
Many students attend CSM with the goal of transfer to a baccalaureate institution. For many of these students, the availability of DL courses is critical to their success. The vast majority of transfer-bound students prepare for transfer using the IGETC or CSU-GE patterns for satisfying lower division transfer requirements.

Effective Fall 2012 for IGETC and CSU-GE, all areas can be satisfied through DL courses. Oral Communication (IGETC Area 1C, CSU-GE Area A1) can be satisfied through COMM 110, Public Speaking, which is a hybrid course with an on-campus component. Laboratory Science (IGETC Area 5C, CSU-GE Area B3) can be satisfied through BIOL 210, 220, or 260, which are hybrid courses with on-campus lab components. The prerequisite to BIOL 260, BIOL 250, is not currently offered in a distance mode.

Appendices E and *F* provide detailed listings of the courses that satisfy the IGETC and CSU-GE patterns.

B. 2 PROGRAM MEETS ELIGIBILITY REQUIREMENTS, ACCREDITATION STANDARDS, AND COMMISSION POLICIES RELATED TO STUDENT LEARNING PROGRAMS AND SERVICES AND RESOURCES

As addressed throughout this proposal, CSM adheres to State and federal regulations regarding distance learning as well as ACCJC accreditation standards and commission policies. The college ensures that equal rigor, breadth, and quality apply to all its course offerings, regardless of delivery mode. Student Learning Outcomes (SLOs) are the same, for example, regardless of whether the course is offered solely online or in a face-to-face mode.

Reflecting Title V and federal regulations and ACCJC's *Policy on Distance Education and on Correspondence Education*, SMCCCD Board administrative procedure §6.85, *Distance Education,* stipulates academic rigor, Committee on Instruction review, course quality standards, and policies for secure login and authentication, and proctored exams. (See *Appendix T*.) In addition, SMCCCD also has detailed guidelines for proctored exams. (See *Appendix U*.)

Committee on Instruction Supplemental Review for Distance Learning:
When the Committee on Instruction reviews a new course, it undergoes a supplemental review for distance-learning mode courses that is consistent with the pertinent Title V regulations (§55200- §59402).[6]

COI also provides *Best Practices in Distance Education* faculty guidelines for a number of issues related to course design: student access and orientation, instructional techniques, accessibility, copyright compliance, scheduling of assignments, and use of technology (*Appendix Y*).

COI's supplemental review for DL courses ensures:

- Instructional methodologies, pedagogies, and technologies are appropriate and the same course objectives are achieved as in a face-to-face-mode.
- Evaluation of SLOs is addressed, with evidence collected for the assessment of the effectiveness of DL in the course.
- Access for students is consistent with Section 508 of the Rehabilitation Act of 1972 (29 U.S.C. §794D).
- Regular and sufficient contact between students and faculty is maintained.
- Methods of examination ensure authenticity.
- Multiple methods of evaluation are used.

Courses are reviewed every 6 years and CTE courses are reviewed every 2 years. Once COI completes its review, the SMCCCD Board of Trustees ultimately approves all curricula.

Authentication:
SMCCCD offers a variety of processes that help to establish that the student who registers in a distance education course is the same student who participates in and completes the program and receives the academic credit.

Electronic Authentication: All student access to electronic systems requires that the student provide appropriate credentials for admittance. To gain access to either the web-based student information system, locally called WebSMART, or the college's learning management

[6] CCCCO's *Distance Education Guidelines, 2008, http://extranet.cccco.edu/Divisions/AcademicAffairs/InstructionalProgramsandServicesUnit/DistanceEducation.aspx*.

system, known as WebAccess, the student must log in with his or her student ID and PIN. Initial communication about new WebSMART accounts is a two-step process; one email is sent to students with their new Student ID and a second message is sent with the PIN. Repeated invalid attempts to gain access result in accounts being suspended.

Student Email: All communication from the college to students is to be done via a college provided email account.

Lost Password: Students who lose their email password can reset it by authenticating via WebSMART and requesting to change their password via the web interface. Students who lose their WebAccess password can have a new password emailed to their college provided email account. Students who lose their WebSMART password can answer a series of security questions or go to Admissions and Records in-person with valid ID.

Test Banks and Timed Test Delivery: Test questions can be set to be randomly drawn from banks of questions, so each student gets a different set of questions. Some tests are designed to be open-book, but once a students begin a test, they have a limited amount of time to complete it, and usually only one attempt. The course management system, WebAccess also provides browser lock-down software so the students cannot open additional screens during a test.

Plagiarism Detection Software (Turnitin): Plagiarism detection software called Turnitin is used for both written assignments and class discussion. Faculty members can simply cut and paste a discussion board post or any written work into the software. This approach is commonly used by instructors in face-to-face courses as well as for online courses.

C. DESCRIPTION OF PLANNING PROCESS

C.1 RELATIONSHIP TO INSTITUTION'S PLANNING, EVALUATION, AND STATED MISSION

Planning to support both instructional technology and distance learning occurs at both district and college levels and follows a participatory governance model. Instructional technology and distance learning are the purview of several committees.

Planning at the District Level:
SMCCCD's Distance Education Advisory Committee (DEAC) was established in 2006. It is comprised of representatives from the AFT, District Academic Senate, and district administration with a charge to make recommendations concerning technological changes and distance learning. The committee is co-chaired by a faculty member and the SMCCCD Vice Chancellor of Educational Services and Planning. To ensure integration with college planning, CSM's Vice President of Instruction (who is also currently CSM's Distance Education Coordinator) and instructional designer sit on DEAC along with several CSM faculty.

Recommendations within its purview include establishing policies and procedures related to distance learning; district-wide distance learning goals and long range planning; supporting and training for faculty; policies concerned with the security and surveillance of electronic work, and identifying best practices. DEAC's charge has also included evaluating district-wide technology needs related to student learning and developing recommendations to enhance the assessment and expansion of distance educational modalities.

Informed by research regarding FTES generation, market saturation, and student success outcomes, DEAC developed the *SMCCCD Distance Education Status and Guidelines, April 2008,*

(currently being revised) and the *SMCCCD Distance Education Strategic Plan, May 2008* (updated in October 2012). The planning horizon was extended to 2018.
See: http://www.smccd.edu/edservplan/deac/default.shtml.

The *SMCCCD Distance Education Strategic Plan, 2008* establishes specific district-wide goals related to expansion of distance learning among the district's three colleges. They include goals to:

1) *Increase student success rates in distance education to be the highest among the Bay Ten Districts.*
2) *Achieve and maintain 20% annual distance education enrollment growth (seat count) by 2018:*
    a. *to increase distance education enrollment to be 10% of total enrollments, and*
    b. *to bring distance education FTES to at least the Statewide average.*

The October 2012 update to the plan included the following goals:

1) *Increase the colleges' student success rates in distance education to be comparable with the face-to-face courses of the college.*
2) *Increase enrollments of both residents and non-resident students in distance education courses.*
3) *Develop infrastructure and coordinate support for student success and enrollments, including IT, professional development, student support, library, marketing, and tutoring.*

Planning at the College:
As reported to the ACCJC in December 2008's *Follow-up Report*, CSM completed a comprehensive evaluation of its distance learning offerings in Fall 2008, which at the time included both online courses and telecourses. As part of this evaluation, CSM developed the document, *Quality Assurance Review of Distance Learning*. It identified gaps in the program as measured against the ACCJC's "Current Accreditation Concerns" and "Guidelines for Implementation" from the *Distance Learning Manual (2008)* and consisted of a workplan of action steps to address those gaps.

Simultaneously, as recommended by ACCJC, to set direction for the institution, CSM implemented an integrated planning model, establishing institutional processes to support the cycle of evidence-driven program development, implementation, and assessment. Integrated planning currently is anchored by two key planning documents: CSM's *Educational Master Plan, 2008, (EMP)* and its subsequent *Information Update, 2012*, and the strategic plan, *Institutional Priorities 2008-2013*.

The *EMP* (along with its 2012 update) makes several recommendations regarding distance education. It reviewed a variety of environmental scan data that suggest both the growing demand and potential for DL courses and for services delivered online. Students' expectations about convenience, choice of modality, and access in a high-tech world were among the many findings that support a comprehensive distance learning program. (See: http://collegeofsanmateo.edu/prie/emp.php.)

Institutional Priorities 2008-2013, articulates priorities whose two associated objectives address distance learning:

Priority #2: Promote Academic Excellence
Objective: *Improve effectiveness of distance learning program*

Priority #3: Promote Relevant, High-Quality Programs and Services
Objective: *Further diversify delivery modes (distance, off-site, short courses, etc.)*

(As noted above, institutional priorities are now woven into CSM's new *Mission* as part of CSM's commitment to genuine access and excellence.)

Concurrent with the implementation of an integrated planning model was the adoption of a new program review model that focused upon student achievement data and SLOs assessment as central to program evaluation. To meet the increased needs for qualitative and quantitative data to inform program review and institutional decision-making, CSM expanded the capacity of the Office of Planning, Research, and Institutional Effectiveness (PRIE).

One of PRIE's first charges was to provide student achievement data, aggregated by demographic variables, as part of a delivery-mode comparison study conducted for the comprehensive evaluation of CSM's DL program in 2008. With this increased capacity, PRIE has since conducted the following studies for the assessment of DL, most of which are available online at http://collegeofsanmateo.edu/programreview/distanceeducation.asp:

- Annual Distance Learning Delivery-Mode Comparison Studies of Student Achievement, 2008-2009, 2010, 2011, 2012, and 2013 program review cycles.
    - Data are aggregated by student demographics and reported for the institution and the disciplines as part of program review.
      Summary college reports for individual years, 2008-2011, are included in *Appendix O*. Data for all programs for the Spring 2013 cycle are included in *Appendix P*.

- Annual satisfaction surveys of DL students, 2007-2012;
    - Spring 2012 findings are reported in *Appendix K*.

- Satisfaction surveys of online faculty; 2007, 2008, 2009; new survey designed for Spring 2013.

- Surveys of students who withdraw from online courses: Spring 2012- ongoing.
    - Findings reported in *Appendix K*.

- Annual trend analysis for distance learning: enrollment, student achievement, and student and faculty profiles, 2008-2013.
    - Findings reported in *Appendices H-N*.

Integrated Planning Committee Structure
An important component of the integrated planning model has been the realignment in 2008-2009 of college planning committees and the creation of the Integrated Planning Committee (IPC) to which those committees report. IPC monitors the college's efforts in addressing institutional priorities. One key assessment tool has been the *College Index, 2008/09 to 2012/13*, a compendium or "report card" of quantitative measures of institutional effectiveness, including

an indicator for distance learning.[7] College Council makes recommendations to the president for final action. (Note: the mandate for College Council is currently being assessed as CSM develops a new participatory governance policy.) See Figure 2 below.

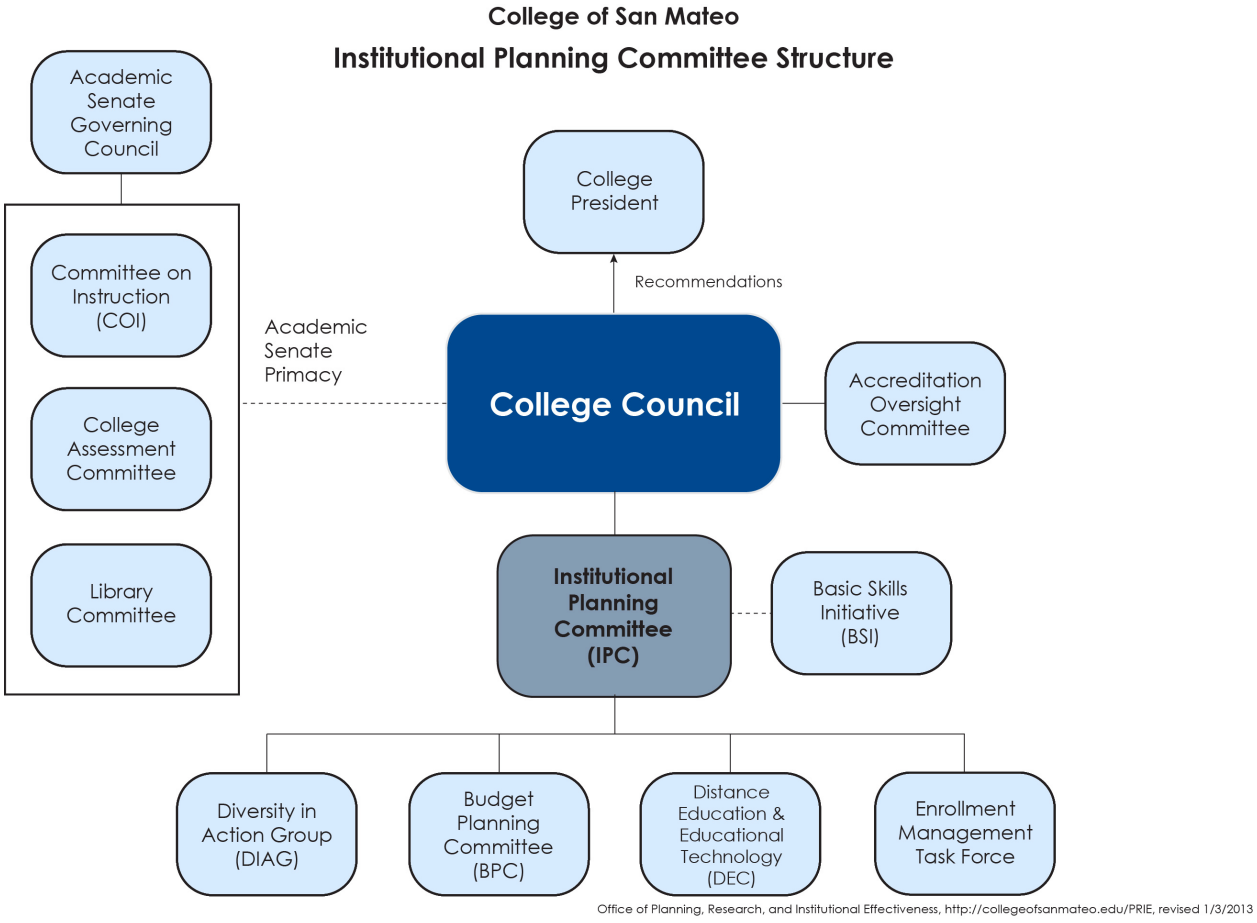

Figure 2

Distance Education and Educational Technology Committee (DEC):
DEC is comprised of DL and technology discipline experts and is currently one of four college-wide committees which have a "dotted-line" relationship to IPC. Because of its special mandate in relation to accreditation policies and standards, in 2009 DEC was also repositioned to report directly to the Vice President of Instruction, who is CSM's ALO and has direct oversight for the distance learning program. (For CSM's distance learning organizational chart, see *Appendix S*.)

Broadly, DEC's mission has been to: "create a framework to facilitate the development of distance learning instruction in response to student and community needs." In addition, as a group of discipline experts, DEC has advised COI about matters related to the review of DL courses and the articulation of standards for distance learning at CSM. It will also oversee

[7] *College Index, 2008/09 to 2012/13: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp.*

regulatory implementation compliance. What's more, its initial mandate was to develop an institutional distance education plan that addressed the historical achievement gap between students enrolled in DL mode courses and their counterparts in face-to-face courses. The result was the *Distance Education Plan: 2009/10 to 2011/12.*[8]

DEC articulated the following tasks for its work in 2009-2012:

- Helping shape a college vision of distance education;
- Providing direction for course and program development in the distance education mode;
- Guiding departments, faculty and staff towards an efficient, effective, and consistent use of the distance education mode;
- Recommending policies for quality and academic rigor of all distance education classes;
- Encouraging faculty participation in distance learning initiatives and making recommendations on assistance and support in the development of courses, course materials, and the use of appropriate learning technologies;
- Helping guide student accessibility and promote distance education courses as a viable option for pursuing educational goals; and
- Promoting the investigation and use of emerging technologies and resources to support the enhancement of teaching and delivery of distance education courses.

In Spring 2012, CSM assessed its institutional planning structure and determined that the former Technology Committee should be combined with DEC. This was a result of both the need to align technology resources in support of distance learning as well as the fact that the support for technology is largely a district function. DEC also has new instructional and student services members, including CSM's new instructional designer (faculty) and the newly full-time program services coordinator for distance education (classified staff). One of the most important charges for this committee is to update the *Distance Education Plan* and extend its planning horizon.

Distance Education Plan: 2009/10 to 2011/12

To develop an institutional plan, DEC reviewed key planning documents, policies, and research to guide their work. These included, among other resources:

- AACJC's Accreditation Reference Handbook
- AACJC *Guide to Evaluating Distance Education and Correspondence Education*
- *CSM Educational Master Plan, 2008,*
- *CSM Substantive Change Proposal: Instructional Mode of Delivery – Distance Education, 2010*
- *CSM Accreditation Follow-Up Report: Additional Documentation Part 1: Distance Education (December 2008)*
- Student achievement and other information from CSM program reviews
- SMCCCD's Structured Training for Online Teaching (STOT) program findings
- A variety of quantitative and qualitative data on DL provided by CSM's Office of Planning, Research, and Institutional Effectiveness (as detailed above)

[8] *Distance Education Plan: 2009/10 to 2011/12:* *http://collegeofsanmateo.edu/institutionalcommittees/dec.asp*.

To address the "integrated" planning model, the plan explicitly links goals to key overarching college and district plans: the college *Mission*, CSM's *EMP*, CSM's *Institutional Priorities 2008-2013*, and the *SMCCCD Strategic Plan, 2008-2013*.[9]

The result has been the following goals, each with associated objectives and action steps:

- *Goal #1: Distance education classes are well integrated into CSM's institutional quality assessment processes and cycles.*
- *Goal #2: Comprehensive information is communicated to the college community about the range of programs and services available to distance learners.*
- *Goal #3: DE courses have comparable rates of student success, completion and satisfaction to on-campus courses OR have satisfactory rates of success, completion and satisfaction.*
- *Goal #4: Faculty and instructional and student services support staff receive strong institutional support for DE teaching*
- *Goal #5: Provide comprehensive administrative oversight of the college's Distance Education Program and develop and maintain a comprehensive, flexible program in a distance education mode that allows students to accomplish their varied educational goals in a reasonable and predictable timeframe.*

Relationship to SMCCCD Planning Efforts:
Coordination with the SMCCCD is a critical component of an integrated approach to planning. CSM has created linkages in a variety of ways related to distance learning to ensure the successful implementation and evaluation of its DL program.

The SMCCCD's Chief Financial Officer sits on CSM's IPC. CSM's DEC collaborates with DEAC through shared membership, including CSM's Vice President of Instruction, instructional designer, and faculty.

C.2 ASSESSMENT OF NEEDS AND RESOURCES:

The assessment of DL program needs has occurred at both the district and college levels and has resulted in district and college institutional plans, as described, to support improvements in several interrelated areas including: 1) enrollment growth and expansion of offerings, 2) student success, and 3) professional development. The needs' assessment at CSM has had several components, including:

1) Evaluation of discipline-level program gaps and opportunities
For more than a decade, CSM has supported the development of online courses and telecourses to expand general education options and provide comprehensive career or job training (e.g. the development of job-related certificates and/or industry-specific certification). Identifying gaps and supporting the development of new courses to fill those gaps has been an ongoing collaborative effort by subject-area faculty, the Committee on Instruction, instructional division deans, and the Vice President of Instruction, who has direct oversight for distance education.

[9] *SMCCCD Strategic Plan, 2008-2013:* http://www.smccd.edu/edservplan/ssp/default.shtml.

2) Evaluation of enrollment and growth potential

A consistent institutional goal over the past decade has been to implement effective enrollment management strategies that maximize FTES and stabilize resources. CSM's proportion of FTES that is generated by distance learning courses historically has been well below the regional and statewide averages and evidence suggests the potential for growth—a finding which has informed district-wide and college plans developed by DEAC and CSM's DEC for the period 2008-2012. As the district transitions into a Basic Aid funding model (as opposed to FTES-based), *stabilizing* enrollment at capacity is imperative.

DL at CSM represents a relatively small portion of total student enrollments. In Fall 2008, DL enrollments, both online and telecourses, accounted for only 6.2% of all of the total college course enrollments, lower than statewide average of 7.8%. (These data include both online and telecourses.) *Note: Unless otherwise indicated "online" courses include hybrids as indicated on page1.*

More recently, in Fall 2012 online enrollments represented 9.2% of total enrollment at CSM. (Comparable statewide data are not available for that period but other data reported in the *CCCCO's Distance Education Report, 2011* suggest CSM remains below the state's average.) However, CSM's Fall 2012 unduplicated headcount of 18.3% for students enrolled in at least one DL course is edging closer to the state's enrollment average.

As reported in the *SMCCCD Distance Education Plan, April 2008* a needs' assessment study was conducted with San Mateo County residents in Fall 2008; more than 20% of the respondents would prefer to take distance mode courses as a means to access higher education. Of that group, 17% preferred online courses. Student surveys conducted by CSM over the last 5 years with DL students also suggest the potential for enrollment growth (as well as high levels of satisfaction with CSM's DL program.)

3) Comprehensive program review of distance learning effectiveness

As noted earlier, in December 2008 CSM reported to ACCJC the results of a comprehensive evaluation of the effectiveness of its DL courses. CSM designed the evaluation process and resulting recommendations to adhere to baseline standards articulated in ACCJC's *Distance Learning Manual* (2008). This evaluation led to the development of the *Distance Education Plan: 2008/9-2011/12*—the institutional roadmap for addressing enrollment growth and the expansion of DL offerings and ancillary supports, the student achievement gap, and professional development.

As detailed in this proposal, CSM now systematically produces and analyzes a variety of both qualitative and quantitative data regarding DL and publishes extensive reports annually as part of program review. In addition, beginning with the Spring 2013 program review cycle, a new comprehensive program review model will be implemented. All programs will undergo comprehensive program review annually (as opposed to every 3 years); instructional programs will be required to review pertinent DL student achievement data. (See: http://collegeofsanmateo.edu/programreview/.)

The implementation of these evaluation processes have ensured continuous quality improvement for distance learning.

Data have informed the planning and decision-making, including the allocation of resources for the following:

- A new CSM Distance Education Resource Center (located in the College Center), staffed by a newly full-time program services coordinator for distance education
- The new appointment of a CSM faculty instructional designer assigned to the CSM Distance Education Resource Center
- Improved Distance Education website (for access to student support resources) and a new portal for DL course registration
- Allocation of release time for faculty coordinators to develop professional development opportunities aligned with institutional priorities
- The suspension of telecourses; the development of new comparable online courses
- Improvements in the development and scheduling of DL courses
- Professional development opportunities for prospective DL faculty provided via the district's Structured Training for Online Teaching (STOT), a variety of workshops and incentives to encourage the development and delivery of new online courses.
- Technical workshops and one-on-one support/guidance provided by CSM's Distance Education Resource Center staff

C.3 ANTICIPATED EFFECT OF PROPOSED CHANGE

Increase in Enrollment:

As noted, CSM's online program has expanded dramatically over the last 7 years as viewed through a variety of measures of enrollment. (For detail, see *Appendix J*.)

- In Fall 2005, 4.5% of all students were enrolled in at least online class; by Fall 2012 it was 18.3%.
- In Fall 2005, online courses comprised 2.2% of all (duplicated) enrollments; by Fall 2012 it was 9.2%.
- In Fall 2005, online courses comprised 2.9% of all CSM sections; by Fall 2012, it was 8.0%.

As CSM continues to build its capacity to support DL teaching and learning, this growth is anticipated to continue. Projections for the next 2 years[10] indicate steady growth in the proportions of online course takers and offerings. (For detail, see *Appendix J*.)

By 2015:

- Nearly one-quarter (22.6 %) of CSM students are expected to enroll in at least one online course;
- More than 1 in 10 course enrollments (11.6 %) are expected to be online; and
- Nearly 1 in 10 sections (9.8 %) are expected to be offered online.

CSM views the anticipated enrollment growth as a means to provide genuine access and success for students as they pursue their diverse educational goals.

[10] Projections should be considered cautiously as a variety of factors affect enrollment and student success.

Improved Student Success:
More important than the anticipated increase in enrollment is CSM's continued success in closing the achievement gap between student performance in online courses vs. comparable face-to-face courses. This is a significant and important trend:

Fall 2011 comparison data indicate that successful course completion rates are virtually identical for online courses vs. their face-to-face counterparts. In addition, students are completing their coursework (retention) at nearly the same rate as their counterparts enrolled in face-to-face courses (79.4% vs. 81.3%) (For detail see *Section D.8*, Figures 9-10, and *Appendices H-N*.)

While there are differentials in performance related to gender, age, and ethnicity, CSM is confident that its formal planning processes, program evaluation, and strategic resource allocations will continue to support both student access and student success.

Resources that will continue to support student success include a variety of professional development opportunities that stimulate innovation. Those include the district's Structured Training for Online Teaching (STOT) trainings, incentives for prospective online faculty, and access to staff mentors identified to assist faculty as they implement improvements in their courses. These mentors include the district's instructional designer, CSM's new instructional designer, and the two faculty professional development coordinators assigned to organizing and developing activities that sustain innovation and collaboration.

Other resources include the continued adaption of student services supports to an online environment. The library, for example, is continuing to develop online resources genuinely accessible to students using mobile devices. The program services coordinator for distance education will continue to not only assist online students directly, but work with other learning and student support programs to adapt services for online students.

C.4 Intended Benefits of Proposed Change

The proposed programs will provide students with increased access to general education, degree, certificate, CTE, and transfer programs. The vast majority (67%) of CSM students are part-time and most work; these students need flexible course schedules because of job, family, or other personal circumstances. Many are also constrained by the cost of or access to transportation to CSM's campus.

What's more, as the positive trends in student achievement data and student surveys suggest, online courses may be a particularly effective mode for some student learners. They may prefer online to face-to-face mode courses.

In addition, CSM anticipates that the new alignment of staff and enhanced professional development options will encourage innovation and the synergistic benefits of close collaboration between student services and instruction.

Finally, a robust DL program is a sound economic investment for both CSM's internal and external communities: it can not only stabilize enrollment, but also reduce the long-term effects of congested traffic, impacted parking, and other challenges to campus facilities.

C.5 Description of Preparation and Planning Process for Change

Preparation and planning for CSM's distance learning programs and the resources needed to support them involve a variety of entities at the district and college. District planning is conducted by participatory governance committees, namely the Distance Education Advisory Committee (DEAC) and the Technology Planning Committee (TPC). Planning expertise, leadership, and resources have been provided by SMCCCD's Educational Services and Planning and Information Technology Services (ITS). The outcomes of these entities' work, the *SMCCCD Distance Education Strategic Plan, October 2012* and the *SMCCCD Strategic Plan for Information Technology 2012-2016,* have helped ensure that necessary technology infrastructure, course management systems, and professional development training are effectively supported and sustainable.

As detailed in this proposal, college planning for DL programs has occurred in several ways. Course development typically occurs locally at the department level with collaboration of relevant faculty, division deans, and the Vice President of Instruction. Advisory to the Vice President of Instruction, the Committee on Instruction then reviews and approves new courses, conducting a supplemental review of DL courses that adheres to state and federal standards and regulations. Ultimately final course approval rests with the SMCCCD Board of Trustees.

Planning for student support has also occurred at the department level. Key personnel have collaborated with the student services leads and the Vice President of Student Services. Efforts have focused on ensuring the availability of online resources.

Program review has had a central role in the development of new courses and programs as well as student services. It is a process for assessing programs' productivity and impact on student achievement, including SLOs attainment, and results in recommendations for improvement or growth. The instructional review is informed by the student success and program efficiency data provided by the Office of Planning, Research, and Institutional Effectiveness. Through program review participants identify emerging program opportunities and needs, including the associated resource needs for personnel, equipment, or capital outlays. New resources are allocated through a budget planning process that involves input from the pertinent deans and the Budget Planning Committee; allocations are proposed to IPC and then CSM's president.

Institution-level planning has also occurred through the institutional planning committees that comprise the Integrated Planning Model at CSM. DEC's *Distance Education Plan: 2009/10-2011/12* addressed institutional priorities by articulating goals to enhance DL enrollment and student success. These goals have informed program and course development, such as the migration, in some cases, of discipline-specific material from discontinued telecourses to an online mode. The plan also identified the personnel who now support the DL program. Its recommendations were adopted by IPC and in 2012 new staff were appointed: A faculty instructional designer was hired and the program services coordinator position became 100% dedicated to supporting distance education.

D. Evidence of Resources, Processes, and Quality Assurances

D. 1 Adequate and Accessible Student Support Services

College of San Mateo Library:

Online students have access to a variety of resources provided through CSM's library. The library supports a print collection of approximately 83,000 volumes and 108 periodical subscriptions. The

library also includes a microfilm/microfiche collection and a more limited collection of audiovisual materials. In addition to the physical collections of the library, a variety of online resources provide access to books, journals, magazines, newspapers, and subject-based research sources.

The library is a member of the Peninsula Library System (PLS), which includes 31 public libraries in San Mateo County and the libraries of sister colleges Skyline and Cañada. PLS libraries share an integrated online public catalog with a common interface that provides access to the bibliographic records and locations of over 2,450,000 items in member libraries. The CSM library provides an interlibrary loan service for users to obtain resources not available through PLS. Students, faculty, or staff may request an item through interlibrary loan at the reference desk or through an online form available on the library website. The library also participates in the Federal Depository Library Program (FDLP) through which it receives a selection of print and online government documents.

Physical Access to the Library:
The library's physical resources are located on campus in Building 9. In addition to the physical collection, course reserves, and study space, students in the library have access to approximately 50 computers with wired or wireless internet access, standard software, and printing service. Several computers are equipped with additional graphics software and two have assistive technology software and a scanner.

Library and Electronic Access:
The library maintains a well-designed website that enables students, faculty, and staff to access library resources 24 hours a day from any computer connected to the internet. The library currently provides access to three ebook collections: EBSCOHost eBook Collection, OverDrive eBooks, and Safari Books Online. Additionally, the Library subscribes to over 60 online resources that provide access to thousands of journals, magazines, newspapers, and other subject-based research sources. A Peninsula Library System (PLS) library card (with barcode and PIN) enables users to access these resources from off-campus.
See: http://www.collegeofsanmateo.edu/library/lib_info.php.

Library Support Services:
Library staff are available to provide research and access services assistance in person and through email, online chat, telephone, text and via social media networks during all of the library's open hours. The library's workplan for the current academic year includes improving support for text messaging as a convenient method to contact library reference and service desks.

Library Instructional Services:
The library's instructional program is diverse in both scope and delivery, offering credit courses and non-credit orientations where students can learn the combination of knowledge and critical thinking skills necessary to be information competent students. LIBR 100, available as either a traditional on-campus or distance education course, satisfies the Information Competency graduation requirement at CSM and is CSU/UC transferable. Every semester librarians teach multiple library orientations on research techniques in several disciplines. Librarians collaborate with each other and their faculty partners to create presentations unique to each class. The library orientations are available for both traditional on-campus and distance education courses.

Online Library Pathfinders, Tutorials, and Videos:
To support students across the curriculum, the library has developed a series of subject, course and topic pathfinders that can be accessed online 24/7 at http://libguides.collegeofsanmateo.edu/. The library also offers a variety of online tutorials to help students develop the ability to access, evaluate, and use information from diverse sources. The tutorials come in a variety of formats to appeal to different learning styles including online video tutorials, interactive tutorials, and text-based tutorials. Topics include searching the library catalog, using online databases and the internet, evaluating and citing sources, and developing and refining a research topic. Information and links to the variety of available online research tutorials can be found at: http://collegeofsanmateo.edu/library/tutorials.php.

Additional Library Resources for Remote Students:
The library's goals for AY 2012/2013 include a variety of activities that address institutional priority #2: "Promote Academic Excellence":

- Implement a more intuitive and user-friendly library catalog,
- Improve library support for research on mobile devices
- Develop additional online tutorials
- Promote inclusion of a standard library template or presence in the District's courseware packages
- Expand the provision of real time library orientations to online classes
- Improve the text messaging research support service
- Provide electronic reserves
- Explore implementation of *discovery* services to provide a more seamless searching experience across the library's online resources.

Learning Support Centers:
In addition to the Library, CSM offers numerous discipline-specific learning support centers and the centralized Learning Center where students can get assistance and tutoring, use subject-matter resources, use specialized equipment, and work on computers with specialized software applications.

Since CSM's last report to the ACCJC, CSM opened the Learning Center in 2012. Peer tutors are available for 15 disciplines in addition to such support resources as student success workshops, a textbook reserve program, financial aid and counseling advisement, DegreeWorks seminars, and a Pathway to College program for precollegiate students. A large complement of computers, learning software, and study rooms are also available. The Learning Center is a DL proctoring site and has proctored exams for several baccalaureate institutions, including Harvard University.

For all the learning support centers, information is available online:

• Accounting Skills Center	http://collegeofsanmateo.edu/labs/accounting.asp
• Anatomy and Physiology Center	http://collegeofsanmateo.edu/anatomy/
• Assistive Technology Center	http://collegeofsanmateo.edu/atc/index.asp
• Business Computer Center	http://collegeofsanmateo.edu/labs/businesscomputercenter.asp
• Computer & Information Science Center (CIS)	http://collegeofsanmateo.edu/labs/cis.asp
• Communication Studies Center	http://collegeofsanmateo.edu/communicationstudies/resourcecenter.asp

• CSM Learning Center (multi-discipline tutoring scheduling and room reservations online)	http://collegeofsanmateo.edu/learningcenter/
• Digital Media Computer Center	http://collegeofsanmateo.edu/labs/digitalmedia.asp
• Foreign Language Center	http://collegeofsanmateo.edu/flc/
• Integrated Science Center (ISC)	http://collegeofsanmateo.edu/labs/isc.asp
• MATH Resource Center (Math Lab)	http://collegeofsanmateo.edu/mrc/
• Nursing Skills Center	http://collegeofsanmateo.edu/labs/nursing.asp
• Reading & ESL Center	http://collegeofsanmateo.edu/readesl/
• Writing Center & English 800 Center (orientation podcasts online)	http://www.collegeofsanmateo.edu/writing

Figure 3

CSM's Distance Education Center and Web Portal:
As a result of recommendations from CSM's *Distance Learning Plan: 2009/10-2011/12,* CSM established a new Distance Education Resource Center in 2012 located in the newly-constructed College Center (Building 10). Its mission is to provide students, faculty, and staff with resources to help students pursue their educational goals through multiple modes of delivery that promote access, convenience, flexibility, and success.

The Center also is a clearinghouse of online resources and a place for faculty to exchange ideas and share information and experiences. (Faculty and staff support provided by Center personnel—the instructional designer and program services coordinator—is addressed in more detail in Sections *D.2 Staffing* and *D.3 Professional Development.* See *Appendix S* for the distance learning organizational map).

The Center is staffed by a new program services coordinator for distance education whose position was reconfigured to effectively address gaps in CSM's support of DL students. Working collaboratively with CSM's instructional designer, she provides both online and face-to-face assistance to students, maintains the Center's web resources, and participates in the Distance Education and Educational Technology Committee.

For students, the program services coordinator offers:
- Information about CSM resources for any online or hybrid class
- Online and phone support for questions
- On campus workshops/orientations to WebSMART

In development for Spring 2013:
- *DL Student Handbook* that addresses technology requirements, students' responsibilities, time-management, self-motivation, and study strategies
- Campus classroom visits to promote distance learning

CSM has also redesigned its distance learning website to be a more effective portal for information about distance learning resources. A direct Distance Learners link from the main CSM webpage takes students to CSM's distance learning portal that centralizes access to the resources needed by remote students. (See: http://collegeofsanmateo.edu/distancelearner.)

At CSM's portal students find information specific to distance learning, including a self-administered "Is Distance Learning for Me?" assessment that evaluates readiness for distance learning, tips, and advice for students in distance learning courses, and also convenient links to academic programs, student services, and other information, including such online resources as:

- FAQ's
- What you should know about Distance Education courses at CSM
- Enrolling in Distance Education Courses
- Library Info
- my.SMCCD Email Support: College-provided email account
- Schedule of Classes: current course offering information
- Succeeding as a Distance Education Student: What it takes to succeed as a Distance Education Student
- WebAccess Support: Online course materials and orientations
- WebAccess Student Tutorials: How to use WebAccess
- WebSMART Support: Student web registration, account information, appointment and academic record system
- What We Offer: Online degrees and programs available through Distance Education

Links to Student Support Services and Special Programs:

- Admissions and Records
- Counseling services
- Disabled Student Program & Services (DSPS)
- Extended Opportunity Programs & Services (EOPS) & CARE
- Financial Aid
- Health Services Center
- International Students
- Jobs/ Internships
- Learning Support Centers
- Middle College
- Multicultural Center
- Priority Enrollment Programs (PEP)
- Placement Testing
- Scholarships
- Student Life
- Transfer Services
- Veterans Services

SMCCCD Distance Learning Portal for Course Registration:
In addition, WebSMART supports online districtwide registration in DL classes through the WebSCHEDULE. WebSMART supports a central distance learning portal so that all DL courses offered in SMCCCD are easily identifiable. Courses are identified as online, hybrid, and web-assisted classes with icons. A student simply clicks on the relevenat icons to get listings of all online, hybrid, and web-assisted classes offered at the 3 colleges in the district. (See Figure 4 below.)[11]

In addition, courses are organized by degree, certificate, and general education requirements for the disciplines. A student can determine which courses are offered online in a specific semester by CSM or its sister colleges to meet all the requirements for a particular discipline. (See: https://websmart.smccd.edu/webschedule/distance_ed.php.)

[11] Note: The WebSCHEDULE makes a distinction between online, hybrid, and web-assisted classes. However, this narrative uses the term "online" to include hybrid classes unless specified otherwise.

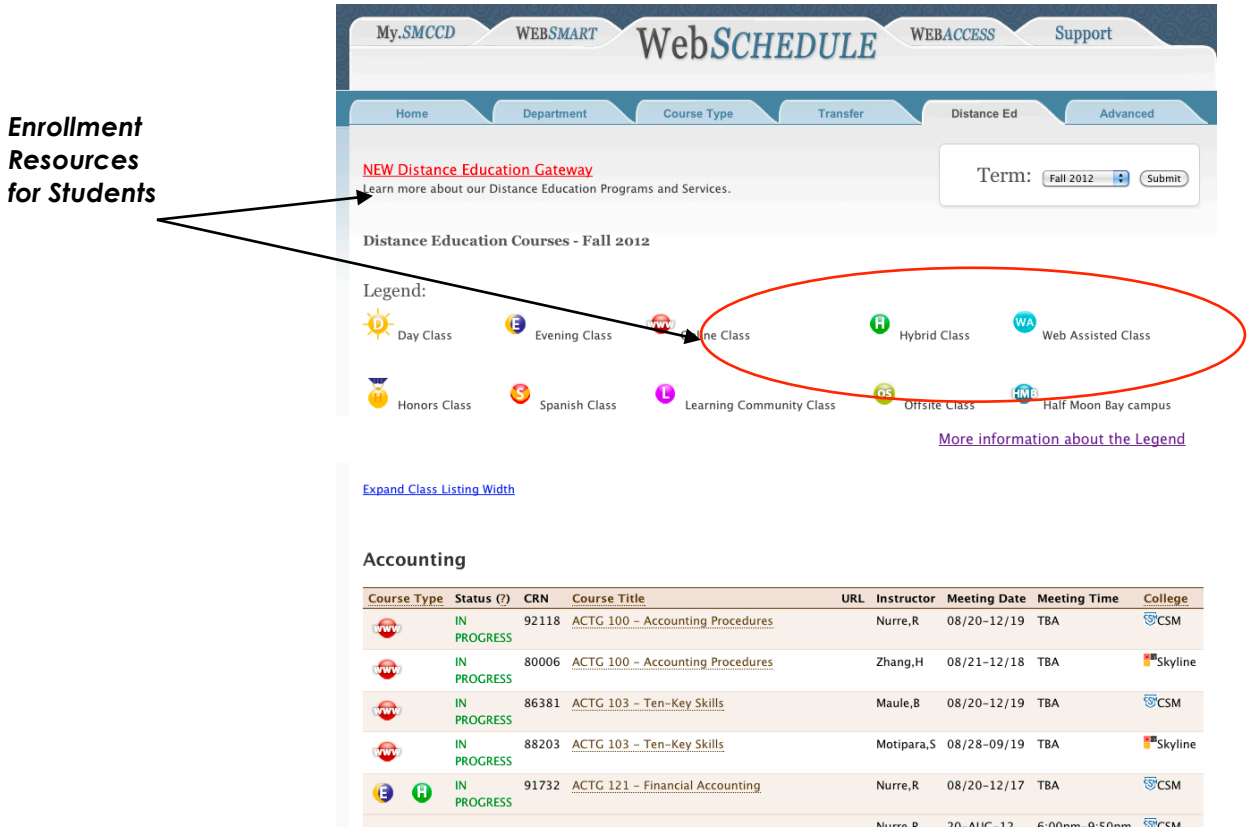

Figure 4

Key Student Services Programs and other Supports:

Students increasingly turn to the CSM website as a source of information about the services available to them and many services formerly available only in person are now available online. Distance learning students have access to the services available to all CSM students; in some cases (for example, counseling), the online options are extended for students who cannot visit campus easily. Students may access these services directly or through the Distance Education site pages which link to services. (See: http://collegeofsanmateo.edu/distanceeducation.)

Accessibility Assistance:

CSM is concerned with providing genuine accessibility to students in compliance with state and federal laws. The Assistive Technology Center (ATC) is a CSM resource for assistive technology training, accessible web design, alternate media services, and computer access services for students with disabilities. Because CSM is committed to providing accessible web pages, standards for design, navigation, and labeling are recommended for faculty and staff as they develop web pages. A variety of resources related to promoting web page accessibility is also offered to faculty online. In addition, a staff member from ATC is available to advise faculty and staff and provide student accommodations. (See: http://collegeofsanmateo.edu/atc/disabilityresources/index.asp.)

Admissions and Records:

The Admissions and Records website provides easy access to registration instructions, residency requirements, and other information. Most services can be obtained at a distance by email or fax. The Distance Learning website includes a link to the "How to Enroll" site which outlines the registration process. Applications are completed online starting at WebSMART.

(See: http://collegeofsanmateo.edu/admissions.)

Matriculating students complete placement tests and the college orientation. Placement without in-person testing is available for students who have earned appropriate scores on alternate tests (EAP, IB, AP, SAT, ACT, CSU English), who have completed college coursework in English and math, or who have completed at another college the same placement tests used at CSM. Evaluation of previous college work can be initiated by submission of a transcript evaluation form in person, by email, or by fax. Registration is accomplished online through WebSMART. Grades and unofficial transcripts are available to students through WebSMART and official transcripts can be ordered there as well. Students can contact admissions staff in person, by phone, and through email.

Assessment Center:
Students enrolled in distance learning courses have access to the placement testing services available to all students through the Assessment Center. The Distance Learning website provides a link to the How-to-Enroll web page, which in turn links to the Assessment Center's information on placement tests. Placements tests in English, Reading, ESL, and Mathematics are offered in the Assessment Center. Placement tests are required for matriculating students and as evidence of certain math and English prerequisites.

Students schedule placement tests online through WebSMART. Testing takes place in the Assessment Center, which is open days and selected evenings. Testing is computerized, but a manual English placement test is also offered. Computerized test results are available to the student and to counselors immediately upon completion of testing, allowing students to complete placement tests and meet with a counselor during the same visit to campus.

The Assessment Center website provides general information, instructions for the use of WebSMART to schedule placement tests, sample placement tests, and phone and email contact for students with further questions. (WebSMART is the web interface used by faculty and students for a variety of self-services tasks from registration payment to faculty grading.)
(See: http://www.collegeofsanmateo.edu/testing/.)

College Orientation:
CSM offers an online orientation that, while required of matriculating students, is useful for all new students. The orientation is designed as a self-paced lesson to introduce students to their education options and opportunities, help them learn the WebSMART online course registration system, orient them to college policies and procedures, and introduce them to the behavioral strategies used by successful students. Students are asked to submit online a "Getting Started Worksheet" to demonstrate knowledge of the material. Students are encouraged to use eAdvising if they have questions.
(See: http://collegeofsanmateo.edu/distanceeducation/students.asp.)

Counseling Services (Academic Advising):
Students enrolled in distance learning courses have access to the counseling services available to all students. These services include:

- *Individual on-campus appointments with counselors and advisors:* Individual appointments are coordinated through the Counseling Support Center; students may visit the Center in person or reach center staff by telephone to schedule an appointment. Individual appointments are 30 minutes long and are available during day and evening hours. Counselors assist students in all majors; a limited number of faculty

advisors provide specialized guidance in specific majors. During individual counseling appointments, counselors and advisors work with the student to define educational and career goals, develop a student educational plan, assess progress, and identify and resolve issues that may interfere with a student's success. Matriculating students are required to meet with a counselor prior to registration; thereafter, students schedule appointments as needed.

- *Counseling Support Center*:
  The Counseling Support Center provides staff and resources to help students understand educational and career options and opportunities. The Counseling Support Center houses information about career classes, college majors, and transfer. Students can contact Counseling Support Center staff in person, by phone, and through email.
  See: http://collegeofsanmateo.edu/counseling/counsupport.asp.

- *eAdvising*:
  eAdvising is an online, email-based service through which a counselor provides quick response to basic questions regarding enrollment, attendance, degrees, and transfer. The response time is typically less than 24 hours. Links to eAdvising can be found on the "Succeed at CSM" page of the Distance Learning website, the "Contact Us" page of the Counseling Services website, and the Transfer Services website.
  (See: http://collegeofsanmateo.edu/counseling/eAdvising.asp.)

- *Extended eAdvising*:
  For students who are unable to meet with a counselor or advisor on campus, eAdvising is extended on a case-by-case basis to handle more in-depth needs such as degree checks or the updating of a student's educational plan.

Financial Aid and Scholarships:
Students enrolled in distance learning courses have access to the financial aid services and scholarships available to all students through the Financial Aid Services office.

The Distance Learning website includes links to the Financial Aid Services and Scholarships web pages, financial forms, and information on fees and scholarships. The Financial Aid Services website provides access to the online Financial Aid Orientation as well as information on types of aid, the application process, and other topics. Students can check their financial aid status through WebSMART. Students can contact Financial Aid Services staff in person, by phone, and through email.
(See: http://www.collegeofsanmateo.edu/finaid/.)

Transfer Services:
Students enrolled in distance learning courses have access to the transfer services provided to all students. The Distance Learning website includes a link to the main transfer center website which provides students with a wealth of transfer information: transfer events and workshops, campus tours, articulation agreements, guaranteed transfer contracts, the Transfer Club, and more.
(See: http://www.collegeofsanmateo.edu/counseling/transferservices.asp.)

Students can obtain most transfer information from the website and can contact the transfer services staff in person, by phone, or through email with individual questions. Although scheduled meetings with representatives from transfer schools take place on campus, many representatives will also answer questions by email.

Additional Student Support:

Other student services which maintain websites or online resources include:

- Career Services Center: http://collegeofsanmateo.edu/career/.
- Health Services: http://collegeofsanmateo.edu/healthcenter/.
- International Students Programs: http://collegeofsanmateo.edu/international/.
- Priority Enrollment Program (PEP) for New and Beginning Students: http://collegeofsanmateo.edu/pep/.

Bookstore:
The CSM bookstore maintains a physical store on campus and also a website that allows 24/7 online shopping. Through the website, students can view and purchase textbooks, supplies, calculators, computers, software, computer accessories, general and reference books, and clothing and other CSM-logo spirit items. Purchases can be picked up at the bookstore or shipped for a small fee.
(See: http://bookstore.collegeofsanmateo.edu/Home.aspx.)

D.2 SUFFICIENT AND QUALIFIED FACULTY, MANAGEMENT, AND SUPPORT STAFFING

Faculty:
Reflecting the overall growth in CSM's online curricular offerings, the number of faculty teaching online coursework has steadily increased. In Fall 2005, there were 22 unique faculty teaching online coursework; in Fall 2012, the number had grown to 41. This growth (+19) in online faculty represents an +86.3% increase. (For detail and projections see *Appendix N*.)

The proportion of CSM faculty teaching online during this period increased +7.8 points (5.3% in Fall 2005 vs. 13.1% in Fall 2012). This is also the period in which CSM reduced its overall faculty by 100 from 412 individuals to 312.

Full-time faculty are more likely to teach online coursework than part-time faculty. In Fall 2012, the 24 full-time faculty accounted for 58.5% of all online teaching faculty while 17 adjunct faculty comprised 41.5%.

Assignments to Online Courses:
DL faculty are subject to the same standards and scrutiny in hiring as are all other faculty at CSM. Job descriptions for new faculty generally require competencies in the use of technology to support learning and a willingness to develop and teach DL courses is desirable.

Beginning in 2008, SMCCCD adopted new guidelines for faculty who wish to teach online courses. Those guidelines include recommendations for faculty to either demonstrate experience teaching online and/or plan to get such experience through the SMCCCD Structured Training for Online Teaching (STOT) or equivalent programs. They must also:

- Use the official SMCCCD email as his/her primary student contact email.

- Populate the district-supported WebSMART page of all distance learning courses in the district with a website for the faculty member's course. The website must describe the course and provide general pre-semester information (e.g. time and place of orientation, contact information for the faculty, book lists, etc.).

- Use WebACCESS as the primary course management system.

These guidelines are currently being updated by SMCCCD's Distance Education Advisory Committee.
(See: *SMCCCD Distance Education Status and Guidelines, April 2008,* and *SMCCCD Distance Education Strategic Plan, October 2012,* *http://www.smccd.edu/edservplan/deac/default.shtml.)*

Faculty Evaluation:
DL faculty historically have been evaluated according to the same guidelines governing the evaluation of faculty teaching traditional courses, subject to contractual agreements with the AFT. In 2008, SMCCCD and the AFT adopted a *Memorandum of Understanding* with provisions for faculty evaluation to be developed through a joint committee made up of equal AFT, Academic Senate, and administration representatives.[12]

Currently the district committee, the Performance Evaluation Task Force (PETF), has been convened to assess the faculty evaluation processes, including the evaluation of distance learning faculty. CSM anticipates that a new evaluation model will be reviewed and approved by appropriate constituencies this year.

Management:
Management support for distance learning occurs at both the district and college level. SMCCCD's Vice Chancellor, Educational Services and Planning, provides overall coordination in the area of educational technology for the district. The SMCCCD distance education/ instructional design coordinator reports to him.

SMCCCD's Vice-Chancellor co-chairs SMCCCD's Distance Education Advisory Committee (DEAC) whose membership includes CSM's Vice President of Instruction and faculty instructional designer from CSM's Distance Education Resource Center.

To ensure tighter coordination of distance learning and curricula development, CSM's Vice President of Instruction (VPI) assumed direct oversight for the distance learning at the college in 2010. CSM's Distance Education Resource Center staff—faculty instructional designer and program services coordinator—report directly to her. CSM's instructional designer also co-chairs the college's new Distance Education and Technology Committee. The 5 instructional deans, to whom teaching faculty report, report directly to the VPI.

(See *Appendix S, CSM's Distance Educational Organizational Map*.)

Support Staffing:
Staffing to support distance learning, like its management, includes both district and college personnel.

SMCCCD:
In 2010 a new SMCCCD distance education/instructional design coordinator was appointed who reports to the Vice Chancellor, Educational Services and Planning. He assists faculty district-wide who are teaching online; helps oversee the development of web-based course content; organizes and teaches workshops offered through the SMCCCD Structured Training for Online Teaching (STOT); and coordinates a variety of related district-wide distance learning activities, including the district-wide Distance Education Advisory Committee (DEAC).

[12] *Memorandum of Understanding: Distance Education, September 12, 2008.* AFT Local 1493 and SMCCCD: http://www.aft1493.org/oldsite/DistanceEdMOU-9-08.htm.

In addition, technical support for both online faculty and students is provided (via email or phone) by Moodlerooms, which hosts the course management system, WebAccess, along with another outside vendor.

CSM:
CSM has a long history of providing staff support to distance learning. Since the inception of telecourses broadcasted by the TV-station KCSM, CSM has assigned staff to support distance education students and faculty. Since telecourses were discontinued in 2010 and as CSM created a vision for its online program through the *Distance Education Plan, 2009/10-2011/12*, CSM reconsidered the staffing. Last year two new staff members were assigned as primary staff for the new Distance Education Resource Center (DE Resource Center). They are CSM's DE Program Services Coordinator and the faculty Instructional Designer.

As noted earlier, the mandate for the DE Resource Center is to provide direct services to students and to support faculty and staff. (Its mission to address students' needs is described in *Section, D.1, Adequate and Accessible Student Support Services*.) To support faculty and staff, the goals for the DE Resource Center include:

- Making CSM online offerings student-centered, flexible, and pedagogically innovative;
- Developing DL courses that serve under-prepared and underrepresented students;
- Creating an effective online "campus" – integrating library, counseling, financial aid and other services into the students' "virtual classroom" learning space;
- Creating materials that are accessible to all students; and
- Using emerging technologies and resources to support the enhancement of teaching and delivery of distance education courses.

CSM's newly full-time program services coordinator for distance education is the primary technical resource for students, either face-to-face or online. As described in *Section D. I*, her duties include, among others: conducting workshops, orientations, and classroom presentations for students; coordinating the student services' online programs; participating in campus and district distance education planning; and maintaining the center website and other resources. She is currently developing a handbook for DL students to be published in Spring 2013.

The new instructional designer, also appointed last year, is a faculty member whose primary duties concern supporting the continued professional development of faculty and staff in the effective use of technology. She coordinates with her counterparts in the district. Her duties include, among others:

- Assisting faculty with course design, course development, learning objectives, classroom management, active learning, assessment methods and strategies with a primary focus on online and web-assisted courses;
- Providing leadership and support for faculty and classified staff in implementing effective pedagogy and use of technology to support teaching and learning;

- Presenting on-campus and online structured professional development opportunities for faculty and classified staff through individual consultation, programs, and workshops; and

- Promoting mastery of technology skills and pedagogy to design and deliver successful online courses and support services through professional development training activities.

(See *Appendix S, CSM's Distance Educational Organizational Map*.)

D.3. PROFESSIONAL DEVELOPMENT FOR FACULTY AND STAFF

Professional development opportunities are also twofold for faculty and staff teaching online or supporting online services: they are available through the district and through CSM's new Distance Education Resource Center.

SMCCCD:
Since 2008, district faculty, who wish to teach online and are recommended by their respective deans, are asked to attend workshops offered through the SMCCCD-supported Structured Training for Online Teaching (STOT). STOT was established initially to encourage interest in online education and build faculty capacity to teach effectively online, utilizing economies of scale as a district resource. STOT workshops incorporate pedagogies that promote effective contact between students and faculty. Specific content has been determined by the STOT Taskforce whose membership includes local DL instructional designers from the 3 colleges. Faculty are awarded stipends for their participation in STOT and a certificate of completion.

Workshops are organized into 6-session trainings, STOTI and the advanced STOTII with both online and face-to-face sessions. Mini-workshops are also offered during the summer. The most recent Fall 2012 STOTI was comprised of sessions on WebAccess standards, posting accessible content, creating assignments, posting grades, and effective use of forums, groups and Wikis. Last year, STOT offerings were attended by 100 participants. To support STOT and other district resources, selected online resources are also maintained by the district's distance education coordinator who organizes the STOT workshops. (See: http://www.smccd.net/accounts/ctl/index.html.)

CSM:
As discussed in the previous section, one mission for CSM's new Distance Education Resource Center is to provide professional development opportunities and technical assistance to faculty and staff delivering online education or programs. Technical assistance is provided primarily by CSM's program services coordinator who collaborates with CSM's faculty instructional designer.

The instructional designer has a mandate to help faculty implement effective, innovative uses of technology and pedagogy to address different learning styles, diverse student populations, and accessibility guidelines, among other areas. This past semester she conducted 3 workshops on using the course management system effectively and worked one-on-one with more than 30 faculty to design and plan courses. She has developed tutorials, best practice models, and a handbook for WebAccess. Online resources are available for faculty and staff online. (See: http://collegeofsanmateo.edu/distanceeducation/index.asp.)

In addition to the instructional designer, members of CSM's newly-configured Distance Education and Technology Committee serve as informal mentors. The DL curriculum review approval process through CSM's Committee on Instruction requires review of available course

material by both discipline faculty and faculty with DL experience; often these DL-experienced faculty also become an informal source of information.

Finally, both CSM faculty and staff have access to several sources of funding for short- and long-term professional development in addition to participating in STOT. Options include the President's Innovation Fund, the Measure G Innovation Fund, and Professional Development. Throughout the past decade, numerous faculty have developed new online courses through these and other financial support.

D.4. APPROPRIATE EQUIPMENT AND FACILITIES

Technology Infrastructure Support:

The SMCCCD provides a variety of infrastructure support which is key to effective distance teaching and learning. In 2010 it adopted CurricUNET, a web-based curriculum management application designed to automate and enhance the development and approval of new curriculum, including distance learning proposals. All Title 5 related curriculum review conducted by the Committee on Instruction is conducted via CurricUNET. CSM also adopted the web-based application, TracDat, to help with the management and assessment of student learning outcomes. TracDat's templates support uniform reporting that simplifies collection, review, management, and use of data.

The district has also invested in the WebACCESSS platform for online course management, which is ADA compliant. Technical support for both faculty and student users of WebACCESSS is provided by the platform vendor and includes 24/7 email, live chat, and phone support. (*Note*: the vast majority of faculty use this platform; faculty who have developed their websites using other tools (e.g. Dreamweaver) are encouraged to adopt WebACCESSS. All faculty new to teaching online are asked to adopt it.)

SMCCCD's Information Technology Services (ITS) provides information technology leadership, support staff, and training and assists the three colleges with planning and implementation of their technology initiatives. ITS supports all the operational technology needs, including support for WebSMART, the web interface that, as noted earlier, is used by faculty and students for a variety of self-service tasks from registration payment to faculty grading. ITS also supports all telecommunications, including an integrated voice messaging service that consists of email, fax, and voicemail for more than 3,000 accounts. In addition to managing internet access for the three colleges, ITS maintains wireless access points on campus and continues to widen the range of this access, especially as new construction is completed.

Student Communications and Tools:

The college has a variety of tools for communicating with students. A locally developed application, GWAMAIL, allows for targeted emails. Students (and faculty and staff) can subscribe to text messaging for emergency announcements.

The district supports other tools for teaching and learning that directly impact online education. "Google Apps for Education," for example, is a suite of services that facilitates communication between faculty and students as well as supports synchronous collaboration.

Upon course registration at CSM, students automatically receive a @my.smccd.edu email account that they can keep for life, allowing the college to stay in communication with alumni. The account has a variety of Google features including access to free document support (Word, PowerPoint, and Excel), a calendar, and online document storage.

D. 5. FISCAL RESOURCES

Both the District and CSM dedicate significant resources to supporting CSM's DL program. The following includes an overview for the most recent fiscal year, 2011-2012, and projected expenditures for this fiscal year, 2012-2013.

SMCCCD:

The district supports the comprehensive technology infrastructure maintained for the three colleges by ITS, as described above in *Section D.4, Appropriate Equipment and Facilities*. It also supports the online course management application, WebACCESS, through Moodlerooms, at a cost of approximately $84,000 a year. In addition, it dedicates salaries and benefits for the district's full-time Distance Education/Instructional Design Coordinator who reports to the SMCCCD Vice Chancellor, Educational Services and Planning.

SMCCCD also supports professional development costs for faculty teaching online from the 3 colleges who participate each term in Structured Training for Online Teaching (STOT) (Figure 5). Typically more than a third of the participants are CSM faculty.

SMCCCD Structured Training for Online Teaching (STOT) Fiscal Year 2011-2012

STOT Instructors	$	8,195
STOT Attendees Stipends	$	27,000
DE Gateway/WebAccess ITS Support	$	1,500
STOT Coordinator (~160 hrs)	$	10,152
Total:	$	46,847

SMCCCD STOT Fiscal Year 2012-2013 (Includes only Summer and Fall 2012)

STOT Instructors	$	3,850
STOT Attendees Stipends	$	16,200
DE Gateway/WebAccess ITS Support		-
STOT Coordinator (~80 hrs)	$	4,025
Total:	$	24,075

Figure 5

College of San Mateo:

CSM's direct costs for distance learning have primarily included full-time and adjunct teaching faculty, support staff, administrative oversight, and equipment.

For many years CSM's costs for distance learning included telecourse fees and TV-station KCSM broadcasting fees. As noted earlier, CSM phased out telecourses in 2010. These resources have been redeployed to support online learning.

Fiscal Year 2010-2011 (Summer 2010, Fall 2010, Spring 2011):

For FY 2010-2011, CSM dedicated 4% of all classroom teaching salaries to distance learning (via online and hybrid courses) (Figure 6). Additional expenses included a then part-time program services coordinator, equipment, professional development, and 8% of the salary of the Vice President of Instruction, who has administrative oversight. Faculty costs and other operating expenses comprised 3% of the total college budget for this period (Figures 7).

CSM FY 2011/2012: Teaching Salary Costs Face-to-Face vs. Distance Modes

Total CSM budget (Fund 1 + Measure G Funds)	$	23,137,442	Percentage of Allocation
FT and Adjunct Faculty classroom salaries (all courses)[13]	$	13,556,467	• 59% of total College budget
FT and Adjunct classroom salaries for online courses and hybrid courses[14]	$	607,243	• 4% of total teaching salaries
			• 3% of total College budget

Figure 6

CSM FY 2011/2012: Direct Support for Distance Learning Program

FT and Adjunct Classroom salaries for online and hybrid courses[15]	$	607,243
Support staff (Program Services Coordinator; other classified, excludes benefits)	$	24,893
Instructional Designer (faculty, excludes benefits)	$	1,412
VPI Salary (8%) (VPI has program oversight as the DE Coordinator; excludes benefits)	$	13,360
Professional Development (multiple funding sources)	$	20,000
Computers, equipment, and software	$	19,946
Total CSM Contribution	$	686,854
Percentage of Total CSM Budget		3%

Figure 7

Fiscal Year 2012-2013 (Summer 2012, Fall 2012, Spring 2013):
The total CSM budget for FY 2012-2013 is $25,249,942, an increase of $2,112,500 from the previous year. As a result, CSM has been able to increase support to its distance learning program by nearly $100,000 as compared to the previous year.

For FY 2012-2013, CSM has budgeted for the same costs for DL teaching faculty as the previous year. Additional operating expenses budgeted for this year include costs associated with

[13] Includes direct teaching salary costs for classroom teaching (budget line-item codes: 1110 and 1310), Flex (1311), Substitutes (1320), Banked Units (1316), Post-Retirement (1394), Office Hours (1390), and Variables for Large Classes (1395). Excludes costs for non-teaching faculty and benefits.

[14] Includes only direct costs for classroom teaching of online courses. Excludes benefits.
[15] Includes only direct costs for classroom teaching of online courses. Excludes benefits.

launching the new CSM Distance Education Resource Center: office renovation, new furniture, equipment, and supplies. Personnel costs also include the new faculty instructional designer and full-time program services coordinator. The Vice President of Instruction will continue to provide oversight and approximately $20,000 will continue to be allocated to support professional development (Figure 8). The total allocation to support distance learning at this time is estimated as 3% of the college budget.

CSM FY 2012/2013: Projected Budget

Total CSM budget (Fund 1 + Measure G Funds)	$	25,249,942

CSM FY 2012/2013: Direct Support for Distance Learning Program

FT and Adjunct Classroom salaries for online and hybrid courses[16] (assumes same expenditure as previous year)	$	607,243
Instructional Designer (faculty, excludes benefits)	$	54,474
Program Services Coordinator (classified, excludes benefits)	$	60,036
Supplies and duplicating	$	1,000
Other contract services	$	18,000
Equipment and computers	$	1,608
DE Resource Center office renovation and furniture	$	10,062
Professional Development (multiple funding sources)	$	20,000
VPI Salary (8%) (VPI has program oversight as the DE Coordinator; excludes benefits)	$	13,735
Total CSM Contribution	**$**	**786,158**
Percentage of Total CSM Budget		**3%**

Figure 8

D. 6 COMPARATIVE ANALYSIS OF BUDGET, ENROLLMENT, AND RESOURCES

In FY 2012/12 (Summer, Fall and Spring terms), online enrollments constituted 9.6% of all enrollments; Fall 2012 enrollments are comparable at 9.2%. Projections for the next 3 years indicate modest growth in online course enrollments: 9.5%, 10.5%, and 11.5%. (See *Appendix J, Enrollment Trends and Projections.)* CSM can accommodate this modest growth and is committed to the sustained support of online learning.

[16] Includes only direct costs for classroom teaching of online courses. Excludes benefits.

Sustainability:
The SMCCCD is in transition to a Basic Aid funding model which will create more long-term budget stability for CSM and its sister colleges. In the face of budgetary challenges over the past 5 years, CSM has strategically eliminated under-enrolled programs. However, at the same time, the college has been able to augment resources for distance learning by funding faculty and classified staff positions for the Distance Education Resource Center and continuing to fund the growth of online teaching. Support for the Center is now built into the budgeting process. Funding for new distance learning programs would be identified through the Integrated Planning Model: new programs are primarily proposed through program review and the institution allocates resources accordingly.

Both the college and district are committed to sustaining the infrastructure necessary to support effective distance learning.

CSM's strategic plan, *Institutional Priorities 2008-2013,* specifically addresses cost-of-ownership. (See *Appendix Q*.)

> *Priority #4: Promote integrated Planning, Fiscal Stability, and the Efficient Use of Resources*
>
> *(Objective) Develop both short-term and long-term plans for maintaining currency in equipment and technology that accurately reflect the total cost of ownership*

CSM's *Technology Plan: 2009/10 to 2012/2013*, outlines goals and activities that address this college priority. (See: http://collegeofsanmateo.edu/institutionalcommittees/planreviews.asp.)

Note: in late Fall 2012, CSM launched a new Distance Education and Educational Technology Committee (DEC). One of the committee's immediate charges is to update goals for CSM's distance education and, if appropriate, technology plans.)

SMCCCD's *Strategic Plan for Information Technology, 2012-2016*, recognizes the importance of sustainability for the technology infrastructure. The district has created the Long Range Instructional & Institutional Equipment Planning Team whose membership includes senior executives from the district office and the 3 colleges. They set priorities for the replacement and funding of technology in the district. Funding for 5 years has been allocated for instructional equipment, computers labs, software licenses, and other support.
(See: http://www.smccd.edu/itstrategicplan/.)

D. 7 Plan for Monitoring Achievement of Desired Outcomes

DL programs at CSM are intended to improve student access to higher education, earn degrees or certificates, and prepare for the workplace. Over the past 5 years CSM has implemented the planning and research systems to allow ongoing assessment of the impact of DL programs on students' goal achievement and success. These outcomes have been extremely positive.

For many years, CSM has had compatible institutional goals to increase the use of alternative instructional delivery modes to implement a comprehensive, research-based enrollment management and full-time equivalent student (FTES) growth plan. A key element of the integrated planning model, CSM's strategic plan, *Institutional Priorities 2008-2013,* reframes these long-standing goals. As noted earlier, objectives are articulated for each of the six college

priorities; these objectives include improving the effectiveness of the distance learning program, diversifying delivery modes, and maintaining FTES. (See *Appendix Q*.)

As noted in *Section C, Description of Planning Process*, CSM has developed and implemented its *Distance Education Plan: 2009/10-2010/11*. The plan's goals have been directly tied to institutional priorities and have formed the roadmap which CSM used to allocate resource support for distance learning.

Progress in meeting institutional priorities as well as the distance education plan has been in part measured by a *College Index, 2008/9-2012/13*. The *College Index* contains measurable institutional indicators such as "Program Enhancements for Distance Education" which are aligned with college priorities.
(See: *College Index: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp*.)

Additional indicators to help measure effectiveness in the DL program include:

- FTES and enrollment in online courses
- Course completion and retention in online courses
- Educational goal attainment (e.g. degrees and certificates)
- SLOs assessments
- Self-reported satisfaction of students enrolled in online courses
- Self-reported reasons for student withdrawals from online courses
- Self-reported satisfaction of faculty teaching online courses

CSM's Program Review relies on student outcome data disaggregated by student demographic variables (e.g. ethnicity, age, gender, etc.). In addition, comparative data on student success (DL mode vs. face-to-face mode) have now been published each year since 2008 and have formed the basis of the comprehensive program review of DL conducted in 2008. These data will be discussed in more detail in the following, *Section 7*.

All these indicators together form the basis of both formative and summative assessment of DL. They were used to shape the direction of the DL program as articulated in the distance education plan and have guided the resource allocations to support a new Distance Education Resource Center along with new curricular development; they will also guide an update to the distance education plan to be completed in Spring 2013.

The data will be updated and analyzed annually as part of the program peview process in addition to data compiled from satisfaction surveys of faculty and students. As noted earlier, the analysis of DL student achievement outcomes is also a key element in a new program review model to be implemented in Spring 2013.

All these indicators will be analyzed by the Office of Planning, Research, and Institutional Effectiveness and monitored by IPC and the Distance Education and Educational Technology Committee to ensure that student outcomes in DL mode courses continue to improve.

D. 8 EVALUATION AND ASSESSMENT OF STUDENT SUCCESS, RETENTION, AND COMPLETION

ACCJC Context for Distance Learning Evaluation:
CSM's current approach to the assessment of its distance learning program was prompted by action of the ACCJC in 2007 and 2008. Following the accreditation team's site visit to CSM in October 2007, the ACCJC issued the following recommendation (#3):

> *College Recommendation 3: In order to meet distance education accreditation standards and ACCJC policy the college must evaluate the effectiveness of electronically delivered courses, including the assessment of student learning outcomes, student retention, and student and faculty satisfaction.*
>
> *As a result of the site visit, it was determined that the college may have several certificates and degrees where 50% or more of the requirements are delivered via distance learning. The team recommends that the college notify the Accrediting Commission and submit a substantive change proposal which will validate the program's adherence to the accreditation standards.*
>
> *With regard to Recommendation 3, at the time of the October 2008 report, the college will demonstrate significant progress in evaluating distance learning courses and establish a plan to complete reviews by October 2009.*
>
> (Letter from ACCJC, January 31, 2008)

CSM subsequently completed an extensive evaluation of all its distance learning offerings, which at the time included both telecourses and online courses, as reported to the ACCJC in CSM's December 2008 *Follow-up Report: Additional Documentation.*[17] A critical component of this program review was the delivery-mode comparison study conducted by the Office of Planning, Research, and Institutional Effectiveness (PRIE). The study consisted of a modality comparison of telecourses and online courses with their face-to-face counterparts for all courses offered at CSM in a DL mode. This study considered course completion and retention data for the previous fall semesters, disaggregated according to the demographic variables of ethnicity, gender, and age. The result was reports for the college as a whole along with discipline-level studies.

Since 2008, CSM has annually conducted these student success mode-comparison studies as part of the program review cycle, a total of 5 cycles. Data are posted in addition to the annual student achievement and program efficiency data provided for each instructional department. (Summary college reports are provided in *Appendix O*. Also see PRIE website, *Distance Education*: http://collegeofsanmateo.edu/programreview/distanceeducation.asp.)

Program review participants assess this data in the spring semesters. For the Spring 2013 program review cycle, distance learning data will have an even more prominent role. Note: The entire set of data for the Spring 2013 program review is provided in *Appendix P*.

In addition PRIE has conducted annual satisfaction surveys of online students in spring semesters. In Spring 2012, it also launched an ongoing survey of all students who withdraw from online course as one method to assess retention. (The student receives an invitation to participate when he or she submits the online "W" application.) Since 2007, PRIE also has conducted 3 satisfaction surveys of DL faculty.

Assessment Cycle Results:
The sum total of these efforts has been considerable evidence for the ongoing evaluation and improvement of distance learning. The Fall 2005 mode comparison data revealed a nearly 10-percentage point differential in course completion and retention for online courses vs. their face-to-face counterparts. By Fall 2011, the gap had significantly narrowed. (See Figures 9-11.)

[17] *Follow-up Report: Additional Documentation, 2008:* http://collegeofsanmateo.edu/accredinfo/AccredDistanceLearn12-08.pdf.

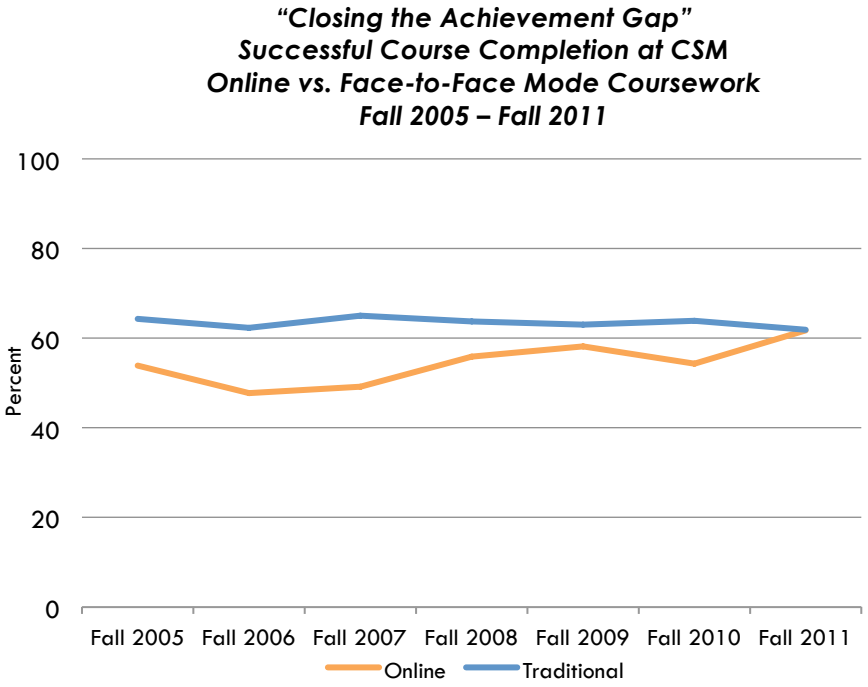

Figure 9

This notable improvement—the "closing of the achievement gap"—is not typical of community colleges at this time.[18] It is, however, a result of the planning, decision-making, course development, multiple assessments, and ultimately the resource deployment described throughout this proposal.

In other terms, to improve its programs, CSM is effectively engaging in the "systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation"(ACCJC).

Scope of Distance Learning Evaluation:
In preparation for this proposal, CSM examined a variety of data which comprise *Appendices H-P*. The appendices contain findings and data concerned with a mode comparison of online achievement and student success; online enrollment trends and projections; degree and certificates awarded to online learners; profiles of online students and online faculty; satisfaction surveys of online students; and surveys of students who withdraw from online courses.

Research Findings:
Overall, this information clearly indicates a steady and dramatic increase in all aspects of distance education at CSM. Although distance learning still constitutes a relatively small minority of students, courses, and faculty, it is clear that online coursework is increasingly utilized by students and that trend will most likely continue. This is most evident in the single fact that in the 2011-2012 academic year, nearly 60% of all CSM students earning a degree or certificate had completed at least one distance education course.

[18] *Distance Education Report, April 2011*. California Community Colleges Chancellor's Office: http://californiacommunitycolleges.cccco.edu/Portals/0/reportsTB/DistanceEducation2011_final.pdf.

Students and Enrollment:

- In Fall 2012, 1,840 students (unduplicated headcount) enrolled in CSM online coursework. This figure represents nearly 1 in 5 (18.3%) of all CSM students. In Fall 2005, online students comprised only 1 in 21 (4.5%) of all CSM students.

- These 1,840 unique students enrolled in a total of 2,337 online courses. In other words, the "typical" CSM DL student enrolls in 1.3 online courses each semester.

- Gender: Online course-takers are predominantly female – 57.2% vs. 38.8% (4.0% of students declined to state their gender). In comparison, in Fall 2012, the overall CSM student population was 49.2% male and 48.3% female.

- Age: As compared to the total CSM student population, online course-takers are somewhat older. While 39.1% of all online course-takers are 30 years or older, only 28.0% of Fall 2012 students were of the same age.

- Ethnicity: Online course-takers generally reflect the ethnic profile of the total Fall 2012 CSM population. African American, Filipino, Native American, Pacific Islander, and White online students are represented in the same proportion (+/- 2 percentage points) as in the total CSM population. Asian online students are the most over-represented +4.4 points (19.4% vs. 15.0%) and Hispanic online students are the most under-represented – 3.7 points (15.4% vs. 19.1%).

Courses:

- In Fall 2012, 40 sections of courses were offered online. Expressed differently, CSM online sections comprised 8.0% of all CSM sections.

- In terms of all CSM course enrollments, online courses comprised 2.2% of all CSM enrollments in Fall 2005. In Fall 2012, this number had grown to 9.2% of all course enrollments.

Student Success-Online vs. Comparable Face-to-face Coursework:

- As discussed, in Fall 2012 the overall successful course completion rate in online coursework was 61.8% (i.e., grade of A, B, C, or P). The corresponding rate of success in comparable face-to-face courses is virtually identical: 61.9%. (See Figure 9.)

- As noted above, the differential rate of success between online and comparable face-to-face courses has narrowed from -10.4 points in Fall 2005 (53.9% vs. 64.3%) to -0.1 points in Fall 2011 (61.8% vs. 61.9%). (See Figure 9 below.)

- In Fall 2011, online students withdrew at a slightly higher rate 20.6% compared to 18.7% of their counterparts enrolled in face-to-face coursework. In contrast, in Fall 2005, the differential was nearly -10 points greater for students enrolled in online coursework. (See Figure 10 below.)

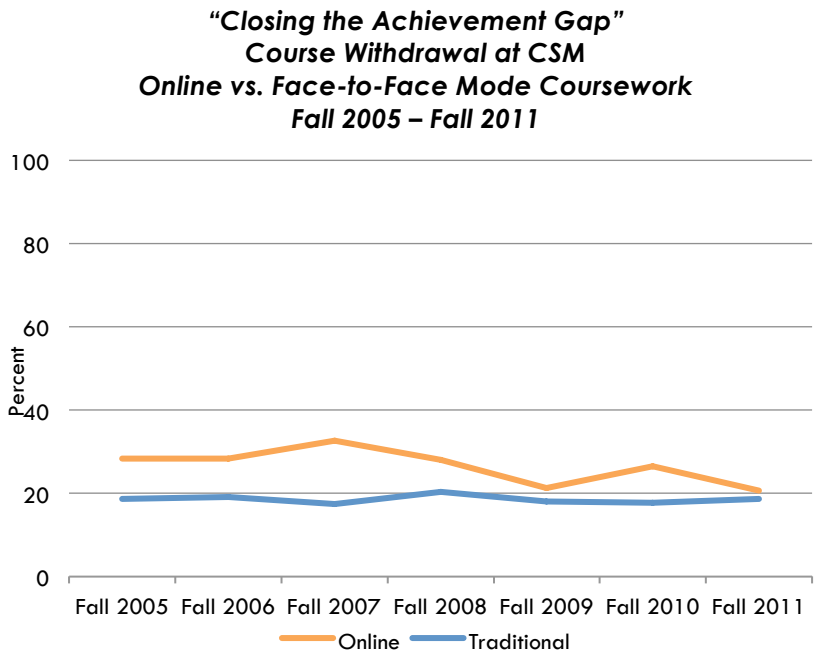

Figure 10

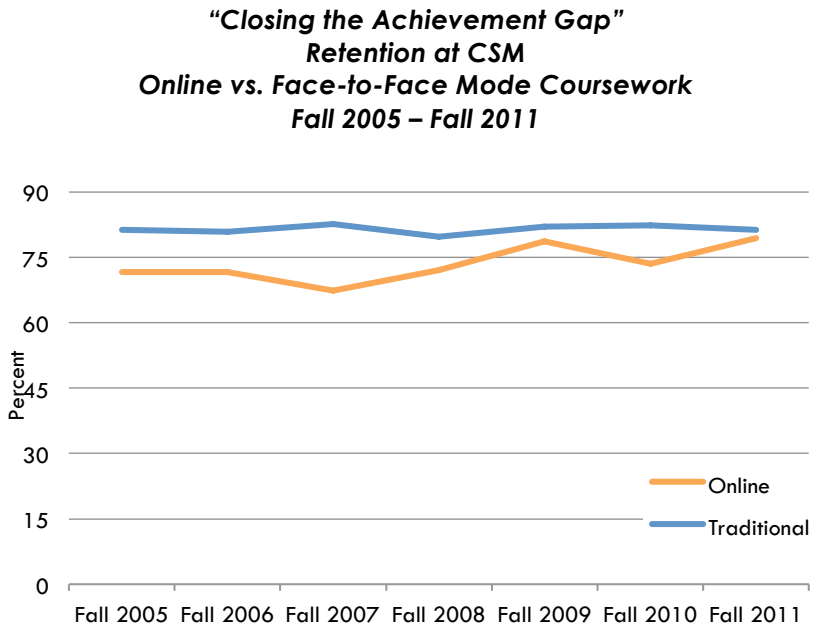

Figure 11

- Gender: Female students successfully complete online coursework at a somewhat higher rate than male students: 60.5% vs. 55.0%. This same gender differential is found in face-to-face coursework: 64.9% vs. 70.7%.

- Age: Our youngest students' (19 years or less) successful course completion rate is -14.4 points lower than students 40 years or older (52.1% vs. 66.6%). Approximately the same

age differentials are found for students enrolled in comparable face-to-face coursework.

- Ethnicity: There are major differences in the achievement levels of various ethnic groups enrolling in online coursework. Asians, Native Americans, and Whites have the highest success rates: 67.2%, 65.4%, and 60.8%, respectively. Hispanics, Filipinos, and Pacific Islanders have nearly identical success rates: 51.9%, 51.7%, and 51.5%, respectively.

- African American students have the lowest successful course completion rate: 38.2%. This represents a differential of -20.4 points for the college-wide average for online coursework.

- Similar ethnic disparities in rates of successful course completion are found for face-to-face coursework, including a -15.9 point differential for African American students compared to the college-wide average.

How Online Students Use Online Work to Earn Certificates and Degrees:

- During the 2011/12 academic year, 549 AA/AS degree or certificate award earners had taken at least one online course. Expressed differently, nearly 6 of 10 (58.4%) CSM award earners used online coursework.

- During this period of time, 681 Skyline and Cañada award earners also used CSM online coursework to complete their degree or certificate requirements.

- More than ½ (52.5%) of these award earners take only 1 or 2 online courses on their path to completing a degree or certificate requirement.

Satisfaction Survey of Enrolled Online Students:

- In Spring 2012, when asked to indicate the primary reasons for enrolling in online coursework, matters of "convenience" are clearly the most significant factor impacting students' enrollment decisions. The top 3 reasons:
    - Personal convenience - 86.0%
    - Easier to fit with my work schedule - 79.4%
    - Easier to fit with my class schedule - 78.7%

- After convenience, completing degree or transfer requirements were the most significant factors influencing students' enrollment decisions:
    - AA/AS Degree requirements - 71.0%
    - Transfer requirements - 66.2%

- Satisfaction levels with nearly all aspects of students' online course experiences and online course support services registered at 80% or greater.

- The overwhelmingly positive experience in CSM online classes is indicated by survey respondent's answer to the question, "Would you take another online course at CSM?" More than 9 of 10 (93.0%) answered "Yes."

E. EVIDENCE OF NECESSARY INTERNAL AND EXTERNAL APPROVALS

All distance education courses are reviewed and approved by CSM's Committee on Instruction (COI) which makes recommendations to the Vice President of Instruction and the Academic Senate. The review includes a supplemental review for distance mode courses for their adherence to local policies. In particular *SMCCCD Administrative Procedure* (§6.85) stipulates adherence to the federal and Title V regulations (§55200- §59402) and accreditation standards pertinent to distance education. (See *Appendix U*.) These include certifications for: 2) quality and standards, 2) effective contact between instructor and students, 3) verification of students' identity, 4) and protections for students' privacy.

All courses are ultimately approved by the Mateo County Community College District's Board of Trustees. Curricular additions and changes pertinent to the proposed substantive change are included in the June reports for 2011 and 2012, SMCCCD *Board Reports* (§11-6-2B and §12-6-4B). (See: http://collegeofsanmateo.edu/accredinfo.)

Upon SMCCCD Board approval, as required, CSM's Office of Instruction submits to the California Community College's State Chancellor's Office those curricular changes that require CCCCO approval (e.g. new degrees).

Committee on Instruction Review:
The review process includes initial review by the instructional division dean when the course is submitted by faculty via CurricUNET.

A technical review is then conducted by the COI chair, COI faculty representative from the pertinent instructional division, Vice President of Instruction, faculty SLO coordinator, Library Director, the Articulation Officer, Assistant Registrar, and Administrative Analyst from the Office of Instruction.

CurricUNET accommodates a supplemental review for distance education. (*Appendix V* displays an excerpt for a hypothetical course.) As described in *Section B.2*, COI's supplemental review for DL courses ensures:

- Instructional methodologies, pedagogies, and technologies are appropriate and the same course objectives are achieved as in a face-to-face-mode.
- Evaluation of SLOs is addressed, with evidence collected for the assessment of the effectiveness of DL in the course.
- Access for students is consistent with Section 508 of the Rehabilitation Act of 1972 (29 U.S.C. §794D).
- Regular and sufficient contact between students and faculty is maintained.
- Methods of examination ensure authenticity.
- Multiple methods of evaluation are used.

F. EVIDENCE THAT EACH ELIGIBILITY REQUIREMENT WILL STILL BE FULFILLED

F.1 CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

College of San Mateo continues to meet each of the twenty-one eligibility requirements for accreditation set forth by the Western Association of Schools and Colleges. Factual updates as well as improvements are included below:

1. Authority
College of San Mateo's authority to operate as a degree granting institution is its continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. This Commission is recognized by the Commission on Recognition of Postsecondary Accreditation and by the United States Department of Education. This authority is noted on the table-of-contents page of CSM's *Catalog, 2012-2013*. The catalog is available online:
(See: http://collegeofsanmateo.edu/schedule/.)

2. Mission
In May 2012 a revision to the College of San Mateo *Mission Statement* was reviewed by College Council, the Institutional Planning Committee (IPC), and the campus community at large. The San Mateo County Community College Board of Trustees approved the revised statement in June 2012. The current statement is found in the general information section, page 3, of CSM's *Catalog, 2012-2013,* accessible through the online directory for CSM's website, and posted on the "About CSM" page of CSM's website:
(See: http://www.collegeofsanmateo.edu/statements.)

The distance education programs proposed here are consistent with CSM's mission to serve the diverse needs of its students as an "open-access" institution committed to offering a "comprehensive curriculum of basic skills, career and technical programs, and transfer preparation."

3. Governing Board
The San Mateo County Community College District (SMCCCD), which includes College of San Mateo, is governed by a six-member Board of Trustees which derives its authority to operate a degree-granting institution from California Education Code §70902. Five trustees are elected at large by county voters and one student trustee is elected by the colleges' associated students' entities. The board normally meets twice a month; generally one of these meetings is a study session. On each board agenda there is the opportunity for presentations or statements from the public as well as for statements from various college constituents. The board adheres to its conflict of interest policy. To the best of the college's knowledge, no board member has employment, family, or personal financial interests related to the college or the district.
(See: http://www.smccd.edu/accounts/smccd/boardoftrustees.)

All curricula are approved by the SMCCCD Board of Trustees, including distance courses.

4. Chief Executive Officer
The chief executive officer of the college is appointed by the Board of Trustees. College of San Mateo's chief executive officer is President Michael Claire, whose primary responsibility is to the institution. He also reports directly the SMCCCD chief executive officer, Chancellor Ron Galatolo. President Claire was appointed in 2007.

5. Administrative Capacity
In general, College of San Mateo has sufficient administrative staff to support its mission and purpose. The administration at the college is comprised of the President, the Vice President of Instruction, the Vice President of Student Services, 8 deans, and 5 directors. Appropriate administrative preparation and experience are addressed as part of the employment process.

Management support for distance learning occurs at both the district and college level. Beginning in June 2010, CSM's Vice President of Instruction assumed direct oversight for distance education at CSM.

6. Operational Status
Approximately10,000 students are enrolled each semester in a variety of traditional-mode and distance education courses. Programs lead to Associate degrees and Certificates of Achievement and Specialization and include general education preparation for transfer to baccalaureate institutions. Nearly 80% of all courses are transferable, of which 20% are designated Career and Technical Education (CTE).

In Fall 2012, 8% of all sections offered were online courses.

7. Degrees
CSM's *Catalog, 2012-2013,* lists 157 different programs, of which 48% (76) lead to an Associate degree and 51% (81) lead to a certificate. Associate degrees typically require 60 units and are two academic years in length. Associate degrees also now include Associate of Arts (AA-T) and Associate of Science (AA-T) offered in 11 majors for a transfer pathway to a CSU campus. The college also awards Certificates of Achievement (upon completion of 18 designated units) and Certificates of Specialization (fewer than 18 units).

Degree and certificate requirements are consistent with Title 5. The college is assessing Student Learning Outcomes at the institutional-level (General Education) and for courses and programs.

Sixty-five (65) of the 76 degrees listed in CSM's *Catalog, 2012-2013* are substantially available at CSM through a DL mode. They comply with Title 5 regulations and represent the same quality, breadth, and rigor as programs delivered in a face-to-face mode.

8. Educational Programs
College of San Mateo's educational programs are congruent with its mission, are based on recognized fields of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degree, certificate, and transfer-preparation programs offered.

Comprehensive information about its programs, courses, and transfer agreements is updated annually in the college's catalog (available online and in hard copy.) Committee on Instruction-approved course descriptions are posted online for all courses.
(See: http://collegeofsanmateo.edu/articulation/outlines_actg.asp.)

The college also maintains articulation agreements with a variety of independent institutions in addition to a robust number of agreements listed on ASSIST. (See online articulation resources.

(See: http://collegeofsanmateo.edu/articulation/agreements.asp.)

As noted above, the distance learning programs proposed here represent the same quality, breadth, and rigor as programs delivered in a face-to-face mode, an approach ensured by Committee on Instruction review. Such academic rigor is also stipulated in SMCCCD Board policy §6.85, *Distance Education*.
(See: https://sharepoint.smccd.edu/SiteDirectory/portal/Procedures/6_85.pdf .)

9. Academic Credit
The awarding of academic credit at College of San Mateo is based on Title 5, Section §55002.5 of the California Code of Regulations. All curricula are reviewed by CSM's Committee on Instruction (COI) every 6 years while CTE courses are reviewed every 2 years. COI advises the Vice President of Instruction and makes recommendations to the Board of Trustees concerning curriculum and instructional procedures.

As noted above, all distance learning mode courses are subject to the same rigor and review as face-to-face courses and comply with the provisions of Title 5.

10. Student Learning Achievement
College of San Mateo is currently engaged in defining, publishing, and assessing expected student learning and achievement outcomes (SLOs) for each course and program and for institution-level (General Education) SLOs. CSM assesses SLOs through a variety of methods and there is dialog about assessment results throughout the institution. Through regular and systematic assessment, CSM is demonstrating that students achieve these outcomes.

SLOs for DL courses are approved, administrated, and assessed with the same standards as comparable face-to-face instruction.

Course outlines list relevant SLOs online:
http://collegeofsanmateo.edu/articulation/outlines.asp.
In addition, information about CSM's SLOs is available online at:
http://collegeofsanmateo.edu/sloac/slos.

11. General Education
College of San Mateo incorporates into its degree programs from 26 to 36 units of general education distributed among the major areas of knowledge; these areas ensure breadth of outlook and contribute to a balanced education. CSM's *Catalog, 2012-2013* details CSM's philosophy of general education along with information about the general education competency requirements in mathematics/quantitative reasoning, information competency, and English (pages 62-65). The general education component is consistent with Title 5 degree requirements (§Section 55806) and statewide standards. Student learning outcomes are currently being assessed.

As noted above, quality, rigor, and breadth of offerings are maintained for all distance-mode general education courses. All (100%) of general education course requirements may be completed in an online mode for students earning an Associate of Arts/Science degree or Associate of Arts/Science for Transfer degree at CSM.

12. Academic Freedom

The San Mateo County Community College District, which includes College of San Mateo, is dedicated to maintaining a climate of academic freedom and encouraging the sharing and cultivation of a wide variety of viewpoints. Academic freedom expresses the college's belief in inquiry, informed debate, and the search for truth; academic freedom is necessary in order to provide students with a variety of ideas, to encourage them to engage in critical thinking and to help them understand conflicting opinions.

A comprehensive statement regarding academic freedom within SMCCCD is included in CSM's *Catalog, 2012*-2013 (pages 4-5). It is consistent with SMCCCD Board policy §6.35, *Study of Controversial Ideas*.
(See:
https://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/By%20Chapter/CHAPTER%20VI%20-%20Educational%20Program/6_35.pdf.)

SMCCCD's and CSM'S rules, regulations, and practices regarding academic freedom apply equally to the distance-learning mode courses as they do their traditional format counterparts.

13. Faculty

The College of San Mateo faculty, as of Fall 2012, is comprised of 116 full-time contract faculty (114 instructional and 12 non-instructional) as well as 200 adjunct or hourly faculty (150 instructional and 50 non-instructional). The degrees and length of college service for full-time faculty are listed in CSM's *College Catalog, 2012-2013*. Faculty responsibilities include the development and review of curriculum and assessment of learning. Responsibilities are articulated in CSM's *Faculty Handbook 2012-2013* (http://collegeofsanmateo.edu/prie/institutional_documents/FacultyHandbookFinalVersion2012-13.pdf) and in the faculty contract with the AFT (http://www.aft1493.org/contract-a-salaries/complete-contract.html).

Distance learning faculty are subject to the same standards and scrutiny in hiring and evaluation as are all other faculty at College of San Mateo. In 2008, SMCCCD entered into a *Memorandum of Understanding* with the AFT regarding distance education faculty evaluation and intellectual freedom.
(See: http://www.aft1493.org/oldsite/DistanceEdMOU-9-08.htm.)

In 2012, a new district task force, the Performance Evaluation Task Force, began work to reassess processes for faculty evaluation, including distance education faculty.

14. Student Services

College of San Mateo acknowledges the importance of providing appropriate student services and student development programs to its diverse student body in order to facilitate access, progress, and success. Student services uses a student-centered service model. Major areas of student services are as follows: Admissions and Records, Articulation, Assessment Center, Financial Aid and Scholarships, Advising and Matriculation, CalWORKs, Career Services, Child Development Center, Counseling Services, Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Health Services Center, High School Enrollment Programs, International Student Center, Multi-Cultural Center, Psychological Services, Student Employment, Student Life, Transfer Services, and Veterans Services. The college's services and programs for students are consistent with its mission.

Distance learning students have access to the services available to all CSM students; in many cases (for example, counseling), the online options are extended for students who cannot visit campus easily.

15. Admissions
The College of San Mateo's admissions policies and practices are consistent with its mission, district Board of Trustees' policy, the California Education Code, and Title 5 regulations. Information about admission to programs with limited enrollment is found in the admissions section of CSM's *Catalog, 2012-2013*, every term's *Schedule of Classes,* and online at: http://www.collegeofsanmateo.edu/admissions.

Prospective distance education students are governed by the same admissions policies as traditional-mode students. Application and course-registration processes are completely available online. Enrollment information is also provided through CSM's Distance Education website: http://collegeofsanmateo.edu/distanceeducation/students.asp.

16. Information and Learning Resources
College of San Mateo and San Mateo County Community College District support students and employees with a wide range of information and learning resources. The CSM library, through its physical facilities and collections and through its online resources, provides students with access to information in electronic and printed form. Library course offerings, librarians, and online tutorials provide support to students as they use this information. The library also works closely with faculty to ensure that they and their students are aware of physical and electronic resources relevant to specific courses.

In addition, the new multi-purpose CSM Learning Center and the13 discipline-specific learning centers provide students with tutoring, computer access, specialized software applications, subject-matter resources, and specialized equipment.

Information for all Learning Resources Centers is available online at a centralized site: http://collegeofsanmateo.edu/labs/.

The library and Learning Centers' computers, software, and network access (including wireless) are supported by the SMCCCD Information Technology Services (ITS). ITS also provides ongoing support for the distance learning course management system and for such online resources as Google Apps for Education and iTunesU.

17. Financial Resources
College of San Mateo's financial resources currently come through several sources: the State of California, local taxes, tuition, grants, federal funds, and a variety of revenue-generating auxiliary services. SMCCCD is in a transition from a state-supported model to "basic aid," in which funding will not be FTES-based but generated by local taxes. Both the district and the college maintain contingency reserves to ensure budget stability. The college has sufficient resources to support its mission and to monitor and improve institutional effectiveness.

Budget planning takes place at both the district and college levels. At CSM, administrators, faculty, classified staff, and students have opportunities to participate in budget development. As part of an integrated planning model, budget planning is the charge of the Budget Planning Committee whose mission is to ensure that: "the college maintains fiscal stability and that

financial resources are allocated in accordance with agreed upon college priorities established by the Integrated Planning Committee." Although the budget development process is a collaborative participatory governance process, the college president bears ultimate responsibility for assuring the fiscal integrity of CSM. The Board of Trustees formally approves all district and college budgets in a public Board meeting. Budget information for the college and the district are also made available to the public.

CSM budget planning processes are integrated with the college strategic plan (*Institutional Priorities 2008-2013),* institution-level plans (e.g. the *Distance Education Plan: 2009/10-2011/12*, and annually conducted program review. Furthermore, Program Review ensures that local budget planning decisions are connected to SLOs and program assessment.

Financial support for distance learning is comprised of both district-wide and direct college resources. District-wide resources include support for a comprehensive information technology infrastructure, course management application and web-based registration portal, faculty professional development stipends, management and staff support, including a district instructional designer. CSM resources include a dedicated Distance Education Resource Center staffed by an instructional designer and a program services coordinator; professional development funding; administrative oversight; and research and planning support through CSM's Office of Planning, Research, and Institutional Effectiveness.

18. Financial Accountability
An independent certified accounting firm conducts year-end audits of the San Mateo County Community College District, which includes College of San Mateo. These audits, conducted in accordance with generally accepted audit standards, include a review of the previous year's recommendations, financial documents, expenditures, and internal control processes. If an audit yields an exception, the exception is responded to in a report to the auditors and to the Board of Trustees.

19. Institutional Planning and Evaluation
The overarching goals of CSM's institutional planning system are to ensure that the college fulfills its stated mission; that the college meets the needs of students by establishing, measuring, and assessing Student Learning Outcomes (SLOs); that the college engages in actions, based upon quantitative and qualitative data, which result in the continuous improvement of institutional effectiveness, and that resources are aligned so that the college can achieve its goals and objectives.

In 2008 CSM implemented an evidence-based integrated planning model that promotes these goals. Key components of the model have included the development and adoption of the:

- *Educational Master Plan, 2008* and the *EMP Information Update, 2012*
- *Institutional Priorities 2008-2013*
- *College Index, 2009-2013*
- Program Review model that assesses SLOs and other student success measures
- Realignment of Institutional Planning Committees

Planning resources and research data to support the evaluation of institutional effectiveness are available online at: http://collegeofsanmateo.edu/prie/.

As discussed in *Section C, Description of Planning Process*, strategies to ensure the monitoring of effectiveness in distance learning courses include:

- Linkage of CSM's Institutional Priorities to distance learning;
- Implementation of the *Distance Education Plan: 2009/10-2011/12* (to be updated in Spring 2013);
- Identification of measurable indicators for distance education in the *College Index, 2008/09-2012/13;*
- Processes to publish and analyze student success data related to distance education;
- Processes to conduct regular surveys of participants in DL courses; and
- Establishment of the Distance Education & Educational Technology Committee charged with making recommendations to the Integrated Planning Committee regarding strategic directions for distance learning.

20. Public Information
College of San Mateo annually reviews and publishes in its catalog, schedule of classes, and/or on its website comprehensive and accurate information regarding admission, rules and regulations, degrees, costs and refunds, grievance procedures, academic credentials of faculty and administrators, and other information concerning college functions. The mission statement addresses the college's purposes and objectives.

The catalog, schedule of classes, and other informational resources are also available online via the college website: http://collegeofsanmateo.edu. In addition, a single portal is designed to provide distant learners with key information: http://collegeofsanmateo.edu/distancelearners/.

21. Relations with the Accrediting Commission
The SMCCCD Board of Trustees assures that College of San Mateo adheres to the requirements, standards, and policies of the Accrediting Commission for Community and Junior Colleges; describes itself in the same manner to all its accrediting agencies; communicates changes, if any, in its status; and discloses information required by the Commission.

G. EVIDENCE THAT EACH ACCREDITATION STANDARD WILL BE FULFILLED

G.1 CERTIFICATION OF THE CONTINUED MEETING OR EXCEEDING OF ALL ACCREDITATION STANDARDS

CSM continues to meet the accreditation standards. The following section addresses the four standards briefly for purposes of documenting several new practices.

Standard I: Institutional Mission and Effectiveness
The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

ACCJC, 2002

A. Mission
As noted in *Section A*, CSM's *Mission* was updated in May 2012 and will be reviewed regularly according to the planning calendar aligned with the accreditation cycle. The *Mission* is adopted by the San Mateo County Community College District and is published in the college catalog and on CSM's website.

CSM's distance learning programs address three areas of the college's *Mission*; they include CSM's commitment to offering genuine access, a comprehensive array of services and programs, and relevant, high quality programs.

B. Improving Institutional Effectiveness
As described in *Section C*, CSM uses an integrated planning model which supports evidence-based decision-making processes.

The overarching goals of CSM's institutional planning efforts are to ensure that CSM meets the needs of students by establishing and measuring SLOs, that it responds to the ever-changing educational needs of the community at large, and that resources are aligned so that it can achieve these goals. Inherent in this planning system is a well-defined integration of key institutional plans; a reliance on internal and external data to inform decision-making and to facilitate evaluation at all levels in the organization; transparent and predicable planning processes; and mechanisms to evaluate the effectiveness of decisions made as well as planning processes.

CSM's *Mission Statement*; *Educational Master Plan, 2008* and *Information Update, 2012*; *Institutional Priorities 2008-2013*, and program review form the core of the college planning efforts, including a linkage to the *SMCCCD Strategic Plan, 2008-2013.* Program review, which incorporates SLOs and their assessment, is a critical tool in integrated planning: its results inform decision-making and the allocation of resources, both material and personnel. The integrated planning model defines explicit links between district planning, institution-level plans, college programs and services, and student learning. (See Figure 12 below.)

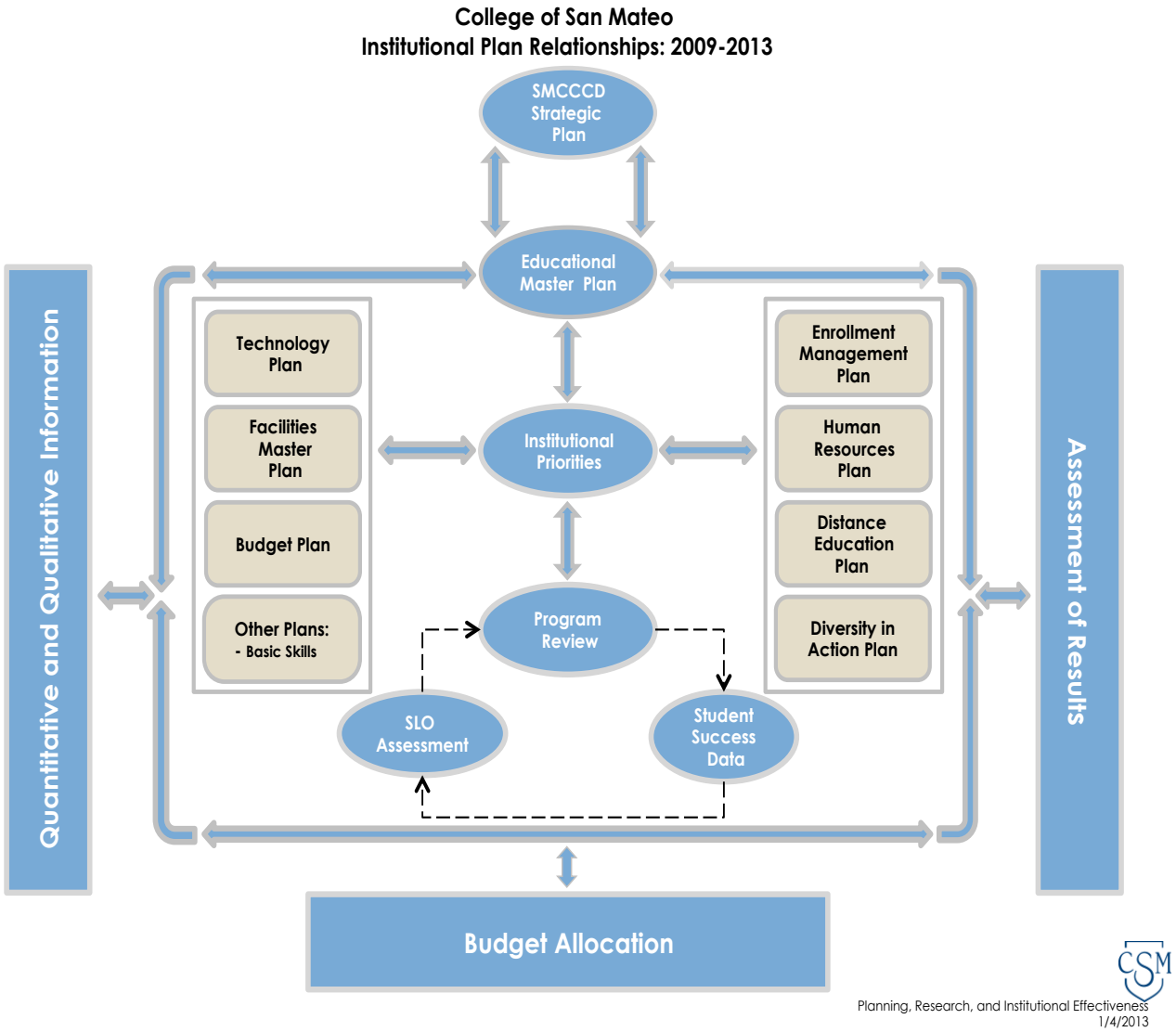

Figure 12

To support integrated planning, the Office of Planning, Research, and Institutional Effectiveness (PRIE) is a campus-wide resource available to all faculty and staff. Its mission is to enhance institutional effectiveness by providing information, analysis, training, and research that supports the operation, decision-making, and planning processes of the college community. PRIE is responsible for conducting a wide range of analytical support and consultative services, including support of institutional planning as a participatory process.

PRIE is also responsible for providing the student outcomes data that inform the program review process. Comprehensive data about student success for more than 50 programs are disaggregated by demographic variables. In addition to the standard program review data distributed annually, PRIE provides delivery-mode comparison data focused on student achievement. PRIE also conducts annual surveys of distance learning students and has conducted several surveys of online faculty. For the Spring 2013 program review cycle, the program review model has been revised to create an even more prominent role for the

assessment of student achievement in online courses and the analyses of these data. Program review evaluation leads to recommendations about strategies for program improvement and the allocation of resources. (For analysis of student success and other data, see *Section D* and *Appendices H-P*.)

As noted above in *Section C*, improving the effectiveness of the distance learning program is an objective articulated in *Institutional Priorities 2008-2013*. As a result, CSM has established a variety of mechanisms to ensure that quantitative and qualitative data inform the evaluation of and subsequent improvements in distance education-related programs and offerings. Those mechanisms include the assessments conducted by IPC in relation to college plans (e.g. *Distance Education Plan: 2009/10-2011/12*) and CSM's success in meeting targets in the *College Index*, a compendium of quantitative measures of institutional effectiveness.

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

ACCJC, 2002

A. Instructional Programs

The college continues to make progress in developing, publishing, and assessing Student Learning Outcomes (SLOs). As reported to the Commission in October 2012, institutional-level General Education SLOs have been identified and are being assessed, 94% of all courses have identified SLOs, and 97% of student and learning support activities have identified SLOs. CSM has achieved the proficiency level of SLO implementation.

SLOs for DL courses are approved, administrated, and assessed with the same standards as traditional face-to-face instruction.

SLOs are published on faculty syllabi and official course outlines. CSM utilizes the web-based application, TracDat, to record methods of assessment. It also serves as a repository for detailing the results of those assessments; action steps planned by departments to address deficiencies; and follow-up on the impact of those action steps. In addition, SLOs' assessment is a central component of the program review process which, in turn, is tied to the allocation of resources.

Progress in the development and assessment of SLOs is supported by the SLO Assessment Coordinator and the College Assessment Committee (CAC). CAC is a subcommittee of the Academic Senate and includes broad representation from the college community; its members sit on the Academic Senate Governing Council, Committee on Instruction, and the strategic planning entity, the Integrated Planning Committee.

CSM maintains the same standards, quality, and breadth in its DL mode offerings as it does in its face-to-face mode courses and CSM's institutional review mechanisms ensure their integrity. All distance-mode courses are reviewed and approved by the Committee on Instruction (COI) to ensure rigor and compliance with Title 5. In addition, COI's review encompasses other supplemental areas specific to the distance mode, including: the course's proposed instructional media, types of student participation, methods of student evaluation, representative courseware and/or materials, assignments, and types of proficiency demonstrations (e.g. testing arrangements).

These quality assurance mechanisms have yielded results: As indicated in the analysis of student success in *Section D.8,* CSM is closing the overall student achievement gap between outcomes in distance learning mode courses vs. their face-to-face counterparts.

In addition, CSM continues to rank above the statewide average in both transfer rate and degree/certificate completion rate. Since the inception of the Student Right To Know (SRTK) tracking in 1998, CSM has consistently ranked above statewide transfer rates and degree/certificate completion rates (with the exception of one year). The vast majority of CSM courses are transferable to the CSU and UC systems.

CSM maintains course-to-course and major preparation agreements with UC and CSU campuses as well as transfer articulation agreements with numerous private colleges and universities. In addition to these agreements, course-to-course articulation across community colleges is facilitated by the Course Identification Numbering System (C-ID). At the time of submission, 24 CSM courses have received C-ID approval, with many additional courses currently undergoing review.

CSM also maintains very strong linkages with local high schools. In Fall 2012, the college enrolled 158 concurrent enrolled high school students in on-campus courses offered at CSM; another 202 students were enrolled in CSM courses offered at a high school campus; and 43 students were enrolled in CSM's Middle College Program.

B. Student Support Services

CSM continues to offer comprehensive student services. As described in *Section B.2*, many student services resources formerly available only in person are now accessible online for remote students. All programs maintain as web presence. In addition, CSM maintains a Distance Education website that centralizes links to key learning support services that include:

- Admissions and Records
- Bookstore
- Counseling Services/eAdvising
- Disabled Student Program & Services (DSPS)
- Extended Opportunity Programs & Services (EOPS) & CARE
- Financial Aid
- Health Services Center
- International Students
- Jobs/ Internships
- Learning Support Centers
- Library Resources
- Middle College Program
- Multicultural Center
- Priority Enrollment Programs (PEP)
- Placement Testing
- Scholarships
- Student Life
- Transfer Services
- Veterans Services

The Distance Education Resource Center also provides DL students with one-on-one technical assistance.

C. Library and Learning Services

As detailed in *Section B.2*, CSM's Library provides students with access to information in electronic and printed form. Library course offerings, librarians, and online tutorials provide support to students as they use this information.

The library supports a print collection of approximately 83,000 volumes and 108 periodical subscriptions, a microfilm/microfiche collection, and a collection of audiovisual materials. In

addition, a variety of online resources provide access to books, journals, magazines, newspapers, and subject-based research sources.

In addition to the physical collection, course reserves, and study space, students in the library have access to approximately 50 computers with wired or wireless internet access. The library also maintains a well-designed website that enables students, faculty, and staff to access library resources 24 hours a day from any computer connected to the internet.

Since CSM's last report to the ACCJC, in 2012 CSM opened the CSM Learning Center. It offers peer tutors for 15 disciplines in addition to such support resources as student success workshops, a textbook reserve program, and financial aid and counseling advisement. A large complement of computers, learning software, and study rooms are also available. The Learning Center is CSM's DL proctoring site.

CSM also offers 15 discipline-specific learning support centers where students can get assistance and tutoring, use subject-matter resources, use specialized equipment, and work on computers with specialized software applications. Several programs have online resources and all the centers maintain websites.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

ACCJC, 2002

A. Human Resources

The SMCCCD Office of Human Resources supports the district's complex human resources needs and assists the colleges in attracting and maintaining a diverse workforce. The recruitment, screening, and hiring of distance learning faculty are subject to the same standards and scrutiny as other faculty at CSM.

Faculty evaluation is treated with the same rigor. In 2008, SMCCCD entered into a *Memorandum of Understanding* with the faculty labor union regarding the evaluation of distance education faculty; it stipulates that distance education faculty are to be evaluated in accordance to the standard evaluation processes (http://www.aft1493.org/oldsite/DistanceEdMOU-9-08.htm). In 2012, a new district task force, the Performance Evaluation Task Force, began work to reassess processes for faculty evaluation, including distance education faculty.

Responsibilities, prerequisites, and resources for teaching distance education courses are described in the CSM's *Faculty Handbook 2012-2013*. (See: (http://collegeofsanmateo.edu/prie/institutional_documents/FacultyHandbookFinalVersion2012-13.pdf.) Generally faculty must complete training offered through the SMCCCD's Structured Training for Online Teaching (STOT) for which they receive a stipend. Throughout the year introductory, advanced, and mini STOT workshops are presented to support the professional development needs of distance education faculty. STOT programs are coordinated by a SMCCCD distance education/instructional design coordinator.

In addition, CSM provides professional development assistance through its new Distance Education Resource Center. The Center is staffed by CSM's instructional designer and program services coordinator. The Instructional Designer assists faculty with creating enhancements for face-to-face mode classes, developing and improving online courses,

and ensuring that online materials meet accessibility standards. All college personnel have access to college-based professional development funding to support innovation and the effective delivery of programs and services.

CSM's culture of participatory governance is enhanced through an integrated planning model that embraces contributions from all constituencies. Faculty, staff, administrators, and students participate in College Council, President's Council (an expanded President's Cabinet), the Integrated Planning Committee (IPC), and several institutional planning committees which report directly to IPC. The Academic Senate and Associated Students are also active participants.

The Distance Education and Educational Technology Committee (DEC), which reports to the Vice President of Instruction and IPC, is a participatory governance committee responsible for the development and updating of CSM's *Distance Education Plan: 2009/10-2011/12*. Aligned with CSM's *Institutional Priorities: 2008-2013*, the plan has articulated goals for the effective delivery of distance education at CSM and will be updated in 2013. In addition, IPC will undertake updates to CSM's *Human Resources Plan: 2009-2013* which will include a human resources needs' assessment.

B. Physical Resources

In 1963 CSM opened on its current campus of 153 acres atop the hills of San Mateo. Over the span of nearly 40 years no new construction and minimal renovation of facilities had occurred. With the passage of local Bond Measures (C in 2001 and A in 2005), CSM has witnessed major changes in the building and renovation of its facilities and grounds, including opportunities to upgrade and replace a variety of instructional and other equipment.

Measure C culminated in the building of a new public safety training facility, a new state-of-the-art science building, planetarium, and observatory as well as a variety of improvements and seismic upgrades to physical education facilities, KCSM's facility, and many classrooms. Measure A construction projects culminated in the building of a new Allied Health and Wellness building; a new fitness and aquatic center; a new College Center housing a "one-stop" student services center; and a new multi-discipline Learning Center. Modernization was also undertaken of classrooms and faculty office buildings, including the installation of high-tech "SMART" classrooms and meeting areas. The fully-equipped Distance Education Resource Center is located in the new College Center.

Facilities planning for major capital projects has been guided by iterations of the *SMCCCD Facilities Master Plan* (2003, 2006, and 2011). The 2006 and 2011 *Facilities Master Plan* priorities are aligned with planning assumptions and recommendations articulated in CSM's *Educational Master Plan, 2008*. In addition to educational and facilities master planning, the college's *Institutional Priorities 2008-2013* and Program Review process inform short- and long-range facilities planning and the allocation of resources.

C. Technology Resources

Both the college and district are committed to sustaining the infrastructure necessary to support effective distance learning.

SMCCCD's Information Technology Services (ITS) provides information technology leadership, support staff, and training and assists the three colleges with planning and implementation of their technology initiatives. ITS supports all the operational administrative and educational

technology needs. Several technology applications central to teaching and learning in distance education are managed by the district and include:

- WebSMART, the web interface that is used by faculty and students for a variety of self-service tasks from registration payment to faculty grading:

- CurricUNET, a web-based curriculum management application designed to enhance the review of new curriculum, including the supplemental process required of distance education:

- TracDat, to help with the management and assessment of student learning outcomes;

- WebACCESSS platform for online course management, which is ADA compliant. Technical support for both faculty and student users of WebACCESSS is provided by the platform vendor and includes 24/7 email, live chat, and phone support.

At the CSM campus, CSM offers comprehensive technology resources for students. The availability of campus resources is particularly important for the "typical" CSM distance education student. As described in *Section D.8*, the vast majority of CSM's online students typically are also enrolled in one or more face-to-face courses or have attended a face-to-face course. They are, therefore, likely to use campus resources. CSM has a variety of discipline-specific and general-use computer facilities available to all students, including campus-wide wi-fi. In addition, key student services functions, for example Admissions and Records, Financial Aid, Assessment (Placement) Center, and the cashier's office, have computers available for students adjacent to the services.

Learning support centers' computer resources include:

Facility	Computers
• Accounting Skills Center	9
• Anatomy and Physiology Center	3
• Assistive Technology Center	13
• Business Computer Center	96
• Computer & Information Science Center (CIS)	45
• Communications Studies Center (shared with Learning Center)	32
• CSM Learning Center	56
• Digital Media Computer Center	31
• Foreign Language Center	8
• Integrated Science Center (ISC)	20
• Library	50
• MATH Resource Center (Math Lab)	28
• Nursing Skills Center	13
• Reading & ESL Center	36
• Writing Center & English 800 Center	70
Total	510

Figure 13

Technology Planning also occurs at both the district and the college.

SMCCCD's *Strategic Plan for Information Technology, 2012-2016*, recognizes the importance of sustainability for the technology infrastructure. The plan outlines the charge for the Long Range Instructional & Institutional Equipment Planning Team whose membership includes senior administrators from the district office and the 3 colleges. They set priorities for the replacement and funding of technology in the district and have allocated resources to support instructional equipment, computers labs, and software licenses over the next 5 years.

Sustainability is also a CSM concern. *Institutional Priorities: 2008-2013,* specifically addresses cost-of-ownership. (See *Appendix Q*.)

> *Priority #4: Promote integrated Planning, Fiscal Stability, and the Efficient Use of Resources*
>
> *(Objective) Develop both short-term and long-term plans for maintaining currency in equipment and technology that accurately reflect the total cost of ownership*

CSM's *Technology Plan: 2009/10 to 2012/2013*, outlines goals and activities that address this college priority. (See: http://collegeofsanmateo.edu/institutionalcommittees/planreviews.asp.) *Note*: in late Fall 2012, CSM launched a new Distance Education and Educational Technology Committee (DEC). One of the committee's immediate charges for Spring 2013 is to update goals for CSM's distance education and, as appropriate, technology plans.

D. Financial Resources

As noted above, financial support for distance learning is comprised of both district-wide and direct college resources. District-wide resources include support for a comprehensive information technology infrastructure, course management application and web-based registration portal, faculty professional development stipends, management and staff support, including a district instructional designer. CSM resources include a dedicated CSM's Distance Education Resource Center staffed by an instructional designer and program services coordinator; professional development funding; administrative oversight; and research and planning support through CSM's Office of Planning, Research, and Institutional Effectiveness.

At CSM, resource allocation decisions are framed by the integrated planning model. These decisions include the process of forecasting the district allocation and other revenues, estimating and funding the college's normal operating expenditures, estimating funds available for program review requests and action steps, funding approved program review requests, funding the college's established prioritized initiatives, and monitoring all college budgets. Resource allocation is linked explicitly to the CSM's planning process because program review, student learning outcomes and assessment, and prioritized initiatives drive the allocation of resources.

The *Distance Education Plan: 2009/10-2011/12* explicitly addresses college priorities articulated in *Institutional Priorities 2008-2013*. Institutional priorities include objectives to improve the effectiveness of distance education and to diversify delivery modes in programs and services. The plan has articulated goals to improve student success by building a better capacity to support online learning. As a result, resources have been allocated to create a new Distance Education Resource Center, appoint new staff, and improve online offerings.

Sustainability:
Allocating resources to sustain the infrastructure critical to support the colleges' operations and the distance education program, has been a priority outlined in SMCCCD's *Strategic Plan for Information Technology, 2012-2016.* The plan established the Long Range Instructional & Institutional Equipment Planning Team. The group has set priorities for the replacement and funding of technology in the district and have allocated resources over 5 years for instructional equipment, computers labs, software licenses, and other support.

In addition, the college strategic plan, *Institutional Priorities 2008-2013,* specifically addresses cost-of-ownership as a priority. A charge for the newly configured Distance Education and Educational Technology Committee, for example, is to update the *Distance Education Plan: 2009/10-2011/12* and forecast short and long-term resource needs. Sustainability is a college priority.

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout The organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

ACCJC, 2002

A. Decision-Making Roles and Processes

CSM is implementing an integrated planning model that is guided by CSM's *Mission Statement*; CSM's *Educational Master Plan, 2008 and* its subsequent *Information Update, 2012*; *Institutional Priorities 2008-2013*; and the program review process as well as linkages to *SMCCCD Strategic Plan, 2008-2013,* and the *SMCCCD Facilities Master Plan, 2011*.

As noted earlier, CSM follows a participatory governance model in which staff, faculty, administrators, and students serve on key committees and share in decision-making. Institutional Committees report to the Institutional Planning Committee (IPC), which makes recommendations to CSM's participatory governance entity, College Council. (See Figure 2.) College Council, whose membership includes representatives from all college constituencies, makes recommendations to the CSM president, who is CSM's chief executive. He, in turn, reports to the SMCCCD Chancellor who is the chief administrator for the district. (Note: CSM is currently evaluating the role of College Council.)

The key participatory governance committee related to distance education is the Distance Education and Educational Technology Committee which reports to both IPC and the Vice President of Instruction. The Vice President of Instruction provides executive leadership and has direct administrative oversight over distance education. Staff members from CSM's Distance Education Resource Center report directly to her. Also reporting to the Vice President of Instruction are the instructional deans who assist faculty in the development and implementation of distance learning programs. (See *Appendix S*.)

B. Board and Administrative Organization

Final approval for all curriculum, including distance education, rests with the Board of Trustees. The Board of Trustees has ensured that the necessary resources are available to support distance education throughout the district and that appropriate educational policies comply with state and federal regulations for distance education.

Substantive Change Report
Distance Education

Appendices Section

Submitted by
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College of San Mateo

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Appendix A
College of San Mateo
Degrees Substantially Available through Distance Learning (DL)

Included in the table below are associate degrees with 50% or more of required units available through courses approved for online or hybrid mode. Degree requirements are from the 2012-13 catalog. Where a degree has a range of units, the combination that gives the highest DL percentage is used to calculate the DL availability.

Degrees substantially available through DL: 65 (of 76 degrees in the 2012-13 catalog).

The only majors that do not meet the 50% threshold for substantial availability through DL are those requiring 30 or more major units that are not available through DL.

Notes:

1. All associate degree for transfer general education requirements are available in online or hybrid mode.

   AA/AS-T units not available through DL = Major Units - DL Major Units

2. All associate degree general education requirements except 0.5 units of the physical education requirement are available in online or hybrid mode.

   AA/AS units not available through DL = Major Units - DL Major Units + 0.5 PE units

3. Elective units are assumed to be available through DL.

4. DL availability = 100*(Degree Units-units not available through DL)/Degree Units

5. Degrees for which approval for the distance learning mode is requested are denoted by *.

Degree	Major Units	DL Major Units	Degree Units	DL Availability, %
Accounting, AA	22	22	60	99.2
Administration of Justice, AS	24	0	60	59.2
Administration of Justice, AS-T	19	7	60	80.0
Architecture, AS	19	0	60	67.5
Art: Art History, AA*	18	6	60	79.2
Art: General Studio Art, AA*	30	3	60	54.2
Art: Photography, AA	21	0	60	64.2
Art: Studio Art, AA-T*	27	3	60	60.0
Biology, AS*	24	10	60	75.8
Biology (formerly Life Science): General, AS	22	22	60	99.2
Biology (formerly Life Science): Biotechnology, AS	24	5	60	67.5
Biology (formerly Life Science): Medical, AS	24	10	60	75.8

Degree	Major Units	DL Major Units	Degree Units	DL Availability, %
Biology (formerly Life Science): Pre-Nursing, AS	21	5	60	72.5
Business Administration, AA-T	29	20	60	85.0
Business Administration, Option 1, AA	25	13	60	79.2
Business Administration, Option 2, AA	24	18	60	89.2
Business Info. Processing, Option 1, AA	24.5	20	60	91.7
Business Info. Processing, Option 2, AA	24	19.5	60	91.7
Chemistry, AS	24	0	60	59.2
Communication Studies (formerly Speech Communication), AA	18	6	60	80.0
Communication Studies, AA-T	21	6	60	74.2
Computer and Information Science, AS	31	15	60	72.5
Computer and Network Forensics, AS	33	18	60	74.2
Comp. Sc. Applications & Dev., AS	34	34	60	99.2
Dental Assisting, AS*	37	9	60	52.5
Digital Media: Digital Audio, AA*	27.5	6	60	63.3
Digital Media: Digital Video Prod., AA*	29	6	60	60.8
Digital Media: Television Producing, AA*	29	9	60	65.8
Digital Media: Graphic Design, AA*	31	3	60	52.5
Digital Media: Journalism, AA*	24	9	60	74.2
Digital Media: Web Design, AA*	26	15	60	80.8
Digital Media: Web Developer, AA*	33	25	60	85.8
Digital Media: Multimedia, AA*	32	12	60	65.8
CAD/Drafting Technology, AS	21	3	60	69.2
Engineering, AS	19	11	60	85.8
Engineering Technology: General, AS	26	14	60	79.2
English, AA	18	3	60	74.2
Ethnic Studies, AA	18	0	60	69.2
Film, AA	21	9	60	79.2
Geological Science, AS	18	0	60	69.2
Geology, AS-T	28	0	60	53.3
History, AA-T*	18	12	60	90.0
Interdisciplinary Studies Option 1, AA	18	3	60	74.2
Interdisciplinary Studies Option 2, AA	18	18	60	99.2
Interdisciplinary Studies Option 3, AA	19	13	60	89.2
Journalism, AA	19	9	60	82.5
Kinesiology, AA-T*	23	16	60	88.3
Management: Business Mgmt., AA	24	9	60	74.2
Management: Marketing Mgmt., AA	24	9	60	74.2
Management: Retail Management, AA	32	13	60	67.5

Degree	Major Units	DL Major Units	Degree Units	DL Availability, %
Mathematics, AS	22	4	60	69.2
Mathematics, AS-T	22	4	60	70.0
Multimedia Option 1: Web Design, AA	30	9	60	64.2
Multimedia Option 2: Digital Video, AA	28.5	0	60	51.7
Multimedia Option 3: Digital Audio, AA	25.5	0	60	56.7
Music, AA	31	3	60	52.5
Music: Electronic Music, AA	26.5	9	60	70.0
Physical Science, AS	18	8	60	82.5
Physics, AS	18	0	60	55.0
Physics, AS-T	29	6	60	79.2
Psychology, AA-T*	18	9	60	85.0
Real Estate, AA	21	0	60	64.2
Social Science, AA	18	18	60	99.2
Sociology, AA-T*	19	7	60	80.0
Spanish, AA	18	0	60	69.2

Appendix B
College of San Mateo
Certificates Substantially Available through Distance Learning (DL)

Included in the table below are certificates with 50% or more of required units available through courses approved for online or hybrid mode. Certificate requirements are from the 2012-13 catalog. Where a certificate has a range of units, the combination that gives the highest DL percentage is used to calculate the DL availability.

DL availability = 100*(DL Units)/(Required Units)

Certificates of Achievement (CA) substantially available through DL: 11
Certificates of Specialization (CS) substantially available through DL: 13
* Denotes certificates for which approval for the distance learning mode is requested.

Certificate	Type	Required Units	DL Units	DL availability, %
Accounting				
Accounting	CA	22	22	100.0
Accounting Assistant	CS	8.5	8.5	100.0
CPA Exam Prep: Financial/Audit*	CS	14	8	57.1
Tax Preparer I	CS	8.5	5.5	64.7
Tax Preparer II*	CS	15.5	8	51.6
Business				
Business Information Processing, Option 1	CA	24.5	20	81.6
Business Information Processing, Option 2[b]	CA	24	19.5	81.3
Office Assistant I	CS	9.5	9.5	100.0
Office Assistant II	CS	11	11	100.0
Computer and Information Sciences				
Computer and Network Forensics*	CA	33	18	54.5
Comp. Sci. Applications & Development	CA	34	34	100.0
C++ Programming	CS	8	8	100.0
CIS Network Security Specialist[b]	CS	9	9	100.0
Computer Forensics[b]	CS	15	15	100.0
Internet Programming[b]	CS	17	17	100.0
Java Programming[b]	CS	8	8	100.0
Digital Media				
Digital Media: Web Design*	CA	24	18	75.0
Digital Media: Web Developer*	CA	21	21	100.0
Digital Media: Web Design/ Developer*	CS	12	12	100.0
Digital Media: Multimedia*	CA	24	15	62.5
Digital Media: Multimedia*	CS	12	6	50.0

Certificate Name	Type	Required Units	DL Units	DL availability, %
University Transfer				
University Transfer Option 1	CA	39	39	100
University Transfer Option 2	CA	37	37	100
University Transfer Option 3	CA	34	34	100

Appendix C
College of San Mateo
Associate in Arts/Science Degree Requirements
General Education and other Requirements
Available through Distance Learning (DL)

A. Residence

Requirement: A minimum of 12 units must be completed at College of San Mateo. Also note information under MAJOR.

DL Options: More than 12 units are available; see also list of majors.

B. Scholarship

Requirement: A minimum grade point average of 2.0 is required in all degree applicable coursework.

DL Options: Independent of mode.

C. Competency Requirements

1. Math/Quantitative Reasoning Competency

Requirement: Completion of or placement beyond Math 120 Intermediate Algebra.

DL Options: Math 120 (and its prerequisite, Math 110)

2. English Competency

Requirement: English 100

DL Options: English 100

D. Major

See separate information on majors; at least 12 units of major courses must be completed at CSM

E. General Education

1. American History and Institutions, CA State and Local Government

Requirement: Option 1 – PLSC 200 or PLSC 210
Option 2 – Group 1 plus Group 2
Option 3 – Satisfy CSU AH&I

DL Options: Option 1 – PLSC 200, PLSC 210
Option 2 – Group 1: PLSC 210 or (HIST 201 and HIST 302)
Option 2 – Group 2: PLSC 310
Option 3 – (HIST 201 or 202) and (PLSC 200 or PLSC 210)

2. Language and Rationality

a. English Composition

Requirement: 3 units from ENGL 838, 848, 100, or ESL 400

DL Options: ENGL 100

Associate in Arts/Science Degree Requirements, continued.

b. English, Literature, Speech Communication
Requirement: 3 units from a list of COMM, ENGL, ESL, LIT courses
DL Options: COMM 110, ENGL 100, 110, 165

c. Communication and Analytical Thinking
Requirement: if not satisfied by E2b, 3 units from a list of 21courses
DL Options: BUS 115, 401; CIS 110, 125, 254, 255, 278; COMM 110; DGME 102; ENGL 100, 110, 165; Math 120, 123, 125, 130, 200, 222, 241

3. Health Science
Effective Fall 2010, Health Science is no longer an associate degree requirement.

4. Physical Education
Requirement: 2 activity classes (1 – 4 units total)
DL Options: FITN 134

5. Additional General Education Requirements
Requirement: 12 units; either three units in each area or use major to satisfy one area and 12 units from remaining three areas.

a. Natural Science
Requirement: at least three units from list of 43 courses
DL Options: ASTR 100; BIOL 100, 102, 130, 145, 210, 220, 260

b. Social Science
Requirement: at least three units from list of 53 courses
DL Options: DGME 100; HIST 201, 202; PLSC 200, 210, 310; PSYC 100, 410; SOCI 100

c. Humanities
Requirement: at least three units from list of 66 courses
DL Options: ART 101; CHIN 111, 112, 121, 122, 211, 212; ENGL 110; FILM 100, 200; MUS 100, 202, 250; PHIL 100

d. Career Exploration and Self-Development
Requirement: at least three units from list of 73 courses
DL Options: BUS 315, 316, 317; BUSW 114, 115, 214, 215, 383, 384, 415, 416, 450, 451, 464, 530, 534, 535; CRER 120, 127; CIS 110; COMM 110; DGM 101, 104; HSCI 100; KINE 101; LIBR 100, 105

F. Electives
Requirement: any degree applicable course not used to meet either GE requirements or the first 18 units of major requirements to bring total units to at least 60
DL Options: various

Appendix D
College of San Mateo
Majors Substantially Available through Distance Learning (DL)

Included in the table below are majors with 50% or more of required major units available through courses approved for distance learning mode. Major requirements are from the 2009-10 catalog. Where major has a range of units, the limit that gives the highest DL percentage used to calculate the DL availability.

DL availability = 100*(DL Units)/(Required Units)

Majors substantially available through DL: 19 (of 76 majors in 2012-13 catalog).

Major	Major Units	DL Major Units	DL availability, %
Accounting, AA	22	22	100.0
Biology: General	22	22	100.0
Business Administration, AA-T	29	20	69.0
Business Administration, Option 1, AA	25	13	52.0
Business Administration, Option 2, AA	24	18	75.0
Business Info. Processing, Option 1, AA	24.5	20	81.6
Business Info. Processing, Option 2, AA	24	19.5	81.3
Computer and Network Forensics, AS	33	18	54.5
Comp. Sc. Applications & Dev., AS	34	34	100.0
Digital Media: Web Design, AA	26	15	57.7
Digital Media: Web Developer, AA	33	25	75.8
Engineering, AS	19	11	57.9
Engineering Technology: General, AS	26	14	53.8
History, AA-T	18	12	66.7
Interdisciplinary Studies Option 2, AA	18	18	100.0
Interdisciplinary Studies Option 3, AA	19	13	68.4
Kinesiology, AA-T	23	16	69.6
Psychology, AA-T	18	9	50.0
Social Science, AA	18	18	100.0

Appendix E
College of San Mateo
California State University General Education Pattern (CSU-GE)
Availability through Distance Learning (DL)

The full CSU-GE pattern is available through a combination of online and hybrid courses.

Notes:

- COMM 110, Public Speaking, is a hybrid course with an on-campus component.

- The science lab courses, BIOL 210, 220, and 260 are hybrid courses with on-campus lab components. The prerequisite to BIOL 260, BIOL 250, is not currently offered in a distance mode.

Area A – Communication Skills and Critical Thinking
(One course from each group)
A1, Oral Communication: COMM 110
A2, Written Communication: ENGL 100
A3, Critical Thinking: ENGL 110, 165

Area B – Natural Science and Mathematics
(One course from each area)
B1, Physical Science: ASTR 100
B2, Life Science: BIOL 100, 102, 130, 145, 210, 220, 260
B3, Lab course (one of B1, B2): BIOL 210, 220, 260 **(hybrid courses with on-campus lab)**
B4, Math: 125, 130, 145, 200, 222, 241, 242

Area C – Arts, Literature, Philosophy & Languages
(Three courses with at least one from each group)
C1, Arts: Art 101, Film 100, 200; MUS 100, 202, 250
C2, Humanities: CHIN 111, 112, 121, 122; Phil 100

Area D – Social, Political, & Economic Institutions
(Nine units with courses in at least two disciplines)
DGME 100, 102; HIST 201, 202; PLSC 200, 210, 310; PSYC 100, 410; SOCI 100

Additional graduation requirement (one course from each group):
Group 1, U.S. History: HIST 201, 202
Group 2, US Constitution: PLSC 200, 210
Group 3, CA State and Local Government: PSLC 200, 210, 310
Note: PLSC 200 and PLSC 210 each satisfy both group 2 and group 3.

Area E – Lifelong Understanding & Self Development
(Three units with at least 2 selected from E1)
E1: CRER 120; HSCI 100; KINE 101; PSYC 100, 110
E2: FITN 134
Note: All courses listed for E1 are 3 units.

Appendix F
College of San Mateo
Intersegmental General Education Transfer Curriculum (IGETC)
Availability through Distance Learning (DL)

The full IGETC pattern is available through a combination of online and hybrid courses.

Notes:

- COMM 110, Public Speaking, is a hybrid course with an on-campus component
- The science lab courses, BIOL 210, 220, and 260 are hybrid courses with on-campus lab components. The prerequisite to BIOL 260, BIOL 250, is not currently offered in a distance mode.

Area 1 – English Communication
(One course from each group; UC does not require group C)

Group A: ENGL 100
Group B: ENGL 110, 165
Group C: COMM 110 (available as a hybrid course)

Area 2 – Mathematics Concepts & Quantitative Reasoning
(One course)

Math 125, 145, 200, 222, 241, 242

Area 3 – Arts & Humanities
(Three courses with at least one from each group)

Group A, Arts: Art 101; Film 100, 200; MUS 100, 202, 250
Group B, Humanities: ENGL 110; Phil 100

Area 4 – Social & Behavioral Sciences
(Three courses selected from at least two disciplines)

DGME 100, 102; HIST 201, 202; PLSC 200, 210; PSYC 100, 410; SOCI 100

Area 5 – Physical & Biological Sciences
(One from each group; at least one must be a lab course)

Group A, Physical Science: ASTR 100
Group B, Biological Science: BIOL 100, 102, 130, 145, 210*, 220*, 260*
*Lab courses are offered in hybrid mode with on-campus labs

Area 6 – Language Other than English (UC only)

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Appendix G
College of San Mateo
Approved Distance Learning (DL) Courses
Fall 2012

This table shows courses offered in online or hybrid formats from Fall 2004 through Fall 2012 and courses approved for distanced learning effective Fall 2012.

Department	Number	Units	DL formats	Most recent OL or HY offering	
			F04-F12	Term	Year
ACTG	100	3	OL	F	2012
ACTG	103	0.5	OL	F	2012
ACTG	121	4	OL, HY	F	2012
ACTG	131	4	OL, HY	F	2012
ACTG	144	1.5	OL	F	2012
ACTG	145	1.5	OL	F	2012
ACTG	161	4	OL	F	2012
ACTG	162	4	OL	F	2012
ACTG	165	3	OL	Sp	2012
ART	101	3		not yet offered OL, HY	
ASTR	100	3	OL	F	2012
BIOL	100	3	OL	F	2012
BIOL	102	3		not yet offered OL, HY	
BIOL	130	3	OL	F	2012
BIOL	145	3	OL	F	2012
BIOL	210	5		not yet offered OL, HY	
BIOL	220	5	HY	Su	2011
BIOL	260	5	HY	Sp	2011
BIOL	310	3	OL	F	2012
BUS	115	3	OL	F	2012
BUS	180	3	OL	Sp	2007
BUS	315	3	OL	Sp	2012
BUS	316	3		not yet offered OL, HY	
BUS	317	1.5		not yet offered OL, HY	
BUS	326	1.5		not yet offered OL, HY	
BUS	401	3	OL	F	2012
BUSW	114	1.5		not offered OL, HY	
BUSW	115	1.5		not yet offered OL, HY	
BUSW	214	1.5	OL	F	2012
BUSW	215	1.5	OL	F	2012
BUSW	383	1.5	OL	F	2011
BUSW	384	1.5	OL	Sp	2011
BUSW	415	1.5	OL	F	2012

Department	Number	Units	DL formats	Most recent OL or HY offering	
			F04-F12	Term	Year
BUSW	416	1.5	OL	F	2012
BUSW	450	1.5	OL	F	2010
BUSW	451	1.5	OL	F	2010
BUSW	464	3	OL	Sp	2011
BUSW	530	1.5	OL	Sp	2012
BUSW	534	1.5	OL	F	2008
BUSW	535	1.5	OL	F	2008
CHIN	111	3	OL, HY	F	2012
CHIN	112	3	OL, HY	F	2012
CHIN	121	3	OL	F	2012
CHIN	122	3	OL	F	2012
CHIN	211	3	OL, HY	F	2012
CHIN	212	3	OL, HY	F	2012
CIS	110	3	OL	F	2012
CIS	111	3	OL	F	2012
CIS	113	4	OL	Sp	2011
CIS	114	4	OL	F	2012
CIS	117	4		not yet offered OL, HY	
CIS	121	3	OL	F	2012
CIS	125	4	OL	F	2012
CIS	127	3	OL	F	2012
CIS	132	3		not yet offered OL, HY	
CIS	151	3	OL	F	2012
CIS	254	4	OL	Su	2012
CIS	255	4	OL, HY	Sp	2011
CIS	256	4	OL, HY	F	2012
CIS	278	4	OL, HY	F	2012
CIS	279	4	OL, HY	F	2012
CIS	363	4	OL	Sp	2012
CIS	364	4		not yet offered OL, HY	
CIS	379	3	OL	Su	2011
CIS	380	3	OL	F	2012
CIS	479	3	OL	F	2012
CIS	489	3	OL	Sp	2012
CIS	490	3	OL	Sp	2011
CIS	491	3	OL	F	2011
COMM	110	3	HY	F	2012
CRER	120	3	HY	F	2009

Department	Number	Units	DL formats	Most recent OL or HY offering	
			F04-F12	Term	Year
CRER	127	0.5		not yet offered OL, HY	
DGME	100	3	OL	F	2012
DGME	101	3		not yet offered OL, HY	
DGME	102	3	OL	F	2012
DGME	104	3	OL	Su	2012
DGME	165	3		not yet offered OL, HY	
DGME	166	3		not yet offered OL, HY	
DGME	167	3	OL	F	2012
DGME	168	3		not yet offered OL, HY	
DGME	169	3		not yet offered OL, HY	
ENGL	100	3	OL	F	2012
ENGL	110	3	OL	F	2012
ENGL	165	3	OL	F	2012
ENGR	215	3	OL, HY	F	2012
ENGR	230	3	HY	F	2012
ESL	891	3	OL	F	2012
FILM	100	3	OL, HY	F	2012
FILM	200	3	HY	F	2011
FITN	134	0.5, 1	OL	F	2012
HIST	201	3		Sp	2009
HIST	202	3	OL	Sp	2012
HSCI	100	3	OL	F	2012
KINE	101	3		not yet offered OL, HY	
LIBR	100	1	OL, HY	F	2012
LIBR	105	3	OL	Su	2011
MATH	110	5	OL, HY	F	2012
MATH	111	3		not yet offered OL, HY	
MATH	112	3		not yet offered OL, HY	
MATH	120	5	OL, HY	F	2012
MATH	122	3		not yet offered OL, HY	
MATH	123	3		not yet offered OL, HY	
MATH	125	3		not yet offered OL, HY	
MATH	130	4		not yet offered OL, HY	
MATH	145	3	HY	F	2012
MATH	200	4	OL, HY	F	2012
MATH	222	5		not yet offered OL, HY	
MATH	241	5		not yet offered OL, HY	
MATH	242	3		not yet offered OL, HY	
MATH	850	.5-2	HY	F	2012

Department	Number	Units	DL formats	Most recent OL or HY offering	
			F04-F12	Term	Year
MUS	100	3	OL	F	2012
MUS	202	3	OL, HY	F	2012
MUS	250	3	OL	F	2012
NURS	630	3	OL	Su	2012
PHIL	100	3	OL	F	2012
PLSC	200	5	OL, HY	F	2011
PLSC	210	3	OL, HY	F	2012
PLSC	310	3	OL, HY	F	2012
PSYC	100	3	OL	F	2012
PSYC	410	3		not yet offered OL, HY	
READ	825	3	OL	Su	2012
READ	830	3	OL	F	2012
SOCI	100	3	OL	F	2012

Total: 123 courses

Appendix H

College of San Mateo

Distance Education Fast Facts

Fall 2012

Students

- In Fall 2012, the 1,840 students (unduplicated headcount) enrolled in CSM online coursework. This figure represents nearly 1 in 5 (18.3%) of all CSM students.

- These 1,840 unique students enrolled in a total of 2,337 online courses. In other words, the 'typical' CSM distance education student enrolls in 1.3 online courses.

- Gender: Online course-takers are predominantly female – 57.2% vs. 38.8% (4.0% of students declined to state their gender). In comparison, in Fall 2012, the overall CSM student population was 49.2% male and 48.3% female.

- Age: As compared to the total CSM student population, online course-takers are somewhat older. While 39.1% of all online course-takers are 30 years or older, only 28.0% of Fall 2012 students were of the same age.

- Ethnicity: Online course-takers generally reflect the ethnic profile of the total Fall 2012 CSM population. African American, Filipino, Native American, Pacific Islander, and White online students are represented in the same proportion (+/- 2 percentage points) as in the total CSM population. Asian online students are the most over-represented +4.4 points (19.4% vs. 15.0%) and Hispanic online students are the most under-represented – 3.7 points (15.4% vs. 19.1%).

Courses

- In Fall 2012, there were 40 sections off courses offered online. Expressed differently, CSM online sections comprised 8.0% of all CSM sections offered.

Faculty

- In Fall 2012, 41 CSM faculty were teaching online courses. This figure represents 13.1% of all CSM instructional faculty.

- More full-time faculty teach online coursework than part-time faculty. In Fall 2012, the 24 full-time faculty accounted for 58.5% of all online teaching faculty while 17 adjunct faculty comprised 41.5% of those teaching online.

Student Success: Online vs. Comparable Face-to-face Coursework (Fall 2011)

- The overall successful course completion rate in online coursework was 61.8% (i.e., grade of A, B, C, or P). The corresponding rate of success in comparable face-to-face courses is virtually identical: 61.9%.

- Online students withdraw at a slightly higher rate: 20.6% compared to 18.7% of their counterparts enrolled in face-to-face coursework.

- Gender: Female students successfully complete online coursework at a somewhat higher rate than male students: 60.5% vs. 55.0%. This same gender differential is found in face-to-face coursework: 64.9% vs. 70.7%.

- Age: Our youngest students' (19 years or less) successful course completion rate is -14.4 points lower than students 40 years or older (52.1% vs. 66.6%). Approximately the same age differentials are found for students enrolled in comparable face-to-face coursework.

- Ethnicity: There are major differences in the achievement levels of various ethnic groups enrolling in online coursework. Asians, Native Americans, and Whites have the highest success rates: 67.2%, 65.4%, and 60.8%, respectively. Hispanics, Filipinos, and Pacific Islanders have nearly identical success rates: 51.9%, 51.7%, and 51.5%, respectively.

- African American students have the lowest successful course completion rate: 38.2%. This represents a differential of -20.4 points for the Collegewide average for online coursework.

- Similar ethnic disparities in rates of successful course completion are found for face-to-face coursework, including a -15.9 point differential for African American students compared to the Collegewide average.

Using Online Coursework To Complete Degree & Certificate Requirements (2011/2012)

- During the 2011/12 academic year, 549 AA/AS Degrees or Certificate award earners had taken at least one online course. Expressed different, nearly 6 of 10 (58.4%) CSM award earners utilized online coursework.

- During this period of time, 681 Skyline and Cañada award earners also used CSM online coursework to complete their Degree or Certificate requirements.

- More than ½ (52.5%) of students take only 1 or 2 online courses on their path to completing Degree or Certificate requirements.

Survey of Online Students Who Withdraw

- Survey respondents indicate that they withdraw from online coursework primarily for connectivity and technical accessibility issues. Three of the top five reasons for withdrawing are:
    - 1) Internet access problems (24.9%);
    - 2) Accessibility for persons with disabilities (15.2%); and
    - 3) Self-reported lack of computer skills (13.7%).
    - Another 12.7% of respondents report inadequate software as contributing to their withdrawal.

- 40% of students who withdraw report not adequately anticipating the amount of work required by online coursework.

- In spite of withdrawing from their online coursework, the vast majority of students (80.9%) who withdraw report an interest in taking another online course at CSM.

Survey of Enrolled Online Students' Course Experiences and Satisfaction

- When asked to indicate the primary reasons for enrolling in online coursework, matters of "convenience" are clearly the most significant factor impacting students' enrollment decisions. The top 3 reasons:
    - Personal convenience - 86.0%
    - Easier to fit with my work schedule - 79.4%
    - Easier to fit with my class schedule - 78.7%

- After convenience, completing Degree or transfer requirements were the most significant factors influencing student's enrollment decisions:
    - AA/AS Degree requirements - 71.0%
    - Transfer requirements - 66.2%

- Satisfaction levels with nearly all aspects of students' online course experiences and online course support services registered at 80% or greater.

- The overwhelmingly positive experience in CSM online coursework is indicated by survey respondent's answer to the question, "Would you take another online course at CSM?" More than 9 of 10 (93.0%) answered "Yes."

Appendix I

College of San Mateo

Distance Education Student Success Data

A Comparison of Online and Face-to-Face Mode Coursework

Fall 2005 – Fall 2011

Background: Overview

This is a delivery-mode comparison of student success in online courses with their face-to-face mode counterparts. The comparison spans 7 Fall semesters, Fall 2005 – Fall 2011.

The face-to-face mode counterpart comparison is based upon a course-to-course match of student outcomes in the exact face-to-face mode course; e.g., online ENGL 100 compared to all sections of face-to-face mode ENGL 100.

Student success is captured with three different metrics:

- Successful Course Completion Rates: Also known as "success rates." This is the percentage of all enrollments with a grade of A, B, C, or P at end-of-term.

- Withdrawal Rates: Also known as "W rates." This is the percentage of all enrollments with a grade of W at end-of term. W = withdrawal between end of the 4th through the end of the 14th week of classes.

- Retention Rates: This is the percentage of all enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. In other words, a 'retained' student has received a grade in the course other than W. W grades are considered to be not retained. For example, a course with an 80% retention rate has a 20% "W" rate.

In addition to overall student success measures, a comparative demographic profile of successful course completion rates is presented for the same period of time, Fall 2005 – Fall 2011. Demographic data is disaggregated by gender, age, and ethnicity in separate tables.

Background: Demographic Profile

Successful course completion rates are taken from our collegewide Delivery Mode Course Comparison data used in instructional Program Review.

Success data combine student outcomes for 3 Fall terms associated with each Program Review cycle—e.g., Fall 2009 + Fall 2010 + Fall 2011. The combined terms allows for larger populations of students within the disaggregated categories, especially age and ethnicity.

These data sets present success data for 5 Program Review cycles:

- Spring 2013 cycle: Fall 2009, 2010, and 2011
- Spring 2012 cycle: Fall 2008, 2009, and 2010
- Spring 2011 cycle: Fall 2007, 2008, and 2009
- Spring 2010 cycle: Fall 2006, 2007, and 2008

- AY 2008-2009 report: Fall 2005, 2006, and 2007

The collegewide Delivery Mode Course Comparison Program Review data reports for all cycles prior to are included in Appendix O. Data prepared for the Spring 2013 Program Review cycle (collegewide and all pertinent courses) is included in its entirety in Appendix P.

Background: Course Level Outcomes-- Success and Retention

Individual online successful course completion and retention rate data are included. These modality comparison course level data are used in our Collegewide Delivery Mode Course Comparison Program Review efforts. As is the case with the demographic profile, success and retention data combine student outcomes for 3 Fall terms associated with each Program Review cycle.

Findings: Overall Outcome Data

Course Completion: Fall 2011 comparison data indicate that successful course completion rates are virtually identical for online courses vs. their face-to-face mode classroom coursework counterparts. (See Table 1) Since Fall 2005, success rates in online courses have steadily improved.

Correspondingly, the differential rate of success between online and comparable courses has been narrowed from -10.4 points in Fall 2005 (53.9% vs. 64.3%) to -0.1 points in Fall 2011 (61.8% vs. 61.9%).

Withdrawal Rates: Comparison data for withdrawal rates parallels the success data noted above. In Fall 2011, online students withdraw at a slightly higher rate 20.6% compared to 18.7% of their counterparts enrolled in face-to-face mode coursework. In contrast, in Fall 2005, the differential was nearly -10 points greater for students enrolled in online coursework. (See Table 2)

Retention: This data reveals the same steadily improving trend; by Fall 2011 online students completed coursework at nearly the same rate as their face-to-face mode counterparts: 79.4% vs. 81.3%. (See Table 3)

Findings: Demographic Profile

Gender: These data reveal that female students successfully complete online coursework at a somewhat higher rate than male students: 60.5% vs. 55.0%. This same gender differential is found in face-to-face mode coursework: 64.9% vs. 60.7%. (See Table 4)

Age: Although successful course completion rates have steadily increased for students of all ages, there remain significant differentials. Our youngest students (19 years or less) successful course completion rate is -14.4 points lower than students 40 years or older. In addition, students 29 or younger are likely to successfully complete coursework -10 to -12 points lower than their older counterparts. Approximately the same age differentials are found for students enrolled in comparable face-to-face mode coursework. (See Table 5)

Ethnicity: Following overall collegewide improvements in successful course completion, success rates for all ethnic groups have improved. However, there are major differences in the achievement levels of various ethnic groups enrolling in online coursework. Asians,

Native Americans, and Whites have the highest success rates: 67.2%, 65.4%, and 60.8%, respectively. Hispanics, Filipinos, and Pacific Islanders have nearly identical success rates: 51.9%, 51.7%, and 51.5%, respectively.

African American students have the lowest successful course completion rate: 38.2%. This represents a differential of -20.4 points for the collegewide average for online coursework. Similar ethnic disparities in rates of successful course completion are found for face-to-face mode coursework, including a -15.9 point differential for African American students compared to the collegewide average. (See Table 6)

Findings: Course Level Comparison Data

Table 7 presents successful course completion rates for **all** 78 individual online courses offered in 3 Fall terms, 2009 – 2011, combined. Success rates for comparable face-to-face mode courses are included with the point differential in rates of success. The data are sorted in descending order by individual online course success rates.

Paralleling Table 7, Table 8 presents retention rates for **all** 78 individual online courses offered in 3 Fall terms, 2009 – 2011, combined. Retention rates for comparable face-to-face mode courses are included with the point differential in retention rates. The data are sorted in descending order by individual online retention rates.

Successful Course Completion Rates
Online vs. Comparable Face-to-Face Mode Coursework
Fall 2005 – Fall 2011

Term	Online	Face-to-Face Mode
Fall 2005	53.9	64.3
Fall 2006	47.7	62.3
Fall 2007	49.2	65.0
Fall 2008	55.9	63.8
Fall 2009	58.2	63.0
Fall 2010	54.3	63.9
Fall 2011	61.8	61.9

Table 1

Withdrawal Rates
Online vs. Comparable Face-to-Face Mode Coursework
Fall 2005 – Fall 2011

Withdraw Percent	Online	Face-to-Face Mode
Fall 2005	28.4	18.7
Fall 2006	28.4	19.1
Fall 2007	32.7	17.4
Fall 2008	28.0	20.3
Fall 2009	21.3	18.0
Fall 2010	26.5	17.7
Fall 2011	20.6	18.7

Table 2

Retention Rates
Online vs. Comparable Face-to-Face Mode Coursework
Fall 2005 – Fall 2011

Term	Online	Face-to-Face Mode
Fall 2005	71.6	81.3
Fall 2006	71.6	80.9
Fall 2007	67.3	82.6
Fall 2008	72.0	79.7
Fall 2009	78.7	82.0
Fall 2010	73.5	82.3
Fall 2011	79.4	81.3

Table 3

Successful Course Completion Rates
Gender
Online vs. Comparable Face-to-Face Mode Coursework
2005-2007 to 2009-2011

	Online					Face-to-Face Mode				
Gender	**'05-'07**	**'06-'08**	**'07-'09**	**'08-'10**	**'09-'11**	**'05-'07**	**'06-'08**	**'07-'09**	**'08-'10**	**'09-'11**
Female	51.2	52.9	55.8	57.6	60.5	66.5	66.4	66.8	65.5	64.9
Male	49.0	48.1	52.6	52.6	55.0	61.4	61.7	61.6	61.3	60.7
Total	50.3	51.3	54.8	56.1	58.6	63.9	64.0	64.4	63.6	63.0

Table 4

Successful Course Completion Rates
Age
Online vs. Comparable Face-to-Face Mode Coursework
2005-2007 to 2009-2011

	Online					Face-to-Face Mode				
Age	**'05-'07**	**'06-'08**	**'07-'09**	**'08-'10**	**'09-'11**	**'05-'07**	**'06-'08**	**'07-'09**	**'08-'10**	**'09-'11**
19 or less	42.6	39.5	50.1	48.5	52.1	61.4	61.1	61.4	61.7	62.3
20-24	42.1	42.2	45.7	49.3	53.6	61.7	62.7	62.7	60.4	58.6
25-29	48.3	52.5	54.8	54.7	55.5	64.6	64.4	67.8	67.0	66.4
30-39	61.0	59.9	60.7	62.2	64.5	78.5	77.2	74.9	71.2	70.5
40+	64.3	65.8	66.2	65.6	66.6	78.1	75.7	74.0	74.3	73.2
Total	50.3	51.3	54.8	56.1	58.6	63.9	64.0	64.4	63.6	63.0

Table 5

Successful Course Completion Rates
Ethnicity
Online vs. Comparable Face-to-Face Mode Coursework
2005-2007 to 2009-2011

	Online					Face-to-Face Mode				
Ethnicity	**'05-'07**	**'06-'08**	**'07-'09**	**'08-'10**	**'09-'11**	**'05-'07**	**'06-'08**	**'07-'09**	**'08-'10**	**'09-'11**
Asian	58.5	56.0	58.7	61.7	67.2	73.2	7430	74.3	73.8	72.7
Afr. Amer.	34.3	24.6	34.8	38.7	38.2	52.7	49.4	47.3	46.7	47.1
Filipino	38.4	40.0	42.0	48.0	51.7	58.6	60.2	61.1	62.0	61.5
Hispanic	42.5	41.8	47.2	48.2	51.9	57.3	55.8	55.7	55.4	56.6
Native Am	83.3	68.7	63.6	72.0	65.4	45.7	42.4	50.0	58.6	61.4
Pac Islander	26.8	34.3	42.1	48.7	51.5	52.6	54.2	55.7	49.5	48.8
White	53.6	54.2	58.0	58.4	60.8	66.5	66.6	67.9	66.7	65.3
Other	53.6	58.0	59.5	50.0	54.7	64.7	66.2	65.3	56.6	59.0
Total	**50.3**	**51.3**	**54.8**	**56.1**	**58.6**	**63.9**	**64.0**	**64.4**	**63.6**	**63.0**

Table 6

CSM Distance Learning Courses
Success Ranking: Online Coursework vs. Face-to-Face Mode Coursework Differential
Fall 2009, Fall 2010, Fall 2011
(Sorted by Online Success Rates)

Online Course	Online Success Percent	Face-to-Face Mode Success Percent	Difference: Online vs. Face-to-Face Mode Success
CHIN 212	100	---	---
CIS 390	100	---	---
HORT 406	87.5	---	---
CIS 491	86.7	---	---
ACTG 161	82.9	75.9	7.0
BIOL 220	82.8	72.5	10.3
ACTG 165	81.9	---	---
ACTG 121	81.7	57.8	23.9
SOCI 100	81.6	58.9	22.7
DGME 100	81.5	62.1	19.4
HORT 402	81.3	---	---
HIST 202	79.5	58.8	20.7
BUSW 464	78.6	---	---
ACTG 100	77.7	56.2	21.5
BIOL 310	73.8	---	---
BUSW 215	73.1	52.9	20.2
ACTG 131	72.4	76.4	-4.0
ACTG 103	71.8	74.1	-2.3
ACTG 144	71.1	81.3	-10.2
FILM 200	70.6	88.9	-18.3
ACTG 145	69.2	75.7	-6.5
CIS 112	68.0	---	---
HSCI 100	67.9	64.1	3.8
ASTR 100	67.6	61.8	5.8
BIOL 130	67.4	58.7	8.7
BIOL 260	66.8	---	---
CIS 114	66.7	---	---
PHIL 100	66.7	57.9	8.8
CIS 255	64.4	---	---
CIS 377	63.0	---	---
CIS 380	62.5	---	---
BIOL 100	62.1	52.3	9.8
CIS 489	61.8	---	---
CIS 680ME	61.5	---	---
CHIN 211	61.1	61.0	0.1
BUSW 214	60.3	71.4	-11.1
BUSW 416	60.0	63.9	-3.9
MATH 200	59.3	57.8	1.5
MUS. 250	59.3	---	---
CIS 479	59.0	---	---
BIOL 145	58.3	---	---
BUS. 401	57.5	---	---
FILM 100	57.4	70.9	-13.5
READ 830	56.9	66.3	-9.4
BUSW 415	56.5	58.8	-2.3
CHIN 112	56.4	---	---
BUSW 451	56.3	73.3	-17.0
MUS. 202	55.7	83.8	-28.1
ENGL 110	55.3	71.6	-16.3
BUS. 115	55.1	---	---
BUSW 450	55.0	83.3	-28.3
CHIN 111	54.5	64.0	-9.5
CIS 110	51.9	60.1	-8.2
CIS 279	51.7	---	---
CIS 256	51.5	100	-48.5
LIBR 100	48.1	75.4	-27.3
ENGL 100	47.8	64.6	-16.8
BUSW 530	47.7	78.3	-30.6

Online Course	Online Success Percent	Face-to-Face Mode Success Percent	Difference: Online vs. Face-to-Face Mode Success
ENGR 215	46.9	62.0	-15.1
BUSW 383	46.0	85.7	-39.7
MUS. 100	45.3	78.9	-33.6
CIS 111	43.6	52.1	-8.5
JAPN 111	42.9	69.9	-27.0
CIS 151	42.4	---	---
ESL 891	42.3	---	---
DGME 102	41.1	60.0	-18.9
BUSW 384	38.9	90.0	-51.1
PLSC 200	37.9	77.9	-40.0
CIS 125	37.8	---	---
BUS. 315	37.5	68.5	-31.0
MATH 120	37.4	59.9	-22.5
CIS 121	37.0	---	---
PLSC 310	36.0	---	---
ENGL 165	35.3	63.4	-28.1
PLSC 210	32.3	53.7	-21.4
CIS 278	25.9	70.4	-44.5
ENGR 230	20.0	73.3	-53.3
MATH 110	16.5	56.5	-40.0

Table 7

CSM Distance Learning Courses
Retention Ranking: Online Coursework vs. Face-to-Face Mode Coursework Differential
Fall 2009, Fall 2010, Fall 2011
(Sorted by Online Retention Rates)

Online Course	Online Retention Percent	Face-to-Face Mode Retention Percent	Difference: Online vs. Face-to-Face Mode Retention
CHIN 212	100	---	---
CIS 390	100	---	---
BUSW 215	98.1	82.4	15.7
SOCI 100	95.9	85.3	10.6
HORT 406	93.8	---	---
CIS 491	93.3	---	---
DGME 100	92.6	89.5	3.1
BUSW 214	92.1	95.2	-3.1
BUS. 115	91.8	---	---
ACTG 144	91.7	90.4	1.3
ASTR 100	91.0	85.6	5.4
BIOL 130	91.0	80.8	10.2
BUSW 416	90.0	79.2	10.8
BIOL 220	89.7	80.4	9.3
HORT 402	87.5	---	---
HIST 202	86.3	86.0	0.3
HSCI 100	86.2	84.9	1.3
ACTG 103	85.9	91.1	-5.2
BUSW 464	85.7	---	---
ACTG 161	85.4	86.2	-0.8
FILM 200	85.3	100	-14.7
ACTG 121	85.2	76.4	8.8
CHIN 112	84.6	---	---
CIS 479	84.6	---	---
BUSW 383	84.0	92.9	-8.9
ACTG 165	83.6	---	---
BUSW 384	83.3	100	-16.7
CIS 110	82.7	82.2	0.5
BIOL 310	82.5	---	---
CIS 489	82.4	---	---
BIOL 145	82.3	---	---
CIS 680ME	82.1	---	---
BUS. 315	81.7	90.9	-9.2
BUS. 401	81.6	---	---
ACTG 100	81.5	75.2	6.3
LIBR 100	80.5	91.8	-11.3
BIOL 260	78.6	---	---
BUSW 415	78.3	85.1	-6.8
CHIN 211	77.8	78.0	-0.2
PHIL 100	76.7	80.4	-3.7
BIOL 100	76.5	80.0	-3.5
PLSC 310	76.0	---	---
ACTG 145	75.8	84.5	-8.7
MUS. 250	75.3	---	---
ACTG 131	75.0	84.8	-9.8
CIS 255	74.6	---	---
PLSC 200	73.8	91.2	-17.4
READ 830	73.6	78.7	-5.1
CIS 256	72.7	100	-27.3
CIS 279	72.4	---	---
CIS 380	72.2	---	---
FILM 100	71.6	84.3	-12.7
CIS 114	71.4	---	---
JAPN 111	71.4	78.8	-7.4
MATH 120	71.4	81.1	-9.7
CHIN 111	71.2	84.2	-13.0
MUS. 202	70.9	93.3	-22.4
CIS 377	70.4	---	---
CIS 125	68.9	---	---
ENGR 215	68.8	72.0	-3.2

Online Course	Online Retention Percent	Face-to-Face Mode Retention Percent	Difference: Online vs. Face-to-Face Mode Retention
ENGL 100	68.7	79.9	-11.2
MUS. 100	68.6	89.7	-21.1
CIS 112	68.0	---	---
PLSC 210	67.7	80.3	-12.6
CIS 121	67.4	---	---
CIS 111	64.1	75.0	-10.9
MATH 110	63.9	76.7	-12.8
ENGL 110	63.8	81.5	-17.7
MATH 200	63.0	73.9	-10.9
CIS 151	62.4	---	---
DGME 102	58.9	70.0	-11.1
ESL 891	57.7	---	---
BUSW 451	56.3	73.3	-17.0
CIS 278	55.6	77.8	-22.2
BUSW 450	55.0	83.3	-28.3
ENGL 165	51.0	80.8	-29.8
BUSW 530	47.7	78.3	-30.6
ENGR 230	40.0	80.0	-40.0

Appendix J

College of San Mateo

Online Courses: Enrollment Trends and Projections

Fall 2005 – Fall 2012

Background: Overview

- The data in this report examines the growth of CSM online students, total online course enrollments, and online sections over the past 8 Fall semesters (2005 – 2012). In addition, linear projections are included for Fall 2013 – Fall 2015.

- Data are presented for: (1) total unduplicated headcount of students enrolled in online coursework; (2) total duplicated enrollments in all online coursework by online students; (3) total number of individual sections of courses offered in an online modality; (4) total duplicated enrollments in online coursework by 8 discipline/subject areas.

- For purposes of comparison, the above data are analyzed in relation to the overall universe of CSM students, duplicated enrollments and sections.

Projections

- Projection data are not intended as goals or targets, but are advisory, and a legitimate tool for program evaluation and planning. In non-technical terms, projections have been variously called forecasts, estimates, interpolations, or extrapolations. Although there are technical differences between these terms, projections are illustrative calculations estimating the future based upon certain given assumptions.

- As used here, the projections for Fall 2013, 2014, and 2015 are based upon the mean of the prior 8 years' data (Fall 2005 – Fall 2012) and are "forecasts" of the "future values" of these indicators—assuming the past 8-year trend continues.

- However, as is well known, calculations bearing upon the future involve considerable uncertainty. One cannot predict with certainty such human behavior as student enrollment and faculty interest in online educational offerings.

Findings: Overall Trends

- Between Fall 2005 and Fall 2012, the number of students (unduplicated headcount) enrolling in CSM online coursework increased from 487 to 1,840 (+1,353 students); an increase of 278% increase. (See Table 1.)

- Expressed differently, in Fall 2005, only 1 in 21 (4.5%) of all CSM students were enrolled in at least 1 online course. In contrast, in Fall 2012, this figure had increased to nearly 1 in 5 (18.3%) of all CSM students. (See Table 1.)

- As Table 2 indicates, duplicated online enrollment has increased 296%. In Fall 2005, online courses comprised 2.2% of all CSM enrollments as compared to 9.2% of all course enrollments in Fall 2012. In absolute numbers, this represents an increase of 1,747 course enrollments (590 vs. 2,337). (In "duplicated" counts of students, for example, a single student may be enrolled in 4 online courses in a given term; this student accounts for 4 course enrollments.)

- Table 3 examines the number of online courses (expressed in terms of "sections"). Between Fall 2005 and Fall 2012, the total number of online sections increased by 121%. In absolute numbers, this represents an increase of 40 sections or courses (33 vs. 73).

- Expressed differently, CSM online courses comprised 2.9% of all CSM sections in Fall 2005. By Fall 2012, online courses represented 8.0% of all CSM sections in Fall 2012.

- Figures 1-3 present linear projections, through Fall 2015. They include expected:
    - Online CSM students as a proportion of total CSM student enrollment;
    - Online CSM course enrollments as a proportion of total CSM course enrollments; and
    - Number of online sections as a proportion of all CSM sections offered.

- All projections show steady growth in the proportions of online course-takers and offerings. By 2015:
    - Nearly one-quarter (22.6%) of CSM students are expected to enroll in at least one online course,
    - More than one in ten course enrollments (11.6%) are expected to be online, and
    - Nearly one in ten sections (9.8%) are expected to be offered online.

- Tables 4 – 11 present the growth in total number of CSM online course enrollments in 8 disciplinary categories as a percentage of all course enrollments in each discipline, Fall 2005 – Fall 2012:

- They include: Art; Business; Language Arts; Math/Computer Science; CTE/Vocational Education; Kinesiology/Physical Education; Sciences; Social Sciences/Humanities.

- The greatest increases in course enrollments between Fall 2005 – Fall 2012 have been in the following subject areas:
    - Science course enrollments increased 746% (+418 enrollments). As a proportional share of all Sciences course enrollments, online courses increased from 2.1% in Fall 2005 to 17.2% in Fall 2012.
    - Business course enrollments increased 326% (+394 enrollments). As a proportional share of all Business course enrollments, online courses increased from 5.9% in Fall 2005 to 30.2% in Fall 2012.
    - Math/Computer Science course enrollments increased 198% (+343 enrollments). As a proportional share of all Math/Computer Science course enrollments, online courses increased from 5.8% in Fall 2005 to 14.6% in Fall 2012.

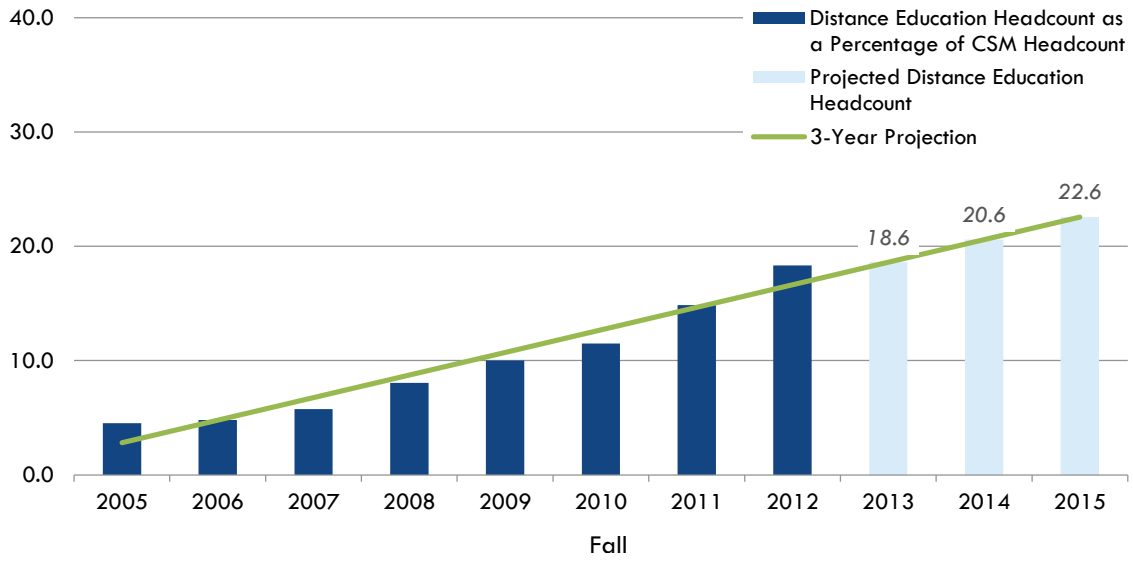
- Tables 12 – 14 present an historical account of <u>all</u> CSM online courses, with accompanying enrollment in each course for each term, during the following periods of time:
    - Fall semesters 2004 – 2012 (Table 12)
    - Spring semesters 2005 – 2012 (Table 13)
    - Summer semesters 2004 – 2012 (Table 14)

CSM Students in Online Courses
Proportional Share of CSM Total Headcount
Fall 2005 - Fall 2012

Fall Term	Online Students: Unduplicated Headcount	Online Students: As Percent of All CSM Headcount	All CSM Headcount
2005	487	4.5	10,725
2006	544	4.8	11,325
2007	644	5.8	11,185
2008	902	8.0	11,206
2009	1,167	10.0	11,647
2010	1,238	11.5	10,769
2011	1,576	14.8	10,618
2012	1,840	18.3	10,042
Total	8,398	9.6	87,517

Table 1

CSM Students in Online Courses
Proportional Share of CSM Total Headcount: 3-Year Projection
Fall 2005 - Fall 2015



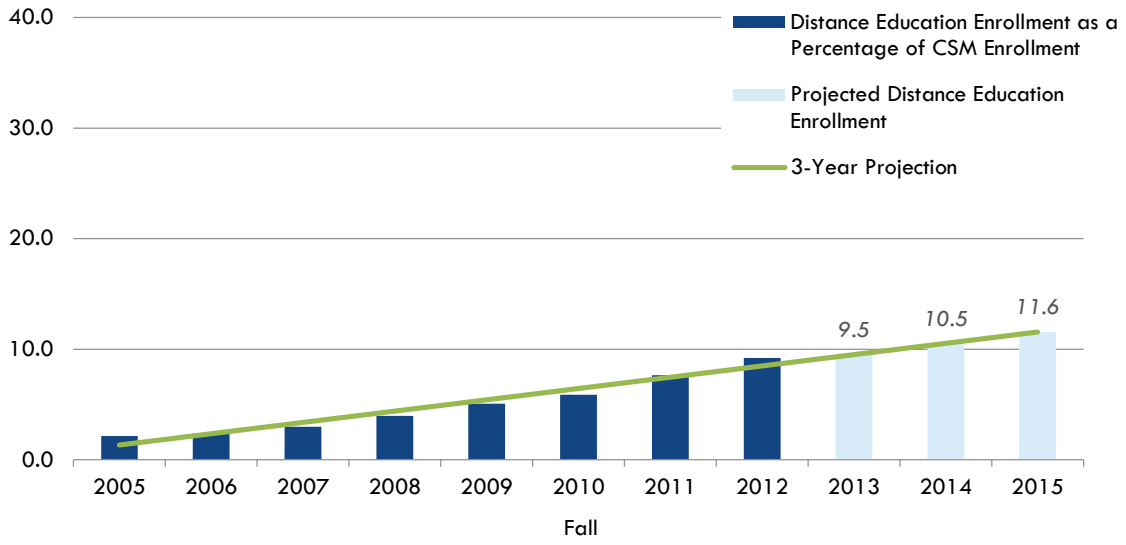
Notes: Data present Fall terms only. Projection method is linear ($y=1.9745x + 0.8439$, $r^2=0.9466$).
Figure 1

CSM Online Course Enrollments
Proportional Share of CSM Total Course Enrollments
Fall 2005 - Fall 2012

	Online Enrollments		
Fall Term	Duplicated Enrollments	As Percent of All CSM Enrollments	All CSM Enrollments
2005	590	2.2	27,346
2006	640	2.3	27,274
2007	814	3.0	27,287
2008	1,080	4.0	27,135
2009	1,441	5.1	28,404
2010	1,542	5.9	26,245
2011	1,982	7.7	25,866
2012	2,337	9.2	25,338
Total	10,426	4.9	214,895

Table 2

CSM Online Course Enrollments
Proportional Share of CSM Total Course Enrollments: 3-Year Projection
Fall 2005 - Fall 2015



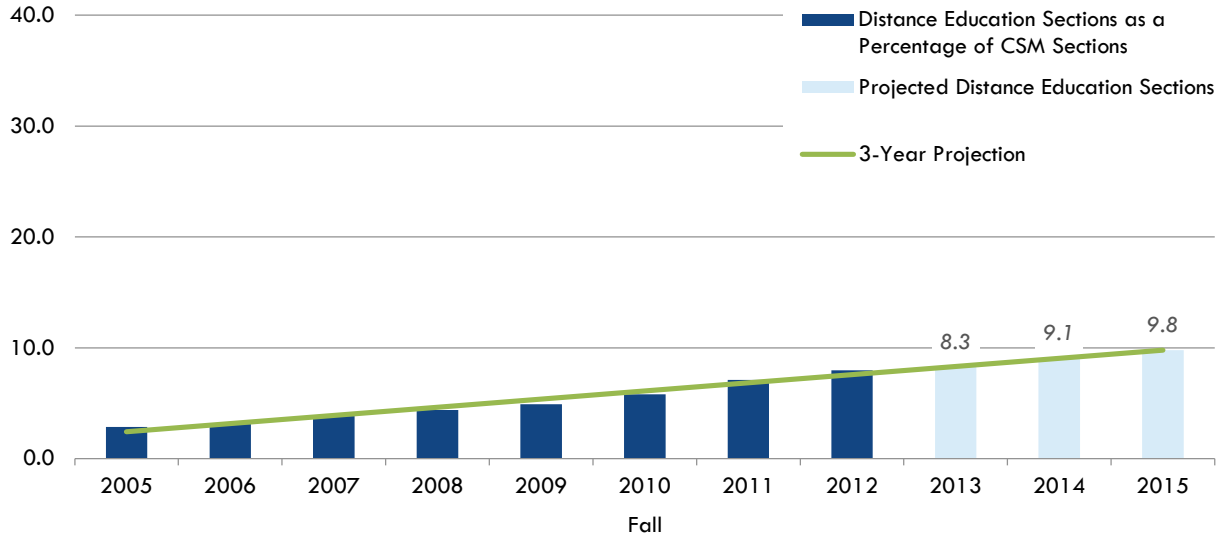
Notes: Data present Fall terms only. Projection method is linear ($y=1.0216x + 0.3157$, $r^2=0.9556$).
Figure 2

CSM Online Sections
Proportional Share of CSM Total Sections
Fall 2005 - Fall 2012

	Online Sections		
Fall Term	Online Sections	As Percent of All CSM Sections	All CSM Sections
2005	33	2.9	1,154
2006	37	3.1	1,189
2007	44	3.8	1,143
2008	48	4.4	1,095
2009	51	4.9	1,038
2010	54	5.8	931
2011	67	7.1	945
2012	73	8.0	917
Total	407	4.8	8,412

Table 3

CSM Online Sections
Proportional Share of CSM Total Sections: 3 Year Projection
Fall 2005 - Fall 2015



Notes: Data present Fall terms only. Projection method is linear ($y=0.7379x + 1.6757$, $r^2=0.9676$).

Figure 3

Online Course Enrollments
Discipline Area

Online Course Enrollments: Art
Fall 2005 – Fall 2012

	Distance Education		
Fall Term	Enrollments	Percent of All Art Enrollments	All Art Enrollments
2005	0	0.0	1,477
2006	26	1.4	1,807
2007	54	2.8	1,947
2008	72	3.7	1,921
2009	79	3.8	2,056
2010	84	4.5	1,878
2011	83	4.8	1,735
2012	83	5.0	1,674
Total	481	3.3	14,495

Table 4

Online Course Enrollments: Business
Fall 2005 – Fall 2012

	Distance Education		
Fall Term	Enrollments	Percent of All Business Enrollments	All Business Enrollments
2005	121	5.9	2,065
2006	112	5.4	2,066
2007	210	9.9	2,124
2008	286	14.1	2,033
2009	470	20.4	2,303
2010	517	25.5	2,029
2011	538	26.9	2,003
2012	515	30.2	1,707
Total	2,769	17.0	16,330

Table 5

Online Course Enrollments: Language Arts
Fall 2005 – Fall 2012

Distance Education			
Fall Term	**Enrollments**	**Percent of All Language Arts Enrollments**	**All Language Arts Enrollments**
2005	105	2.0	5,304
2006	139	2.7	5,226
2007	148	2.9	5,188
2008	171	3.1	5,461
2009	182	3.3	5,454
2010	160	3.3	4,859
2011	295	6.1	4,867
2012	314	6.7	4,716
Total	1,514	3.7	41,075

Table 6

Online Course Enrollments: Math/Computer Science
Fall 2005 – Fall 2012

Distance Education			
Fall Term	**Enrollments**	**Percent of All Math/Computer Enrollments**	**All Math/Computer Enrollments**
2005	173	5.8	2,972
2006	192	6.9	2,788
2007	187	6.4	2,922
2008	227	7.6	2,982
2009	341	10.4	3,288
2010	365	10.7	3,426
2011	391	11.6	3,359
2012	516	14.6	3,527
Total	2,392	9.5	25,264

Table 7

Online Course Enrollments: CTE/Vocational Education
Fall 2005 – Fall 2012

Distance Education			
Fall Term	Enrollments	Percent of All Occupational Enrollments	All Occupational Enrollments
2005	29	0.7	4,385
2006	30	0.7	4,605
2007	36	0.9	3,875
2008	17	0.5	3,567
2009	0	0.0	3,159
2010	28	0.8	3,398
2011	55	1.7	3,174
2012	93	3.2	2,952
Total	288	1.0	29,115

Table 8

Online Course Enrollments: Kinesiology/Physical Education
Fall 2005 – Fall 2012

Distance Education			
Fall Term	Enrollments	Percent of All PE Enrollments	All PE Enrollments
2005	20	0.8	2,417
2006	0	0.0	2,330
2007	0	0.0	2,619
2008	0	0.0	2,424
2009	0	0.0	2,556
2010	0	0.0	2,462
2011	0	0.0	2,449
2012	96	3.8	2,542
Total	116	0.6	19,799

Table 9

Online Course Enrollments: Sciences
Fall 2005 – Fall 2012

Distance Education			
Fall Term	**Enrollments**	**Percent of All Science Enrollments**	**All Science Enrollments**
2005	56	2.1	2,696
2006	58	2.2	2,589
2007	102	3.7	2,754
2008	153	5.3	2,898
2009	239	7.5	3,205
2010	253	9.4	2,678
2011	402	13.8	2,922
2012	474	17.2	2,751
Total	1,737	7.7	22,493

Table 10

Online Course Enrollments: Social Science/Humanities
Fall 2005 – Fall 2012

Distance Education			
Fall Term	**Enrollments**	**Percent of All Social Science/ Humanities Enrollments**	**All Social Science/ Humanities Enrollments**
2005	68	1.3	5,295
2006	68	1.3	5,101
2007	60	1.2	5,129
2008	114	2.2	5,134
2009	97	1.7	5,713
2010	106	2.2	4,828
2011	170	3.7	4,657
2012	174	4.0	4,402
Total	857	2.1	40,259

Table 11

Distance Education Enrollment History
Fall, Spring, and Summer Semesters, 2004 – 2012

Fall Semester Online Course Enrollments, 2004-2012

Subject	Course Number	2004	2005	2006	2007	2008	2009	2010	2011	2012	Grand Total
ACTG	100						41	41	48	57	187
	103								71	68	139
	121					14	41	41	60	40	196
	131					50	48	53	55	31	237
	144				31	29	45	35	41	31	212
	145				36	33	43	39	38	34	223
	161								41	20	61
	162									35	35
	165				21	25	42	40	34		162
	ACTG Total				**88**	**151**	**260**	**249**	**388**	**316**	**1,452**
ASTR	100								111	110	221
	ASTR Total								**111**	**110**	**221**
BIOL	100		47	58	28	26	38	39	76	77	389
	130				22	39	30	29	30	33	183
	145				22	27	28	33	35	38	183
	210									39	39
	220								29	23	52
	260					26	75	71	74	46	292
	310							36	67	66	169
	BIOL Total		**47**	**58**	**72**	**118**	**171**	**208**	**311**	**322**	**1,307**
BUS.	115							24	25	29	78
	401	18	28	27	25	24	31	27	29	22	231
	180	11									11
	352				4	5					9
	315					13	44	31	29		117
	BUS. Total	**29**	**28**	**27**	**29**	**42**	**75**	**82**	**83**	**51**	**446**
BUSW	214	26	19	17	23	25	23	22	18	14	187
	215		4	12	14	14	21	24	7	16	112
	415	15	22	29	17	27	32	28	32	18	220
	416		8	10	7	10	12	22	6	12	87
	383	14	10	7	10		14	16	20		91
	534	10	14	7	8	8					47
	535	5	11		5	8					29
	681		5	3							8
	384				9		19	17			45
	464					1	14				15
	450							20			20
	451							16			16

Subject	Course Number	2004	2005	2006	2007	2008	2009	2010	2011	2012	Grand Total
	530							21	44		65
	BUSW Total	**70**	**93**	**85**	**93**	**93**	**135**	**186**	**127**	**60**	**942**
CHEM	231									42	42
	CHEM Total									**42**	**42**
CHIN	111			15	19	33	37		29	27	160
	112				20	16	23		16	22	97
	121									19	19
	122									4	4
	211								18	4	22
	212								6	12	18
	680MA									5	5
	CHIN Total			**15**	**39**	**49**	**60**		**69**	**93**	**325**
CIS	110	28	17	25	32	27	26	24	54	85	318
	111								39	21	60
	112						25				25
	114							21		14	35
	121							28	18	32	78
	125							25	20	16	61
	127									22	22
	150	19	20	16							55
	151						33	30	22	25	110
	152		14	11							25
	255	15	13	10	11	15	15	24	20	25	148
	256	7	9	3	9	3	12	11	10	5	69
	278	9	12	16	13	10	19	21	14	6	120
	279		4	8	7	10	11	9	9	5	63
	376	12									12
	377			20	27	19	27				93
	380	22	23	14	18	30	26	25	21	16	195
	381	11	6	6							23
	382	8	5	4							17
	385			5							5
	386			5							5
	388				4						4
	390		11	9		18	7				45
	479						15	24		22	61
	489						15	19			34
	491								15		15
	680MA					14					14
	680ME								39		39
	680				18						18
	CIS Total	**131**	**134**	**152**	**139**	**146**	**231**	**261**	**281**	**294**	**1,769**

Subject	Course Number	2004	2005	2006	2007	2008	2009	2010	2011	2012	Grand Total
COMM	110									9	9
	COMM Total									**9**	**9**
CRER	120					29	33				62
	CRER Total					**29**	**33**				**62**
DGME	100								27	28	55
	102							28	28	27	83
	167									18	18
	DGME Total							**28**	**55**	**73**	**156**
ENGL	100		21	23	22	23		26	41	35	191
	110		19			24	24		23	13	103
	165	19	16	23	21	21		26	25	15	166
	ENGL Total	**19**	**56**	**46**	**43**	**68**	**24**	**52**	**89**	**63**	**460**
ENGR	215					12	13	12	7	5	49
	230								5	4	9
	ENGR Total					**12**	**13**	**12**	**12**	**9**	**58**
ESL	891								26	14	40
	ESL Total								**26**	**14**	**40**
FILM	100		49	78	66	54	43	83	57	34	464
	200								34		34
	FILM Total		**49**	**78**	**66**	**54**	**43**	**83**	**91**	**34**	**498**
FITN	134									84	84
	FITN Total									**84**	**84**
HIST	202							41	32		73
	HIST Total							**41**	**32**		**73**
HORT	311		19	11	26						56
	402								32		32
	406								32		32
	HORT Total		**19**	**11**	**26**				**64**		**120**
HSCI	100				30	35	68	45	83	82	343
	680	5	9								14
	HSCI Total	**5**	**9**		**30**	**35**	**68**	**45**	**83**	**82**	**357**
JAPN	111						28				28
	JAPN Total						**28**				**28**
LIBR	100							29	48	56	133
	105	8	18	15	13	11					65
	101				4						4
	LIBR Total	**8**	**18**	**15**	**17**	**11**		**29**	**48**	**56**	**202**
MATH	110					34	40	44	49	19	186
	120	31	39	40	48	35	57	48	42	13	353
	145									16	16
	200								27	23	50
	850									16	16

Subject	Course Number	2004	2005	2006	2007	2008	2009	2010	2011	2012	Grand Total
	MATH Total	**31**	**39**	**40**	**48**	**69**	**97**	**92**	**118**	**87**	**621**
MULT	686	10									10
	101		10	19	10	17					56
	MULT Total	**10**	**10**	**19**	**10**	**17**					**66**
MUS.	100			26	28	20	30	26	30	21	181
	202				26	28	27	27	25	14	147
	250					24	22	31	28	20	125
	MUS. Total			**26**	**54**	**72**	**79**	**84**	**83**	**55**	**453**
P.E.	680	19	20								39
	P.E. Total	**19**	**20**								**39**
PHIL	100								30	40	70
	PHIL Total								**30**	**40**	**70**
PLSC	200					46	32	39	32		149
	210	39	39	30	33	40	40	26	27	22	296
	310		29	38	27	28	25			11	158
	PLSC Total	**39**	**68**	**68**	**60**	**114**	**97**	**65**	**59**	**33**	**603**
PSYC	100									28	28
	PSYC Total									**28**	**28**
READ	830						27	25	20	22	94
	READ Total						**27**	**25**	**20**	**22**	**94**
SOCI	100								49	41	90
	SOCI Total								**49**	**41**	**90**
Grand Total		**361**	**590**	**640**	**814**	**1,080**	**1,441**	**1,542**	**2,229**	**2,018**	**10,715**

Table 12

Distance Education Enrollment History
Spring Semester Online Course Enrollments, 2004-2012

Subject	Course Number	2005	2006	2007	2008	2009	2010	2011	2012	Grand Total
ACTG	100						36	55	56	147
	165				29	38	40	49	44	200
	145				34	43	32	40	31	180
	121				41	42	44	53	58	238
	131				48	53	58	70	59	288
	144				41	43	38	43	29	194
	103								109	109
	161								49	49
	ACTG Total				**193**	**219**	**248**	**310**	**435**	**1,405**
ASTR	100							35	127	162
	ASTR Total							**35**	**127**	**162**
BIOL	310							62	117	179
	100		54	43	29	31	44	62	49	312
	145			22	31	26	26	28	36	169
	130				33		34	33	34	134
	260					27	70	67	79	243
	220							32	44	76
	BIOL Total		**54**	**65**	**93**	**84**	**174**	**284**	**359**	**1,113**
BUS.	180	24	24	17						65
	401	25	24	27	30	26	33	38	29	232
	115				27	32	26	30	37	152
	315				28	28	29	28	36	149
	352				9					9
	BUS. Total	**49**	**48**	**44**	**94**	**86**	**88**	**96**	**102**	**607**
BUSW	214	30	23	28	16	41	22	22	23	205
	383	13	10	7	9	13	13	13		78
	415	24	28	27	26	27	26	51	41	250
	534	7	12	6	7					32
	535	5	11	13	8					37
	215		9	16	9	18	13	28	10	103
	416		12	15	8	10	13	21	13	92
	384					6	8	17		31
	464				4		22	12		38
	530							28	18	46
	BUSW Total	**79**	**105**	**112**	**87**	**115**	**117**	**192**	**105**	**912**
CHIN	111			18	25	32	33	31	46	185
	112				21	16	30	20	19	106
	211								16	16
	212								12	12
	CHIN Total			**18**	**46**	**48**	**63**	**51**	**93**	**319**

Subject	Course Number	2005	2006	2007	2008	2009	2010	2011	2012	Grand Total
CIS	110	37	31	37	32	32	21	59	146	395
	112						24			24
	113						22	31		53
	114							29	26	55
	121							31	29	60
	125							25		25
	150	23	14	11						48
	151						17		40	57
	152	21								21
	255	14	19	13	15		19	27	16	123
	256	15	7	2	9	10	11	14	13	81
	278		8	10	17	22	15	15	30	117
	279	6	6	6	7	8	13	4	5	55
	360			7						7
	361			7						7
	363						23	24	20	67
	376	17								17
	377		15	21	27	22	19			104
	379	23	12							35
	381	4								4
	383		10							10
	384		10	8						18
	479						23			23
	489						32	20	16	68
	490							24		24
	491						19			19
	680			21	19					40
	680MA					21				21
	681			9						9
	681MA				25	23				48
	684MA				11	23				34
	CIS Total	**160**	**132**	**152**	**162**	**161**	**258**	**303**	**341**	**1,669**
DGME	100								29	29
	102						24	28		52
	DGME Total						**24**	**28**	**29**	**81**
ENGL	110		36		20	23	25	24	22	150
	100		32	21	24	25	21	25	23	171
	165		34	21	23	24	25	19	23	169
	ENGL Total		**102**	**42**	**67**	**72**	**71**	**68**	**68**	**490**
FILM	100		56	60	59	75	97	91	39	477
	FILM Total		**56**	**60**	**59**	**75**	**97**	**91**	**39**	**477**
FITN	134							45	77	122

Subject	Course Number	2005	2006	2007	2008	2009	2010	2011	2012	Grand Total
	FITN Total							**45**	**77**	**122**
HIST	202						38	39	39	116
	HIST Total						**38**	**39**	**39**	**116**
HORT	403								23	23
	HORT Total								**23**	**23**
HSCI	684	11								11
	100				30	59	84	32	104	309
	HSCI Total	**11**			**30**	**59**	**84**	**32**	**104**	**320**
LIBR	100						38	62	73	173
	101		12	7						19
	105		21	13	17					51
	LIBR Total		**33**	**20**	**17**		**38**	**62**	**73**	**243**
MATH	110					43	45	43	47	178
	120	40	34	34	36	56	51	52	32	335
	200								20	20
	MATH Total	**40**	**34**	**34**	**36**	**99**	**96**	**95**	**99**	**533**
MULT	688	12								12
	101		19	14	5					38
	MULT Total	**12**	**19**	**14**	**5**					**50**
MUS.	100			26	24	31	30	29	36	176
	202				25	31	37	29	23	145
	250							30	28	58
	MUS. Total			**26**	**49**	**62**	**67**	**88**	**87**	**379**
P.E.	684	13								13
	P.E. Total	**13**								**13**
PHIL	100								53	53
	PHIL Total								**53**	**53**
PLSC	210	37	35	38	35	32	28	29	28	262
	310	51	48	40	42	40				221
	200				39	45	29	43		156
	PLSC Total	**88**	**83**	**78**	**116**	**117**	**57**	**72**	**28**	**639**
PSYC	100								23	23
	PSYC Total								**23**	**23**
READ	830					25	26	22	25	98
	READ Total					**25**	**26**	**22**	**25**	**98**
SOCI	100							35	48	83
	SOCI Total							**35**	**48**	**83**
Grand Total		**452**	**666**	**665**	**1,054**	**1,222**	**1,546**	**1,948**	**2,377**	**9,930**

Table 13

Distance Education Enrollment History
Summer Semester Online Course Enrollments, 2004-2012

Subject	Course Number	2005	2006	2007	2008	2009	2010	2011	2012	Grand Total
ACTG	144				50	49	34	30	30	193
	145				41	40	30	34	29	174
	103								97	97
	ACTG Total				**91**	**89**	**64**	**64**	**156**	**464**
ASTR	100							78	99	177
	ASTR Total							**78**	**99**	**177**
BIOL	310							69	101	170
	100		45	40	28	36	33	39	52	273
	130				31	13	26	31	40	141
	220							25		25
	BIOL Total		**45**	**40**	**59**	**49**	**59**	**164**	**193**	**609**
BUS.	352					6				6
	353					10				10
	BUS. Total					**16**				**16**
BUSW	214	25	21	21	8	28	30	30	47	210
	215	19	8	17	15		24	29	17	129
	383	12	13	10						35
	415	26	28	32	27	39	38	34	53	277
	416	30	22	30	29	27	24	32	30	224
	BUSW Total	**112**	**92**	**110**	**79**	**94**	**116**	**125**	**147**	**875**
CA&S	310						40			40
	CA&S Total						**40**			**40**
CHIN	111								42	42
	211								32	32
	CHIN Total								**74**	**74**
CIS	110	26	33	39	37	31	30	68	72	336
	125				28					28
	151							25	26	51
	254					37	25	24	69	155
	255					21				21
	278			24	26	12	29	38		129
	360		16							16
	361		16							16
	379	17	21	26	17	20	17	17		135
	489						15			15
	680MC							31	35	66
	CIS Total	**43**	**86**	**89**	**108**	**121**	**116**	**203**	**202**	**968**
DGME	680MA							25		25
	102						27	30	34	91
	161							32		32

Subject	Course Number	2005	2006	2007	2008	2009	2010	2011	2012	Grand Total
	104								29	29
	167								36	36
	DGME Total						**27**	**87**	**99**	**213**
ENGL	110								24	24
	165	31				25				56
	100					27		24	28	79
	ENGL Total	**31**				**52**		**24**	**52**	**159**
HORT	680MB								23	23
	HORT Total								**23**	**23**
HSCI	100				28			45	43	116
	HSCI Total				**28**			**45**	**43**	**116**
LIBR	100					19	28		78	125
	101		4							4
	105		11	13	14			27		65
	LIBR Total		**15**	**13**	**14**	**19**	**28**	**27**	**78**	**194**
MATH	120								38	38
	200								35	35
	MATH Total								**73**	**73**
MULT	680MA				20		28			48
	686	11								11
	MULT Total	**11**			**20**		**28**			**59**
NURS	680MA				34					34
	630					44	41	59	52	196
	NURS Total				**34**	**44**	**41**	**59**	**52**	**230**
PHIL	100								45	45
	PHIL Total								**45**	**45**
PLSC	210	45	50	42	37	30	33	33	36	306
	310	43	49	42	28	30	40	32		264
	PLSC Total	**88**	**99**	**84**	**65**	**60**	**73**	**65**	**36**	**570**
PSYC	100								41	41
	PSYC Total								**41**	**41**
READ	825							30	20	50
	830							31	20	51
	READ Total							**61**	**40**	**101**
Grand Total		**285**	**337**	**336**	**498**	**544**	**592**	**1,002**	**1,453**	**5,047**

Table 14

Appendix K.1

College of San Mateo

CSM Online Students:

A Survey of Student Perceptions

Spring 2012

(n = 148)

Background:

- At the conclusion of each Spring term, since Spring 2007, CSM has administered a n electronic survey to students enrolled in online coursework. The survey is designed to probe a wide range of online student attitudes and experiences while enrolled in CSM distance education coursework.

- The results presented below are from the Spring 2012 survey administration. Electronic invitations to complete the survey were sent to 1,191 students. 148 completed surveys were submitted, for a response rate of 12.4%.

Key Findings:

- When asked to indicate the primary reasons for enrolling in online coursework, matters of "convenience" are clearly the most significant. (See Table 1) The top 3 reasons selected are
    - Personal convenience – 86.0%
    - Easier to fit with my work schedule - 79.4%
    - Easier to fit with my class schedule - 78.7%

- After convenience, completing degree or transfer requirements were the most significant factors influencing student enrollment decisions: (See Table 1)
    - AA/AS degree requirements – 71.0%
    - Transfer requirements - 66.2%

- Most distance education students live close by CSM. 55% of students live within 10 miles. Only 16% live more than 20 miles from campus. (See Figure 2) Overall, survey respondents' residence patterns (in terms of miles from campus) roughly approximate the general CSM student population.

- Overall, the vast majority of students were extremely satisfied with virtually all aspects of their academic experience in online coursework. (See Table 2) The top 6 ranked satisfaction items are:
    - Accessibility of course materials - 89.4%
    - Quality of course materials - 86.8%
    - Course documents clearly indicate what the instructor and students expect of each other - 86%
    - Learning outcomes are clearly explained, addressed in assignments, & measured by assessments - 85.9%
    - Opportunities to assess my progress in the class - 85.3%
    - How much I learned - 85.2%

- As expected, the lowest ranked item is "Interaction with other students" – 58.0% At the same time, however, the next lowest ranked item is "Interaction with my instructor ," where nearly ¾ (73.4%) of respondents indicated satisfaction. (See Table 2)

- Students were also extremely satisfied with the online support services. Overall, 89.8% of respondents indicated that the necessary support services were available to assist them in successfully completing their online coursework. (See Figure 12)

- Individually, the following support services all registered 80% or greater satisfaction levels (See Table 3):
    - Registration - 96.2%
    - Tutorial services - 92%
    - Library Services - 90.5%
    - Help Desk - 86.7%
    - Technical support - 83.9%
    - Financial aid – 80.0%
    - Obtaining textbooks and course materials – 80.0%

- The lowest ranked support service, Counseling, still registered a 72.5% satisfaction level. (See Table 3)

- Nearly ¾ (72.9%) of students were <u>not</u> aware of CSM's self-assessment for determining readiness for distance education coursework. (See Figure 5) Similarly, nearly 2/3 (62.9%) of students were not aware of online resources available in the CSM library to support their online coursework. (See Figure 8)

- Students were asked to compare their CSM online course experiences with comparable on-campus coursework. (See Table 4) With the exception of 2 items, the overwhelming majority students rated their online experience as either "about the same" or superior to their face-to-face classroom experience.

- The 2 dimensions of the online experience rated below that of their face-to-face classroom by the majority of respondents were for (1) interaction with their instructor and (2) interaction with other students. However, 48.9% of respondents still indicated that interaction with their online instructor was greater than or equivalent to their classroom instructors. Similarly, 36.3% of respondents felt there was more interaction with other students in their online coursework than in the face-to-face classroom. (See Table 4)

- The overwhelming positive experiences in CSM online coursework is indicated by survey respondent's answer to the question, "Would you take another online course at CSM?" More than 9 of 10 (93.0%) answered "Yes." (See Figure 7)

CSM Online Students:
A Survey of Student Perceptions (Selected Tables and Charts)
Spring 2012
(n = 148)

Q#3: Enrolled in online course at another college

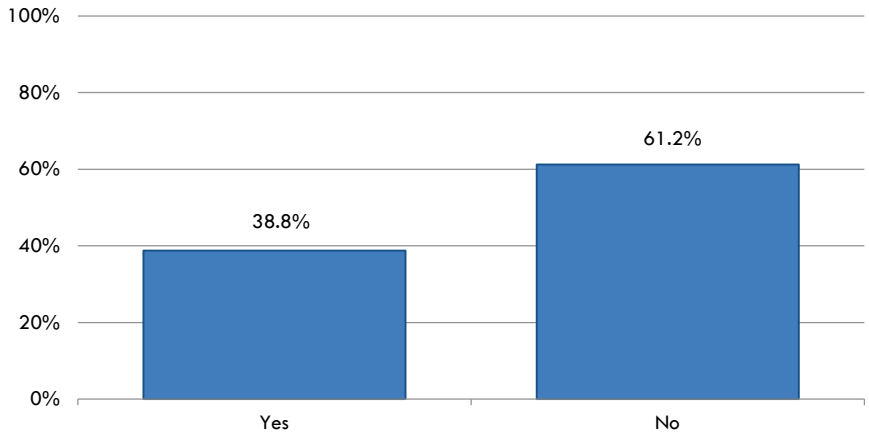


Figure 1

Q#7: Reasons for enrolling in online coursework

	% Responding*
Personal convenience	86.0%
Easier to fit with my work schedule	79.4
Easier to fit with my class schedule	78.7
AA/AS degree requirements	71.0
Transfer requirements	66.2
Personal interest	61.4
Improve job skills	59.8
Enjoy using computer technology to learn	51.9
Vocational Certificate requirements	42.1
Instructor reputation	42.1
More comfortable learning in an online environment	40.9
On-campus sections were full	30.5
Physically unable to come to campus	29.5
Thought online would be academically easier	26.0
Other (please specify below)	17.6
Because of my disability	9.2

* Percent indicating "Very Important" or "Important"
Table 1

Q#8: How far do you live from CSM?

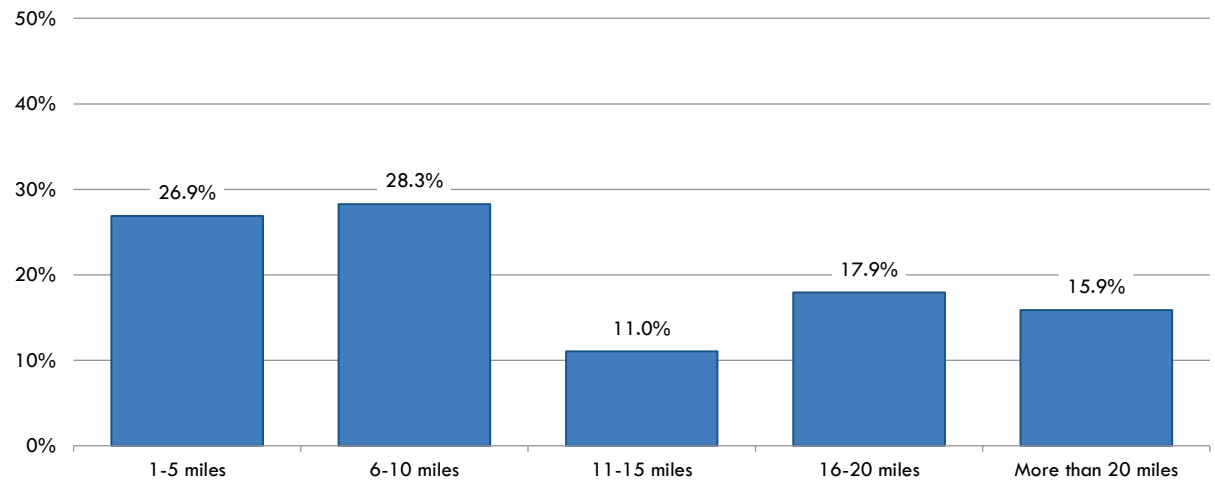


Figure 2

Q#9: Compared to face-to-face coursework, how much time do you spend on online course?

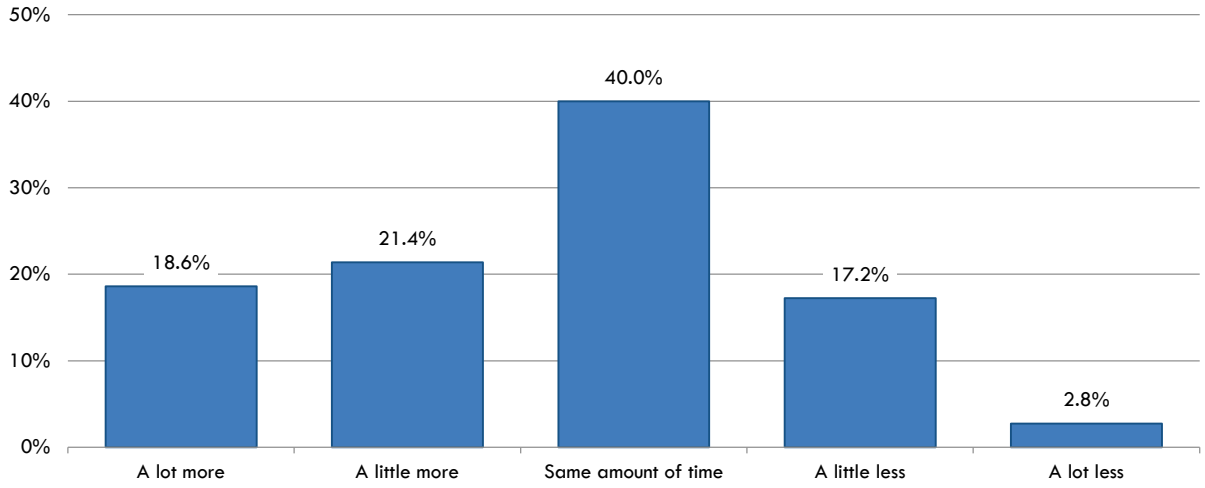


Figure 3

Q#13: Satisfaction with various aspects of CSM online course experience

	% Responding*
Accessibility of course materials	89.4%
Quality of course materials	86.8
Course documents clearly indicate what the instructor and students expect of each other	86.0
Learning outcomes are clearly explained, addressed in assignments, & measured by assessments	85.9
Opportunities to assess my progress in the class	85.3
How much I learned	85.2
User-friendliness—finding and using all course components	81.7
Quality of instruction	80.6
Obtaining help if I was having academic difficulty	80.3
Overall motivation and engagement level throughout the course	79.6
Quality of discussion to analyze and comprehend course material	78.3
Obtaining information about online courses via the CSM Distance Learning Website	77.7
Accessibility of my instructor	77.6
Responsiveness of my instructor	75.5
Amount of interaction with my instructor	73.4
Interaction with other students	58.0

* Percent indicating "Very Satisfied" or "Satisfied"

Table 2

Q#14: Satisfaction with online course support services

	% Responding*
Registration	96.2%
Tutorial services	92.0
Library Services	90.5
Help Desk	86.7
Technical support	83.9
Financial aid	80.0
Obtaining textbooks and course materials	80.0
Counseling	72.5

* Percent indicating "Very Satisfied" or "Satisfied"
Table 3

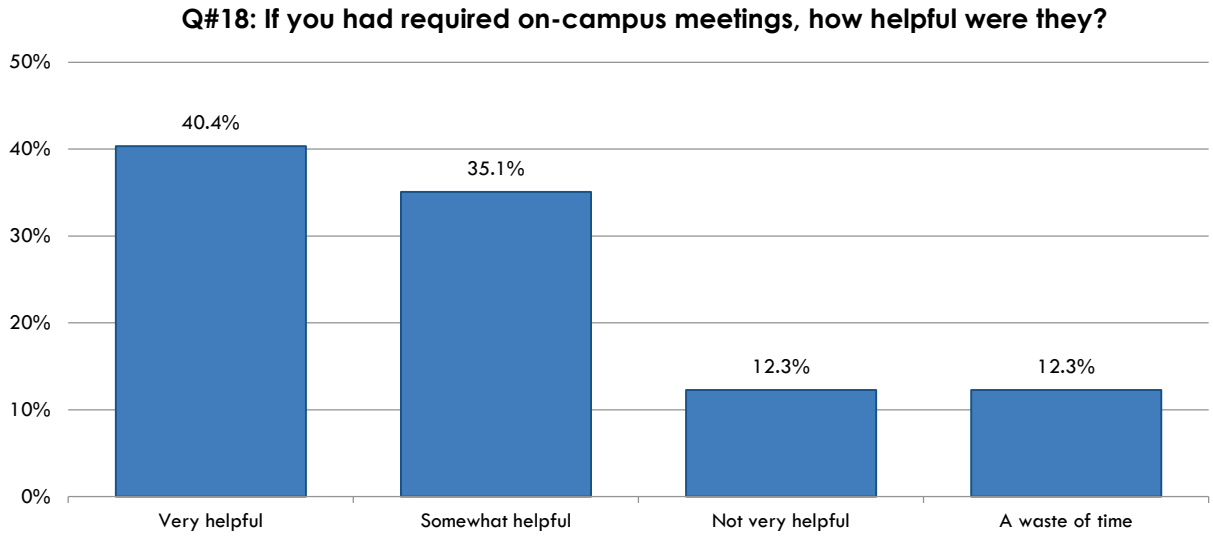


Figure 4

Q#19: Were you aware of CSM's self-assessment for determining readiness for distance education coursework?

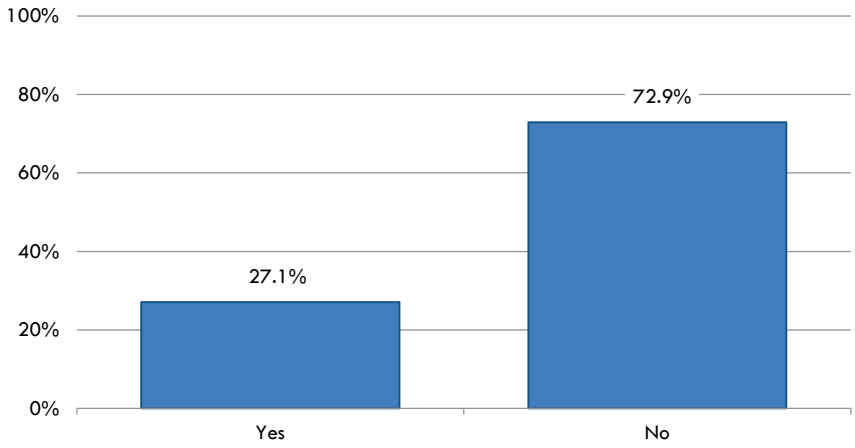


Figure 5

Q#20: If you answered "Yes," how useful was the online self-assessment for determining your readiness for an online class at CSM?

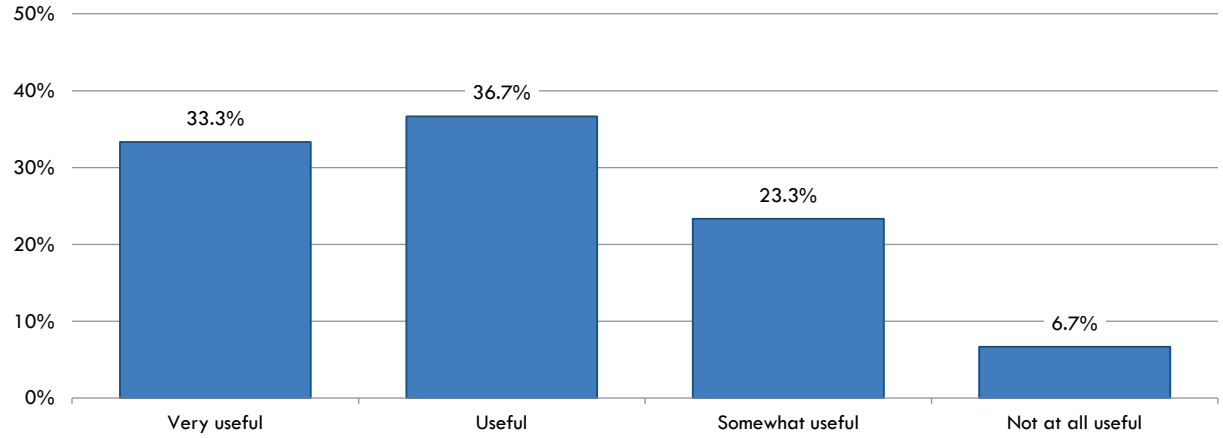


Figure 6

Q#21: Comparison of students' online course experience with comparable on-campus coursework

	% Responding	
	"Strongly Agree" or "Agree"	"No Difference"
Online coursework requires more time	62.4%	19.1
Online coursework is more academically demanding	53.2	27.0
Overall, I enjoy online coursework more than on-campus coursework	52.9	17.4
I am able to more freely express my opinions online	47.5	28.8
I am able to more freely ask questions or get assistance	44.6	23.7
Online course expectations are clearer	42.9	32.1
Online instruction makes course material easier to understand	41.1	27.0
Online instruction methods are more conducive to learning	40.3	28.1
My academic performance is better online	38.8	30.9
Online instruction is more interesting	36.7	28.1
There is more interaction with my online instructor	32.4	16.5
There is more interaction with other students	22.5	13.8

Table 4

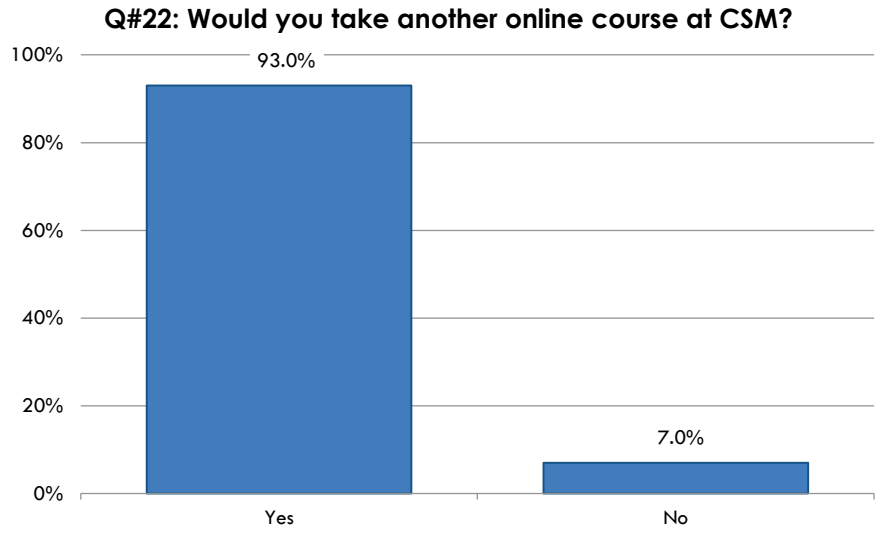


Figure 7

Q#23: Are you aware of the online resources available at the CSM Library to support your online course?

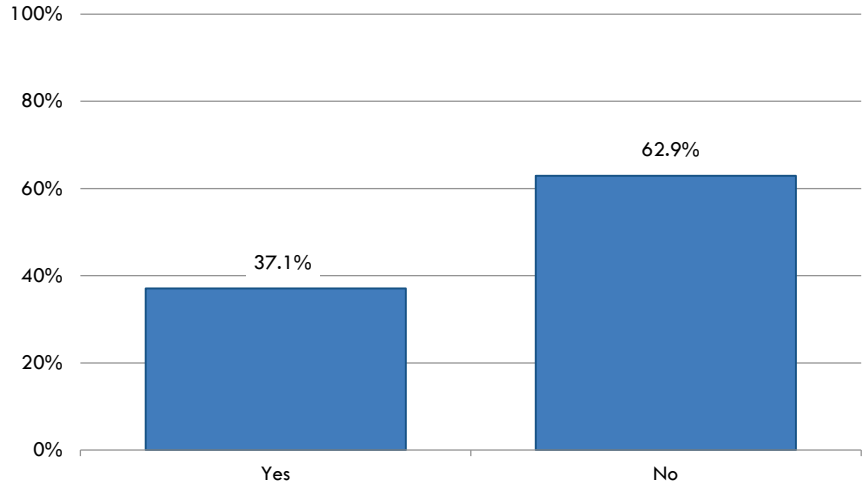


Figure 8

Q#24: What is your main educational goal at CSM?

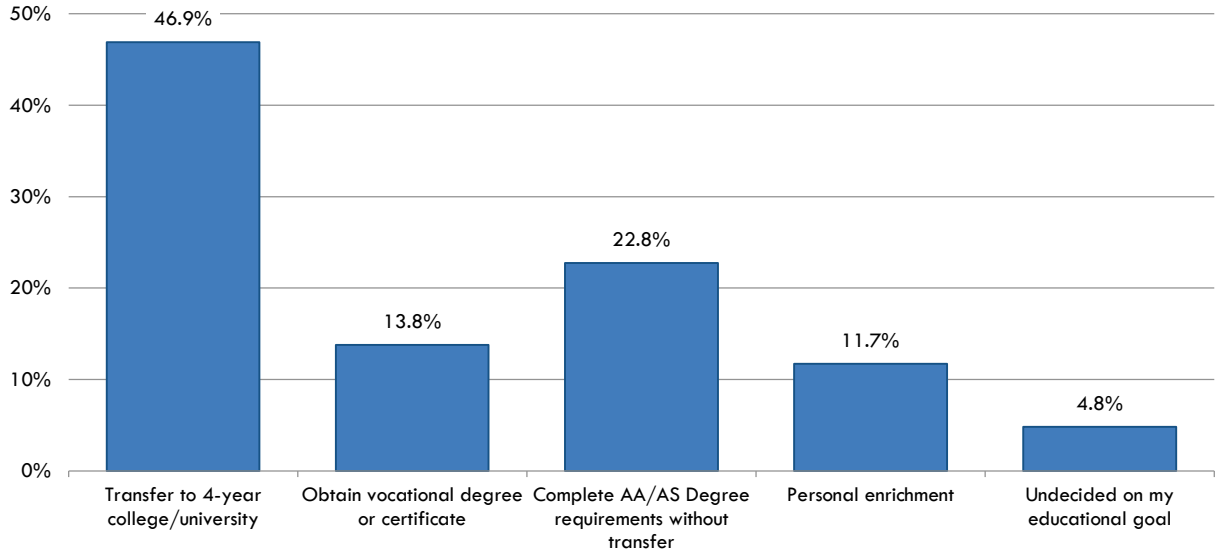


Figure 9

Q#25: Are interested in pursuing a degree or program of study solely or primarily through distance education coursework (i.e., online and/or telecourses)?

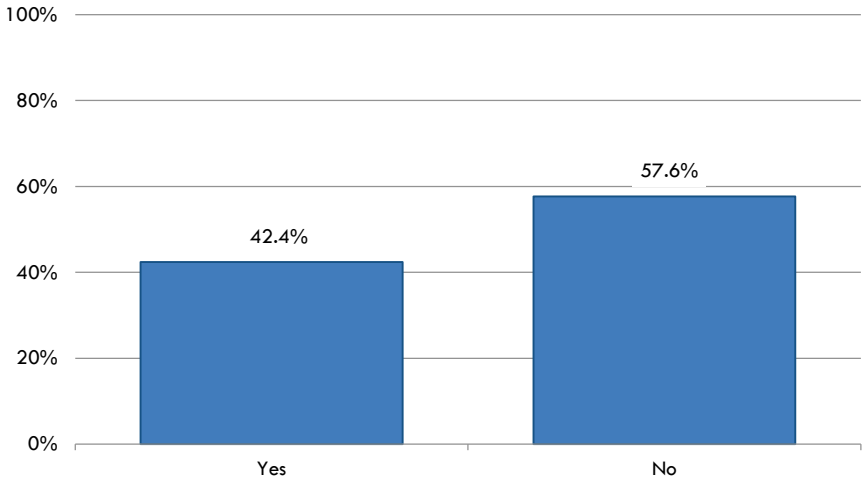


Figure 10

Q#26: If you answered "Yes" (above), how satisfied are you with CSM's distance education course offerings in terms of meeting your objective?

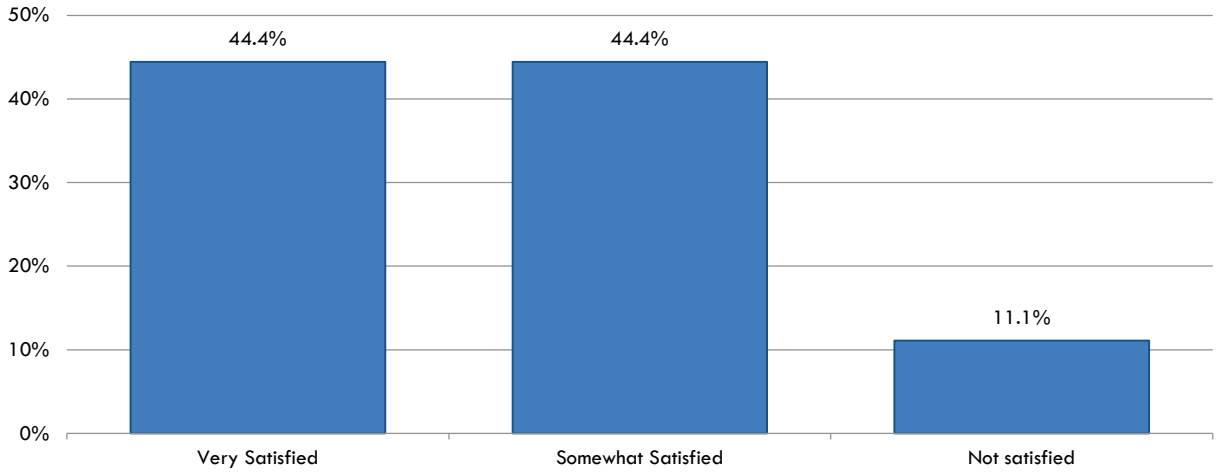


Figure 11

Q#27: Overall, were the necessary student support services available to you to help you succeed as a distance education student?

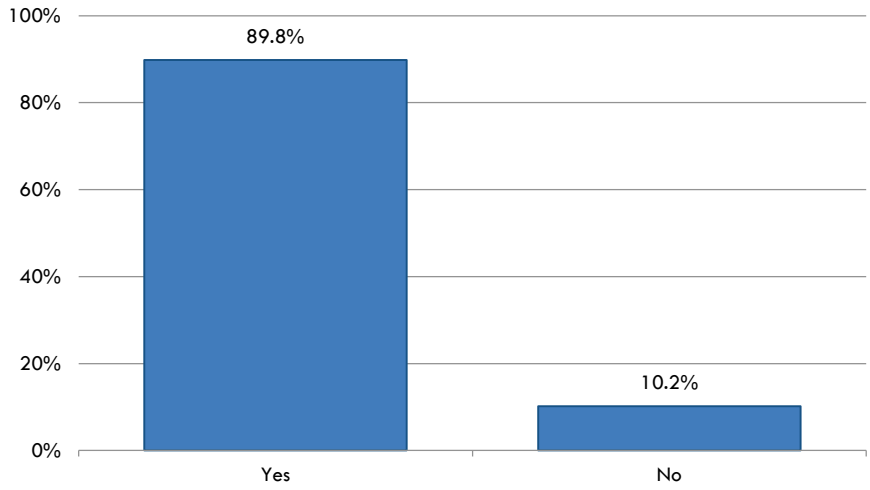


Figure 12

Q#28: Have you visited CSM's Distance Learning Website to obtain information?

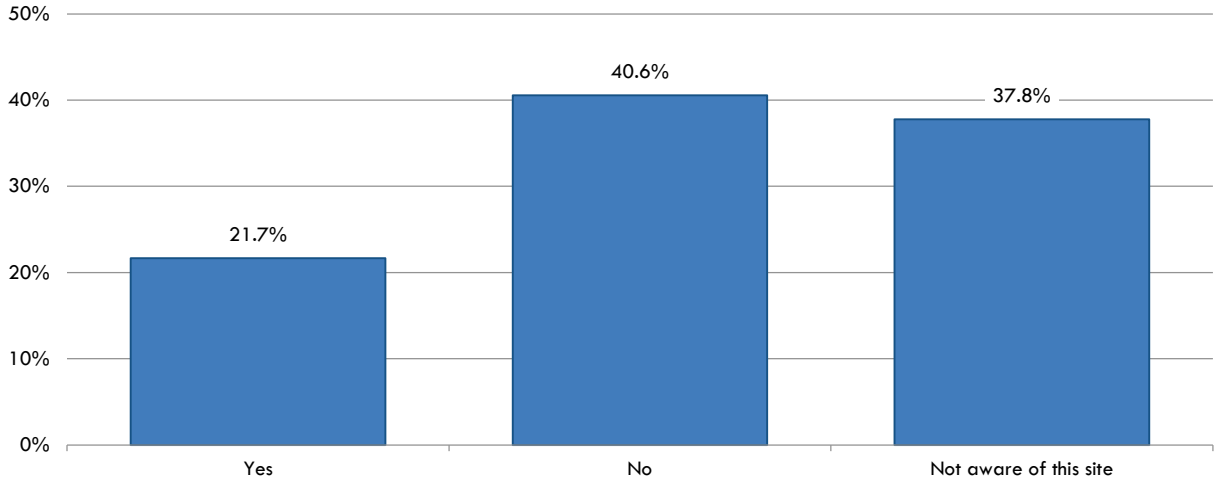


Figure 13

Appendix K.2
College of San Mateo
CSM Online Students: A Survey of Students Who Withdraw
Spring 2012 – Fall 2012
(n = 197)

Background:

- A sub-committee comprised of members of the Distance Education Committee and Integrated Planning Committee developed a survey designed to probe online students' reasons for withdrawing from online coursework.

- The survey was launched Spring 2012 and is administered to students each semester. The results presented below include responses from students withdrawing, Spring 2012, Summer 2012, and Fall 2012.

- All students who utilize WebSMART to withdraw from courses are immediately sent an email invitation to participate in an online survey indicating their reasons for withdrawal. Survey participation is voluntary. Students may also withdraw from coursework in person at the office of Admissions & Records, by mail, or by fax. These individuals are not captured in the online survey.

- Students may withdraw from a semester-length class during the first four weeks of instruction and no notation is made on a student's academic record. Students withdrawing during the first four weeks are not included in the survey population. Only students withdrawing during the official withdrawal period where a 'W' grade is recorded on the student's academic record--4th week of the semester through the end of the 14th week--are surveyed.

Key Findings:

- Students are withdrawing from online coursework primarily for technical accessibility issues. Three of the top five reasons for withdrawing point to difficulties relating to Internet access (24.9%); accessibility of online coursework for persons with disabilities (15.2%), and self-reported lack of computer skills (13.7%). Another 12.7% of respondents also report inadequate software as contributing to their withdrawal.

- Nearly ½ of students who withdraw were not aware of CSM's self-assessment tool for determining readiness for enrolling in online coursework.

- 40% of students who withdraw report not adequately anticipating the amount of work required by online coursework.

- 80.9% of students who withdraw report an interest in taking another online course at CSM.

- These findings suggest the need to enhance CSM's self-assessment tool for determining student readiness for online coursework, especially in areas relating to having the necessary computer skills as well as the system, software, and Internet connectivity requirements necessary for academic success.

1. Why are you dropping your online course at CSM? (Please check all that apply)

	Count	Percent
Difficulty accessing the Internet for my online coursework	49	24.9
Unable to attend required on-campus exams or meetings	37	18.8
Do not have appropriate study environment	32	16.2
Coursework not accessible to students with disabilities	30	15.2
Did not have the necessary computer skills	27	13.7
Lack of interaction with classmates	27	13.7
Academic difficulty	26	13.2
Do not have access to support services	25	12.7
Do not have current/appropriate version of software	25	12.7
Course was more work than I expected	16	8.1
Got behind in the course	16	8.1
Had a personal conflict (e.g., work schedule, family obligations, transportation, health, financial, etc.)	16	8.1
Lack of interaction with instructor	16	8.1
Course did not live up to my expectations	12	6.1
Other	23	11.7

2. Are you dropping ALL of your CSM coursework this semester OR only this online course?

	Count	Percent
Dropping this online course only	149	76.0
Dropping more than one course	18	9.2
Dropping ALL of my courses	29	14.8
Total	196	100

3. Is this your first online course taken at CSM?

	Count	Percent
Yes	81	41.5
No	114	58.5
Total	195	100

4. Did you visit the Distance Education website prior to enrolling in the online course you are dropping?

	Count	Percent
Yes	84	43.5
No	109	56.5
Total	193	100

5. Were you aware of CSM's self-assessment tool for determining the readiness for online coursework?

	Count	Percent
Yes	103	53.1
No	91	46.9
Total	194	100

6. If "Yes," how useful was the self-assessment?

	Count	Percent
Very useful	36	30.0
Somewhat useful	57	47.5
Not useful	27	22.5
Total	120	100

7. Would you take another online course at CSM?

	Count	Percent
Yes	152	80.9
No	36	19.1
Total	188	100

8. Please indicate reasons that you take online courses at CSM. (Please check all that apply)

	Count	Percent
More comfortable learning in an online environment	67	34.0
Unable to come to campus	64	32.5
Fulfill a requirement (e.g., transfer, AA/AS Degree, Certificate, etc.)	59	29.9
Though online course would be easier	55	27.9
Because of my disability	51	25.9
Easier to fit with my work or class schedule	48	24.4
On-campus sections were full	41	20.8
Class offered in online mode only	33	16.8
Personal interest	33	16.8
Improve job skills	31	15.7
Other	42	21.3

9. If you were required to meet on campus, did this cause a problem for you?

	Count	Percent
Yes	47	47.5
No	52	52.5
Total	99	100
Not required to meet on campus	88	

10. Did you use any of the following CSM support services prior to dropping your online course? (Please check all that apply)

	Count	Percent
Counseling	36	18.3
Technical support	16	10.3
Financial Aid	15	9.7
Technology Help Desk	13	8.4
Library services	10	6.5
Tutorial and academic support services	5	3.2

11. Did you accurately anticipate the amount of time required for this online course?

	Count	Percent
Yes	113	60.4
No	74	39.6
Total	187	100

Part II: Additional information

12. Age

	Count	Percent
19 or younger	33	18.1
20-24 years	35	19.2
25-34 years	49	26.9
35-49 years	34	18.7
50 or older	31	17.0
Total	182	100

13. Gender

	Count	Percent
Female	129	69.4
Male	57	30.6
Total	186	100

14. Ethnicity

	Count	Percent
African-American	8	4.4
Asian	35	19.2
Filipino	10	5.5
Hispanic	29	15.9
Pacific Islander	6	3.3
White	64	35.2
Multi-Racial	16	8.8
Other	14	7.7
Total	182	100

15. Is this your first semester enrolled in any college (CSM or elsewhere)?

	Count	Percent
Yes	14	7.3
No	178	92.7
Total	192	100

Appendix L

College of San Mateo

How Students Use Online Coursework to Earn Degrees and Certificates

2004/05 – 2011/12

Background

The award data analyzed in this report is based upon San Mateo County Community College District (SMCCCD) award earners who have taken College of San Mateo (CSM) online coursework during their enrolled academic history. The analysis includes those students who earned an award between Fall 2004 and Summer 2012 and who completed at least one distance education course in their entire academic history.

- Award types are differentiated as follows: Associate of Arts degree, Associate of Science degree, Certificate of Achievement, and Certificate of Specialization. AA-T and AS-T degrees are included in the AA and AS counts, respectively.

- The time span covered in this analysis of award earners is 8 academic years, 2004/05 – 2011/12. Fall, Spring, and Summer term awards are combined for purposes of reporting an academic year.

- SMCCCD awards are examined in this report (Tables 1 – 2); however, the primary focus is on CSM award earners.

Findings: Overall Trends

- CSM students increasingly use online coursework to complete CSM degree or certificate requirements. Between 2004/05 – 2011/12, the number of awards earned by students using online coursework increased 684% (+479). (See Table 3)
    - In 2004/05, only 70 CSM awards issued utilized online coursework. However, in 2011/12, that number had grown to 549.

- Expressed differently, in 2004/05, approximately 1 in 13 (7.5%) of all CSM award earners had taken at least one online course. In contrast, in 2011/12, nearly 6 of 10 (58.4%) of award earners utilized online coursework. (See Table 3)

- During this period of time, 681 Skyline and Cañada award earners also used CSM online coursework to complete their degree or certificate requirements. (See Tables 1 and 2)

Findings: Discipline Areas

- Of the total number of awards earned at CSM during this period of time (n= 2,237), the 7 program areas accounted for 51.1% of all awards earned: Liberal Studies – 12.4%; Accounting – 11.2%; Nursing – 8.7%; University Transfer – 5.4%; Business Administration – 5.2%; Social Science – 5.0%; and Accounting Assistant – 3.2%. (See Table 13)

Findings: Demographic Profile

Overall: The ethnicity of students using online coursework to earn awards generally reflects that of the CSM student population at large; however students are predominantly female and older.

- The ethnicity of online course takers earning awards roughly parallels the current CSM ethnic profile of all CSM students. (See Table 4) Table 5 displays the ethnic distribution of award earners by type of award (AA, AS, CA, or CS).

- Female students utilizing online coursework represent 61.7% of all awards earned. In contrast, female students represent 48% of the total CSM student population in Fall 2012. (See Table 6)

- Students 30 years of age and older represent nearly 42.8% of all award earners who have utilized coursework. (See Table 8) In contrast, students of this age represent only 28% of the total CSM student population in Fall 2012.

Findings: Enrollment Patterns

- Nearly ½ (47.6%) of students earning awards take 3 or more online courses at CSM. Another 21.5% take 2 online courses. And approximately 1/3 (31.0%) of students earning awards take only 1 online course. (See Table 11)

- Some online course takers earn more than 1 CSM award. As Table 10 indicates, the total number of 2,237 awards granted at CSM between 2004/05 – 2011/12 were earned by 1,444 students. 23.8% (343 students) of these earned 2 awards; 11.6% (168 students) earned 3 or more awards.

- Table 12 displays the number of terms enrolled and average number of online courses enrolled by CSM award earners.

SMCCCD Awards Earned
CSM Online Students
2004-05 to 2011-12

College	Awards	Percent of Total
CSM	2,237	76.7%
Skyline	402	13.8
Cañada	279	9.6
Total	2,918	100%

Table 1

SMCCCD Awards Earned by CSM Online Students
Award Type
2004-05 to 2011-12

	# of Awards and % of College Total								
College	Associate in Arts		Associate in Science		Certificate of Achievement		Certificate of Specialization		Total Awards
CSM	804	35.9%	352	15.7%	565	25.3%	516	23.1%	2,237
Skyline	132	32.8	121	30.1	71	17.7	78	19.4	402
Cañada	66	23.7	118	42.3	63	22.6	32	11.5	279
Total	1,002	34.3%	591	20.3%	699	24.0%	626	21.5%	2,918

Table 2

CSM Awards Earned by CSM Online Students
Award Type
2004-05 to 2011-12

	# of Awards and % of Yearly Total									
Academic Year	Associate in Arts		Associate in Science		Certificate of Achievement		Certificate of Specialization		Total	Online Students as % of All CSM Awards
2004-05	20	28.6%	7	10.0%	18	25.7%	25	35.7%	70	7.5
2005-06	43	26.4	27	16.6	34	20.9	59	36.2	163	17.5
2006-07	65	35.5	32	17.5	35	19.1	51	27.9	183	25.6
2007-08	94	44.8	30	14.3	37	17.6	49	23.3	210	25.5
2008-09	123	45.2	51	18.8	50	18.4	48	17.6	272	31.8
2009-10	139	37.5	55	14.8	98	26.4	79	21.3	371	37.8
2010-11	145	34.6	57	13.6	124	29.6	93	22.2	419	46.5
2011-12	175	31.9	93	16.9	169	30.8	112	20.4	549	58.4
Total	804	35.9%	352	15.7%	565	25.3%	516	23.1%	2,237	31.6

Note: Academic Year = Fall + Spring + Summer.
Table 3

CSM Awards Earned by CSM Online Students
Ethnicity
2004-05 to 2011-12

Ethnicity	Awards	Percent of Total
African American	65	2.9%
Asian	492	22.0
Filipino	156	7.0
Hispanic	389	17.4
Native American	10	0.4
Pacific Islander	52	2.3
White Non-Hispanic	743	33.2
Multi Races	60	2.7
Other/Unknown	270	12.1
Total	2,237	100%

Table 4

CSM Awards Earned by CSM Online Students
Award Type and Ethnicity
2004-05 to 2011-12

	# of Awards and % of Total Ethnicity								
Ethnicity	Associate in Arts		Associate in Science		Certificate of Achievement		Certificate of Specialization		Total Awards
African American	32	49.2%	5	7.7%	7	10.8%	21	32.3%	65
Asian	139	28.3	64	13.0	140	28.5	149	30.3	492
Filipino	32	20.5	50	32.1	44	28.2	30	19.2	156
Hispanic	148	38.0	60	15.4	92	23.7	89	22.9	389
Native American	3	30.0	3	30.0	4	40.0	0	0.0	10
Pacific Islander	23	44.2	5	9.6	7	13.5	17	32.7	52
White Non-Hispanic	289	38.9	125	16.8	191	25.7	138	18.6	743
Multi Races	22	36.7	7	11.7	17	28.3	14	23.3	60
Other/Unknown	116	43.0	33	12.2	63	23.3	58	21.5	270
Total	804	35.9%	352	15.7%	565	25.3%	516	23.1%	2,237

Table 5

CSM Awards Earned by CSM Online Students
Gender
2004-05 to 2011-12

Gender	Awards	Percent of Total
Female	1,381	61.7%
Male	824	36.8
Unrecorded	32	1.4
Total	2,237	100%

Table 6

CSM Awards Earned by Online Students
Award Type and Gender
2004-05 to 2011-12

	# of Awards and % of Total Gender								
Gender	Associate in Arts		Associate in Science		Certificate of Achievement		Certificate of Specialization		Total Awards
Female	526	37.9%	206	14.9%	345	25.0%	304	22.0%	1,381
Male	269	32.6	144	17.1	210	25.5	201	24.4	824
Unrecorded	9	28.1	2	6.3	10	31.3	11	34.4	32
Total	804	35.9%	352	15.7%	565	25.3%	516	23.1%	2,237

Table 7

CSM Awards Earned by Online Students
Age
2004-05 to 2011-12

Age	Awards	Percent of Total
Younger than 20	87	3.9%
20 - 24	783	35.0
25 - 29	401	17.9
30 - 39	464	20.7
40 and older	502	22.1
Total	2,237	100%

Table 8

CSM Awards Earned by Online Students
Award Type and Age
2004-05 to 2011-12

	# of Awards and % of Total Age								
Age	**Associate in Arts**		**Associate in Science**		**Certificate of Achievement**		**Certificate of Specialization**		**Total Awards**
Younger than 20	32	36.8%	4	4.6%	25	28.7%	26	29.9%	87
20 - 24	372	47.5	123	15.7	195	24.9	93	11.9	783
25 - 29	132	32.9	83	20.7	98	24.4	88	21.9	401
30 - 39	122	26.3	88	19.0	116	25.0	138	29.7	464
40 and older	146	29.1	54	10.8	131	26.1	171	34.1	502
Total	804	35.9%	352	15.7%	565	25.3%	516	23.1%	2,237

Table 9

Number of CSM Awards Earned by Online Students
2004-05 to 2011-12
(unduplicated headcount)

Number of Awards	Unduplicated Head Count	Percent
1	933	64.6%
2	343	23.8
3	100	6.9
4 or more	68	4.7
Total	1,444	100%

Note: Greatest number of awards=9.
Table 10

CSM Award Earners
Number of CSM Distance Education Courses Enrolled
2004-05 to 2011-12
(unduplicated headcount)

Number of Courses	Student Count	Percent of Students
1	447	31.0%
2	310	21.5
3	203	14.1
4	146	10.1
5 to 10	273	18.9
11 or more	65	4.5
Total	1,444	100%

Notes: Greatest number of courses=34. "Distance Education courses" includes telecourses + online courses for purposes of this analysis. Counts of distance education coursework take in account all courses enrolled by students regardless of the time period—i.e., includes coursework completed prior to 2004-05.

Table 11

CSM Award Earners
Number of Terms Enrolled in CSM Distance Education Courses
2004-05 to 2011-12
(unduplicated headcount)

Number of Terms	Student Count	Percent of Students
1	519	35.9%
2	352	24.4
3	236	16.3
4	134	9.3
5 to 6	131	9.1
7 or more	72	5.0
Total	1,444	100%

Notes: Greatest number of terms = 14. "Distance Education courses" includes telecourses + online courses for purposes of this analysis. Counts of distance education coursework take in account all courses enrolled by students regardless of the time period—i.e., includes coursework completed prior to 2004-05.

Table 12

CSM Awards Earners
By Discipline/Program Area
2004-05 to 2011-12

Program	# of Awards and % of Program Total								Total Program Awards	Program Awards as % of All Awards
	Associate in Arts		Associate in Science		Certificate of Achievement		Certificate of Specialization			
Liberal Studies	277	100							277	12.4
Accounting	101	40.4			146	58.4	3	1.2	250	11.2
Nursing			129	66.2	66	33.8			195	8.7
University Transfer: IGETC/UC					120	100			120	5.4
Business Administration	117	100							117	5.2
Social Science	111	100							111	5.0
Accounting Assistant							72	100	72	3.2
Fire Technology			35	58.3	25	41.7			60	2.7
Administration of Justice			35	59.3	24	40.7			59	2.6
Accounting Assistant I							49	100	49	2.2
Tax Preparer I							44	100	44	2.0
Accounting Assistant II							41	100	41	1.8
Life Sciences: Pre Nursing			39	100					39	1.7
Computer & Information Science			13	34.2	1	2.6	24	63.2	38	1.7
University Transfer: CSUGE					29	100			29	1.3
Management: Business Management	18	64.3			10	35.7			28	1.3
Computer & Information Science (Java Programming)							26	100	26	1.2
Dental Assisting	1	3.8	8	30.8	17	65.4			26	1.2
Human Services	16	66.7			8	33.3			24	1.1
Computer & Information Science (C++ Programming)							23	100	23	1.0
Horticulture: Floristry	5	22.7			17	77.3			22	1.0
Cosmetology	9	47.4			10	52.6			19	0.8
Speech Communication	4	21.1					15	78.9	19	0.8
Alcohol & Other Drug Studies	11	64.7			6	35.3			17	0.8
Business: Office Assistant I							17	100	17	0.8
Business: Office Assistant II							17	100	17	0.8
Tax Preparer II							16	100	16	0.7
English	15	100							15	0.7
Computer & Information Science (Network Security Specialist)							14	100	14	0.6
Ethnic Studies	13	100							13	0.6
Human Resources Management							13	100	13	0.6
Music: Electronic Music	7	53.8			6	46.2			13	0.6
Real Estate	8	61.5			5	38.5			13	0.6
Graphics	5	41.7			7	58.3			12	0.5
Business, Business Info Prssng	5	50.0			5	50.0			10	0.4
Chinese (Mandarin)							10	100	10	0.4

Program	# of Awards and % of Program Total								Total Program Awards	Program Awards as % of All Awards
	Associate in Arts		Associate in Science		Certificate of Achievement		Certificate of Specialization			
Business, Business Info Prssng (Microcomputers/Database Spreadsheet)	6	66.7			3	33.3			9	0.4
Multimedia/Web Design	5	55.6			4	44.4			9	0.4
Art -Photography	8	100							8	0.4
Chemistry			8	100					8	0.4
Computer & Information Science (Network Plus Basics)							8	100	8	0.4
Electrical Power Systems							8	100	8	0.4
Interdisciplinary Studies	8	100							8	0.4
Life Sciences - Biological			8	100					8	0.4
Life Sciences: Medical			8	100					8	0.4
Psychosocial Rehabilitation							8	100	8	0.4
Building Inspection			4	57.1	3	42.9			7	0.3
Computer & Information Science (Internet Programming)							7	100	7	0.3
CPA Exam Preparation (Financial Actg and Auditing)							7	100	7	0.3
Electronics Technology (General Electronics)			5	71.4	2	28.6			7	0.3
Family Development							7	100	7	0.3
Horticulture: Environmental (Landscape Management)			1	14.3	6	85.7			7	0.3
Management: Marketing Managmnt	5	71.4			2	28.6			7	0.3
Mathematics			7	100					7	0.3
Project Management							7	100	7	0.3
Business, Business Info Prssng (Microcomputer/Office Assistant)	4	66.7			2	33.3			6	0.3
Communication Studies	3	50.0					3	50.0	6	0.3
CPA Exam Preparation							6	100	6	0.3
CPA Exam Preparation (Bus Environment & Regulation)							6	100	6	0.3
Physics			6	100					6	0.3
Computer & Information Science (Applications Development)			4	80.0	1	20.0			5	0.2
Computer & Information Science (Computer Forensics)							5	100	5	0.2
Film	5	100							5	0.2
Horticulture: Environmental (Landscape Construction/ Design)					5	100			5	0.2
Horticulture: Environmental (Nursery Management)					5	100			5	0.2
Japanese							5	100	5	0.2
Journalism	5	100							5	0.2
Yoga Instructor							5	100	5	0.2

Program	# of Awards and % of Program Total								Total Program Awards	Program Awards as % of All Awards
	Associate in Arts		Associate in Science		Certificate of Achievement		Certificate of Specialization			
Leadership for Service							5	100	5	0.2
Life Sciences - General	5	100							5	0.2
Welding Technology			5	100					5	0.2
Biology: Biotechnology							4	100	4	0.2
Computer Support Specialist (End User Support)			2	50.0	2	50.0			4	0.2
Computer Support Specialist (Network Support)					4	100			4	0.2
Drafting Technology (CAD/Drafting)			2	50.0	2	50.0			4	0.2
Electronics Technology			1	25.0	1	25.0	2	50.0	4	0.2
Electronics Technology (Industrial Electronics)			2	50.0	2	50.0			4	0.2
Interdisciplinary Studies (Contemporary Issues)	4	100							4	0.2
Peer Support Services							4	100	4	0.2
Physical Science			4	100					4	0.2
Pilates Mat Instructor							4	100	4	0.2
Welding Technology (Welding Technician)					4	100			4	0.2
Art: Art History	2	66.7			1	33.3			3	0.1
Art: Fine Arts (Painting)	3	100							3	0.1
Biology: Pre Nursing			3	100					3	0.1
Broadcast & Electronic Media (Television Production)	2	66.7			1	33.3			3	0.1
Electronics Technology (PC Technical Support)			2	66.7	1	33.3			3	0.1
Electronics Technology (Wireless Comm Systems)			1	33.3	2	66.7			3	0.1
Engineering			3	100					3	0.1
Life Sciences:Biotechnology			2	66.7			1	33.3	3	0.1
Mathematics: AST			3	100					3	0.1
Music	3	100							3	0.1
Pilates Mat & Reformer Instruc							3	100	3	0.1
American Sign Language							2	100	2	0.1
Architecture			2	100					2	0.1
Business, Merchandising Mngmnt	2	100							2	0.1
Community Health Worker							2	100	2	0.1
Computer & Information Science (Computer & Network Forensics)			1	50.0	1	50.0			2	0.1
Computer & Information Science (Network Support)			2	100					2	0.1
Computer Support Specialist (End-User Support)					2	100			2	0.1
Computer Support Specialist (Network Plus Basics)							2	100	2	0.1

Program	# of Awards and % of Program Total								Total Program Awards	Program Awards as % of All Awards
	Associate in Arts		Associate in Science		Certificate of Achievement		Certificate of Specialization			
Electrical Technology (Inside Wireman)			1	50.0	1	50.0			2	0.1
Electronics Technology (Electronics Assembly)							2	100	2	0.1
Fire Sprinkler Technology					2	100			2	0.1
French							2	100	2	0.1
Interdisciplinary Studies (Science and Society)	2	100							2	0.1
Italian							2	100	2	0.1
Multimedia: Digital Audio	1	50.0			1	50.0			2	0.1
Accounting (Enrolled Agent Exam Prep)							1	100	1	0.0
Art - Commercial	1	100							1	0.0
Art: Fine Arts	1	100							1	0.0
Art: Fine Arts (Drawing)	1	100							1	0.0
Art: Fine Arts (General Studio Art)	1	100							1	0.0
Basic Police Academy					1	100			1	0.0
Biology			1	100					1	0.0
Broadcast & Electronic Media (Editing)							1	100	1	0.0
Broadcast & Electronic Media (Lighting)							1	100	1	0.0
Business: Insurance (Property and Casualty)							1	100	1	0.0
Communication Studies Transfer	1	100							1	0.0
Computer & Information Science (End User Support)			1	100					1	0.0
Computer Forensics							1	100	1	0.0
Computer Support Specialist			1	100					1	0.0
Computer Support Specialist (Java Programming)							1	100	1	0.0
Digital Media (CS)							1	100	1	0.0
Electronics Assembly							1	100	1	0.0
Electronics Technology (Inside Wireman)					1	100			1	0.0
Electronics Technology (Linear Electronic Systems)			1	100					1	0.0
Electronics Technology (Network Cabling Specialist)							1	100	1	0.0
Engineering Technology-General			1	100					1	0.0
Geological Sciences			1	100					1	0.0
German							1	100	1	0.0
Medical Assisting	1	100							1	0.0
Medical Assisting (Adm Medical Assisting)							1	100	1	0.0

Program	# of Awards and % of Program Total								Total Program Awards	Program Awards as % of All Awards
	Associate in Arts		Associate in Science		Certificate of Achievement		Certificate of Specialization			
Medical Assisting (Clinical Medical Assisting)							1	100	1	0.0
Multimedia: Digital Video	1	100							1	0.0
Multimedia: Web Design							1	100	1	0.0
Total Awards	804	35.9	352	15.7	565	25.3	516	23.1	2,237	

Note: AA-T and AS-T are included in the Associate in Arts and Associate in Science tallies, respectively.

Table 13

Appendix M

College of San Mateo
Distance Education Student Profile
2004/05 – 2011/12

Background: Overview

- This is a profile of CSM students who have enrolled in CSM online courses. The time span covered in this analysis is 8 academic years, 2004/05 – 2011/12 and includes 12,561 unique students who have taken online courses at CSM. The profile considers the number of online courses enrolled, and the number of terms enrolled in online coursework at CSM during this period of time. A separate analysis of CSM award earners who utilized online coursework is found in Appendix L. In addition, a demographic profile of online course-takers is presented.

- This analysis differentiates between (1) 'online-only' students who have enrolled in online coursework only during their entire CSM academic history; and (2) 'multi-mode' students who have enrolled in both online coursework and face-ta-face coursework during this period of time.

- The analysis of CSM online course-takers takes into account all face-to-face coursework enrollments at Cañada College and Skyline College, as well as at CSM. This study parameter was necessary to differentiate 'true' online-only course-takers from those students whose primary campus is Canada or Skyline but also enrolled in online courses at CSM. These students are counted as 'multi-mode' students.

Findings: Enrollment in Online Coursework

- Between 2004/05 – 2011/12, 12,561 students enrolled in CSM online coursework. A small minority of students take online coursework exclusively: 9.5% (1,197 students) enrolled in online coursework only; while 90.5% (11,364 students) enrolled in a mixture of online and face-to-face coursework. (See Table 1)

- Table 2 displays the total number of CSM online courses taken during this period of time. Of the total number of online course-takers, the following proportions enroll in:
  - 1 course – 50.3%
  - 2 courses – 21.1%
  - 3 courses – 11.0%
  - 4 courses – 6.1%
  - 5 or more – 11.4%

- Nearly 9 of 10 (86.9%) of the 1,197 online-only students take only 1 or 2 online courses and no other courses. (See Table 2) Similarly, only 3.2% of online-only students take 5 or more online courses.

- In a separate analysis of CSM award earners who utilized online course during this period of time, there were only 2 students who completed Certificate requirements with online coursework alone. (See Table 3)

Findings: Demographic Profile

- Gender: Online course-takers are predominantly female: 55.5% vs. 41.1%. (2.5% of students declined to state their gender.) In comparison, in Fall 2012, the overall CSM student population was 49.2% male and 48.3% female. (See Table 4)

- Age: As compared to the total CSM student population, online course-takers are somewhat older. While 37.0% of all online course-takers are 30 years or older, only 28.0% of Fall 2012 students were of the same age. The proportion of online-only students 30 years or older is even greater: 49.7%. (See Table 5)

- Ethnicity: Online course-takers generally reflect the ethnic profile of the total Fall 2012 CSM population. African American, Filipino, Pacific Islander, and White online students are represented in the same proportion (+/- 2 percentage points) as in the total CSM population. Asian online students are the most overrepresented +6.4 points (21.4% vs. 15.0%) and Hispanic online students are the most underrepresented - 4.9 points (14.2% vs. 19.1%). (See Table 6)

Classification of Online Students
2004/05 – 2011/12

Classification	Count	Percent
Online-only	1,197	9.5%
Multi-mode	11,364	90.5
Total	12,561	100%

Note: "Online-only" students have enrolled exclusively in online courses during their entire CSM academic history. "Multi-mode" students have enrolled in both online and face-to-face mode courses during this period of time.
Table 1

Number of CSM Online Courses
Online Student Type
2004/05 – 2011/12

Count of Online Courses	Student Type (unduplicated headcount)				All Online Students	
	Online-only		Multi-mode			
	Count	Percent of Total	Count	Percent of Total	Count	Percent of Total
1	802	67.0%	5,520	48.6%	6,322	50.3%
2	238	19.9	2,418	21.3	2,656	21.1
3	78	6.5	1,308	11.5	1,386	11.0
4	41	3.4	727	6.4	768	6.1
5 or more	38	3.2	1,391	12.2	1,429	11.4
Total	1,197	100%	11,364	100%	12,561	100%

Table 2

Awards Earned
Online Students
2004/05 – 2011/12

Number of Awards Earned	Student Type (unduplicated headcount)					
	Online-only		Multi-mode		All Online Students	
	Count	Percent of Total	Count	Percent of Total	Count	Percent of Total
0	1,195	99.8%	9,939	87.5%	11,134	88.6%
1	2	0.2	1,425	12.5	1,427	11.4
Total	1,197	100%	11,364	100%	12,561	100%

Table 3

Online Students
Gender
2004/05 – 2011/12

Gender	Student Type (unduplicated headcount)					
	Online-only		Multi-mode		All Online Students	
	Count	Percent of Total	Count	Percent of Total	Count	Percent of Total
Female	605	50.5%	6,363	56.0%	6,968	55.5%
Male	532	44.4	4,626	40.7	5,158	41.1
Unknown	60	5.1	375	3.3	435	3.4
Total	1,197	100%	11,364	100%	12,561	100%

Table 4

Online Students
Age
2004/05 – 2011/12

Age	Student Type (unduplicated headcount)					
	Online-only		Multi-mode		All Online Students	
	Count	Percent of Total	Count	Percent of Total	Count	Percent of Total
Younger than 20	135	11.3%	947	8.4%	1,082	8.7%
20 - 24	250	20.9	4,073	36.2	4,323	34.7
25 - 29	216	18.1	2,224	19.8	2,440	19.6
30 - 39	304	25.4	2,110	18.8	2,414	19.4
40 and older	290	24.3	1,895	16.8	2,185	17.6
Total	1,195	100%	11,249	100%	12,444	100%

Table 5

Online Students
Ethnicity
2004/05 – 2011/12

	Student Type (unduplicated headcount)					
	Online-only		Multi-mode		All Online Students	
Ethnicity	Count	Percent of Total	Count	Percent of Total	Count	Percent of Total
African American	67	5.6%	346	3.0%	413	3.3%
Asian	322	26.9	2,370	20.9	2,692	21.4
Filipino	55	4.6	978	8.6	1,033	8.2
Hispanic	96	8.0	1,683	14.8	1,779	14.2
Native American	2	0.2	44	0.4	46	0.4
Pacific Islander	6	0.5	239	2.1	245	2.0
White Non-Hispanic	429	35.8	3,941	34.7	4,370	34.8
Multi Races	96	8.0	747	6.6	843	6.7
Other/Unknown	124	10.4	1,016	8.9	1,140	9.1
Total	1,197	100%	11,364	100%	12,561	100%

Table 6

Appendix N

College of San Mateo

Distance Learning Faculty: Online Courses

Fall 2005 – Fall 2011

Background: Overview

- The data in this report examines the growth in number of CSM faculty teaching online courses between Fall 2005 – Fall 2012. In addition, linear projections are included for Fall 2013 – Fall 2015.

- Data are presented for: (1) total unduplicated headcount of faculty teaching online coursework; (2) full-time vs. part-time contract status of faculty; (3) proportional comparison to all CSM instructional faculty teaching in the comparable Fall term; and (4) projections for the period Fall 2013 – Fall 2015.

Projections

- Projection data are not intended as goals or targets, but are advisory, and a legitimate tool for program evaluation and planning. In non-technical terms, projections have been variously called forecasts, estimates, interpolations, or extrapolations. Although there are technical differences between these terms, projections are illustrative calculations estimating the future based upon certain given assumptions.

- As used here, online faculty projections for Fall 2013, 2014, and 2015 are based upon the mean of the prior 8 years' data (Fall 2005 – Fall 2012) and are "forecasts" of the "future values" of these indicators—assuming the past 8-year trend continues.

- However, as is well known, calculations bearing upon the future involve considerable uncertainty. One cannot predict with certainty such human behavior as student enrollment and faculty interest in online educational offerings.

Findings

- Reflecting the overall growth in CSM's online curricular offerings, the number of faculty teaching online coursework has steadily increased. In Fall 2005, there were 22 unique faculty teaching online coursework; in Fall 2012, the number had grown to 41. (See Table 1.) This growth (+19) in online-faculty represents an +86.3% increase.

- In terms of the proportion of all faculty teaching at CSM during this time, faculty with online teaching assignments increased +7.8 points (5.3% vs. 13.1%).

- More full-time faculty teach online coursework than part-time faculty. In Fall 2012, the 24 full-time faculty accounted for 58.5% of all online teaching faculty while 17 adjunct faculty comprised 41.5%. See Table 1.

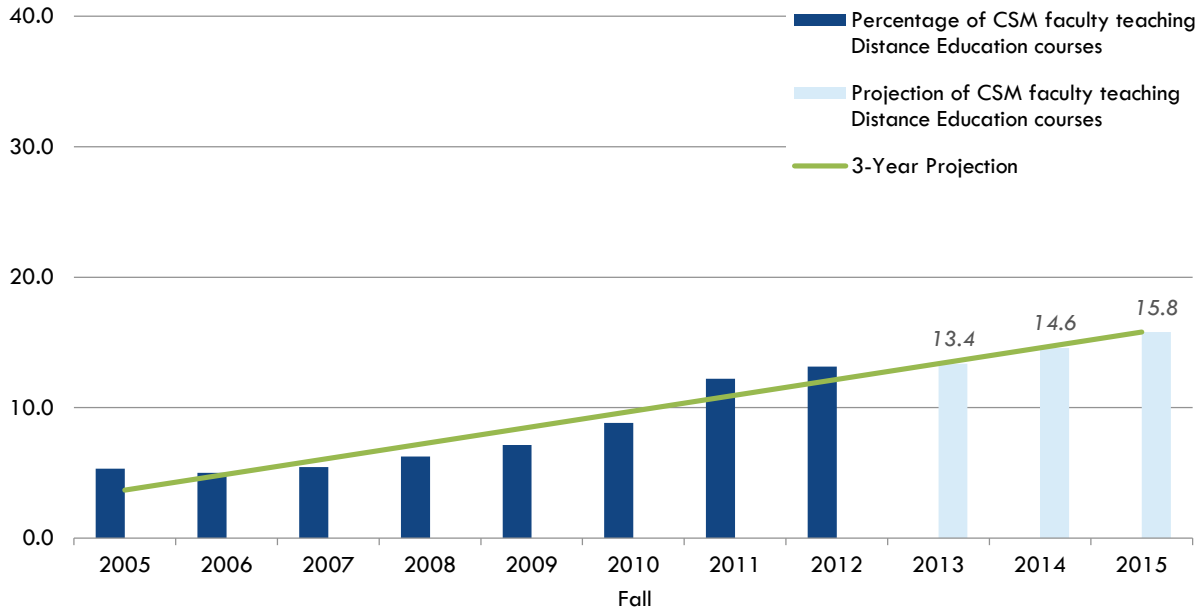
- Figure 1 presents a 3-year projection for online faculty as a proportion of all CSM faculty with teaching assignments, Fall 2013 – Fall 2015. If past trends continue, Fall 2015, 15.8% of all CSM faculty are expected to have online teaching assignments.

CSM Faculty Teaching Online Coursework, by Full-Time vs. Part-Time
Fall 2005 – Fall 2012

	Faculty Teaching Online Courses (Headcount and % of Total)						
Fall Term	Full-Time Faculty		Part-Time Faculty		Total Online Faculty	All CSM Faculty (Headcount)	Percentage of All CSM Faculty Teaching Online Courses
2005	14	63.6	8	36.4	22	412	5.3
2006	14	63.6	8	36.4	22	438	5.0
2007	15	62.5	9	37.5	24	441	5.4
2008	15	60.0	10	40.0	25	399	6.3
2009	17	65.4	9	34.6	26	364	7.1
2010	20	74.1	7	25.9	27	306	8.8
2011	23	60.5	15	39.5	38	311	12.2
2012	24	58.5	17	41.5	41	312	13.1
Total	142	63.1	83	36.9	225	2,983	7.5

Table 1

CSM Faculty Teaching Online Coursework: 3-Year Projection
2005-2015



Notes: Data present Fall terms only. Projection method is linear ($y=1.2096x + 2.4812$, $r^2=0.8645$).

Figure 1

Appendix O

College of San Mateo

Distance Education Collegewide Program Review Data:
Comparative Demographic Analysis of Student Success in
Online Modality vs. Face-to-Face Modality

Fall 2005 – Fall 2011

Background: Demographic Profile

Since 2008, PRIE has provided collegewide distance education student success data—disaggregated by ethnicity, gender, and age—used in instructional Program Review. The collegewide student success data presented here are excerpts from the complete program review data set. This collegewide overview is provided as a context for the individual course-level and discipline-level student success reports.

The most recent delivery mode course comparison data set (Fall 2009 – Fall 2011) is provided in Appendix P. In addition, an analysis of the demographic trends in distance education student success is provided in Appendix I.

Key to Organization of Distance Education Data

Delivery-mode comparison reports encompass the following Fall semesters:

- Spring 2013 cycle: Fall 2009, 2010, and 2011
- Spring 2012 cycle: Fall 2008, 2009, and 2010
- Spring 2011 cycle: Fall 2007, 2008, and 2009
- Spring 2010 cycle: Fall 2006, 2007, and 2008
- Academic Year 2008-2009 report: Fall 2005, 2006, and 2007

Program Review College Totals
2012 Program Review Cycle

CSM College Total: Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2008		Fall 2009		Fall 2010		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	46	196	50	181	54	164	150	541
#Enrollments	1034	5741	1408	6104	1542	5484	3984	17329
% Success	55.9	63.8	58.2	63.8	54.3	63.9	56.1	63.6
% Retention	72	79.7	78.7	82	73.5	82.3	74.9	81.3

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	830	20.8	2896	16.7	512	634	61.7	76.4	2137	2453	73.8	84.7
Black	124	3.1	615	3.5	48	85	38.7	68.5	287	495	46.7	80.5
Filipino	256	6.4	1404	8.1	123	171	48.0	66.8	870	1122	62.0	79.9
Hispanic	608	15.3	3454	19.9	293	445	48.2	73.2	1914	2660	55.4	77.0
Native Am	25	0.6	87	0.5	18	22	72.0	88.0	51	72	58.6	82.8
Pac Islander	80	2.0	501	2.9	39	58	48.7	72.5	248	395	49.5	78.8
White	1413	35.5	5641	32.6	825	1075	58.4	76.1	3763	4656	66.7	82.5
Other	166	4.2	858	5	83	117	50.0	70.5	486	678	56.6	79.0
Unrecorded	482	12.1	1873	10.8	294	379	61.0	78.6	1259	1561	67.2	83.3
Total	**3984**	**100**	**17329**	**100**	**2235**	**2986**	**56.1**	**74.9**	**11015**	**14092**	**63.6**	**81.3**
Gender												
Female	2312	58.0	8204	47.3	1332	1767	57.6	76.4	5372	6713	65.5	81.8
Male	1495	37.5	8457	48.8	787	1074	52.6	71.8	5183	6814	61.3	80.6
Unrecorded	177	4.4	668	3.9	116	145	65.5	81.9	460	565	68.9	84.6
Total	**3984**	**100**	**17329**	**100**	**2235**	**2986**	**56.1**	**74.9**	**11015**	**14092**	**63.6**	**81.3**
Age												
19 or less	468	11.7	6897	39.8	227	333	48.5	71.2	4257	5676	61.7	82.3
20-24	1214	30.5	6001	34.6	598	874	49.3	72.0	3624	4753	60.4	79.2
25-29	667	16.7	1517	8.8	365	496	54.7	74.4	1016	1233	67.0	81.3
30-34	499	12.5	794	4.6	310	380	62.1	76.2	562	640	70.8	80.6
35-39	324	8.1	513	3	202	251	62.3	77.5	369	417	71.9	81.3
40-49	483	12.1	722	4.2	312	381	64.6	78.9	537	611	74.4	84.6
50+	272	6.8	520	3	183	219	67.3	80.5	386	443	74.2	85.2
Unrecorded	57	1.4	365	2.1	38	52	66.7	91.2	264	319	72.3	87.4
Total	**3984**	**100**	**17329**	**100**	**2235**	**2986**	**56.1**	**74.9**	**11015**	**14092**	**63.6**	**81.3**

DEFINITIONS AND NOTES:

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F08, F'09, F'10.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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Program Review College Totals
2011 Program Review Cycle

DISTANCE VS TRADITIONAL COLLEGE

Part I—Summary: Enrollment and Student Outcomes

	Fall 2007		Fall 2008		Fall 2009		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	74	155	75	179	69	140	218	474
#Enrollments	1557	4829	1817	5712	2038	5323	5412	15864
% Success	52.5	63	55.2	62.9	56.2	62.9	54.8	63
% Retention	71.2	83.3	73.4	81.9	78.1	84.1	74.5	83.1

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance Count	Distance %	Traditional Count	Traditional %	Distance Success	Distance Retention	Distance % Success	Distance % Retention	Traditional Success	Traditional Retention	Traditional % Success	Traditional % Retention
Ethnicity												
Asian	912	17.5	2438	15.6	531	673	58.2	73.8	1787	2078	73.3	85.2
Black	207	4.0	549	3.5	77	156	37.2	75.4	259	442	47.2	80.5
Filipino	374	7.2	1346	8.6	171	242	45.7	64.7	794	1099	59.0	81.6
Hispanic	870	16.7	3130	20.1	441	643	50.7	73.9	1671	2484	53.4	79.4
Native Am	42	0.8	91	0.6	24	32	57.1	76.2	45	72	49.5	79.1
Pac Islander	120	2.3	496	3.2	52	80	43.3	66.7	267	406	53.8	81.9
White	1949	37.4	5278	33.9	1125	1484	57.7	76.1	3533	4452	66.9	84.4
Other	732	14.0	2207	14.2	434	569	59.3	77.7	1426	1866	64.6	84.5
Unrecorded	12	0.2	50	0.3	6	10	50.0	83.3	29	45	58.0	90.0
Total	**5218**	**100**	**15585**	**100**	**2861**	**3889**	**54.8**	**74.5**	**9811**	**12944**	**63**	**83.1**
Gender												
Female	3080	59.0	7425	47.6	1739	2337	56.5	75.9	4788	6204	64.5	83.6
Male	1949	37.4	7558	48.5	1006	1397	51.6	71.7	4616	6220	61.1	82.3
Unrecorded	189	3.6	602	3.9	116	155	61.4	82.0	407	520	67.6	86.4
Total	**5218**	**100**	**15585**	**100**	**2861**	**3889**	**54.8**	**74.5**	**9811**	**12944**	**63**	**83.1**
Age												
19 or less	763	14.6	6841	43.9	392	564	51.4	73.9	4090	5695	59.8	83.2
20-24	1601	30.7	5479	35.2	749	1141	46.8	71.3	3393	4493	61.9	82.0
25-29	835	16.0	1138	7.3	457	617	54.7	73.9	772	945	67.8	83.0
30-34	557	10.7	559	3.6	328	414	58.9	74.3	418	472	74.8	84.4
35-39	427	8.2	353	2.3	266	328	62.3	76.8	262	294	74.2	83.3
40-49	589	11.3	552	3.5	377	467	64.0	79.3	400	469	72.5	85.0
50+	383	7.3	343	2.2	253	303	66.1	79.1	261	295	76.1	86.0
Unrecorded	63	1.2	320	2.1	39	55	61.9	87.3	215	281	67.2	87.8
Total	**5218**	**100**	**15585**	**100**	**2861**	**3889**	**54.8**	**74.5**	**9811**	**12944**	**63**	**83.1**

DEFINITIONS AND NOTES:

Overview of Data: This is a delivery-mode comparison of student success in distance mode courses (online courses or telecourses) with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'07, F'08, F' 09.

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Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (11/8/2010)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2007, Fall 2008, Fall 2009

ONLINE VS TRADITIONAL COLLEGE

Part I—Summary: Enrollment and Student Outcomes

	Fall 2007		Fall 2008		Fall 2009		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	45	105	47	134	45	93	137	332
#Enrollments	897	2964	1157	3842	1317	3125	3371	9931
% Success	49.2	65	57.3	64.2	56.5	64	54.8	64.4
% Retention	67.3	82.6	73.4	80.4	77.9	81.3	73.5	81.4

Part II—Demographic Profile: Enrollment and Student Outcomes

	Distance		Traditional		Distance				Traditional			
Demographic Variable	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	702	21.7	1643	16.9	412	521	58.7	74.2	1220	1386	74.3	84.4
Black	89	2.8	332	3.4	31	59	34.8	66.3	157	259	47.3	78.0
Filipino	207	6.4	814	8.4	87	127	42.0	61.4	497	642	61.1	78.9
Hispanic	464	14.4	1962	20.2	219	329	47.2	70.9	1092	1520	55.7	77.5
Native Am	22	0.7	58	0.6	14	18	63.6	81.8	29	45	50.0	77.6
Pac Islander	76	2.4	316	3.2	32	53	42.1	69.7	176	254	55.7	80.4
White	1186	36.7	3208	33	688	892	58.0	75.2	2179	2649	67.9	82.6
Other	482	14.9	1365	14	287	374	59.5	77.6	891	1133	65.3	83.0
Unrecorded	2	0.1	26	0.3	1	2	50.0	100.0	18	23	69.2	88.5
Total	**3230**	**100**	**9724**	**100**	**1771**	**2375**	**54.8**	**73.5**	**6259**	**7911**	**64.4**	**81.4**
Gender												
Female	1845	57.1	4570	47	1030	1378	55.8	74.7	3052	3765	66.8	82.4
Male	1263	39.1	4770	49.1	664	896	52.6	70.9	2939	3819	61.6	80.1
Unrecorded	122	3.8	384	3.9	77	101	63.1	82.8	268	327	69.8	85.2
Total	**3230**	**100**	**9724**	**100**	**1771**	**2375**	**54.8**	**73.5**	**6259**	**7911**	**64.4**	**81.4**
Age												
19 or less	455	14.1	3911	40.2	228	330	50.1	72.5	2403	3185	61.4	81.4
20-24	988	30.6	3473	35.7	452	688	45.7	69.6	2178	2774	62.7	79.9
25-29	504	15.6	766	7.9	276	367	54.8	72.8	519	624	67.8	81.5
30-34	366	11.3	414	4.3	220	274	60.1	74.9	312	344	75.4	83.1
35-39	260	8.0	259	2.7	160	192	61.5	73.8	192	214	74.1	82.6
40-49	364	11.3	419	4.3	236	284	64.8	78.0	302	354	72.1	84.5
50+	257	8.0	273	2.8	175	207	68.1	80.5	210	236	76.9	86.4
Unrecorded	36	1.1	209	2.1	24	33	66.7	91.7	143	180	68.4	86.1
Total	**3230**	**100**	**9724**	**100**	**1771**	**2375**	**54.8**	**73.5**	**6259**	**7911**	**64.4**	**81.4**

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Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (11/8/2010)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2007, Fall 2008, Fall 2009

TELECOURSE VS TRADITIONAL COLLEGE

Part I—Summary: Enrollment and Student Outcomes

	Fall 2007		Fall 2008		Fall 2009		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	29	50	28	45	24	47	81	142
#Enrollments	660	1865	660	1870	721	2198	2041	5933
% Success	57	60	51.8	60.3	55.7	61.3	54.8	60.6
% Retention	76.5	84.5	73.3	84.8	78.4	87.9	76.2	85.9

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	210	10.6	795	13.6	119	152	56.7	72.4	567	692	71.3	87.0
Black	118	5.9	217	3.7	46	97	39.0	82.2	102	183	47.0	84.3
Filipino	167	8.4	532	9.1	84	115	50.3	68.9	297	457	55.8	85.9
Hispanic	406	20.4	1168	19.9	222	314	54.7	77.3	579	964	49.6	82.5
Native Am	20	1.0	33	0.6	10	14	50.0	70.0	16	27	48.5	81.8
Pac Islander	44	2.2	180	3.1	20	27	45.5	61.4	91	152	50.6	84.4
White	763	38.4	2070	35.3	437	592	57.3	77.6	1354	1803	65.4	87.1
Other	250	12.6	842	14.4	147	195	58.8	78.0	535	733	63.5	87.1
Unrecorded	10	0.5	24	0.4	5	8	50.0	80.0	11	22	45.8	91.7
Total	**1988**	**100**	**5861**	**100**	**1090**	**1514**	**54.8**	**76.2**	**3552**	**5033**	**60.6**	**85.9**
Gender												
Female	1235	62.1	2855	48.7	709	959	57.4	77.7	1736	2439	60.8	85.4
Male	686	34.5	2788	47.6	342	501	49.9	73.0	1677	2401	60.2	86.1
Unrecorded	67	3.4	218	3.7	39	54	58.2	80.6	139	193	63.8	88.5
Total	**1988**	**100**	**5861**	**100**	**1090**	**1514**	**54.8**	**76.2**	**3552**	**5033**	**60.6**	**85.9**
Age												
19 or less	308	15.5	2930	50	164	234	53.2	76.0	1687	2510	57.6	85.7
20-24	613	30.8	2006	34.2	297	453	48.5	73.9	1215	1719	60.6	85.7
25-29	331	16.6	372	6.3	181	250	54.7	75.5	253	321	68.0	86.3
30-34	191	9.6	145	2.5	108	140	56.5	73.3	106	128	73.1	88.3
35-39	167	8.4	94	1.6	106	136	63.5	81.4	70	80	74.5	85.1
40-49	225	11.3	133	2.3	141	183	62.7	81.3	98	115	73.7	86.5
50+	126	6.3	70	1.2	78	96	61.9	76.2	51	59	72.9	84.3
Unrecorded	27	1.4	111	1.9	15	22	55.6	81.5	72	101	64.9	91.0
Total	**1988**	**100**	**5861**	**100**	**1090**	**1514**	**54.8**	**76.2**	**3552**	**5033**	**60.6**	**85.9**

DEFINITIONS AND NOTES:

Overview of Data: This is a delivery-mode comparison of student success in distance mode courses (online courses or telecourses) with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'07, F'08, F' 09.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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Program Review College Totals
2010 Program Review Cycle

CSM College Total: Distance Mode (Online + Telecourse Modes Combined)

Part I—Summary: Enrollment and Student Outcomes

	Fall 2006		Fall 2007		Fall 2008		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	72	152	74	155	76	181	222	488
#Enrollments	1327	4457	1563	4832	1849	5768	4739	15057
% Success	52.4	61.2	52.5	63	55.3	63	53.6	62.5
% Retention	76.1	82.7	71.2	83.3	73.4	81.9	73.4	82.6

Part II—Demographic Profile: Enrollment and Student Outcomes

	Distance		Traditional		Distance				Traditional			
Demographic Variable	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	772	16.9	2449	16.5	443	566	57.4	73.3	1774	2093	72.4	85.5
Black	192	4.2	553	3.7	60	129	31.2	67.2	264	445	47.7	80.5
Filipino	337	7.4	1279	8.6	156	228	46.3	67.7	742	1036	58.0	81.0
Hispanic	741	16.2	2903	19.6	361	539	48.7	72.7	1574	2291	54.2	78.9
Native Am	39	0.9	91	0.6	24	30	61.5	76.9	40	71	44.0	78.0
Pac Islander	112	2.5	479	3.2	46	75	41.1	67.0	246	387	51.4	80.8
White	1782	39.0	5134	34.7	1025	1334	57.5	74.9	3381	4278	65.9	83.3
Other	577	12.6	1822	12.3	326	440	56.5	76.3	1173	1545	64.4	84.8
Unrecorded	18	0.4	98	0.7	7	15	38.9	83.3	58	84	59.2	85.7
Total	**4570**	**100**	**14808**	**100**	**2448**	**3356**	**53.6**	**73.4**	**9252**	**12230**	**62.5**	**82.6**
Gender												
Female	2743	60.0	6989	47.2	1537	2050	56.0	74.7	4484	5802	64.2	83.0
Male	1702	37.2	7343	49.6	838	1204	49.2	70.7	4472	6029	60.9	82.1
Unrecorded	125	2.7	476	3.2	73	102	58.4	81.6	296	399	62.2	83.8
Total	**4570**	**100**	**14808**	**100**	**2448**	**3356**	**53.6**	**73.4**	**9252**	**12230**	**62.5**	**82.6**
Age												
19 or less	655	14.3	6733	45.5	298	457	45.5	69.8	4006	5596	59.5	83.1
20-24	1434	31.4	5269	35.6	660	1004	46.0	70.0	3245	4281	61.6	81.2
25-29	747	16.3	982	6.6	403	548	53.9	73.4	640	793	65.2	80.8
30-34	468	10.2	499	3.4	271	345	57.9	73.7	391	433	78.4	86.8
35-39	396	8.7	325	2.2	253	312	63.9	78.8	240	269	73.8	82.8
40-49	491	10.7	482	3.3	312	385	63.5	78.4	362	414	75.1	85.9
50+	343	7.5	293	2	231	275	67.3	80.2	228	252	77.8	86.0
Unrecorded	36	0.8	225	1.5	20	30	55.6	83.3	140	192	62.2	85.3
Total	**4570**	**100**	**14808**	**100**	**2448**	**3356**	**53.6**	**73.4**	**9252**	**12230**	**62.5**	**82.6**

DEFINITIONS AND NOTES:

Overview of Data: This is a delivery-mode comparison of student success in distance mode courses (online courses or telecourses) with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'06, F'07, F' 08.

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Displays summary data of total enrollment, numbers of sections offered, retention, and success.

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Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, CR, NC, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, CR at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (2/3/2010)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2006, Fall 2007, Fall 2008

CSM College Totals: Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2006		Fall 2007		Fall 2008		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	37	96	44	105	47	136	128	337
#Enrollments	648	2352	853	2966	1109	3896	2610	9214
% Success	47.7	62.3	48	65	55.9	64.3	51.3	64
% Retention	71.6	80.9	66.5	82.6	72.1	80.4	70.1	81.3

Part II—Demographic Profile: Enrollment and Student Outcomes

	Distance		Traditional		Distance				Traditional			
Demographic Variable	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	534	21.3	1607	17.8	299	388	56.0	72.7	1189	1373	74.0	85.4
Black	65	2.6	322	3.6	16	33	24.6	50.8	159	258	49.4	80.1
Filipino	170	6.8	768	8.5	68	105	40.0	61.8	462	603	60.2	78.5
Hispanic	323	12.9	1761	19.5	135	213	41.8	65.9	983	1356	55.8	77.0
Native Am	16	0.6	59	0.7	11	12	68.7	75.0	25	46	42.4	78.0
Pac Islander	70	2.8	301	3.3	24	45	34.3	64.3	163	239	54.2	79.4
White	972	38.8	3048	33.8	527	692	54.2	71.2	2029	2483	66.6	81.5
Other	350	14.0	1110	12.3	203	264	58.0	75.4	735	933	66.2	84.1
Unrecorded	5	0.2	54	0.6	1	5	20.0	100.0	36	46	66.7	85.2
Total	**2505**	**100**	**9030**	**100**	**1284**	**1757**	**51.3**	**70.1**	**5781**	**7337**	**64**	**81.3**
Gender												
Female	1426	56.9	4204	46.6	754	1018	52.9	71.4	2792	3456	66.4	82.2
Male	1001	40.0	4530	50.2	481	672	48.1	67.1	2794	3634	61.7	80.2
Unrecorded	78	3.1	296	3.3	49	67	62.8	85.9	195	247	65.9	83.4
Total	**2505**	**100**	**9030**	**100**	**1284**	**1757**	**51.3**	**70.1**	**5781**	**7337**	**64**	**81.3**
Age												
19 or less	362	14.5	3832	42.4	143	231	39.5	63.8	2342	3118	61.1	81.4
20-24	805	32.1	3222	35.7	340	532	42.2	66.1	2021	2572	62.7	79.8
25-29	375	15.0	651	7.2	197	263	52.5	70.1	419	516	64.4	79.3
30-34	285	11.4	373	4.1	167	210	58.6	73.7	296	322	79.4	86.3
35-39	209	8.3	233	2.6	129	158	61.7	75.6	172	193	73.8	82.8
40-49	253	10.1	350	3.9	159	189	62.8	74.7	260	300	74.3	85.7
50+	200	8.0	230	2.5	139	159	69.5	79.5	179	198	77.8	86.1
Unrecorded	16	0.6	139	1.5	10	15	62.5	93.7	92	118	66.2	84.9
Total	**2505**	**100**	**9030**	**100**	**1284**	**1757**	**51.3**	**70.1**	**5781**	**7337**	**64**	**81.3**

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Retention %: The percentage of enrollments with a grade of A, B, C, D, F, CR, NC, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, CR at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (2/3/2010)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2006, Fall 2007, Fall 2008

CSM College Totals: Telecourse Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2006		Fall 2007		Fall 2008		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	35	56	30	56	29	51	94	163
#Enrollments	679	2105	710	2113	740	2135	2129	6353
% Success	56.9	59.9	57.8	60.5	54.4	60.6	56.4	60.3
% Retention	80.5	84.7	76.9	85	75.2	85.1	77.4	84.9

Part II—Demographic Profile: Enrollment and Student Outcomes

	Distance		Traditional		Distance				Traditional			
Demographic Variable	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	238	11.5	879	14	144	178	60.5	74.8	612	754	69.6	85.8
Black	127	6.2	258	4.1	44	96	34.6	75.6	119	211	46.1	81.8
Filipino	167	8.1	551	8.8	88	123	52.7	73.7	306	466	55.5	84.6
Hispanic	418	20.2	1271	20.2	226	326	54.1	78.0	654	1041	51.5	81.9
Native Am	23	1.1	32	0.5	13	18	56.5	78.3	15	25	46.9	78.1
Pac Islander	42	2.0	202	3.2	22	30	52.4	71.4	98	172	48.5	85.1
White	810	39.2	2274	36.2	498	642	61.5	79.3	1488	1960	65.4	86.2
Other	227	11.0	767	12.2	123	176	54.2	77.5	472	664	61.5	86.6
Unrecorded	13	0.6	47	0.7	6	10	46.2	76.9	25	41	53.2	87.2
Total	**2065**	**100**	**6281**	**100**	**1164**	**1599**	**56.4**	**77.4**	**3789**	**5334**	**60.3**	**84.9**
Gender												
Female	1317	63.8	3013	48	783	1032	59.5	78.4	1840	2551	61.1	84.7
Male	701	33.9	3070	48.9	357	532	50.9	75.9	1834	2614	59.7	85.1
Unrecorded	47	2.3	198	3.2	24	35	51.1	74.5	115	169	58.1	85.4
Total	**2065**	**100**	**6281**	**100**	**1164**	**1599**	**56.4**	**77.4**	**3789**	**5334**	**60.3**	**84.9**
Age												
19 or less	293	14.2	3117	49.6	155	226	52.9	77.1	1782	2670	57.2	85.7
20-24	629	30.5	2242	35.7	320	472	50.9	75.0	1356	1881	60.5	83.9
25-29	372	18.0	366	5.8	206	285	55.4	76.6	243	305	66.4	83.3
30-34	183	8.9	141	2.2	104	135	56.8	73.8	106	122	75.2	86.5
35-39	187	9.1	98	1.6	124	154	66.3	82.4	73	81	74.5	82.7
40-49	238	11.5	151	2.4	153	196	64.3	82.4	117	130	77.5	86.1
50+	143	6.9	70	1.1	92	116	64.3	81.1	56	61	80.0	87.1
Unrecorded	20	1.0	96	1.5	10	15	50.0	75.0	56	84	58.3	87.5
Total	**2065**	**100**	**6281**	**100**	**1164**	**1599**	**56.4**	**77.4**	**3789**	**5334**	**60.3**	**84.9**

DEFINITIONS AND NOTES:

Overview of Data: This is a delivery-mode comparison of student success in distance mode courses (online courses or telecourses) with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'06, F'07, F' 08.

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Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, CR at end-of-term."

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Program Review College Totals
2008-2009 Program Review Cycle

CSM College Total: Distance Mode (Online + Telecourse Modes Combined)

	Fall 2005		Fall 2006		Fall 2007		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	62	147	64	145	68	151	194	443
# Enrollments	1357	4420	1255	4375	1487	4788	4099	13,583
% Success	56.3	62.8	52.7	61.2	52.2	62.9	53.7	62.3
% Retention	75.5	81.5	76.2	82.9	71.6	83.3	74.3	82.6

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	Col%	Count	Col%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	613	15.6	2167	16.2	381	474	62.2	77.3	1547	1830	71.4	84.4
Black	159	4.0	526	3.9	48	107	30.2	67.3	258	421	49.0	80.0
Filipino	324	8.2	1231	9.2	139	220	42.9	67.9	709	991	57.6	80.5
Hispanic	642	16.3	2541	19.0	307	468	47.8	72.9	1400	2033	55.1	80.0
Native Am	31	0.8	86	0.6	22	25	71.0	80.6	39	62	45.3	72.1
Pac Islander	90	2.3	427	3.2	32	62	35.6	68.9	216	347	50.6	81.3
White	1590	40.4	4746	35.5	918	1200	57.7	75.5	3125	3958	65.8	83.4
Other	467	11.9	1501	11.2	261	355	55.9	76.0	948	1272	63.2	84.7
Unrecorded	20	0.5	134	1.0	5	14	25.0	70.0	85	119	63.4	88.8
Total	**3936**	**100**	**13359**	**100**	**2113**	**2925**	**53.7**	**74.3**	**8327**	**11033**	**62.3**	**82.6**
Gender												
Female	2365	60.1	6355	47.6	1303	1766	55.1	74.7	4107	5240	64.6	82.5
Male	1498	38.1	6685	50.0	774	1103	51.7	73.6	4022	5515	60.2	82.5
Unrecorded	73	1.9	319	2.4	36	56	49.3	76.7	198	278	62.1	87.1
Total	**3936**	**100**	**13359**	**100**	**2113**	**2925**	**53.7**	**74.3**	**8327**	**11033**	**62.3**	**82.6**
Age												
19 or less	609	15.5	6176	46.2	302	446	49.6	73.2	3705	5139	60.0	83.2
20-24	1259	32.0	4815	36.0	610	907	48.5	72.0	2925	3899	60.7	81.0
25-29	669	17.0	841	6.3	350	497	52.3	74.3	540	671	64.2	79.8
30-34	362	9.2	407	3.0	208	271	57.5	74.9	322	353	79.1	86.7
35-39	337	8.6	302	2.3	212	261	62.9	77.4	224	261	74.2	86.4
40-49	410	10.4	430	3.2	249	311	60.7	75.9	329	372	76.5	86.5
50+	269	6.8	253	1.9	177	218	65.8	81.0	197	219	77.9	86.6
Unrecorded	21	0.5	135	1.0	5	14	23.8	66.7	85	119	63.0	88.1
Total	**3936**	**100**	**13359**	**100**	**2113**	**2925**	**53.7**	**74.3**	**8327**	**11033**	**62.3**	**82.6**

DEFINITIONS AND NOTES:

Demographic Data:
Student success data are the sum of Fall semesters when offered.

Enrollments/Dup. Headcount:
Sum of end-of-term enrollments.

Retention %:
The percentage of enrollments with a grade of A, B, C, D, F, CR, NC, I, at end-of-term. (Only excludes W's.)

Success %:
The percentage of enrollments with a grade of A, B, C, CR at end-of-term.

NOTE:
In some cases there may be discrepancies between the totals for "Enrollments/Duplicated Headcount" and the "Successful Course Completion Rates." This discrepancy is not an error. The course-completion rates may reflect the fact that some students dropped before receiving a "W," and, therefore, are not included in the enrollment count.

Prepared by CSM's Office of Planning, Research, and Institutional Effectiveness, 12/2008

College of San Mateo Delivery Mode Course Comparison
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2005, Fall 2006, Fall 2007

CSM College Total: Online Mode

	Fall 2005		Fall 2006		Fall 2007		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	29	967	30	89	39	101	98	286
# Enrollments	620	2402	593	2270	803	2675	2016	7,594
% Success	53.9	64.3	49.1	62.4	48.4	64.8	50.3	63.9
% Retention	71.6	81.3	72.2	81.2	67.8	71.6	70.3	81.7

Demographic Variable	Distance Count	Distance Col%	Traditional Count	Traditional Col%	Distance Success	Distance Retention	Distance % Success	Distance % Retention	Traditional Success	Traditional Retention	Traditional % Success	Traditional % Retention
Ethnicity												
Asian	340	17.7	1274	17.1	199	253	58.5	74.4	932	1088	73.2	85.5
Black	70	3.6	279	3.7	24	45	34.3	64.3	147	223	52.7	79.9
Filipino	151	7.8	665	9.0	58	89	38.4	58.9	390	514	58.6	77.3
Hispanic	254	13.2	1414	19.0	108	163	42.5	64.2	810	1123	57.3	79.4
Native Am	6	0.3	46	0.6	5	5	83.3	83.3	21	35	45.7	76.1
Pac Islander	56	2.9	230	3.1	15	36	26.8	64.3	121	181	52.6	78.7
White	799	41.6	2630	35.4	428	576	53.6	72.1	1748	2158	66.5	82.1
Other	239	12.4	821	11.0	128	177	53.6	74.1	531	688	64.7	83.8
Unrecorded	8	0.4	75	1.0	2	7	25.0	87.5	52	66	69.3	88.0
Total	**1923**	**100**	**7434**	**100**	**967**	**1351**	**50.3**	**70.3**	**4752**	**6076**	**63.9**	**81.7**
Gender												
Female	1102	57.3	3448	46.4	564	780	51.2	70.8	2294	2833	66.5	82.2
Male	786	40.9	3808	51.2	385	541	49.0	68.8	2340	3090	61.4	81.1
Unrecorded	35	1.8	178	2.4	18	30	51.4	85.7	118	153	66.3	86.0
Total	**1923**	**100**	**7434**	**100**	**967**	**1351**	**50.3**	**70.3**	**4752**	**6076**	**63.9**	**81.7**
Age												
19 or less	329	17.1	3263	43.9	140	216	42.6	65.7	2002	2668	61.4	81.8
20-24	615	32.0	2651	35.7	259	400	42.1	65.0	1636	2122	61.7	80.0
25-29	294	15.3	505	6.8	142	212	48.3	72.1	326	399	64.6	79.0
30-34	181	9.4	256	3.4	109	136	60.2	75.1	206	220	80.5	85.9
35-39	160	8.3	205	2.8	99	120	61.9	75.0	156	180	76.1	87.8
40-49	186	9.7	289	3.9	111	137	59.7	73.7	223	254	77.2	87.9
50+	150	7.8	190	2.3	105	123	70.0	82.0	151	167	79.5	87.9
Unrecorded	8	0.4	75	1.0	2	7	25.0	87.5	52	66	69.3	88.0
Total	**1923**	**100**	**7434**	**100**	**967**	**1351**	**50.3**	**70.3**	**4752**	**6076**	**63.9**	**81.7**

DEFINITIONS AND NOTES:

Demographic Data:
Student success data are the sum of Fall semesters when offered.

Enrollments/Dup. Headcount:
Sum of end-of-term enrollments.

Retention %:
The percentage of enrollments with a grade of A, B, C, D, F, CR, NC, I, at end-of-term. (Only excludes W's.)

Success %:
The percentage of enrollments with a grade of A, B, C, CR at end-of-term.

NOTE:
In some cases there may be discrepancies between the totals for "Enrollments/Duplicated Headcount" and the "Successful Course Completion Rates." This discrepancy is not an error. The course-completion rates may reflect the fact that some students dropped before receiving a "W," and, therefore, are not included in the enrollment count.

Prepared by CSM's Office of Planning, Research, and Institutional Effectiveness, 12/2008

College of San Mateo Delivery Mode Course Comparison
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2005, Fall 2006, Fall 2007

CSM College Total: Telecourse Mode

	Fall 2005		Fall 2006		Fall 2007		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	33	51	34	56	29	56	96	163
# Enrollments	737	2,018	662	2,105	684	2,113	2083	6,236
% Success	58.2	61.2	55.9	59.9	56.5	60.5	56.9	60.5
% Retention	78.7	81.8	79.9	84.7	76	71.6	78.2	83.8

	Distance		Traditional		Distance				Traditional			
Demographic Variable	Count	Col%	Count	Col%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	273	13.0	918	14.9	182	221	66.7	81.0	634	766	69.1	83.4
Black	89	4.2	260	4.2	24	62	27.0	69.7	118	209	45.4	80.4
Filipino	173	8.6	586	9.5	81	131	46.8	75.7	329	492	56.1	84.0
Hispanic	388	19.3	1184	19.2	199	305	51.3	78.6	617	956	52.1	80.7
Native Am	25	1.2	40	0.7	17	20	68.0	80.0	18	27	45.0	67.5
Pac Islander	34	1.7	204	3.3	17	26	50.0	76.5	100	173	49.0	84.8
White	791	39.3	2213	35.9	490	624	61.9	78.9	1449	1887	65.5	85.3
Other	228	11.3	704	11.4	133	178	58.3	78.1	432	608	61.4	86.4
Unrecorded	12	0.6	62	1.0	3	7	25.0	58.3	36	56	58.1	90.3
Total	**2013**	**100**	**6171**	**100**	**1146**	**1574**	**56.9**	**78.2**	**3733**	**5174**	**60.5**	**83.8**
Gender												
Female	1263	62.7	3015	48.9	739	986	58.5	78.1	1887	2504	62.6	83.1
Male	712	35.4	3006	48.7	389	562	54.6	78.9	1758	2536	58.5	84.4
Unrecorded	38	1.9	150	2.4	18	26	47.4	68.4	88	134	58.7	89.3
Total	**2013**	**100**	**6171**	**100**	**1146**	**1574**	**56.9**	**78.2**	**3733**	**5174**	**60.5**	**83.8**
Age												
19 or less	280	13.9	3020	48.9	162	230	57.9	82.1	1760	2566	58.3	85.0
20-24	644	32.0	2256	36.6	351	507	54.5	78.7	1353	1860	60.0	82.4
25-29	375	18.6	353	5.7	208	285	55.5	76.0	223	283	63.2	80.2
30-34	181	9.0	159	2.6	99	135	54.7	74.6	124	141	78.0	88.7
35-39	177	8.8	102	1.7	113	141	63.8	79.7	72	85	70.6	83.3
40-49	224	11.1	151	2.5	138	174	61.6	77.7	115	127	76.2	84.1
50+	119	5.9	67	1.1	72	95	60.5	79.8	50	56	74.6	83.6
Unrecorded	13	0.6	63	1.0	3	7	23.1	53.8	36	56	57.1	88.9
Total	**2013**	**100**	**6171**	**100**	**1146**	**1574**	**56.9**	**78.2**	**3733**	**5174**	**60.5**	**83.8**

DEFINITIONS AND NOTES:

Demographic Data:
Student success data are the sum of Fall semesters when offered.

Enrollments/Dup. Headcount:
Sum of end-of-term enrollments.

Retention %:
The percentage of enrollments with a grade of A, B, C, D, F, CR, NC, I, at end-of-term. (Only excludes W's.)

Success %:
The percentage of enrollments with a grade of A, B, C, CR at end-of-term.

NOTE:
In some cases there may be discrepancies between the totals for "Enrollments/Duplicated Headcount" and the "Successful Course Completion Rates." This discrepancy is not an error. The course-completion rates may reflect the fact that some students dropped before receiving a "W," and, therefore, are not included in the enrollment count.

Prepared by CSM's Office of Planning, Research, and Institutional Effectiveness, 12/2008

CSM College Total: Online Mode (2009-2011)

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	1006	19.4	2661	15.8	676	812	67.2	80.7	1934	2268	72.7	85.2
Black	199	3.8	569	3.4	76	143	38.2	71.9	268	462	47.1	81.2
Filipino	356	6.9	1336	7.9	184	263	51.7	73.9	822	1078	61.5	80.7
Hispanic	796	15.4	3343	19.8	413	597	51.9	75.0	1893	2636	56.6	78.9
Native Am	26	0.5	70	0.4	17	24	65.4	92.3	43	57	61.4	81.4
Pac Islander	97	1.9	459	2.7	50	75	51.5	77.3	224	356	48.8	77.6
White	1793	34.6	5434	32.2	1090	1402	60.8	78.2	3548	4490	65.3	82.6
Other	413	8.0	1527	9.1	226	303	54.7	73.4	901	1219	59.0	79.8
Unrecorded	493	9.5	1471	8.7	302	392	61.3	79.5	991	1242	67.4	84.4
Total	**5179**	**100**	**16870**	**100**	**3034**	**4011**	**58.6**	**77.4**	**10624**	**13808**	**63**	**81.8**
Gender												
Female	2962	57.2	7727	45.8	1793	2353	60.5	79.4	5012	6351	64.9	82.2
Male	2011	38.8	8509	50.4	1106	1487	55.0	73.9	5164	6903	60.7	81.1
Unrecorded	206	4.0	634	3.8	135	171	65.5	83.0	448	554	70.7	87.4
Total	**5179**	**100**	**16870**	**100**	**3034**	**4011**	**58.6**	**77.4**	**10624**	**13808**	**63**	**81.8**
Age												
19 or less	639	12.3	6804	40.3	333	484	52.1	75.7	4242	5680	62.3	83.5
20-24	1539	29.7	5865	34.8	825	1144	53.6	74.3	3436	4632	58.6	79.0
25-29	902	17.4	1470	8.7	501	702	55.5	77.8	976	1207	66.4	82.1
30-34	618	11.9	732	4.3	387	483	62.6	78.2	506	595	69.1	81.3
35-39	433	8.4	458	2.7	291	349	67.2	80.6	333	383	72.7	83.6
40-49	608	11.7	662	3.9	392	479	64.5	78.8	493	557	74.5	84.1
50+	368	7.1	517	3.1	258	305	70.1	82.9	370	432	71.6	83.6
Unrecorded	72	1.4	362	2.1	47	65	65.3	90.3	268	322	74.0	89.0
Total	**5179**	**100**	**16870**	**100**	**3034**	**4011**	**58.6**	**77.4**	**10624**	**13808**	**63**	**81.8**

CSM College Total: Online Mode (2008-2010)

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	830	20.8	2896	16.7	512	634	61.7	76.4	2137	2453	73.8	84.7
Black	124	3.1	615	3.5	48	85	38.7	68.5	287	495	46.7	80.5
Filipino	256	6.4	1404	8.1	123	171	48.0	66.8	870	1122	62.0	79.9
Hispanic	608	15.3	3454	19.9	293	445	48.2	73.2	1914	2660	55.4	77.0
Native Am	25	0.6	87	0.5	18	22	72.0	88.0	51	72	58.6	82.8
Pac Islander	80	2.0	501	2.9	39	58	48.7	72.5	248	395	49.5	78.8
White	1413	35.5	5641	32.6	825	1075	58.4	76.1	3763	4656	66.7	82.5
Other	166	4.2	858	5	83	117	50.0	70.5	486	678	56.6	79.0
Unrecorded	482	12.1	1873	10.8	294	379	61.0	78.6	1259	1561	67.2	83.3
Total	**3984**	**100**	**17329**	**100**	**2235**	**2986**	**56.1**	**74.9**	**11015**	**14092**	**63.6**	**81.3**
Gender												
Female	2312	58.0	8204	47.3	1332	1767	57.6	76.4	5372	6713	65.5	81.8
Male	1495	37.5	8457	48.8	787	1074	52.6	71.8	5183	6814	61.3	80.6
Unrecorded	177	4.4	668	3.9	116	145	65.5	81.9	460	565	68.9	84.6
Total	**3984**	**100**	**17329**	**100**	**2235**	**2986**	**56.1**	**74.9**	**11015**	**14092**	**63.6**	**81.3**
Age												
19 or less	468	11.7	6897	39.8	227	333	48.5	71.2	4257	5676	61.7	82.3
20-24	1214	30.5	6001	34.6	598	874	49.3	72.0	3624	4753	60.4	79.2
25-29	667	16.7	1517	8.8	365	496	54.7	74.4	1016	1233	67.0	81.3
30-34	499	12.5	794	4.6	310	380	62.1	76.2	562	640	70.8	80.6
35-39	324	8.1	513	3	202	251	62.3	77.5	369	417	71.9	81.3
40-49	483	12.1	722	4.2	312	381	64.6	78.9	537	611	74.4	84.6
50+	272	6.8	520	3	183	219	67.3	80.5	386	443	74.2	85.2
Unrecorded	57	1.4	365	2.1	38	52	66.7	91.2	264	319	72.3	87.4
Total	**3984**	**100**	**17329**	**100**	**2235**	**2986**	**56.1**	**74.9**	**11015**	**14092**	**63.6**	**81.3**

CSM College Total: Online Mode (2007-2009)

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	702	21.7	1643	16.9	412	521	58.7	74.2	1220	1386	74.3	84.4
Black	89	2.8	332	3.4	31	59	34.8	66.3	157	259	47.3	78.0
Filipino	207	6.4	814	8.4	87	127	42.0	61.4	497	642	61.1	78.9
Hispanic	464	14.4	1962	20.2	219	329	47.2	70.9	1092	1520	55.7	77.5
Native Am	22	0.7	58	0.6	14	18	63.6	81.8	29	45	50.0	77.6
Pac Islander	76	2.4	316	3.2	32	53	42.1	69.7	176	254	55.7	80.4
White	1186	36.7	3208	33	688	892	58.0	75.2	2179	2649	67.9	82.6
Other	482	14.9	1365	14	287	374	59.5	77.6	891	1133	65.3	83.0
Unrecorded	2	0.1	26	0.3	1	2	50.0	100.0	18	23	69.2	88.5
Total	**3230**	**100**	**9724**	**100**	**1771**	**2375**	**54.8**	**73.5**	**6259**	**7911**	**64.4**	**81.4**
Gender												
Female	1845	57.1	4570	47	1030	1378	55.8	74.7	3052	3765	66.8	82.4
Male	1263	39.1	4770	49.1	664	896	52.6	70.9	2939	3819	61.6	80.1
Unrecorded	122	3.8	384	3.9	77	101	63.1	82.8	268	327	69.8	85.2
Total	**3230**	**100**	**9724**	**100**	**1771**	**2375**	**54.8**	**73.5**	**6259**	**7911**	**64.4**	**81.4**
Age												
19 or less	455	14.1	3911	40.2	228	330	50.1	72.5	2403	3185	61.4	81.4
20-24	988	30.6	3473	35.7	452	688	45.7	69.6	2178	2774	62.7	79.9
25-29	504	15.6	766	7.9	276	367	54.8	72.8	519	624	67.8	81.5
30-34	366	11.3	414	4.3	220	274	60.1	74.9	312	344	75.4	83.1
35-39	260	8.0	259	2.7	160	192	61.5	73.8	192	214	74.1	82.6
40-49	364	11.3	419	4.3	236	284	64.8	78.0	302	354	72.1	84.5
50+	257	8.0	273	2.8	175	207	68.1	80.5	210	236	76.9	86.4
Unrecorded	36	1.1	209	2.1	24	33	66.7	91.7	143	180	68.4	86.1
Total	**3230**	**100**	**9724**	**100**	**1771**	**2375**	**54.8**	**73.5**	**6259**	**7911**	**64.4**	**81.4**

CSM College Total: Online Mode (2006-2008)

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	534	21.3	1607	17.8	299	388	56.0	72.7	1189	1373	74.0	85.4
Black	65	2.6	322	3.6	16	33	24.6	50.8	159	258	49.4	80.1
Filipino	170	6.8	768	8.5	68	105	40.0	61.8	462	603	60.2	78.5
Hispanic	323	12.9	1761	19.5	135	213	41.8	65.9	983	1356	55.8	77.0
Native Am	16	0.6	59	0.7	11	12	68.7	75.0	25	46	42.4	78.0
Pac Islander	70	2.8	301	3.3	24	45	34.3	64.3	163	239	54.2	79.4
White	972	38.8	3048	33.8	527	692	54.2	71.2	2029	2483	66.6	81.5
Other	350	14.0	1110	12.3	203	264	58.0	75.4	735	933	66.2	84.1
Unrecorded	5	0.2	54	0.6	1	5	20.0	100.0	36	46	66.7	85.2
Total	**2505**	**100**	**9030**	**100**	**1284**	**1757**	**51.3**	**70.1**	**5781**	**7337**	**64**	**81.3**
Gender												
Female	1426	56.9	4204	46.6	754	1018	52.9	71.4	2792	3456	66.4	82.2
Male	1001	40.0	4530	50.2	481	672	48.1	67.1	2794	3634	61.7	80.2
Unrecorded	78	3.1	296	3.3	49	67	62.8	85.9	195	247	65.9	83.4
Total	**2505**	**100**	**9030**	**100**	**1284**	**1757**	**51.3**	**70.1**	**5781**	**7337**	**64**	**81.3**
Age												
19 or less	362	14.5	3832	42.4	143	231	39.5	63.8	2342	3118	61.1	81.4
20-24	805	32.1	3222	35.7	340	532	42.2	66.1	2021	2572	62.7	79.8
25-29	375	15.0	651	7.2	197	263	52.5	70.1	419	516	64.4	79.3
30-34	285	11.4	373	4.1	167	210	58.6	73.7	296	322	79.4	86.3
35-39	209	8.3	233	2.6	129	158	61.7	75.6	172	193	73.8	82.8
40-49	253	10.1	350	3.9	159	189	62.8	74.7	260	300	74.3	85.7
50+	200	8.0	230	2.5	139	159	69.5	79.5	179	198	77.8	86.1
Unrecorded	16	0.6	139	1.5	10	15	62.5	93.7	92	118	66.2	84.9
Total	**2505**	**100**	**9030**	**100**	**1284**	**1757**	**51.3**	**70.1**	**5781**	**7337**	**64**	**81.3**

CSM College Total: Online Mode (2005-2007)

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	Col%	Count	Col%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	340	17.7	1274	17.1	199	253	58.5	74.4	932	1088	73.2	85.5
Black	70	3.6	279	3.7	24	45	34.3	64.3	147	223	52.7	79.9
Filipino	151	7.8	665	9.0	58	89	38.4	58.9	390	514	58.6	77.3
Hispanic	254	13.2	1414	19.0	108	163	42.5	64.2	810	1123	57.3	79.4
Native Am	6	0.3	46	0.6	5	5	83.3	83.3	21	35	45.7	76.1
Pac Islander	56	2.9	230	3.1	15	36	26.8	64.3	121	181	52.6	78.7
White	799	41.6	2630	35.4	428	576	53.6	72.1	1748	2158	66.5	82.1
Other	239	12.4	821	11.0	128	177	53.6	74.1	531	688	64.7	83.8
Unrecorded	8	0.4	75	1.0	2	7	25.0	87.5	52	66	69.3	88.0
Total	**1923**	**100**	**7434**	**100**	**967**	**1351**	**50.3**	**70.3**	**4752**	**6076**	**63.9**	**81.7**
Gender												
Female	1102	57.3	3448	46.4	564	780	51.2	70.8	2294	2833	66.5	82.2
Male	786	40.9	3808	51.2	385	541	49.0	68.8	2340	3090	61.4	81.1
Unrecorded	35	1.8	178	2.4	18	30	51.4	85.7	118	153	66.3	86.0
Total	**1923**	**100**	**7434**	**100**	**967**	**1351**	**50.3**	**70.3**	**4752**	**6076**	**63.9**	**81.7**
Age												
19 or less	329	17.1	3263	43.9	140	216	42.6	65.7	2002	2668	61.4	81.8
20-24	615	32.0	2651	35.7	259	400	42.1	65.0	1636	2122	61.7	80.0
25-29	294	15.3	505	6.8	142	212	48.3	72.1	326	399	64.6	79.0
30-34	181	9.4	256	3.4	109	136	60.2	75.1	206	220	80.5	85.9
35-39	160	8.3	205	2.8	99	120	61.9	75.0	156	180	76.1	87.8
40-49	186	9.7	289	3.9	111	137	59.7	73.7	223	254	77.2	87.9
50+	150	7.8	190	2.3	105	123	70.0	82.0	151	167	79.5	87.9
Unrecorded	8	0.4	75	1.0	2	7	25.0	87.5	52	66	69.3	88.0
Total	**1923**	**100**	**7434**	**100**	**967**	**1351**	**50.3**	**70.3**	**4752**	**6076**	**63.9**	**81.7**

Appendix P
Program Review College Totals
2013 Program Review Cycle

CSM College Total: Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	50	181	54	164	75	166	179	511
#Enrollments	1408	6104	1542	5484	2229	5282	5179	16870
% Success	58.2	63	54.3	63	61.8	61.9	58.6	63
% Retention	78.7	82	73.5	82.3	79.4	81.3	77.4	81.8

Part II—Demographic Profile: Enrollment and Student Outcomes

	Distance		Traditional		Distance				Traditional			
Demographic Variable	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	1006	19.4	2661	15.8	676	812	67.2	80.7	1934	2268	72.7	85.2
Black	199	3.8	569	3.4	76	143	38.2	71.9	268	462	47.1	81.2
Filipino	356	6.9	1336	7.9	184	263	51.7	73.9	822	1078	61.5	80.7
Hispanic	796	15.4	3343	19.8	413	597	51.9	75.0	1893	2636	56.6	78.9
Native Am	26	0.5	70	0.4	17	24	65.4	92.3	43	57	61.4	81.4
Pac Islander	97	1.9	459	2.7	50	75	51.5	77.3	224	356	48.8	77.6
White	1793	34.6	5434	32.2	1090	1402	60.8	78.2	3548	4490	65.3	82.6
Other	413	8.0	1527	9.1	226	303	54.7	73.4	901	1219	59.0	79.8
Unrecorded	493	9.5	1471	8.7	302	392	61.3	79.5	991	1242	67.4	84.4
Total	**5179**	**100**	**16870**	**100**	**3034**	**4011**	**58.6**	**77.4**	**10624**	**13808**	**63**	**81.8**
Gender												
Female	2962	57.2	7727	45.8	1793	2353	60.5	79.4	5012	6351	64.9	82.2
Male	2011	38.8	8509	50.4	1106	1487	55.0	73.9	5164	6903	60.7	81.1
Unrecorded	206	4.0	634	3.8	135	171	65.5	83.0	448	554	70.7	87.4
Total	**5179**	**100**	**16870**	**100**	**3034**	**4011**	**58.6**	**77.4**	**10624**	**13808**	**63**	**81.8**
Age												
19 or less	639	12.3	6804	40.3	333	484	52.1	75.7	4242	5680	62.3	83.5
20-24	1539	29.7	5865	34.8	825	1144	53.6	74.3	3436	4632	58.6	79.0
25-29	902	17.4	1470	8.7	501	702	55.5	77.8	976	1207	66.4	82.1
30-34	618	11.9	732	4.3	387	483	62.6	78.2	506	595	69.1	81.3
35-39	433	8.4	458	2.7	291	349	67.2	80.6	333	383	72.7	83.6
40-49	608	11.7	662	3.9	392	479	64.5	78.8	493	557	74.5	84.1
50+	368	7.1	517	3.1	258	305	70.1	82.9	370	432	71.6	83.6
Unrecorded	72	1.4	362	2.1	47	65	65.3	90.3	268	322	74.0	89.0
Total	**5179**	**100**	**16870**	**100**	**3034**	**4011**	**58.6**	**77.4**	**10624**	**13808**	**63**	**81.8**

DEFINITIONS AND NOTES:

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

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Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

ACTG 100 Accounting Procedures (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	4	1	4	1	4	3	12
#Enrollments	41	160	41	172	48	159	130	491
% Success	85.4	59.4	70.7	59.4	77.1	56	77.7	56.2
% Retention	85.4	73.8	78	75	81.3	76.7	81.5	75.2

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	25	19.2	103	21	21	23	84.0	92.0	74	85	71.8	82.5
Black	3	2.3	16	3.3	1	2	33.3	66.7	5	12	31.2	75.0
Filipino	6	4.6	36	7.3	4	4	66.7	66.7	20	27	55.6	75.0
Hispanic	21	16.2	108	22	14	15	66.7	71.4	48	78	44.4	72.2
Native Am	0	0.0	3	0.6	0	0	0.0	0.0	2	2	66.7	66.7
Pac Islander	1	0.8	9	1.8	0	0	0.0	0.0	2	7	22.2	77.8
White	47	36.2	154	31.4	39	40	83.0	85.1	89	110	57.8	71.4
Other	11	8.5	33	6.7	9	9	81.8	81.8	17	24	51.5	72.7
Unrecorded	16	12.3	29	5.9	13	13	81.2	81.2	19	24	65.5	82.8
Total	**130**	**100**	**491**	**100**	**101**	**106**	**77.7**	**81.5**	**276**	**369**	**56.2**	**75.2**
Gender												
Female	88	67.7	253	51.5	68	72	77.3	81.8	156	197	61.7	77.9
Male	36	27.7	227	46.2	27	28	75.0	77.8	111	161	48.9	70.9
Unrecorded	6	4.6	11	2.2	6	6	100.0	100.0	9	11	81.8	100.0
Total	**130**	**100**	**491**	**100**	**101**	**106**	**77.7**	**81.5**	**276**	**369**	**56.2**	**75.2**
Age												
19 or less	8	6.2	133	27.1	3	3	37.5	37.5	57	101	42.9	75.9
20-24	32	24.6	157	32	24	25	75.0	78.1	67	101	42.7	64.3
25-29	23	17.7	76	15.5	18	19	78.3	82.6	55	61	72.4	80.3
30-34	17	13.1	30	6.1	15	15	88.2	88.2	21	26	70.0	86.7
35-39	12	9.2	30	6.1	8	9	66.7	75.0	23	24	76.7	80.0
40-49	21	16.2	34	6.9	18	19	85.7	90.5	29	29	85.3	85.3
50+	16	12.3	26	5.3	14	15	87.5	93.7	20	22	76.9	84.6
Unrecorded	1	0.8	5	1	1	1	100.0	100.0	4	5	80.0	100.0
Total	**130**	**100**	**491**	**100**	**101**	**106**	**77.7**	**81.5**	**276**	**369**	**56.2**	**75.2**

DEFINITIONS AND NOTES:

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Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

ACTG 103 Ten-Key Skills (.5 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	0	1	0	1	1	0	1	2
#Enrollments	0	84	0	51	71	0	71	135
% Success	0	76.2	0	76.2	71.8	0	71.8	74.1
% Retention	0	91.7	0	90.2	85.9	0	85.9	91.1

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	15	21.1	32	23.7	13	14	86.7	93.3	25	28	78.1	87.5
Black	5	7.0	6	4.4	2	3	40.0	60.0	3	6	50.0	100.0
Filipino	7	9.9	3	2.2	3	6	42.9	85.7	3	3	100.0	100.0
Hispanic	7	9.9	31	23	5	7	71.4	100.0	22	27	71.0	87.1
Native Am	0	0.0	2	1.5	0	0	0.0	0.0	2	2	100.0	100.0
Pac Islander	3	4.2	1	0.7	3	3	100.0	100.0	1	1	100.0	100.0
White	25	35.2	44	32.6	19	21	76.0	84.0	32	41	72.7	93.2
Other	7	9.9	8	5.9	4	5	57.1	71.4	6	8	75.0	100.0
Unrecorded	2	2.8	8	5.9	2	2	100.0	100.0	6	7	75.0	87.5
Total	**71**	**100**	**135**	**100**	**51**	**61**	**71.8**	**85.9**	**100**	**123**	**74.1**	**91.1**
Gender												
Female	47	66.2	83	61.5	33	41	70.2	87.2	68	79	81.9	95.2
Male	22	31.0	48	35.6	16	18	72.7	81.8	29	40	60.4	83.3
Unrecorded	2	2.8	4	3	2	2	100.0	100.0	3	4	75.0	100.0
Total	**71**	**100**	**135**	**100**	**51**	**61**	**71.8**	**85.9**	**100**	**123**	**74.1**	**91.1**
Age												
19 or less	5	7.0	4	3	2	4	40.0	80.0	3	4	75.0	100.0
20-24	17	23.9	27	20	14	16	82.4	94.1	15	22	55.6	81.5
25-29	14	19.7	35	25.9	9	11	64.3	78.6	28	33	80.0	94.3
30-34	8	11.3	17	12.6	6	7	75.0	87.5	15	17	88.2	100.0
35-39	11	15.5	14	10.4	9	11	81.8	100.0	11	12	78.6	85.7
40-49	12	16.9	17	12.6	8	9	66.7	75.0	14	16	82.4	94.1
50+	4	5.6	18	13.3	3	3	75.0	75.0	12	16	66.7	88.9
Unrecorded	0	0.0	3	2.2	0	0	0.0	0.0	2	3	66.7	100.0
Total	**71**	**100**	**135**	**100**	**51**	**61**	**71.8**	**85.9**	**100**	**123**	**74.1**	**91.1**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2009 and Fall 2010.

Tranditional course not offered Fall 2011.

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Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

ACTG 121 Financial Accounting (4.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	4	1	4	1	4	3	12
#Enrollments	41	186	41	180	60	169	142	535
% Success	73.2	55.4	78	55.4	90	56.8	81.7	57.8
% Retention	85.4	72.6	78	78.3	90	78.7	85.2	76.4

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	26	18.3	152	28.4	25	25	96.2	96.2	104	125	68.4	82.2
Black	4	2.8	9	1.7	1	2	25.0	50.0	4	7	44.4	77.8
Filipino	7	4.9	35	6.5	5	6	71.4	85.7	19	24	54.3	68.6
Hispanic	26	18.3	69	12.9	21	21	80.8	80.8	33	48	47.8	69.6
Native Am	1	0.7	3	0.6	1	1	100.0	100.0	3	3	100.0	100.0
Pac Islander	1	0.7	8	1.5	1	1	100.0	100.0	1	3	12.5	37.5
White	49	34.5	164	30.7	39	42	79.6	85.7	89	125	54.3	76.2
Other	12	8.5	34	6.4	9	9	75.0	75.0	17	21	50.0	61.8
Unrecorded	16	11.3	61	11.4	14	14	87.5	87.5	39	53	63.9	86.9
Total	**142**	**100**	**535**	**100**	**116**	**121**	**81.7**	**85.2**	**309**	**409**	**57.8**	**76.4**
Gender												
Female	79	55.6	237	44.3	61	65	77.2	82.3	138	175	58.2	73.8
Male	58	40.8	271	50.7	50	51	86.2	87.9	150	210	55.4	77.5
Unrecorded	5	3.5	27	5	5	5	100.0	100.0	21	24	77.8	88.9
Total	**142**	**100**	**535**	**100**	**116**	**121**	**81.7**	**85.2**	**309**	**409**	**57.8**	**76.4**
Age												
19 or less	4	2.8	76	14.2	4	4	100.0	100.0	47	59	61.8	77.6
20-24	49	34.5	205	38.3	39	40	79.6	81.6	97	151	47.3	73.7
25-29	33	23.2	85	15.9	31	32	93.9	97.0	55	68	64.7	80.0
30-34	13	9.2	47	8.8	12	12	92.3	92.3	27	33	57.4	70.2
35-39	11	7.7	35	6.5	6	7	54.5	63.6	25	30	71.4	85.7
40-49	19	13.4	39	7.3	14	15	73.7	78.9	24	28	61.5	71.8
50+	12	8.5	27	5	9	10	75.0	83.3	18	21	66.7	77.8
Unrecorded	1	0.7	21	3.9	1	1	100.0	100.0	16	19	76.2	90.5
Total	**142**	**100**	**535**	**100**	**116**	**121**	**81.7**	**85.2**	**309**	**409**	**57.8**	**76.4**

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

ACTG 131 Managerial Accounting (4.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	2	1	2	1	2	3	6
#Enrollments	48	53	53	63	55	49	156	165
% Success	72.9	81.1	67.9	81.1	76.4	77.6	72.4	76.4
% Retention	77.1	88.7	67.9	81	80	85.7	75	84.8

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	37	23.7	59	35.8	25	25	67.6	67.6	47	56	79.7	94.9
Black	6	3.8	3	1.8	3	4	50.0	66.7	2	2	66.7	66.7
Filipino	11	7.1	9	5.5	6	7	54.5	63.6	7	8	77.8	88.9
Hispanic	15	9.6	24	14.5	11	12	73.3	80.0	15	16	62.5	66.7
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	5	3.2	0	0	3	3	60.0	60.0	0	0	0.0	0.0
White	51	32.7	46	27.9	42	42	82.4	82.4	38	39	82.6	84.8
Other	10	6.4	6	3.6	7	7	70.0	70.0	4	5	66.7	83.3
Unrecorded	21	13.5	18	10.9	16	17	76.2	81.0	13	14	72.2	77.8
Total	**156**	**100**	**165**	**100**	**113**	**117**	**72.4**	**75**	**126**	**140**	**76.4**	**84.8**
Gender												
Female	89	57.1	78	47.3	63	66	70.8	74.2	56	64	71.8	82.1
Male	59	37.8	77	46.7	44	44	74.6	74.6	62	68	80.5	88.3
Unrecorded	8	5.1	10	6.1	6	7	75.0	87.5	8	8	80.0	80.0
Total	**156**	**100**	**165**	**100**	**113**	**117**	**72.4**	**75**	**126**	**140**	**76.4**	**84.8**
Age												
19 or less	3	1.9	12	7.3	3	3	100.0	100.0	10	11	83.3	91.7
20-24	43	27.6	82	49.7	28	30	65.1	69.8	61	67	74.4	81.7
25-29	36	23.1	26	15.8	25	26	69.4	72.2	18	22	69.2	84.6
30-34	24	15.4	12	7.3	18	18	75.0	75.0	12	12	100.0	100.0
35-39	17	10.9	9	5.5	13	13	76.5	76.5	7	8	77.8	88.9
40-49	23	14.7	10	6.1	19	20	82.6	87.0	8	9	80.0	90.0
50+	9	5.8	7	4.2	6	6	66.7	66.7	4	5	57.1	71.4
Unrecorded	1	0.6	7	4.2	1	1	100.0	100.0	6	6	85.7	85.7
Total	**156**	**100**	**165**	**100**	**113**	**117**	**72.4**	**75**	**126**	**140**	**76.4**	**84.8**

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

ACTG 144 QuickBooks Set-up/Service Bus. (1.5 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	2	1	2	1	2	3	6
#Enrollments	45	55	35	61	41	50	121	166
% Success	80	76.4	62.9	76.4	68.3	86	71.1	81.3
% Retention	93.3	83.6	91.4	90.2	90.2	98	91.7	90.4

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	36	29.8	37	22.3	28	33	77.8	91.7	32	34	86.5	91.9
Black	5	4.1	3	1.8	1	5	20.0	100.0	2	3	66.7	100.0
Filipino	4	3.3	7	4.2	4	4	100.0	100.0	4	4	57.1	57.1
Hispanic	17	14.0	37	22.3	11	15	64.7	88.2	30	34	81.1	91.9
Native Am	0	0.0	1	0.6	0	0	0.0	0.0	1	1	100.0	100.0
Pac Islander	4	3.3	1	0.6	3	4	75.0	100.0	1	1	100.0	100.0
White	36	29.8	57	34.3	22	33	61.1	91.7	47	53	82.5	93.0
Other	8	6.6	10	6	7	7	87.5	87.5	7	8	70.0	80.0
Unrecorded	11	9.1	13	7.8	10	10	90.9	90.9	11	12	84.6	92.3
Total	**121**	**100**	**166**	**100**	**86**	**111**	**71.1**	**91.7**	**135**	**150**	**81.3**	**90.4**
Gender												
Female	83	68.6	110	66.3	59	77	71.1	92.8	88	98	80.0	89.1
Male	32	26.4	52	31.3	21	28	65.6	87.5	44	49	84.6	94.2
Unrecorded	6	5.0	4	2.4	6	6	100.0	100.0	3	3	75.0	75.0
Total	**121**	**100**	**166**	**100**	**86**	**111**	**71.1**	**91.7**	**135**	**150**	**81.3**	**90.4**
Age												
19 or less	4	3.3	2	1.2	2	4	50.0	100.0	1	1	50.0	50.0
20-24	22	18.2	25	15.1	16	21	72.7	95.5	16	21	64.0	84.0
25-29	27	22.3	22	13.3	17	23	63.0	85.2	20	21	90.9	95.5
30-34	20	16.5	24	14.5	13	17	65.0	85.0	18	22	75.0	91.7
35-39	9	7.4	21	12.7	8	9	88.9	100.0	18	20	85.7	95.2
40-49	22	18.2	32	19.3	18	20	81.8	90.9	25	28	78.1	87.5
50+	15	12.4	38	22.9	10	15	66.7	100.0	35	35	92.1	92.1
Unrecorded	2	1.7	2	1.2	2	2	100.0	100.0	2	2	100.0	100.0
Total	**121**	**100**	**166**	**100**	**86**	**111**	**71.1**	**91.7**	**135**	**150**	**81.3**	**90.4**

DEFINITIONS AND NOTES:

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

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Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

ACTG 145 QuickBooksPayroll/Merchndising (1.5 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	2	1	2	1	2	3	6
#Enrollments	43	57	39	67	38	57	120	181
% Success	69.8	80.7	61.5	80.7	76.3	77.2	69.2	75.7
% Retention	76.7	82.5	61.5	86.6	89.5	84.2	75.8	84.5

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	35	29.2	40	22.1	29	32	82.9	91.4	36	37	90.0	92.5
Black	4	3.3	5	2.8	1	2	25.0	50.0	1	3	20.0	60.0
Filipino	4	3.3	6	3.3	3	3	75.0	75.0	4	5	66.7	83.3
Hispanic	19	15.8	39	21.5	12	12	63.2	63.2	28	35	71.8	89.7
Native Am	0	0.0	1	0.6	0	0	0.0	0.0	1	1	100.0	100.0
Pac Islander	4	3.3	1	0.6	3	3	75.0	75.0	1	1	100.0	100.0
White	37	30.8	61	33.7	24	28	64.9	75.7	47	50	77.0	82.0
Other	9	7.5	13	7.2	4	4	44.4	44.4	7	8	53.8	61.5
Unrecorded	8	6.7	15	8.3	7	7	87.5	87.5	12	13	80.0	86.7
Total	**120**	**100**	**181**	**100**	**83**	**91**	**69.2**	**75.8**	**137**	**153**	**75.7**	**84.5**
Gender												
Female	87	72.5	114	63	60	66	69.0	75.9	88	99	77.2	86.8
Male	27	22.5	63	34.8	17	19	63.0	70.4	46	51	73.0	81.0
Unrecorded	6	5.0	4	2.2	6	6	100.0	100.0	3	3	75.0	75.0
Total	**120**	**100**	**181**	**100**	**83**	**91**	**69.2**	**75.8**	**137**	**153**	**75.7**	**84.5**
Age												
19 or less	3	2.5	6	3.3	2	2	66.7	66.7	1	1	16.7	16.7
20-24	25	20.8	32	17.7	18	21	72.0	84.0	20	26	62.5	81.2
25-29	21	17.5	29	16	14	15	66.7	71.4	21	26	72.4	89.7
30-34	20	16.7	19	10.5	11	12	55.0	60.0	15	16	78.9	84.2
35-39	10	8.3	21	11.6	9	9	90.0	90.0	19	19	90.5	90.5
40-49	26	21.7	34	18.8	20	21	76.9	80.8	28	30	82.4	88.2
50+	14	11.7	37	20.4	8	10	57.1	71.4	31	33	83.8	89.2
Unrecorded	1	0.8	3	1.7	1	1	100.0	100.0	2	2	66.7	66.7
Total	**120**	**100**	**181**	**100**	**83**	**91**	**69.2**	**75.8**	**137**	**153**	**75.7**	**84.5**

DEFINITIONS AND NOTES:

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

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Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

ACTG 161 Intermediate Accounting I (4.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	0	1	0	1	1	1	1	3
#Enrollments	0	60	0	51	41	34	41	145
% Success	0	78.3	0	78.3	82.9	79.4	82.9	75.9
% Retention	0	88.3	0	82.4	85.4	88.2	85.4	86.2

Part II—Demographic Profile: Enrollment and Student Outcomes

	Distance		Traditional		Distance				Traditional			
Demographic Variable	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	9	22.0	54	37.2	9	9	100.0	100.0	42	48	77.8	88.9
Black	2	4.9	1	0.7	0	1	0.0	50.0	1	1	100.0	100.0
Filipino	5	12.2	4	2.8	5	5	100.0	100.0	4	4	100.0	100.0
Hispanic	5	12.2	11	7.6	5	5	100.0	100.0	6	7	54.5	63.6
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	0	0.0	1	0.7	0	0	0.0	0.0	1	1	100.0	100.0
White	12	29.3	43	29.7	10	10	83.3	83.3	29	34	67.4	79.1
Other	4	9.8	5	3.4	2	2	50.0	50.0	4	4	80.0	80.0
Unrecorded	4	9.8	26	17.9	3	3	75.0	75.0	23	26	88.5	100.0
Total	**41**	**100**	**145**	**100**	**34**	**35**	**82.9**	**85.4**	**110**	**125**	**75.9**	**86.2**
Gender												
Female	28	68.3	78	53.8	25	25	89.3	89.3	58	64	74.4	82.1
Male	11	26.8	54	37.2	7	8	63.6	72.7	41	48	75.9	88.9
Unrecorded	2	4.9	13	9	2	2	100.0	100.0	11	13	84.6	100.0
Total	**41**	**100**	**145**	**100**	**34**	**35**	**82.9**	**85.4**	**110**	**125**	**75.9**	**86.2**
Age												
19 or less	0	0.0	1	0.7	0	0	0.0	0.0	0	1	0.0	100.0
20-24	3	7.3	23	15.9	2	3	66.7	100.0	19	20	82.6	87.0
25-29	10	24.4	29	20	9	9	90.0	90.0	22	26	75.9	89.7
30-34	8	19.5	18	12.4	6	6	75.0	75.0	15	17	83.3	94.4
35-39	7	17.1	22	15.2	7	7	100.0	100.0	19	20	86.4	90.9
40-49	8	19.5	30	20.7	8	8	100.0	100.0	24	25	80.0	83.3
50+	5	12.2	20	13.8	2	2	40.0	40.0	10	14	50.0	70.0
Unrecorded	0	0.0	2	1.4	0	0	0.0	0.0	1	2	50.0	100.0
Total	**41**	**100**	**145**	**100**	**34**	**35**	**82.9**	**85.4**	**110**	**125**	**75.9**	**86.2**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2009 and Fall 2010.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

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Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

ACTG 165 Cost Accounting (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	0	1	0	1	0	3	0
#Enrollments	42	0	40	0	34	0	116	0
% Success	78.6	0	80	0	88.2	0	81.9	0
% Retention	78.6	0	80	0	94.1	0	83.6	0

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	46	39.7	0	0	41	41	89.1	89.1	0	0	0.0	0.0
Black	2	1.7	0	0	1	1	50.0	50.0	0	0	0.0	0.0
Filipino	5	4.3	0	0	5	5	100.0	100.0	0	0	0.0	0.0
Hispanic	5	4.3	0	0	3	4	60.0	80.0	0	0	0.0	0.0
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	1	0.9	0	0	1	1	100.0	100.0	0	0	0.0	0.0
White	33	28.4	0	0	27	28	81.8	84.8	0	0	0.0	0.0
Other	4	3.4	0	0	3	3	75.0	75.0	0	0	0.0	0.0
Unrecorded	20	17.2	0	0	14	14	70.0	70.0	0	0	0.0	0.0
Total	**116**	**100**	-	-	**95**	**97**	**81.9**	**83.6**	-	-	**0**	**0**
Gender												
Female	75	64.7	0	0	57	58	76.0	77.3	0	0	0.0	0.0
Male	36	31.0	0	0	33	34	91.7	94.4	0	0	0.0	0.0
Unrecorded	5	4.3	0	0	5	5	100.0	100.0	0	0	0.0	0.0
Total	**116**	**100**	-	-	**95**	**97**	**81.9**	**83.6**	-	-	**0**	**0**
Age												
19 or less	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
20-24	9	7.8	0	0	7	7	77.8	77.8	0	0	0.0	0.0
25-29	31	26.7	0	0	23	24	74.2	77.4	0	0	0.0	0.0
30-34	26	22.4	0	0	21	22	80.8	84.6	0	0	0.0	0.0
35-39	24	20.7	0	0	23	23	95.8	95.8	0	0	0.0	0.0
40-49	19	16.4	0	0	15	15	78.9	78.9	0	0	0.0	0.0
50+	7	6.0	0	0	6	6	85.7	85.7	0	0	0.0	0.0
Unrecorded	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Total	**116**	**100**	-	-	**95**	**97**	**81.9**	**83.6**	-	-	**0**	**0**

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

ASTR 100 Introduction To Astronomy (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	0	9	0	8	1	8	1	25
#Enrollments	0	344	0	258	111	248	111	850
% Success	0	60.5	0	60.5	67.6	63.7	67.6	61.8
% Retention	0	85.2	0	82.2	91	89.9	91	85.6

Part II—Demographic Profile: Enrollment and Student Outcomes

	Distance		Traditional		Distance				Traditional			
Demographic Variable	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	14	12.6	113	13.3	11	13	78.6	92.9	89	102	78.8	90.3
Black	6	5.4	20	2.4	1	5	16.7	83.3	8	17	40.0	85.0
Filipino	5	4.5	50	5.9	3	5	60.0	100.0	33	41	66.0	82.0
Hispanic	14	12.6	163	19.2	10	12	71.4	85.7	92	135	56.4	82.8
Native Am	1	0.9	7	0.8	1	1	100.0	100.0	3	6	42.9	85.7
Pac Islander	0	0.0	15	1.8	0	0	0.0	0.0	10	14	66.7	93.3
White	44	39.6	323	38	29	40	65.9	90.9	207	281	64.1	87.0
Other	21	18.9	74	8.7	17	19	81.0	90.5	28	57	37.8	77.0
Unrecorded	6	5.4	85	10	3	6	50.0	100.0	55	75	64.7	88.2
Total	**111**	**100**	**850**	**100**	**75**	**101**	**67.6**	**91**	**525**	**728**	**61.8**	**85.6**
Gender												
Female	63	56.8	378	44.5	46	60	73.0	95.2	232	320	61.4	84.7
Male	44	39.6	447	52.6	27	37	61.4	84.1	277	384	62.0	85.9
Unrecorded	4	3.6	25	2.9	2	4	50.0	100.0	16	24	64.0	96.0
Total	**111**	**100**	**850**	**100**	**75**	**101**	**67.6**	**91**	**525**	**728**	**61.8**	**85.6**
Age												
19 or less	25	22.5	357	42	15	21	60.0	84.0	215	312	60.2	87.4
20-24	35	31.5	340	40	22	31	62.9	88.6	209	285	61.5	83.8
25-29	14	12.6	49	5.8	11	13	78.6	92.9	29	40	59.2	81.6
30-34	16	14.4	37	4.4	12	16	75.0	100.0	22	29	59.5	78.4
35-39	6	5.4	16	1.9	5	5	83.3	83.3	12	15	75.0	93.7
40-49	7	6.3	21	2.5	5	7	71.4	100.0	18	21	85.7	100.0
50+	6	5.4	16	1.9	5	6	83.3	100.0	8	12	50.0	75.0
Unrecorded	2	1.8	14	1.6	0	2	0.0	100.0	12	14	85.7	100.0
Total	**111**	**100**	**850**	**100**	**75**	**101**	**67.6**	**91**	**525**	**728**	**61.8**	**85.6**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2009 and Fall 2010.

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

BIOL 100 Intro to the Life Sciences (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	6	1	4	2	5	4	15
#Enrollments	38	314	39	193	76	294	153	801
% Success	68.4	60.8	59	60.8	60.5	47.6	62.1	52.3
% Retention	84.2	83.8	66.7	76.2	77.6	78.6	76.5	80

Part II—Demographic Profile: Enrollment and Student Outcomes

	Distance		Traditional		Distance				Traditional			
Demographic Variable	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	22	14.4	128	16	14	17	63.6	77.3	80	97	62.5	75.8
Black	8	5.2	15	1.9	1	5	12.5	62.5	2	7	13.3	46.7
Filipino	8	5.2	56	7	6	6	75.0	75.0	26	41	46.4	73.2
Hispanic	26	17.0	175	21.8	16	19	61.5	73.1	85	143	48.6	81.7
Native Am	0	0.0	1	0.1	0	0	0.0	0.0	1	1	100.0	100.0
Pac Islander	4	2.6	19	2.4	4	4	100.0	100.0	8	16	42.1	84.2
White	58	37.9	253	31.6	38	45	65.5	77.6	143	215	56.5	85.0
Other	12	7.8	90	11.2	6	8	50.0	66.7	40	70	44.4	77.8
Unrecorded	15	9.8	64	8	10	13	66.7	86.7	34	51	53.1	79.7
Total	**153**	**100**	**801**	**100**	**95**	**117**	**62.1**	**76.5**	**419**	**641**	**52.3**	**80**
Gender												
Female	76	49.7	342	42.7	46	59	60.5	77.6	179	276	52.3	80.7
Male	74	48.4	433	54.1	47	56	63.5	75.7	224	343	51.7	79.2
Unrecorded	3	2.0	26	3.2	2	2	66.7	66.7	16	22	61.5	84.6
Total	**153**	**100**	**801**	**100**	**95**	**117**	**62.1**	**76.5**	**419**	**641**	**52.3**	**80**
Age												
19 or less	34	22.2	391	48.8	20	26	58.8	76.5	192	310	49.1	79.3
20-24	58	37.9	286	35.7	35	48	60.3	82.8	148	227	51.7	79.4
25-29	30	19.6	44	5.5	19	20	63.3	66.7	24	36	54.5	81.8
30-34	9	5.9	34	4.2	8	9	88.9	100.0	23	27	67.6	79.4
35-39	10	6.5	11	1.4	6	6	60.0	60.0	7	10	63.6	90.9
40-49	8	5.2	18	2.2	5	6	62.5	75.0	13	16	72.2	88.9
50+	2	1.3	4	0.5	1	1	50.0	50.0	2	4	50.0	100.0
Unrecorded	2	1.3	13	1.6	1	1	50.0	50.0	10	11	76.9	84.6
Total	**153**	**100**	**801**	**100**	**95**	**117**	**62.1**	**76.5**	**419**	**641**	**52.3**	**80**

DEFINITIONS AND NOTES:

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

BIOL 130 Human Biology (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	2	1	2	1	2	3	6
#Enrollments	30	100	29	99	30	87	89	286
% Success	76.7	68	51.7	68	73.3	48.3	67.4	58.7
% Retention	100	85	82.8	78.8	90	78.2	91	80.8

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	9	10.1	32	11.2	9	9	100.0	100.0	22	26	68.7	81.2
Black	6	6.7	11	3.8	2	6	33.3	100.0	4	8	36.4	72.7
Filipino	17	19.1	37	12.9	12	16	70.6	94.1	24	33	64.9	89.2
Hispanic	11	12.4	66	23.1	5	9	45.5	81.8	30	50	45.5	75.8
Native Am	0	0.0	2	0.7	0	0	0.0	0.0	1	2	50.0	100.0
Pac Islander	1	1.1	6	2.1	1	1	100.0	100.0	2	3	33.3	50.0
White	27	30.3	73	25.5	20	25	74.1	92.6	49	59	67.1	80.8
Other	5	5.6	40	14	3	3	60.0	60.0	22	34	55.0	85.0
Unrecorded	13	14.6	19	6.6	8	12	61.5	92.3	14	16	73.7	84.2
Total	**89**	**100**	**286**	**100**	**60**	**81**	**67.4**	**91**	**168**	**231**	**58.7**	**80.8**
Gender												
Female	66	74.2	185	64.7	43	59	65.2	89.4	116	151	62.7	81.6
Male	16	18.0	95	33.2	13	15	81.2	93.7	48	74	50.5	77.9
Unrecorded	7	7.9	6	2.1	4	7	57.1	100.0	4	6	66.7	100.0
Total	**89**	**100**	**286**	**100**	**60**	**81**	**67.4**	**91**	**168**	**231**	**58.7**	**80.8**
Age												
19 or less	10	11.2	126	44.1	8	9	80.0	90.0	70	108	55.6	85.7
20-24	21	23.6	79	27.6	14	21	66.7	100.0	42	57	53.2	72.2
25-29	20	22.5	34	11.9	13	18	65.0	90.0	21	26	61.8	76.5
30-34	10	11.2	13	4.5	7	8	70.0	80.0	8	9	61.5	69.2
35-39	8	9.0	8	2.8	3	6	37.5	75.0	8	8	100.0	100.0
40-49	13	14.6	13	4.5	9	12	69.2	92.3	10	11	76.9	84.6
50+	5	5.6	8	2.8	4	5	80.0	100.0	5	7	62.5	87.5
Unrecorded	2	2.2	5	1.7	2	2	100.0	100.0	4	5	80.0	100.0
Total	**89**	**100**	**286**	**100**	**60**	**81**	**67.4**	**91**	**168**	**231**	**58.7**	**80.8**

DEFINITIONS AND NOTES:

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

BIOL 145 Plants, People & Environment (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	0	1	0	1	0	3	0
#Enrollments	28	0	33	0	35	0	96	0
% Success	53.6	0	48.5	0	71.4	0	58.3	0
% Retention	75	0	87.9	0	82.9	0	82.3	0

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	17	17.7	0	0	14	17	82.4	100.0	0	0	0.0	0.0
Black	3	3.1	0	0	1	2	33.3	66.7	0	0	0.0	0.0
Filipino	9	9.4	0	0	6	6	66.7	66.7	0	0	0.0	0.0
Hispanic	14	14.6	0	0	6	12	42.9	85.7	0	0	0.0	0.0
Native Am	2	2.1	0	0	2	2	100.0	100.0	0	0	0.0	0.0
Pac Islander	2	2.1	0	0	0	2	0.0	100.0	0	0	0.0	0.0
White	35	36.5	0	0	20	29	57.1	82.9	0	0	0.0	0.0
Other	7	7.3	0	0	4	4	57.1	57.1	0	0	0.0	0.0
Unrecorded	7	7.3	0	0	3	5	42.9	71.4	0	0	0.0	0.0
Total	**96**	**100**	-	-	**56**	**79**	**58.3**	**82.3**	-	-	**0**	**0**
Gender												
Female	60	62.5	0	0	35	50	58.3	83.3	0	0	0.0	0.0
Male	32	33.3	0	0	19	27	59.4	84.4	0	0	0.0	0.0
Unrecorded	4	4.2	0	0	2	2	50.0	50.0	0	0	0.0	0.0
Total	**96**	**100**	-	-	**56**	**79**	**58.3**	**82.3**	-	-	**0**	**0**
Age												
19 or less	14	14.6	0	0	10	14	71.4	100.0	0	0	0.0	0.0
20-24	43	44.8	0	0	24	31	55.8	72.1	0	0	0.0	0.0
25-29	14	14.6	0	0	7	11	50.0	78.6	0	0	0.0	0.0
30-34	8	8.3	0	0	4	7	50.0	87.5	0	0	0.0	0.0
35-39	7	7.3	0	0	3	6	42.9	85.7	0	0	0.0	0.0
40-49	5	5.2	0	0	4	5	80.0	100.0	0	0	0.0	0.0
50+	4	4.2	0	0	3	4	75.0	100.0	0	0	0.0	0.0
Unrecorded	1	1.0	0	0	1	1	100.0	100.0	0	0	0.0	0.0
Total	**96**	**100**	-	-	**56**	**79**	**58.3**	**82.3**	-	-	**0**	**0**

DEFINITIONS AND NOTES:

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

BIOL 220 General Botany (5.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	0	1	0	1	1	0	1	2
#Enrollments	0	20	0	31	29	0	29	51
% Success	0	80	0	80	82.8	0	82.8	72.5
% Retention	0	90	0	74.2	89.7	0	89.7	80.4

Part II—Demographic Profile: Enrollment and Student Outcomes

	Distance		Traditional		Distance				Traditional			
Demographic Variable	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	9	31.0	21	41.2	9	9	100.0	100.0	16	17	76.2	81.0
Black	0	0.0	1	2	0	0	0.0	0.0	1	1	100.0	100.0
Filipino	4	13.8	2	3.9	2	3	50.0	75.0	2	2	100.0	100.0
Hispanic	3	10.3	7	13.7	3	3	100.0	100.0	4	4	57.1	57.1
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	0	0.0	1	2	0	0	0.0	0.0	0	1	0.0	100.0
White	10	34.5	11	21.6	7	8	70.0	80.0	7	8	63.6	72.7
Other	2	6.9	3	5.9	2	2	100.0	100.0	3	3	100.0	100.0
Unrecorded	1	3.4	5	9.8	1	1	100.0	100.0	4	5	80.0	100.0
Total	**29**	**100**	**51**	**100**	**24**	**26**	**82.8**	**89.7**	**37**	**41**	**72.5**	**80.4**
Gender												
Female	16	55.2	32	62.7	14	15	87.5	93.7	24	27	75.0	84.4
Male	13	44.8	19	37.3	10	11	76.9	84.6	13	14	68.4	73.7
Unrecorded	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Total	**29**	**100**	**51**	**100**	**24**	**26**	**82.8**	**89.7**	**37**	**41**	**72.5**	**80.4**
Age												
19 or less	16	55.2	24	47.1	13	14	81.2	87.5	20	21	83.3	87.5
20-24	10	34.5	19	37.3	8	9	80.0	90.0	14	16	73.7	84.2
25-29	1	3.4	6	11.8	1	1	100.0	100.0	3	3	50.0	50.0
30-34	1	3.4	1	2	1	1	100.0	100.0	0	1	0.0	100.0
35-39	1	3.4	0	0	1	1	100.0	100.0	0	0	0.0	0.0
40-49	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
50+	0	0.0	1	2	0	0	0.0	0.0	0	0	0.0	0.0
Unrecorded	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Total	**29**	**100**	**51**	**100**	**24**	**26**	**82.8**	**89.7**	**37**	**41**	**72.5**	**80.4**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2009 and Fall 2010.

Tranditional course not offered Fall 2011.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

BIOL 260 Introductory Physiology (5.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	3	0	3	0	3	0	9	0
#Enrollments	75	0	71	0	74	0	220	0
% Success	73.3	0	52.1	0	74.3	0	66.8	0
% Retention	85.3	0	66.2	0	83.8	0	78.6	0

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	52	23.6	0	0	36	41	69.2	78.8	0	0	0.0	0.0
Black	3	1.4	0	0	1	1	33.3	33.3	0	0	0.0	0.0
Filipino	38	17.3	0	0	24	32	63.2	84.2	0	0	0.0	0.0
Hispanic	28	12.7	0	0	14	19	50.0	67.9	0	0	0.0	0.0
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	5	2.3	0	0	5	5	100.0	100.0	0	0	0.0	0.0
White	63	28.6	0	0	46	52	73.0	82.5	0	0	0.0	0.0
Other	12	5.5	0	0	7	8	58.3	66.7	0	0	0.0	0.0
Unrecorded	19	8.6	0	0	14	15	73.7	78.9	0	0	0.0	0.0
Total	**220**	**100**	-	-	**147**	**173**	**66.8**	**78.6**	-	-	**0**	**0**
Gender												
Female	172	78.2	0	0	114	136	66.3	79.1	0	0	0.0	0.0
Male	46	20.9	0	0	32	36	69.6	78.3	0	0	0.0	0.0
Unrecorded	2	0.9	0	0	1	1	50.0	50.0	0	0	0.0	0.0
Total	**220**	**100**	-	-	**147**	**173**	**66.8**	**78.6**	-	-	**0**	**0**
Age												
19 or less	10	4.5	0	0	7	8	70.0	80.0	0	0	0.0	0.0
20-24	87	39.5	0	0	53	67	60.9	77.0	0	0	0.0	0.0
25-29	52	23.6	0	0	38	42	73.1	80.8	0	0	0.0	0.0
30-34	36	16.4	0	0	24	29	66.7	80.6	0	0	0.0	0.0
35-39	14	6.4	0	0	11	12	78.6	85.7	0	0	0.0	0.0
40-49	17	7.7	0	0	10	11	58.8	64.7	0	0	0.0	0.0
50+	3	1.4	0	0	3	3	100.0	100.0	0	0	0.0	0.0
Unrecorded	1	0.5	0	0	1	1	100.0	100.0	0	0	0.0	0.0
Total	**220**	**100**	-	-	**147**	**173**	**66.8**	**78.6**	-	-	**0**	**0**

DEFINITIONS AND NOTES:

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
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Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

BIOL 310 Nutrition (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	0	0	1	0	2	0	3	0
#Enrollments	0	0	36	0	67	0	103	0
% Success	0	0	66.7	0	77.6	0	73.8	0
% Retention	0	0	75	0	86.6	0	82.5	0

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance Count	Distance %	Traditional Count	Traditional %	Distance Success	Distance Retention	Distance % Success	Distance % Retention	Traditional Success	Traditional Retention	Traditional % Success	Traditional % Retention
Ethnicity												
Asian	23	22.3	0	0	20	20	87.0	87.0	0	0	0.0	0.0
Black	3	2.9	0	0	1	2	33.3	66.7	0	0	0.0	0.0
Filipino	12	11.7	0	0	7	9	58.3	75.0	0	0	0.0	0.0
Hispanic	17	16.5	0	0	11	12	64.7	70.6	0	0	0.0	0.0
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	2	1.9	0	0	2	2	100.0	100.0	0	0	0.0	0.0
White	35	34.0	0	0	26	31	74.3	88.6	0	0	0.0	0.0
Other	6	5.8	0	0	5	5	83.3	83.3	0	0	0.0	0.0
Unrecorded	5	4.9	0	0	4	4	80.0	80.0	0	0	0.0	0.0
Total	**103**	**100**	-	-	**76**	**85**	**73.8**	**82.5**	-	-	**0**	**0**
Gender												
Female	82	79.6	0	0	60	67	73.2	81.7	0	0	0.0	0.0
Male	18	17.5	0	0	14	16	77.8	88.9	0	0	0.0	0.0
Unrecorded	3	2.9	0	0	2	2	66.7	66.7	0	0	0.0	0.0
Total	**103**	**100**	-	-	**76**	**85**	**73.8**	**82.5**	-	-	**0**	**0**
Age												
19 or less	4	3.9	0	0	3	3	75.0	75.0	0	0	0.0	0.0
20-24	47	45.6	0	0	33	37	70.2	78.7	0	0	0.0	0.0
25-29	16	15.5	0	0	14	16	87.5	100.0	0	0	0.0	0.0
30-34	11	10.7	0	0	9	9	81.8	81.8	0	0	0.0	0.0
35-39	11	10.7	0	0	9	10	81.8	90.9	0	0	0.0	0.0
40-49	8	7.8	0	0	5	5	62.5	62.5	0	0	0.0	0.0
50+	5	4.9	0	0	3	5	60.0	100.0	0	0	0.0	0.0
Unrecorded	1	1.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Total	**103**	**100**	-	-	**76**	**85**	**73.8**	**82.5**	-	-	**0**	**0**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2009.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

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Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

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(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

BUS. 115 Business Mathematics (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	0	0	1	0	1	0	2	0
#Enrollments	0	0	24	0	25	0	49	0
% Success	0	0	54.2	0	56	0	55.1	0
% Retention	0	0	87.5	0	96	0	91.8	0

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	4	8.2	0	0	2	3	50.0	75.0	0	0	0.0	0.0
Black	4	8.2	0	0	4	4	100.0	100.0	0	0	0.0	0.0
Filipino	3	6.1	0	0	1	3	33.3	100.0	0	0	0.0	0.0
Hispanic	4	8.2	0	0	0	4	0.0	100.0	0	0	0.0	0.0
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	1	2.0	0	0	0	1	0.0	100.0	0	0	0.0	0.0
White	21	42.9	0	0	12	19	57.1	90.5	0	0	0.0	0.0
Other	8	16.3	0	0	5	7	62.5	87.5	0	0	0.0	0.0
Unrecorded	4	8.2	0	0	3	4	75.0	100.0	0	0	0.0	0.0
Total	**49**	**100**	-	-	**27**	**45**	**55.1**	**91.8**	-	-	**0**	**0**
Gender												
Female	30	61.2	0	0	19	28	63.3	93.3	0	0	0.0	0.0
Male	18	36.7	0	0	7	16	38.9	88.9	0	0	0.0	0.0
Unrecorded	1	2.0	0	0	1	1	100.0	100.0	0	0	0.0	0.0
Total	**49**	**100**	-	-	**27**	**45**	**55.1**	**91.8**	-	-	**0**	**0**
Age												
19 or less	3	6.1	0	0	0	0	0.0	0.0	0	0	0.0	0.0
20-24	5	10.2	0	0	2	5	40.0	100.0	0	0	0.0	0.0
25-29	18	36.7	0	0	6	17	33.3	94.4	0	0	0.0	0.0
30-34	2	4.1	0	0	1	2	50.0	100.0	0	0	0.0	0.0
35-39	4	8.2	0	0	4	4	100.0	100.0	0	0	0.0	0.0
40-49	9	18.4	0	0	6	9	66.7	100.0	0	0	0.0	0.0
50+	8	16.3	0	0	8	8	100.0	100.0	0	0	0.0	0.0
Unrecorded	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Total	**49**	**100**	-	-	**27**	**45**	**55.1**	**91.8**	-	-	**0**	**0**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2009.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

BUS. 315 Keyboarding I (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	3	1	3	1	3	3	9
#Enrollments	44	82	31	98	29	74	104	254
% Success	31.8	61	41.9	61	41.4	67.6	37.5	68.5
% Retention	79.5	93.9	83.9	90.8	82.8	87.8	81.7	90.9

Part II—Demographic Profile: Enrollment and Student Outcomes

	Distance		Traditional		Distance				Traditional			
Demographic Variable	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	8	7.7	25	9.8	2	5	25.0	62.5	17	24	68.0	96.0
Black	7	6.7	27	10.6	1	4	14.3	57.1	13	25	48.1	92.6
Filipino	5	4.8	8	3.1	1	5	20.0	100.0	5	7	62.5	87.5
Hispanic	20	19.2	88	34.6	9	17	45.0	85.0	63	83	71.6	94.3
Native Am	1	1.0	1	0.4	0	1	0.0	100.0	0	1	0.0	100.0
Pac Islander	4	3.8	4	1.6	2	4	50.0	100.0	2	3	50.0	75.0
White	42	40.4	65	25.6	15	37	35.7	88.1	49	57	75.4	87.7
Other	12	11.5	22	8.7	6	8	50.0	66.7	16	18	72.7	81.8
Unrecorded	5	4.8	14	5.5	3	4	60.0	80.0	9	13	64.3	92.9
Total	**104**	**100**	**254**	**100**	**39**	**85**	**37.5**	**81.7**	**174**	**231**	**68.5**	**90.9**
Gender												
Female	56	53.8	132	52	22	47	39.3	83.9	90	121	68.2	91.7
Male	46	44.2	113	44.5	15	36	32.6	78.3	79	103	69.9	91.2
Unrecorded	2	1.9	9	3.5	2	2	100.0	100.0	5	7	55.6	77.8
Total	**104**	**100**	**254**	**100**	**39**	**85**	**37.5**	**81.7**	**174**	**231**	**68.5**	**90.9**
Age												
19 or less	10	9.6	94	37	2	6	20.0	60.0	69	88	73.4	93.6
20-24	30	28.8	74	29.1	13	23	43.3	76.7	47	66	63.5	89.2
25-29	21	20.2	12	4.7	3	20	14.3	95.2	7	12	58.3	100.0
30-34	20	19.2	17	6.7	8	15	40.0	75.0	15	17	88.2	100.0
35-39	6	5.8	11	4.3	4	6	66.7	100.0	10	10	90.9	90.9
40-49	8	7.7	21	8.3	4	7	50.0	87.5	15	19	71.4	90.5
50+	7	6.7	18	7.1	3	6	42.9	85.7	7	13	38.9	72.2
Unrecorded	2	1.9	7	2.8	2	2	100.0	100.0	4	6	57.1	85.7
Total	**104**	**100**	**254**	**100**	**39**	**85**	**37.5**	**81.7**	**174**	**231**	**68.5**	**90.9**

DEFINITIONS AND NOTES:

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

BUS. 401 Business Communications (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	0	1	0	1	0	3	0
#Enrollments	31	0	27	0	29	0	87	0
% Success	71	0	48.1	0	51.7	0	57.5	0
% Retention	90.3	0	66.7	0	86.2	0	81.6	0

Part II—Demographic Profile: Enrollment and Student Outcomes

	Distance		Traditional		Distance				Traditional			
Demographic Variable	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	13	14.9	0	0	11	13	84.6	100.0	0	0	0.0	0.0
Black	4	4.6	0	0	2	2	50.0	50.0	0	0	0.0	0.0
Filipino	7	8.0	0	0	3	5	42.9	71.4	0	0	0.0	0.0
Hispanic	14	16.1	0	0	6	10	42.9	71.4	0	0	0.0	0.0
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
White	32	36.8	0	0	19	26	59.4	81.2	0	0	0.0	0.0
Other	6	6.9	0	0	2	6	33.3	100.0	0	0	0.0	0.0
Unrecorded	11	12.6	0	0	7	9	63.6	81.8	0	0	0.0	0.0
Total	**87**	**100**	-	-	**50**	**71**	**57.5**	**81.6**	-	-	**0**	**0**
Gender												
Female	61	70.1	0	0	34	50	55.7	82.0	0	0	0.0	0.0
Male	23	26.4	0	0	13	18	56.5	78.3	0	0	0.0	0.0
Unrecorded	3	3.4	0	0	3	3	100.0	100.0	0	0	0.0	0.0
Total	**87**	**100**	-	-	**50**	**71**	**57.5**	**81.6**	-	-	**0**	**0**
Age												
19 or less	3	3.4	0	0	0	2	0.0	66.7	0	0	0.0	0.0
20-24	28	32.2	0	0	18	23	64.3	82.1	0	0	0.0	0.0
25-29	18	20.7	0	0	8	15	44.4	83.3	0	0	0.0	0.0
30-34	8	9.2	0	0	4	7	50.0	87.5	0	0	0.0	0.0
35-39	8	9.2	0	0	6	7	75.0	87.5	0	0	0.0	0.0
40-49	10	11.5	0	0	4	6	40.0	60.0	0	0	0.0	0.0
50+	11	12.6	0	0	9	10	81.8	90.9	0	0	0.0	0.0
Unrecorded	1	1.1	0	0	1	1	100.0	100.0	0	0	0.0	0.0
Total	**87**	**100**	-	-	**50**	**71**	**57.5**	**81.6**	-	-	**0**	**0**

DEFINITIONS AND NOTES:

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

BUSW 214 WP I Using WORD for Windows (1.5 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	1	1	1	1	1	3	3
#Enrollments	23	6	22	8	18	7	63	21
% Success	69.6	83.3	68.2	83.3	38.9	71.4	60.3	71.4
% Retention	100	100	86.4	87.5	88.9	100	92.1	95.2

Part II—Demographic Profile: Enrollment and Student Outcomes

	Distance		Traditional		Distance				Traditional			
Demographic Variable	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	8	12.7	1	4.8	7	7	87.5	87.5	1	1	100.0	100.0
Black	3	4.8	3	14.3	3	3	100.0	100.0	1	2	33.3	66.7
Filipino	2	3.2	1	4.8	2	2	100.0	100.0	1	1	100.0	100.0
Hispanic	20	31.7	4	19	8	16	40.0	80.0	2	4	50.0	100.0
Native Am	2	3.2	0	0	1	2	50.0	100.0	0	0	0.0	0.0
Pac Islander	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
White	19	30.2	10	47.6	12	19	63.2	100.0	8	10	80.0	100.0
Other	7	11.1	0	0	3	7	42.9	100.0	0	0	0.0	0.0
Unrecorded	2	3.2	2	9.5	2	2	100.0	100.0	2	2	100.0	100.0
Total	**63**	**100**	**21**	**100**	**38**	**58**	**60.3**	**92.1**	**15**	**20**	**71.4**	**95.2**
Gender												
Female	45	71.4	15	71.4	30	42	66.7	93.3	10	14	66.7	93.3
Male	18	28.6	5	23.8	8	16	44.4	88.9	4	5	80.0	100.0
Unrecorded	0	0.0	1	4.8	0	0	0.0	0.0	1	1	100.0	100.0
Total	**63**	**100**	**21**	**100**	**38**	**58**	**60.3**	**92.1**	**15**	**20**	**71.4**	**95.2**
Age												
19 or less	3	4.8	1	4.8	2	3	66.7	100.0	1	1	100.0	100.0
20-24	10	15.9	4	19	5	10	50.0	100.0	2	4	50.0	100.0
25-29	12	19.0	0	0	7	10	58.3	83.3	0	0	0.0	0.0
30-34	13	20.6	1	4.8	9	12	69.2	92.3	0	1	0.0	100.0
35-39	5	7.9	0	0	3	4	60.0	80.0	0	0	0.0	0.0
40-49	10	15.9	8	38.1	5	9	50.0	90.0	6	7	75.0	87.5
50+	10	15.9	6	28.6	7	10	70.0	100.0	5	6	83.3	100.0
Unrecorded	0	0.0	1	4.8	0	0	0.0	0.0	1	1	100.0	100.0
Total	**63**	**100**	**21**	**100**	**38**	**58**	**60.3**	**92.1**	**15**	**20**	**71.4**	**95.2**

DEFINITIONS AND NOTES:

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

BUSW 215 WP II Using WORD for Windows (1.5 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	1	1	1	1	1	3	3
#Enrollments	21	10	24	5	7	2	52	17
% Success	61.9	60	83.3	60	71.4	100	73.1	52.9
% Retention	100	80	100	80	85.7	100	98.1	82.4

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	6	11.5	1	5.9	6	6	100.0	100.0	1	1	100.0	100.0
Black	4	7.7	0	0	2	4	50.0	100.0	0	0	0.0	0.0
Filipino	0	0.0	1	5.9	0	0	0.0	0.0	0	1	0.0	100.0
Hispanic	11	21.2	3	17.6	6	11	54.5	100.0	2	3	66.7	100.0
Native Am	2	3.8	0	0	2	2	100.0	100.0	0	0	0.0	0.0
Pac Islander	0	0.0	1	5.9	0	0	0.0	0.0	0	0	0.0	0.0
White	16	30.8	5	29.4	13	16	81.2	100.0	4	4	80.0	80.0
Other	9	17.3	3	17.6	7	8	77.8	88.9	0	2	0.0	66.7
Unrecorded	4	7.7	3	17.6	2	4	50.0	100.0	2	3	66.7	100.0
Total	**52**	**100**	**17**	**100**	**38**	**51**	**73.1**	**98.1**	**9**	**14**	**52.9**	**82.4**
Gender												
Female	35	67.3	14	82.4	26	34	74.3	97.1	8	13	57.1	92.9
Male	13	25.0	2	11.8	10	13	76.9	100.0	0	0	0.0	0.0
Unrecorded	4	7.7	1	5.9	2	4	50.0	100.0	1	1	100.0	100.0
Total	**52**	**100**	**17**	**100**	**38**	**51**	**73.1**	**98.1**	**9**	**14**	**52.9**	**82.4**
Age												
19 or less	2	3.8	1	5.9	1	2	50.0	100.0	0	0	0.0	0.0
20-24	11	21.2	5	29.4	7	11	63.6	100.0	2	3	40.0	60.0
25-29	10	19.2	1	5.9	5	10	50.0	100.0	0	1	0.0	100.0
30-34	7	13.5	0	0	7	7	100.0	100.0	0	0	0.0	0.0
35-39	7	13.5	1	5.9	6	6	85.7	85.7	0	1	0.0	100.0
40-49	7	13.5	5	29.4	6	7	85.7	100.0	3	5	60.0	100.0
50+	5	9.6	3	17.6	5	5	100.0	100.0	3	3	100.0	100.0
Unrecorded	3	5.8	1	5.9	1	3	33.3	100.0	1	1	100.0	100.0
Total	**52**	**100**	**17**	**100**	**38**	**51**	**73.1**	**98.1**	**9**	**14**	**52.9**	**82.4**

DEFINITIONS AND NOTES:

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
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Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

BUSW 383 Bus. Presentations Using Power (1.5 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	1	1	1	1	1	3	3
#Enrollments	14	9	16	3	20	2	50	14
% Success	71.4	88.9	37.5	88.9	35	100	46	85.7
% Retention	71.4	88.9	93.8	100	85	100	84	92.9

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	11	22.0	2	14.3	5	8	45.5	72.7	2	2	100.0	100.0
Black	4	8.0	0	0	2	4	50.0	100.0	0	0	0.0	0.0
Filipino	4	8.0	1	7.1	2	3	50.0	75.0	1	1	100.0	100.0
Hispanic	9	18.0	1	7.1	4	8	44.4	88.9	1	1	100.0	100.0
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
White	15	30.0	10	71.4	8	13	53.3	86.7	8	9	80.0	90.0
Other	5	10.0	0	0	0	4	0.0	80.0	0	0	0.0	0.0
Unrecorded	2	4.0	0	0	2	2	100.0	100.0	0	0	0.0	0.0
Total	**50**	**100**	**14**	**100**	**23**	**42**	**46**	**84**	**12**	**13**	**85.7**	**92.9**
Gender												
Female	32	64.0	11	78.6	14	28	43.7	87.5	9	10	81.8	90.9
Male	14	28.0	3	21.4	6	10	42.9	71.4	3	3	100.0	100.0
Unrecorded	4	8.0	0	0	3	4	75.0	100.0	0	0	0.0	0.0
Total	**50**	**100**	**14**	**100**	**23**	**42**	**46**	**84**	**12**	**13**	**85.7**	**92.9**
Age												
19 or less	3	6.0	0	0	1	3	33.3	100.0	0	0	0.0	0.0
20-24	7	14.0	0	0	3	6	42.9	85.7	0	0	0.0	0.0
25-29	6	12.0	1	7.1	3	6	50.0	100.0	1	1	100.0	100.0
30-34	9	18.0	0	0	6	8	66.7	88.9	0	0	0.0	0.0
35-39	7	14.0	0	0	3	7	42.9	100.0	0	0	0.0	0.0
40-49	11	22.0	4	28.6	3	6	27.3	54.5	4	4	100.0	100.0
50+	7	14.0	9	64.3	4	6	57.1	85.7	7	8	77.8	88.9
Unrecorded	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Total	**50**	**100**	**14**	**100**	**23**	**42**	**46**	**84**	**12**	**13**	**85.7**	**92.9**

DEFINITIONS AND NOTES:

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
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Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

BUSW 384 Power Point II (1.5 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	1	1	1	0	0	2	2
#Enrollments	19	7	17	3	0	0	36	10
% Success	36.8	85.7	41.2	85.7	0	0	38.9	90
% Retention	68.4	100	100	100	0	0	83.3	100

Part II—Demographic Profile: Enrollment and Student Outcomes

	Distance		Traditional		Distance				Traditional			
Demographic Variable	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	2	5.6	2	20	1	1	50.0	50.0	2	2	100.0	100.0
Black	5	13.9	0	0	1	5	20.0	100.0	0	0	0.0	0.0
Filipino	2	5.6	0	0	2	2	100.0	100.0	0	0	0.0	0.0
Hispanic	9	25.0	1	10	5	8	55.6	88.9	1	1	100.0	100.0
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	1	2.8	0	0	0	0	0.0	0.0	0	0	0.0	0.0
White	10	27.8	7	70	4	8	40.0	80.0	6	7	85.7	100.0
Other	2	5.6	0	0	0	2	0.0	100.0	0	0	0.0	0.0
Unrecorded	5	13.9	0	0	1	4	20.0	80.0	0	0	0.0	0.0
Total	**36**	**100**	**10**	**100**	**14**	**30**	**38.9**	**83.3**	**9**	**10**	**90**	**100**
Gender												
Female	25	69.4	9	90	12	24	48.0	96.0	8	9	88.9	100.0
Male	7	19.4	1	10	1	3	14.3	42.9	1	1	100.0	100.0
Unrecorded	4	11.1	0	0	1	3	25.0	75.0	0	0	0.0	0.0
Total	**36**	**100**	**10**	**100**	**14**	**30**	**38.9**	**83.3**	**9**	**10**	**90**	**100**
Age												
19 or less	7	19.4	0	0	2	6	28.6	85.7	0	0	0.0	0.0
20-24	8	22.2	0	0	1	5	12.5	62.5	0	0	0.0	0.0
25-29	7	19.4	1	10	4	7	57.1	100.0	1	1	100.0	100.0
30-34	3	8.3	0	0	2	2	66.7	66.7	0	0	0.0	0.0
35-39	3	8.3	0	0	2	2	66.7	66.7	0	0	0.0	0.0
40-49	4	11.1	2	20	2	4	50.0	100.0	1	2	50.0	100.0
50+	2	5.6	7	70	1	2	50.0	100.0	7	7	100.0	100.0
Unrecorded	2	5.6	0	0	0	2	0.0	100.0	0	0	0.0	0.0
Total	**36**	**100**	**10**	**100**	**14**	**30**	**38.9**	**83.3**	**9**	**10**	**90**	**100**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2011.

Tranditional course not offered Fall 2011.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

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Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

BUSW 415 Spreadsheet I EXCEL/Windows (1.5 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	3	1	2	1	2	3	7
#Enrollments	32	63	28	52	32	33	92	148
% Success	53.1	58.7	71.4	58.7	46.9	63.6	56.5	58.8
% Retention	78.1	87.3	82.1	84.6	75	81.8	78.3	85.1

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	16	17.4	33	22.3	11	14	68.7	87.5	27	32	81.8	97.0
Black	4	4.3	4	2.7	3	4	75.0	100.0	2	3	50.0	75.0
Filipino	4	4.3	5	3.4	2	4	50.0	100.0	4	4	80.0	80.0
Hispanic	17	18.5	29	19.6	7	13	41.2	76.5	10	23	34.5	79.3
Native Am	3	3.3	0	0	2	3	66.7	100.0	0	0	0.0	0.0
Pac Islander	2	2.2	1	0.7	1	1	50.0	50.0	0	1	0.0	100.0
White	30	32.6	53	35.8	19	22	63.3	73.3	28	45	52.8	84.9
Other	7	7.6	7	4.7	5	6	71.4	85.7	4	5	57.1	71.4
Unrecorded	9	9.8	16	10.8	2	5	22.2	55.6	12	13	75.0	81.2
Total	**92**	**100**	**148**	**100**	**52**	**72**	**56.5**	**78.3**	**87**	**126**	**58.8**	**85.1**
Gender												
Female	61	66.3	90	60.8	33	46	54.1	75.4	57	79	63.3	87.8
Male	26	28.3	47	31.8	16	22	61.5	84.6	23	38	48.9	80.9
Unrecorded	5	5.4	11	7.4	3	4	60.0	80.0	7	9	63.6	81.8
Total	**92**	**100**	**148**	**100**	**52**	**72**	**56.5**	**78.3**	**87**	**126**	**58.8**	**85.1**
Age												
19 or less	2	2.2	5	3.4	1	1	50.0	50.0	2	4	40.0	80.0
20-24	13	14.1	22	14.9	7	10	53.8	76.9	10	20	45.5	90.9
25-29	17	18.5	29	19.6	8	13	47.1	76.5	17	26	58.6	89.7
30-34	13	14.1	12	8.1	8	11	61.5	84.6	8	11	66.7	91.7
35-39	16	17.4	14	9.5	10	14	62.5	87.5	9	11	64.3	78.6
40-49	19	20.7	33	22.3	10	13	52.6	68.4	20	26	60.6	78.8
50+	11	12.0	31	20.9	7	9	63.6	81.8	19	26	61.3	83.9
Unrecorded	1	1.1	2	1.4	1	1	100.0	100.0	2	2	100.0	100.0
Total	**92**	**100**	**148**	**100**	**52**	**72**	**56.5**	**78.3**	**87**	**126**	**58.8**	**85.1**

DEFINITIONS AND NOTES:

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

BUSW 416 Spreadsheet II EXCEL/Windows (1.5 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	2	1	1	1	1	3	4
#Enrollments	12	37	22	25	6	10	40	72
% Success	66.7	56.8	54.5	56.8	66.7	90	60	63.9
% Retention	100	70.3	90.9	84	66.7	100	90	79.2

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	11	27.5	18	25	7	10	63.6	90.9	13	14	72.2	77.8
Black	1	2.5	2	2.8	1	1	100.0	100.0	2	2	100.0	100.0
Filipino	1	2.5	1	1.4	0	1	0.0	100.0	1	1	100.0	100.0
Hispanic	9	22.5	9	12.5	3	8	33.3	88.9	6	7	66.7	77.8
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
White	16	40.0	32	44.4	11	14	68.7	87.5	18	25	56.2	78.1
Other	0	0.0	3	4.2	0	0	0.0	0.0	3	3	100.0	100.0
Unrecorded	2	5.0	7	9.7	2	2	100.0	100.0	3	5	42.9	71.4
Total	**40**	**100**	**72**	**100**	**24**	**36**	**60**	**90**	**46**	**57**	**63.9**	**79.2**
Gender												
Female	27	67.5	48	66.7	16	23	59.3	85.2	32	38	66.7	79.2
Male	12	30.0	20	27.8	7	12	58.3	100.0	11	16	55.0	80.0
Unrecorded	1	2.5	4	5.6	1	1	100.0	100.0	3	3	75.0	75.0
Total	**40**	**100**	**72**	**100**	**24**	**36**	**60**	**90**	**46**	**57**	**63.9**	**79.2**
Age												
19 or less	1	2.5	2	2.8	1	1	100.0	100.0	2	2	100.0	100.0
20-24	6	15.0	10	13.9	3	6	50.0	100.0	3	7	30.0	70.0
25-29	8	20.0	13	18.1	4	8	50.0	100.0	11	11	84.6	84.6
30-34	9	22.5	6	8.3	6	9	66.7	100.0	5	6	83.3	100.0
35-39	1	2.5	5	6.9	1	1	100.0	100.0	2	2	40.0	40.0
40-49	9	22.5	16	22.2	7	8	77.8	88.9	11	13	68.7	81.2
50+	5	12.5	20	27.8	1	2	20.0	40.0	12	16	60.0	80.0
Unrecorded	1	2.5	0	0	1	1	100.0	100.0	0	0	0.0	0.0
Total	**40**	**100**	**72**	**100**	**24**	**36**	**60**	**90**	**46**	**57**	**63.9**	**79.2**

DEFINITIONS AND NOTES:

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

BUSW 450 MS Project I (1.5 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	0	1	1	1	0	0	1	2
#Enrollments	0	16	20	8	0	0	20	24
% Success	0	87.5	55	87.5	0	0	55	83.3
% Retention	0	87.5	55	75	0	0	55	83.3

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	2	10.0	4	16.7	1	1	50.0	50.0	4	4	100.0	100.0
Black	1	5.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Filipino	2	10.0	0	0	1	1	50.0	50.0	0	0	0.0	0.0
Hispanic	2	10.0	6	25	1	1	50.0	50.0	4	4	66.7	66.7
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	1	5.0	0	0	1	1	100.0	100.0	0	0	0.0	0.0
White	8	40.0	12	50	4	4	50.0	50.0	10	10	83.3	83.3
Other	3	15.0	0	0	3	3	100.0	100.0	0	0	0.0	0.0
Unrecorded	1	5.0	2	8.3	0	0	0.0	0.0	2	2	100.0	100.0
Total	**20**	**100**	**24**	**100**	**11**	**11**	**55**	**55**	**20**	**20**	**83.3**	**83.3**
Gender												
Female	12	60.0	8	33.3	4	4	33.3	33.3	8	8	100.0	100.0
Male	8	40.0	15	62.5	7	7	87.5	87.5	11	11	73.3	73.3
Unrecorded	0	0.0	1	4.2	0	0	0.0	0.0	1	1	100.0	100.0
Total	**20**	**100**	**24**	**100**	**11**	**11**	**55**	**55**	**20**	**20**	**83.3**	**83.3**
Age												
19 or less	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
20-24	2	10.0	1	4.2	1	1	50.0	50.0	0	0	0.0	0.0
25-29	4	20.0	1	4.2	2	2	50.0	50.0	1	1	100.0	100.0
30-34	6	30.0	3	12.5	2	2	33.3	33.3	2	2	66.7	66.7
35-39	2	10.0	1	4.2	1	1	50.0	50.0	1	1	100.0	100.0
40-49	3	15.0	7	29.2	2	2	66.7	66.7	6	6	85.7	85.7
50+	3	15.0	11	45.8	3	3	100.0	100.0	10	10	90.9	90.9
Unrecorded	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Total	**20**	**100**	**24**	**100**	**11**	**11**	**55**	**55**	**20**	**20**	**83.3**	**83.3**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2009 and Fall 2011.

Tranditional course not offered Fall 2011.

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

BUSW 451 MS Project II (1.5 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	0	1	1	1	0	0	1	2
#Enrollments	0	13	16	2	0	0	16	15
% Success	0	69.2	56.3	69.2	0	0	56.3	73.3
% Retention	0	69.2	56.3	100	0	0	56.3	73.3

Part II—Demographic Profile: Enrollment and Student Outcomes

	Distance		Traditional		Distance				Traditional			
Demographic Variable	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	1	6.3	2	13.3	0	0	0.0	0.0	2	2	100.0	100.0
Black	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Filipino	3	18.8	0	0	1	1	33.3	33.3	0	0	0.0	0.0
Hispanic	1	6.3	5	33.3	1	1	100.0	100.0	4	4	80.0	80.0
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	1	6.3	0	0	1	1	100.0	100.0	0	0	0.0	0.0
White	8	50.0	8	53.3	4	4	50.0	50.0	5	5	62.5	62.5
Other	2	12.5	0	0	2	2	100.0	100.0	0	0	0.0	0.0
Unrecorded	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Total	**16**	**100**	**15**	**100**	**9**	**9**	**56.3**	**56.3**	**11**	**11**	**73.3**	**73.3**
Gender												
Female	7	43.8	6	40	2	2	28.6	28.6	4	4	66.7	66.7
Male	9	56.3	9	60	7	7	77.8	77.8	7	7	77.8	77.8
Unrecorded	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Total	**16**	**100**	**15**	**100**	**9**	**9**	**56.3**	**56.3**	**11**	**11**	**73.3**	**73.3**
Age												
19 or less	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
20-24	2	12.5	2	13.3	1	1	50.0	50.0	0	0	0.0	0.0
25-29	2	12.5	1	6.7	2	2	100.0	100.0	1	1	100.0	100.0
30-34	3	18.8	1	6.7	1	1	33.3	33.3	1	1	100.0	100.0
35-39	2	12.5	0	0	1	1	50.0	50.0	0	0	0.0	0.0
40-49	5	31.3	6	40	2	2	40.0	40.0	4	4	66.7	66.7
50+	2	12.5	5	33.3	2	2	100.0	100.0	5	5	100.0	100.0
Unrecorded	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Total	**16**	**100**	**15**	**100**	**9**	**9**	**56.3**	**56.3**	**11**	**11**	**73.3**	**73.3**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2009 and Fall 2011.

Tranditional course not offered Fall 2011.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

BUSW 464 Database Mgmt/Access Windows (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	0	0	0	0	0	1	0
#Enrollments	14	0	0	0	0	0	14	0
% Success	78.6	0	0	0	0	0	78.6	0
% Retention	85.7	0	0	0	0	0	85.7	0

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	2	14.3	0	0	1	1	50.0	50.0	0	0	0.0	0.0
Black	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Filipino	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Hispanic	2	14.3	0	0	1	2	50.0	100.0	0	0	0.0	0.0
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
White	8	57.1	0	0	7	7	87.5	87.5	0	0	0.0	0.0
Other	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Unrecorded	2	14.3	0	0	2	2	100.0	100.0	0	0	0.0	0.0
Total	**14**	**100**	-	-	**11**	**12**	**78.6**	**85.7**	-	-	**0**	**0**
Gender												
Female	8	57.1	0	0	6	6	75.0	75.0	0	0	0.0	0.0
Male	5	35.7	0	0	4	5	80.0	100.0	0	0	0.0	0.0
Unrecorded	1	7.1	0	0	1	1	100.0	100.0	0	0	0.0	0.0
Total	**14**	**100**	-	-	**11**	**12**	**78.6**	**85.7**	-	-	**0**	**0**
Age												
19 or less	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
20-24	1	7.1	0	0	1	1	100.0	100.0	0	0	0.0	0.0
25-29	4	28.6	0	0	4	4	100.0	100.0	0	0	0.0	0.0
30-34	1	7.1	0	0	1	1	100.0	100.0	0	0	0.0	0.0
35-39	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
40-49	6	42.9	0	0	4	5	66.7	83.3	0	0	0.0	0.0
50+	1	7.1	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Unrecorded	1	7.1	0	0	1	1	100.0	100.0	0	0	0.0	0.0
Total	**14**	**100**	-	-	**11**	**12**	**78.6**	**85.7**	-	-	**0**	**0**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2010 and Fall 2011.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

BUSW 530 Introduction to Internet (1.5 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	0	0	1	1	1	2	2	3
#Enrollments	0	0	21	20	44	26	65	46
% Success	0	0	42.9	0	50	73.1	47.7	78.3
% Retention	0	0	42.9	85	50	73.1	47.7	78.3

Part II—Demographic Profile: Enrollment and Student Outcomes

	Distance		Traditional		Distance				Traditional			
Demographic Variable	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	8	12.3	9	19.6	4	4	50.0	50.0	8	8	88.9	88.9
Black	2	3.1	4	8.7	0	0	0.0	0.0	3	3	75.0	75.0
Filipino	3	4.6	0	0	1	1	33.3	33.3	0	0	0.0	0.0
Hispanic	13	20.0	11	23.9	6	6	46.2	46.2	9	9	81.8	81.8
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	3	4.6	2	4.3	2	2	66.7	66.7	1	1	50.0	50.0
White	24	36.9	12	26.1	11	11	45.8	45.8	10	10	83.3	83.3
Other	4	6.2	5	10.9	2	2	50.0	50.0	4	4	80.0	80.0
Unrecorded	8	12.3	3	6.5	5	5	62.5	62.5	1	1	33.3	33.3
Total	**65**	**100**	**46**	**100**	**31**	**31**	**47.7**	**47.7**	**36**	**36**	**78.3**	**78.3**
Gender												
Female	37	56.9	22	47.8	19	19	51.4	51.4	18	18	81.8	81.8
Male	27	41.5	23	50	11	11	40.7	40.7	18	18	78.3	78.3
Unrecorded	1	1.5	1	2.2	1	1	100.0	100.0	0	0	0.0	0.0
Total	**65**	**100**	**46**	**100**	**31**	**31**	**47.7**	**47.7**	**36**	**36**	**78.3**	**78.3**
Age												
19 or less	6	9.2	6	13	3	3	50.0	50.0	3	3	50.0	50.0
20-24	21	32.3	10	21.7	9	9	42.9	42.9	6	6	60.0	60.0
25-29	8	12.3	6	13	5	5	62.5	62.5	5	5	83.3	83.3
30-34	12	18.5	2	4.3	5	5	41.7	41.7	2	2	100.0	100.0
35-39	2	3.1	3	6.5	0	0	0.0	0.0	3	3	100.0	100.0
40-49	10	15.4	8	17.4	6	6	60.0	60.0	7	7	87.5	87.5
50+	5	7.7	11	23.9	2	2	40.0	40.0	10	10	90.9	90.9
Unrecorded	1	1.5	0	0	1	1	100.0	100.0	0	0	0.0	0.0
Total	**65**	**100**	**46**	**100**	**31**	**31**	**47.7**	**47.7**	**36**	**36**	**78.3**	**78.3**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2009.

Tranditional course not offered Fall 2009.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

CHIN 111 Elementary Chinese I (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	1	0	1	1	1	2	3
#Enrollments	37	33	0	51	29	30	66	114
% Success	40.5	51.5	0	51.5	72.4	73.3	54.5	64
% Retention	59.5	78.8	0	88.2	86.2	83.3	71.2	84.2

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	41	62.1	42	36.8	28	32	68.3	78.0	28	36	66.7	85.7
Black	1	1.5	0	0	0	1	0.0	100.0	0	0	0.0	0.0
Filipino	7	10.6	5	4.4	1	3	14.3	42.9	3	3	60.0	60.0
Hispanic	1	1.5	12	10.5	0	1	0.0	100.0	5	8	41.7	66.7
Native Am	1	1.5	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	0	0.0	2	1.8	0	0	0.0	0.0	1	2	50.0	100.0
White	7	10.6	27	23.7	2	4	28.6	57.1	16	24	59.3	88.9
Other	4	6.1	12	10.5	1	2	25.0	50.0	8	10	66.7	83.3
Unrecorded	4	6.1	14	12.3	4	4	100.0	100.0	12	13	85.7	92.9
Total	**66**	**100**	**114**	**100**	**36**	**47**	**54.5**	**71.2**	**73**	**96**	**64**	**84.2**
Gender												
Female	37	56.1	40	35.1	20	26	54.1	70.3	28	35	70.0	87.5
Male	23	34.8	62	54.4	13	16	56.5	69.6	36	49	58.1	79.0
Unrecorded	6	9.1	12	10.5	3	5	50.0	83.3	9	12	75.0	100.0
Total	**66**	**100**	**114**	**100**	**36**	**47**	**54.5**	**71.2**	**73**	**96**	**64**	**84.2**
Age												
19 or less	14	21.2	26	22.8	9	10	64.3	71.4	18	23	69.2	88.5
20-24	17	25.8	21	18.4	11	12	64.7	70.6	14	16	66.7	76.2
25-29	14	21.2	22	19.3	9	11	64.3	78.6	10	18	45.5	81.8
30-34	3	4.5	13	11.4	3	3	100.0	100.0	9	10	69.2	76.9
35-39	3	4.5	10	8.8	1	3	33.3	100.0	5	9	50.0	90.0
40-49	6	9.1	10	8.8	1	3	16.7	50.0	8	8	80.0	80.0
50+	7	10.6	6	5.3	0	3	0.0	42.9	3	6	50.0	100.0
Unrecorded	2	3.0	6	5.3	2	2	100.0	100.0	6	6	100.0	100.0
Total	**66**	**100**	**114**	**100**	**36**	**47**	**54.5**	**71.2**	**73**	**96**	**64**	**84.2**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2010.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

CHIN 112 Elementary Chinese II (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	0	0	0	1	0	2	0
#Enrollments	23	0	0	0	16	0	39	0
% Success	52.2	0	0	0	62.5	0	56.4	0
% Retention	82.6	0	0	0	87.5	0	84.6	0

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	23	59.0	0	0	14	20	60.9	87.0	0	0	0.0	0.0
Black	1	2.6	0	0	1	1	100.0	100.0	0	0	0.0	0.0
Filipino	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Hispanic	3	7.7	0	0	1	2	33.3	66.7	0	0	0.0	0.0
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
White	4	10.3	0	0	2	4	50.0	100.0	0	0	0.0	0.0
Other	4	10.3	0	0	1	2	25.0	50.0	0	0	0.0	0.0
Unrecorded	4	10.3	0	0	3	4	75.0	100.0	0	0	0.0	0.0
Total	**39**	**100**	-	-	**22**	**33**	**56.4**	**84.6**	-	-	**0**	**0**
Gender												
Female	12	30.8	0	0	6	11	50.0	91.7	0	0	0.0	0.0
Male	25	64.1	0	0	15	20	60.0	80.0	0	0	0.0	0.0
Unrecorded	2	5.1	0	0	1	2	50.0	100.0	0	0	0.0	0.0
Total	**39**	**100**	-	-	**22**	**33**	**56.4**	**84.6**	-	-	**0**	**0**
Age												
19 or less	15	38.5	0	0	6	12	40.0	80.0	0	0	0.0	0.0
20-24	9	23.1	0	0	6	7	66.7	77.8	0	0	0.0	0.0
25-29	3	7.7	0	0	3	3	100.0	100.0	0	0	0.0	0.0
30-34	3	7.7	0	0	1	2	33.3	66.7	0	0	0.0	0.0
35-39	3	7.7	0	0	2	3	66.7	100.0	0	0	0.0	0.0
40-49	3	7.7	0	0	2	3	66.7	100.0	0	0	0.0	0.0
50+	1	2.6	0	0	1	1	100.0	100.0	0	0	0.0	0.0
Unrecorded	2	5.1	0	0	1	2	50.0	100.0	0	0	0.0	0.0
Total	**39**	**100**	-	-	**22**	**33**	**56.4**	**84.6**	-	-	**0**	**0**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2010.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

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Part II: Demographic Profile
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Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

CHIN 211 Colloquial Mandarin Chinese I, (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	0	1	0	0	1	1	1	2
#Enrollments	0	25	0	0	18	16	18	41
% Success	0	60	0	60	61.1	62.5	61.1	61
% Retention	0	84	0	0	77.8	68.8	77.8	78

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	10	55.6	17	41.5	9	9	90.0	90.0	11	14	64.7	82.4
Black	2	11.1	0	0	0	1	0.0	50.0	0	0	0.0	0.0
Filipino	0	0.0	1	2.4	0	0	0.0	0.0	0	0	0.0	0.0
Hispanic	0	0.0	3	7.3	0	0	0.0	0.0	2	2	66.7	66.7
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
White	6	33.3	11	26.8	2	4	33.3	66.7	7	10	63.6	90.9
Other	0	0.0	8	19.5	0	0	0.0	0.0	5	6	62.5	75.0
Unrecorded	0	0.0	1	2.4	0	0	0.0	0.0	0	0	0.0	0.0
Total	**18**	**100**	**41**	**100**	**11**	**14**	**61.1**	**77.8**	**25**	**32**	**61**	**78**
Gender												
Female	9	50.0	20	48.8	7	8	77.8	88.9	13	16	65.0	80.0
Male	8	44.4	18	43.9	4	6	50.0	75.0	11	14	61.1	77.8
Unrecorded	1	5.6	3	7.3	0	0	0.0	0.0	1	2	33.3	66.7
Total	**18**	**100**	**41**	**100**	**11**	**14**	**61.1**	**77.8**	**25**	**32**	**61**	**78**
Age												
19 or less	3	16.7	5	12.2	3	3	100.0	100.0	4	5	80.0	100.0
20-24	2	11.1	8	19.5	2	2	100.0	100.0	6	6	75.0	75.0
25-29	2	11.1	7	17.1	0	1	0.0	50.0	3	5	42.9	71.4
30-34	2	11.1	7	17.1	1	1	50.0	50.0	3	5	42.9	71.4
35-39	1	5.6	2	4.9	1	1	100.0	100.0	2	2	100.0	100.0
40-49	4	22.2	3	7.3	2	4	50.0	100.0	1	2	33.3	66.7
50+	4	22.2	9	22	2	2	50.0	50.0	6	7	66.7	77.8
Unrecorded	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Total	**18**	**100**	**41**	**100**	**11**	**14**	**61.1**	**77.8**	**25**	**32**	**61**	**78**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2009 and Fall 2010.

Tranditional course not offered Fall 2010.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

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Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

CHIN 212 Colloquial Mandarin Chinese II (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	0	0	0	0	1	0	1	0
#Enrollments	0	0	0	0	6	0	6	0
% Success	0	0	0	0	100	0	100	0
% Retention	0	0	0	0	100	0	100	0

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	3	50.0	0	0	3	3	100.0	100.0	0	0	0.0	0.0
Black	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Filipino	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Hispanic	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
White	1	16.7	0	0	1	1	100.0	100.0	0	0	0.0	0.0
Other	1	16.7	0	0	1	1	100.0	100.0	0	0	0.0	0.0
Unrecorded	1	16.7	0	0	1	1	100.0	100.0	0	0	0.0	0.0
Total	**6**	**100**	-	-	**6**	**6**	**100**	**100**	-	-	**0**	**0**
Gender												
Female	3	50.0	0	0	3	3	100.0	100.0	0	0	0.0	0.0
Male	3	50.0	0	0	3	3	100.0	100.0	0	0	0.0	0.0
Unrecorded	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Total	**6**	**100**	-	-	**6**	**6**	**100**	**100**	-	-	**0**	**0**
Age												
19 or less	1	16.7	0	0	1	1	100.0	100.0	0	0	0.0	0.0
20-24	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
25-29	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
30-34	1	16.7	0	0	1	1	100.0	100.0	0	0	0.0	0.0
35-39	1	16.7	0	0	1	1	100.0	100.0	0	0	0.0	0.0
40-49	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
50+	3	50.0	0	0	3	3	100.0	100.0	0	0	0.0	0.0
Unrecorded	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Total	**6**	**100**	-	-	**6**	**6**	**100**	**100**	-	-	**0**	**0**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2009 and Fall 2010.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

CIS 110 Introduction to CIS (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	3	1	3	2	2	4	8
#Enrollments	26	83	24	98	54	72	104	253
% Success	34.6	50.6	75	50.6	50	55.6	51.9	60.1
% Retention	73.1	77.1	87.5	89.8	85.2	77.8	82.7	82.2

Part II—Demographic Profile: Enrollment and Student Outcomes

	Distance		Traditional		Distance				Traditional			
Demographic Variable	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	24	23.1	50	19.8	13	17	54.2	70.8	34	39	68.0	78.0
Black	6	5.8	7	2.8	2	4	33.3	66.7	4	6	57.1	85.7
Filipino	6	5.8	23	9.1	4	6	66.7	100.0	15	20	65.2	87.0
Hispanic	14	13.5	38	15	7	12	50.0	85.7	15	31	39.5	81.6
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	2	1.9	6	2.4	1	2	50.0	100.0	1	2	16.7	33.3
White	29	27.9	88	34.8	17	25	58.6	86.2	59	78	67.0	88.6
Other	17	16.3	17	6.7	7	16	41.2	94.1	10	11	58.8	64.7
Unrecorded	6	5.8	24	9.5	3	4	50.0	66.7	14	21	58.3	87.5
Total	**104**	**100**	**253**	**100**	**54**	**86**	**51.9**	**82.7**	**152**	**208**	**60.1**	**82.2**
Gender												
Female	46	44.2	62	24.5	21	37	45.7	80.4	38	48	61.3	77.4
Male	58	55.8	181	71.5	33	49	56.9	84.5	108	151	59.7	83.4
Unrecorded	0	0.0	10	4	0	0	0.0	0.0	6	9	60.0	90.0
Total	**104**	**100**	**253**	**100**	**54**	**86**	**51.9**	**82.7**	**152**	**208**	**60.1**	**82.2**
Age												
19 or less	12	11.5	106	41.9	8	11	66.7	91.7	64	88	60.4	83.0
20-24	35	33.7	82	32.4	18	27	51.4	77.1	50	67	61.0	81.7
25-29	19	18.3	20	7.9	10	18	52.6	94.7	8	13	40.0	65.0
30-34	12	11.5	9	3.6	7	10	58.3	83.3	7	8	77.8	88.9
35-39	12	11.5	10	4	7	12	58.3	100.0	5	8	50.0	80.0
40-49	9	8.7	9	3.6	2	4	22.2	44.4	7	9	77.8	100.0
50+	5	4.8	8	3.2	2	4	40.0	80.0	6	7	75.0	87.5
Unrecorded	0	0.0	9	3.6	0	0	0.0	0.0	5	8	55.6	88.9
Total	**104**	**100**	**253**	**100**	**54**	**86**	**51.9**	**82.7**	**152**	**208**	**60.1**	**82.2**

DEFINITIONS AND NOTES:

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

CIS 111 Intro to Internet Programming (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	0	1	0	1	1	0	1	2
#Enrollments	0	28	0	20	39	0	39	48
% Success	0	42.9	0	42.9	43.6	0	43.6	52.1
% Retention	0	78.6	0	70	64.1	0	64.1	75

Part II—Demographic Profile: Enrollment and Student Outcomes

	Distance		Traditional		Distance				Traditional			
Demographic Variable	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	13	33.3	9	18.8	8	9	61.5	69.2	6	7	66.7	77.8
Black	1	2.6	1	2.1	0	1	0.0	100.0	1	1	100.0	100.0
Filipino	2	5.1	2	4.2	0	0	0.0	0.0	0	2	0.0	100.0
Hispanic	4	10.3	4	8.3	1	3	25.0	75.0	0	0	0.0	0.0
Native Am	0	0.0	1	2.1	0	0	0.0	0.0	0	1	0.0	100.0
Pac Islander	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
White	14	35.9	30	62.5	5	7	35.7	50.0	17	24	56.7	80.0
Other	2	5.1	1	2.1	1	2	50.0	100.0	1	1	100.0	100.0
Unrecorded	3	7.7	0	0	2	3	66.7	100.0	0	0	0.0	0.0
Total	**39**	**100**	**48**	**100**	**17**	**25**	**43.6**	**64.1**	**25**	**36**	**52.1**	**75**
Gender												
Female	12	30.8	16	33.3	9	9	75.0	75.0	10	11	62.5	68.7
Male	26	66.7	31	64.6	7	15	26.9	57.7	15	24	48.4	77.4
Unrecorded	1	2.6	1	2.1	1	1	100.0	100.0	0	1	0.0	100.0
Total	**39**	**100**	**48**	**100**	**17**	**25**	**43.6**	**64.1**	**25**	**36**	**52.1**	**75**
Age												
19 or less	2	5.1	6	12.5	2	2	100.0	100.0	3	4	50.0	66.7
20-24	3	7.7	6	12.5	2	2	66.7	66.7	4	6	66.7	100.0
25-29	11	28.2	8	16.7	1	6	9.1	54.5	3	4	37.5	50.0
30-34	5	12.8	11	22.9	2	3	40.0	60.0	4	7	36.4	63.6
35-39	1	2.6	5	10.4	0	1	0.0	100.0	2	4	40.0	80.0
40-49	9	23.1	9	18.8	5	6	55.6	66.7	6	8	66.7	88.9
50+	7	17.9	3	6.3	4	4	57.1	57.1	3	3	100.0	100.0
Unrecorded	1	2.6	0	0	1	1	100.0	100.0	0	0	0.0	0.0
Total	**39**	**100**	**48**	**100**	**17**	**25**	**43.6**	**64.1**	**25**	**36**	**52.1**	**75**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2009 and Fall 2010.

Tranditional course not offered Fall 2011.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

CIS 112 Internet Programming: Ajax (2.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	0	0	0	0	0	1	0
#Enrollments	25	0	0	0	0	0	25	0
% Success	68	0	0	0	0	0	68	0
% Retention	68	0	0	0	0	0	68	0

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	6	24.0	0	0	4	4	66.7	66.7	0	0	0.0	0.0
Black	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Filipino	2	8.0	0	0	1	1	50.0	50.0	0	0	0.0	0.0
Hispanic	1	4.0	0	0	1	1	100.0	100.0	0	0	0.0	0.0
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
White	13	52.0	0	0	8	8	61.5	61.5	0	0	0.0	0.0
Other	1	4.0	0	0	1	1	100.0	100.0	0	0	0.0	0.0
Unrecorded	2	8.0	0	0	2	2	100.0	100.0	0	0	0.0	0.0
Total	**25**	**100**	-	-	**17**	**17**	**68**	**68**	-	-	**0**	**0**
Gender												
Female	7	28.0	0	0	5	5	71.4	71.4	0	0	0.0	0.0
Male	16	64.0	0	0	10	10	62.5	62.5	0	0	0.0	0.0
Unrecorded	2	8.0	0	0	2	2	100.0	100.0	0	0	0.0	0.0
Total	**25**	**100**	-	-	**17**	**17**	**68**	**68**	-	-	**0**	**0**
Age												
19 or less	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
20-24	4	16.0	0	0	2	2	50.0	50.0	0	0	0.0	0.0
25-29	2	8.0	0	0	1	1	50.0	50.0	0	0	0.0	0.0
30-34	3	12.0	0	0	3	3	100.0	100.0	0	0	0.0	0.0
35-39	6	24.0	0	0	3	3	50.0	50.0	0	0	0.0	0.0
40-49	6	24.0	0	0	5	5	83.3	83.3	0	0	0.0	0.0
50+	4	16.0	0	0	3	3	75.0	75.0	0	0	0.0	0.0
Unrecorded	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Total	**25**	**100**	-	-	**17**	**17**	**68**	**68**	-	-	**0**	**0**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2010 and Fall 2011.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

CIS 114 Int. Prog: JavaScript/Ajax (4.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	0	0	1	0	0	0	1	0
#Enrollments	0	0	21	0	0	0	21	0
% Success	0	0	66.7	0	0	0	66.7	0
% Retention	0	0	71.4	0	0	0	71.4	0

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	4	19.0	0	0	3	3	75.0	75.0	0	0	0.0	0.0
Black	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Filipino	2	9.5	0	0	1	1	50.0	50.0	0	0	0.0	0.0
Hispanic	1	4.8	0	0	0	1	0.0	100.0	0	0	0.0	0.0
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
White	9	42.9	0	0	7	7	77.8	77.8	0	0	0.0	0.0
Other	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Unrecorded	5	23.8	0	0	3	3	60.0	60.0	0	0	0.0	0.0
Total	**21**	**100**	-	-	**14**	**15**	**66.7**	**71.4**	-	-	**0**	**0**
Gender												
Female	9	42.9	0	0	4	4	44.4	44.4	0	0	0.0	0.0
Male	8	38.1	0	0	7	8	87.5	100.0	0	0	0.0	0.0
Unrecorded	4	19.0	0	0	3	3	75.0	75.0	0	0	0.0	0.0
Total	**21**	**100**	-	-	**14**	**15**	**66.7**	**71.4**	-	-	**0**	**0**
Age												
19 or less	1	4.8	0	0	1	1	100.0	100.0	0	0	0.0	0.0
20-24	3	14.3	0	0	2	2	66.7	66.7	0	0	0.0	0.0
25-29	3	14.3	0	0	0	1	0.0	33.3	0	0	0.0	0.0
30-34	5	23.8	0	0	4	4	80.0	80.0	0	0	0.0	0.0
35-39	3	14.3	0	0	1	1	33.3	33.3	0	0	0.0	0.0
40-49	6	28.6	0	0	6	6	100.0	100.0	0	0	0.0	0.0
50+	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Unrecorded	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Total	**21**	**100**	-	-	**14**	**15**	**66.7**	**71.4**	-	-	**0**	**0**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2009 and Fall 2011.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

CIS 121 UNIX/Linux (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	0	0	1	0	1	0	2	0
#Enrollments	0	0	28	0	18	0	46	0
% Success	0	0	39.3	0	33.3	0	37	0
% Retention	0	0	71.4	0	61.1	0	67.4	0

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	11	23.9	0	0	5	8	45.5	72.7	0	0	0.0	0.0
Black	1	2.2	0	0	0	1	0.0	100.0	0	0	0.0	0.0
Filipino	1	2.2	0	0	1	1	100.0	100.0	0	0	0.0	0.0
Hispanic	5	10.9	0	0	1	2	20.0	40.0	0	0	0.0	0.0
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
White	17	37.0	0	0	7	11	41.2	64.7	0	0	0.0	0.0
Other	3	6.5	0	0	1	2	33.3	66.7	0	0	0.0	0.0
Unrecorded	8	17.4	0	0	2	6	25.0	75.0	0	0	0.0	0.0
Total	**46**	**100**	-	-	**17**	**31**	**37**	**67.4**	-	-	**0**	**0**
Gender												
Female	10	21.7	0	0	5	8	50.0	80.0	0	0	0.0	0.0
Male	33	71.7	0	0	10	20	30.3	60.6	0	0	0.0	0.0
Unrecorded	3	6.5	0	0	2	3	66.7	100.0	0	0	0.0	0.0
Total	**46**	**100**	-	-	**17**	**31**	**37**	**67.4**	-	-	**0**	**0**
Age												
19 or less	1	2.2	0	0	0	0	0.0	0.0	0	0	0.0	0.0
20-24	10	21.7	0	0	3	5	30.0	50.0	0	0	0.0	0.0
25-29	8	17.4	0	0	1	6	12.5	75.0	0	0	0.0	0.0
30-34	8	17.4	0	0	4	6	50.0	75.0	0	0	0.0	0.0
35-39	7	15.2	0	0	3	5	42.9	71.4	0	0	0.0	0.0
40-49	10	21.7	0	0	5	7	50.0	70.0	0	0	0.0	0.0
50+	2	4.3	0	0	1	2	50.0	100.0	0	0	0.0	0.0
Unrecorded	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Total	**46**	**100**	-	-	**17**	**31**	**37**	**67.4**	-	-	**0**	**0**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2009.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

CIS 125 Visual Basic I (4.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	0	0	1	0	1	0	2	0
#Enrollments	0	0	25	0	20	0	45	0
% Success	0	0	36	0	40	0	37.8	0
% Retention	0	0	64	0	75	0	68.9	0

Part II—Demographic Profile: Enrollment and Student Outcomes

	Distance		Traditional		Distance				Traditional			
Demographic Variable	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	15	33.3	0	0	8	12	53.3	80.0	0	0	0.0	0.0
Black	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Filipino	1	2.2	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Hispanic	5	11.1	0	0	1	3	20.0	60.0	0	0	0.0	0.0
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	1	2.2	0	0	1	1	100.0	100.0	0	0	0.0	0.0
White	17	37.8	0	0	6	13	35.3	76.5	0	0	0.0	0.0
Other	2	4.4	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Unrecorded	4	8.9	0	0	1	2	25.0	50.0	0	0	0.0	0.0
Total	**45**	**100**	-	-	**17**	**31**	**37.8**	**68.9**	-	-	**0**	**0**
Gender												
Female	5	11.1	0	0	2	3	40.0	60.0	0	0	0.0	0.0
Male	38	84.4	0	0	15	27	39.5	71.1	0	0	0.0	0.0
Unrecorded	2	4.4	0	0	0	1	0.0	50.0	0	0	0.0	0.0
Total	**45**	**100**	-	-	**17**	**31**	**37.8**	**68.9**	-	-	**0**	**0**
Age												
19 or less	6	13.3	0	0	2	2	33.3	33.3	0	0	0.0	0.0
20-24	11	24.4	0	0	2	5	18.2	45.5	0	0	0.0	0.0
25-29	6	13.3	0	0	2	5	33.3	83.3	0	0	0.0	0.0
30-34	7	15.6	0	0	4	6	57.1	85.7	0	0	0.0	0.0
35-39	4	8.9	0	0	1	3	25.0	75.0	0	0	0.0	0.0
40-49	6	13.3	0	0	3	5	50.0	83.3	0	0	0.0	0.0
50+	4	8.9	0	0	3	4	75.0	100.0	0	0	0.0	0.0
Unrecorded	1	2.2	0	0	0	1	0.0	100.0	0	0	0.0	0.0
Total	**45**	**100**	-	-	**17**	**31**	**37.8**	**68.9**	-	-	**0**	**0**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2009.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

CIS 151 Networks & Digital Communicati (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	0	1	0	1	0	3	0
#Enrollments	33	0	30	0	22	0	85	0
% Success	48.5	0	43.3	0	31.8	0	42.4	0
% Retention	57.6	0	70	0	59.1	0	62.4	0

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	11	12.9	0	0	3	3	27.3	27.3	0	0	0.0	0.0
Black	3	3.5	0	0	3	3	100.0	100.0	0	0	0.0	0.0
Filipino	5	5.9	0	0	4	4	80.0	80.0	0	0	0.0	0.0
Hispanic	13	15.3	0	0	6	8	46.2	61.5	0	0	0.0	0.0
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
White	33	38.8	0	0	12	21	36.4	63.6	0	0	0.0	0.0
Other	10	11.8	0	0	2	8	20.0	80.0	0	0	0.0	0.0
Unrecorded	10	11.8	0	0	6	6	60.0	60.0	0	0	0.0	0.0
Total	**85**	**100**	-	-	**36**	**53**	**42.4**	**62.4**	-	-	**0**	**0**
Gender												
Female	10	11.8	0	0	2	5	20.0	50.0	0	0	0.0	0.0
Male	71	83.5	0	0	32	46	45.1	64.8	0	0	0.0	0.0
Unrecorded	4	4.7	0	0	2	2	50.0	50.0	0	0	0.0	0.0
Total	**85**	**100**	-	-	**36**	**53**	**42.4**	**62.4**	-	-	**0**	**0**
Age												
19 or less	6	7.1	0	0	2	3	33.3	50.0	0	0	0.0	0.0
20-24	20	23.5	0	0	8	9	40.0	45.0	0	0	0.0	0.0
25-29	16	18.8	0	0	6	13	37.5	81.2	0	0	0.0	0.0
30-34	14	16.5	0	0	6	6	42.9	42.9	0	0	0.0	0.0
35-39	7	8.2	0	0	2	4	28.6	57.1	0	0	0.0	0.0
40-49	16	18.8	0	0	9	14	56.2	87.5	0	0	0.0	0.0
50+	6	7.1	0	0	3	4	50.0	66.7	0	0	0.0	0.0
Unrecorded	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Total	**85**	**100**	-	-	**36**	**53**	**42.4**	**62.4**	-	-	**0**	**0**

DEFINITIONS AND NOTES:

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

CIS 255 (CS1) Programming Methods:Java (4.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	0	1	0	1	0	3	0
#Enrollments	15	0	24	0	20	0	59	0
% Success	60	0	62.5	0	70	0	64.4	0
% Retention	66.7	0	83.3	0	70	0	74.6	0

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	15	25.4	0	0	11	13	73.3	86.7	0	0	0.0	0.0
Black	2	3.4	0	0	1	1	50.0	50.0	0	0	0.0	0.0
Filipino	3	5.1	0	0	1	1	33.3	33.3	0	0	0.0	0.0
Hispanic	3	5.1	0	0	1	2	33.3	66.7	0	0	0.0	0.0
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
White	21	35.6	0	0	16	16	76.2	76.2	0	0	0.0	0.0
Other	4	6.8	0	0	3	3	75.0	75.0	0	0	0.0	0.0
Unrecorded	11	18.6	0	0	5	8	45.5	72.7	0	0	0.0	0.0
Total	**59**	**100**	-	-	**38**	**44**	**64.4**	**74.6**	-	-	**0**	**0**
Gender												
Female	15	25.4	0	0	12	12	80.0	80.0	0	0	0.0	0.0
Male	38	64.4	0	0	25	28	65.8	73.7	0	0	0.0	0.0
Unrecorded	6	10.2	0	0	1	4	16.7	66.7	0	0	0.0	0.0
Total	**59**	**100**	-	-	**38**	**44**	**64.4**	**74.6**	-	-	**0**	**0**
Age												
19 or less	9	15.3	0	0	7	8	77.8	88.9	0	0	0.0	0.0
20-24	14	23.7	0	0	9	10	64.3	71.4	0	0	0.0	0.0
25-29	9	15.3	0	0	5	6	55.6	66.7	0	0	0.0	0.0
30-34	7	11.9	0	0	4	4	57.1	57.1	0	0	0.0	0.0
35-39	4	6.8	0	0	2	2	50.0	50.0	0	0	0.0	0.0
40-49	11	18.6	0	0	9	9	81.8	81.8	0	0	0.0	0.0
50+	2	3.4	0	0	2	2	100.0	100.0	0	0	0.0	0.0
Unrecorded	3	5.1	0	0	0	3	0.0	100.0	0	0	0.0	0.0
Total	**59**	**100**	-	-	**38**	**44**	**64.4**	**74.6**	-	-	**0**	**0**

DEFINITIONS AND NOTES:

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

CIS 256 (CS2) Data Structures: Java (4.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	1	1	1	1	1	3	3
#Enrollments	12	5	11	5	10	4	33	14
% Success	50	100	45.5	100	60	100	51.5	100
% Retention	66.7	100	72.7	100	80	100	72.7	100

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	12	36.4	6	42.9	8	10	66.7	83.3	6	6	100.0	100.0
Black	1	3.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Filipino	2	6.1	0	0	1	1	50.0	50.0	0	0	0.0	0.0
Hispanic	1	3.0	2	14.3	1	1	100.0	100.0	2	2	100.0	100.0
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
White	11	33.3	6	42.9	5	8	45.5	72.7	6	6	100.0	100.0
Other	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Unrecorded	6	18.2	0	0	2	4	33.3	66.7	0	0	0.0	0.0
Total	**33**	**100**	**14**	**100**	**17**	**24**	**51.5**	**72.7**	**14**	**14**	**100**	**100**
Gender												
Female	9	27.3	4	28.6	7	8	77.8	88.9	4	4	100.0	100.0
Male	20	60.6	10	71.4	8	13	40.0	65.0	10	10	100.0	100.0
Unrecorded	4	12.1	0	0	2	3	50.0	75.0	0	0	0.0	0.0
Total	**33**	**100**	**14**	**100**	**17**	**24**	**51.5**	**72.7**	**14**	**14**	**100**	**100**
Age												
19 or less	6	18.2	3	21.4	1	2	16.7	33.3	3	3	100.0	100.0
20-24	3	9.1	4	28.6	2	3	66.7	100.0	4	4	100.0	100.0
25-29	4	12.1	2	14.3	3	3	75.0	75.0	2	2	100.0	100.0
30-34	5	15.2	1	7.1	2	4	40.0	80.0	1	1	100.0	100.0
35-39	5	15.2	0	0	4	4	80.0	80.0	0	0	0.0	0.0
40-49	6	18.2	3	21.4	3	4	50.0	66.7	3	3	100.0	100.0
50+	2	6.1	1	7.1	1	2	50.0	100.0	1	1	100.0	100.0
Unrecorded	2	6.1	0	0	1	2	50.0	100.0	0	0	0.0	0.0
Total	**33**	**100**	**14**	**100**	**17**	**24**	**51.5**	**72.7**	**14**	**14**	**100**	**100**

DEFINITIONS AND NOTES:

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

CIS 278 (CS1) Programming Methods: C++ (4.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	1	1	1	1	1	3	3
#Enrollments	19	9	21	7	14	11	54	27
% Success	36.8	88.9	19	88.9	21.4	54.5	25.9	70.4
% Retention	57.9	100	47.6	71.4	64.3	63.6	55.6	77.8

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	16	29.6	6	22.2	3	7	18.7	43.7	4	4	66.7	66.7
Black	1	1.9	1	3.7	0	0	0.0	0.0	0	0	0.0	0.0
Filipino	3	5.6	2	7.4	0	1	0.0	33.3	1	2	50.0	100.0
Hispanic	8	14.8	2	7.4	1	3	12.5	37.5	2	2	100.0	100.0
Native Am	1	1.9	1	3.7	1	1	100.0	100.0	1	1	100.0	100.0
Pac Islander	0	0.0	1	3.7	0	0	0.0	0.0	0	0	0.0	0.0
White	15	27.8	8	29.6	6	12	40.0	80.0	7	7	87.5	87.5
Other	4	7.4	2	7.4	0	2	0.0	50.0	1	2	50.0	100.0
Unrecorded	6	11.1	4	14.8	3	4	50.0	66.7	3	3	75.0	75.0
Total	**54**	**100**	**27**	**100**	**14**	**30**	**25.9**	**55.6**	**19**	**21**	**70.4**	**77.8**
Gender												
Female	10	18.5	4	14.8	3	5	30.0	50.0	3	3	75.0	75.0
Male	41	75.9	21	77.8	10	23	24.4	56.1	14	16	66.7	76.2
Unrecorded	3	5.6	2	7.4	1	2	33.3	66.7	2	2	100.0	100.0
Total	**54**	**100**	**27**	**100**	**14**	**30**	**25.9**	**55.6**	**19**	**21**	**70.4**	**77.8**
Age												
19 or less	6	11.1	5	18.5	4	5	66.7	83.3	3	4	60.0	80.0
20-24	19	35.2	13	48.1	5	9	26.3	47.4	10	11	76.9	84.6
25-29	12	22.2	3	11.1	2	7	16.7	58.3	1	1	33.3	33.3
30-34	9	16.7	1	3.7	3	5	33.3	55.6	1	1	100.0	100.0
35-39	0	0.0	1	3.7	0	0	0.0	0.0	1	1	100.0	100.0
40-49	4	7.4	1	3.7	0	1	0.0	25.0	1	1	100.0	100.0
50+	4	7.4	1	3.7	0	3	0.0	75.0	0	0	0.0	0.0
Unrecorded	0	0.0	2	7.4	0	0	0.0	0.0	2	2	100.0	100.0
Total	**54**	**100**	**27**	**100**	**14**	**30**	**25.9**	**55.6**	**19**	**21**	**70.4**	**77.8**

DEFINITIONS AND NOTES:

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

CIS 279 (CS2) Data Structures:C++ (4.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	0	1	0	1	0	3	0
#Enrollments	11	0	9	0	9	0	29	0
% Success	63.6	0	55.6	0	33.3	0	51.7	0
% Retention	90.9	0	66.7	0	55.6	0	72.4	0

Part II—Demographic Profile: Enrollment and Student Outcomes

	Distance		Traditional		Distance				Traditional			
Demographic Variable	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	5	17.2	0	0	2	3	40.0	60.0	0	0	0.0	0.0
Black	1	3.4	0	0	0	1	0.0	100.0	0	0	0.0	0.0
Filipino	2	6.9	0	0	0	1	0.0	50.0	0	0	0.0	0.0
Hispanic	3	10.3	0	0	1	2	33.3	66.7	0	0	0.0	0.0
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
White	12	41.4	0	0	8	9	66.7	75.0	0	0	0.0	0.0
Other	1	3.4	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Unrecorded	5	17.2	0	0	4	5	80.0	100.0	0	0	0.0	0.0
Total	**29**	**100**	-	-	**15**	**21**	**51.7**	**72.4**	-	-	**0**	**0**
Gender												
Female	2	6.9	0	0	1	1	50.0	50.0	0	0	0.0	0.0
Male	24	82.8	0	0	11	17	45.8	70.8	0	0	0.0	0.0
Unrecorded	3	10.3	0	0	3	3	100.0	100.0	0	0	0.0	0.0
Total	**29**	**100**	-	-	**15**	**21**	**51.7**	**72.4**	-	-	**0**	**0**
Age												
19 or less	3	10.3	0	0	2	2	66.7	66.7	0	0	0.0	0.0
20-24	12	41.4	0	0	4	7	33.3	58.3	0	0	0.0	0.0
25-29	5	17.2	0	0	3	4	60.0	80.0	0	0	0.0	0.0
30-34	5	17.2	0	0	3	5	60.0	100.0	0	0	0.0	0.0
35-39	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
40-49	2	6.9	0	0	1	1	50.0	50.0	0	0	0.0	0.0
50+	1	3.4	0	0	1	1	100.0	100.0	0	0	0.0	0.0
Unrecorded	1	3.4	0	0	1	1	100.0	100.0	0	0	0.0	0.0
Total	**29**	**100**	-	-	**15**	**21**	**51.7**	**72.4**	-	-	**0**	**0**

DEFINITIONS AND NOTES:

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

CIS 377 Internet Prog: JavaScript/HTML (2.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	0	0	0	0	0	1	0
#Enrollments	27	0	0	0	0	0	27	0
% Success	63	0	0	0	0	0	63	0
% Retention	70.4	0	0	0	0	0	70.4	0

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	6	22.2	0	0	3	4	50.0	66.7	0	0	0.0	0.0
Black	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Filipino	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Hispanic	1	3.7	0	0	1	1	100.0	100.0	0	0	0.0	0.0
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
White	16	59.3	0	0	12	12	75.0	75.0	0	0	0.0	0.0
Other	1	3.7	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Unrecorded	3	11.1	0	0	1	2	33.3	66.7	0	0	0.0	0.0
Total	**27**	**100**	-	-	**17**	**19**	**63**	**70.4**	-	-	**0**	**0**
Gender												
Female	6	22.2	0	0	5	6	83.3	100.0	0	0	0.0	0.0
Male	20	74.1	0	0	12	13	60.0	65.0	0	0	0.0	0.0
Unrecorded	1	3.7	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Total	**27**	**100**	-	-	**17**	**19**	**63**	**70.4**	-	-	**0**	**0**
Age												
19 or less	1	3.7	0	0	1	1	100.0	100.0	0	0	0.0	0.0
20-24	3	11.1	0	0	2	3	66.7	100.0	0	0	0.0	0.0
25-29	4	14.8	0	0	2	3	50.0	75.0	0	0	0.0	0.0
30-34	1	3.7	0	0	1	1	100.0	100.0	0	0	0.0	0.0
35-39	7	25.9	0	0	3	3	42.9	42.9	0	0	0.0	0.0
40-49	6	22.2	0	0	4	4	66.7	66.7	0	0	0.0	0.0
50+	5	18.5	0	0	4	4	80.0	80.0	0	0	0.0	0.0
Unrecorded	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Total	**27**	**100**	-	-	**17**	**19**	**63**	**70.4**	-	-	**0**	**0**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2010 and Fall 2011.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

CIS 380 Internet Programming: PHP (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	0	1	0	1	0	3	0
#Enrollments	26	0	25	0	21	0	72	0
% Success	69.2	0	60	0	57.1	0	62.5	0
% Retention	76.9	0	72	0	66.7	0	72.2	0

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	14	19.4	0	0	10	10	71.4	71.4	0	0	0.0	0.0
Black	1	1.4	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Filipino	2	2.8	0	0	1	1	50.0	50.0	0	0	0.0	0.0
Hispanic	6	8.3	0	0	2	2	33.3	33.3	0	0	0.0	0.0
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
White	37	51.4	0	0	26	30	70.3	81.1	0	0	0.0	0.0
Other	2	2.8	0	0	2	2	100.0	100.0	0	0	0.0	0.0
Unrecorded	10	13.9	0	0	4	7	40.0	70.0	0	0	0.0	0.0
Total	**72**	**100**	-	-	**45**	**52**	**62.5**	**72.2**	-	-	**0**	**0**
Gender												
Female	19	26.4	0	0	13	14	68.4	73.7	0	0	0.0	0.0
Male	44	61.1	0	0	27	31	61.4	70.5	0	0	0.0	0.0
Unrecorded	9	12.5	0	0	5	7	55.6	77.8	0	0	0.0	0.0
Total	**72**	**100**	-	-	**45**	**52**	**62.5**	**72.2**	-	-	**0**	**0**
Age												
19 or less	3	4.2	0	0	3	3	100.0	100.0	0	0	0.0	0.0
20-24	7	9.7	0	0	4	5	57.1	71.4	0	0	0.0	0.0
25-29	8	11.1	0	0	5	6	62.5	75.0	0	0	0.0	0.0
30-34	5	6.9	0	0	3	4	60.0	80.0	0	0	0.0	0.0
35-39	14	19.4	0	0	10	10	71.4	71.4	0	0	0.0	0.0
40-49	20	27.8	0	0	12	14	60.0	70.0	0	0	0.0	0.0
50+	14	19.4	0	0	8	9	57.1	64.3	0	0	0.0	0.0
Unrecorded	1	1.4	0	0	0	1	0.0	100.0	0	0	0.0	0.0
Total	**72**	**100**	-	-	**45**	**52**	**62.5**	**72.2**	-	-	**0**	**0**

DEFINITIONS AND NOTES:

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

CIS 390 Internet Programming: Perl (2.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	0	0	0	0	0	1	0
#Enrollments	7	0	0	0	0	0	7	0
% Success	100	0	0	0	0	0	100	0
% Retention	100	0	0	0	0	0	100	0

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	3	42.9	0	0	3	3	100.0	100.0	0	0	0.0	0.0
Black	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Filipino	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Hispanic	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
White	1	14.3	0	0	1	1	100.0	100.0	0	0	0.0	0.0
Other	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Unrecorded	3	42.9	0	0	3	3	100.0	100.0	0	0	0.0	0.0
Total	**7**	**100**	-	-	**7**	**7**	**100**	**100**	-	-	**0**	**0**
Gender												
Female	3	42.9	0	0	3	3	100.0	100.0	0	0	0.0	0.0
Male	2	28.6	0	0	2	2	100.0	100.0	0	0	0.0	0.0
Unrecorded	2	28.6	0	0	2	2	100.0	100.0	0	0	0.0	0.0
Total	**7**	**100**	-	-	**7**	**7**	**100**	**100**	-	-	**0**	**0**
Age												
19 or less	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
20-24	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
25-29	1	14.3	0	0	1	1	100.0	100.0	0	0	0.0	0.0
30-34	2	28.6	0	0	2	2	100.0	100.0	0	0	0.0	0.0
35-39	1	14.3	0	0	1	1	100.0	100.0	0	0	0.0	0.0
40-49	1	14.3	0	0	1	1	100.0	100.0	0	0	0.0	0.0
50+	2	28.6	0	0	2	2	100.0	100.0	0	0	0.0	0.0
Unrecorded	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Total	**7**	**100**	-	-	**7**	**7**	**100**	**100**	-	-	**0**	**0**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2010 and Fall 2011.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

CIS 479 Windows Netwrk Security Design (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	0	1	0	0	0	2	0
#Enrollments	15	0	24	0	0	0	39	0
% Success	66.7	0	54.2	0	0	0	59	0
% Retention	86.7	0	83.3	0	0	0	84.6	0

Part II—Demographic Profile: Enrollment and Student Outcomes

	Distance		Traditional		Distance				Traditional			
Demographic Variable	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	8	20.5	0	0	4	5	50.0	62.5	0	0	0.0	0.0
Black	1	2.6	0	0	1	1	100.0	100.0	0	0	0.0	0.0
Filipino	4	10.3	0	0	1	2	25.0	50.0	0	0	0.0	0.0
Hispanic	5	12.8	0	0	2	5	40.0	100.0	0	0	0.0	0.0
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
White	13	33.3	0	0	8	12	61.5	92.3	0	0	0.0	0.0
Other	2	5.1	0	0	1	2	50.0	100.0	0	0	0.0	0.0
Unrecorded	6	15.4	0	0	6	6	100.0	100.0	0	0	0.0	0.0
Total	**39**	**100**	-	-	**23**	**33**	**59**	**84.6**	-	-	**0**	**0**
Gender												
Female	5	12.8	0	0	4	4	80.0	80.0	0	0	0.0	0.0
Male	32	82.1	0	0	17	27	53.1	84.4	0	0	0.0	0.0
Unrecorded	2	5.1	0	0	2	2	100.0	100.0	0	0	0.0	0.0
Total	**39**	**100**	-	-	**23**	**33**	**59**	**84.6**	-	-	**0**	**0**
Age												
19 or less	1	2.6	0	0	0	1	0.0	100.0	0	0	0.0	0.0
20-24	6	15.4	0	0	4	5	66.7	83.3	0	0	0.0	0.0
25-29	5	12.8	0	0	1	3	20.0	60.0	0	0	0.0	0.0
30-34	7	17.9	0	0	5	6	71.4	85.7	0	0	0.0	0.0
35-39	6	15.4	0	0	5	6	83.3	100.0	0	0	0.0	0.0
40-49	6	15.4	0	0	2	4	33.3	66.7	0	0	0.0	0.0
50+	6	15.4	0	0	4	6	66.7	100.0	0	0	0.0	0.0
Unrecorded	2	5.1	0	0	2	2	100.0	100.0	0	0	0.0	0.0
Total	**39**	**100**	-	-	**23**	**33**	**59**	**84.6**	-	-	**0**	**0**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2011.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

CIS 489 Computer Forensics (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	0	1	0	0	0	2	0
#Enrollments	15	0	19	0	0	0	34	0
% Success	66.7	0	57.9	0	0	0	61.8	0
% Retention	80	0	84.2	0	0	0	82.4	0

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	4	11.8	0	0	2	2	50.0	50.0	0	0	0.0	0.0
Black	2	5.9	0	0	2	2	100.0	100.0	0	0	0.0	0.0
Filipino	3	8.8	0	0	2	2	66.7	66.7	0	0	0.0	0.0
Hispanic	2	5.9	0	0	1	1	50.0	50.0	0	0	0.0	0.0
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
White	18	52.9	0	0	12	16	66.7	88.9	0	0	0.0	0.0
Other	2	5.9	0	0	1	2	50.0	100.0	0	0	0.0	0.0
Unrecorded	3	8.8	0	0	1	3	33.3	100.0	0	0	0.0	0.0
Total	**34**	**100**	-	-	**21**	**28**	**61.8**	**82.4**	-	-	**0**	**0**
Gender												
Female	12	35.3	0	0	8	10	66.7	83.3	0	0	0.0	0.0
Male	22	64.7	0	0	13	18	59.1	81.8	0	0	0.0	0.0
Unrecorded	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Total	**34**	**100**	-	-	**21**	**28**	**61.8**	**82.4**	-	-	**0**	**0**
Age												
19 or less	1	2.9	0	0	0	1	0.0	100.0	0	0	0.0	0.0
20-24	12	35.3	0	0	7	9	58.3	75.0	0	0	0.0	0.0
25-29	4	11.8	0	0	2	3	50.0	75.0	0	0	0.0	0.0
30-34	4	11.8	0	0	2	2	50.0	50.0	0	0	0.0	0.0
35-39	2	5.9	0	0	1	2	50.0	100.0	0	0	0.0	0.0
40-49	8	23.5	0	0	7	8	87.5	100.0	0	0	0.0	0.0
50+	3	8.8	0	0	2	3	66.7	100.0	0	0	0.0	0.0
Unrecorded	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Total	**34**	**100**	-	-	**21**	**28**	**61.8**	**82.4**	-	-	**0**	**0**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2011.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

CIS 491 Comp Forensics: Search&Seizure (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	0	0	0	0	1	0	1	0
#Enrollments	0	0	0	0	15	0	15	0
% Success	0	0	0	0	86.7	0	86.7	0
% Retention	0	0	0	0	93.3	0	93.3	0

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Black	2	13.3	0	0	2	2	100.0	100.0	0	0	0.0	0.0
Filipino	1	6.7	0	0	1	1	100.0	100.0	0	0	0.0	0.0
Hispanic	2	13.3	0	0	2	2	100.0	100.0	0	0	0.0	0.0
Native Am	1	6.7	0	0	0	1	0.0	100.0	0	0	0.0	0.0
Pac Islander	2	13.3	0	0	2	2	100.0	100.0	0	0	0.0	0.0
White	5	33.3	0	0	4	4	80.0	80.0	0	0	0.0	0.0
Other	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Unrecorded	2	13.3	0	0	2	2	100.0	100.0	0	0	0.0	0.0
Total	**15**	**100**	-	-	**13**	**14**	**86.7**	**93.3**	-	-	**0**	**0**
Gender												
Female	5	33.3	0	0	4	5	80.0	100.0	0	0	0.0	0.0
Male	9	60.0	0	0	8	8	88.9	88.9	0	0	0.0	0.0
Unrecorded	1	6.7	0	0	1	1	100.0	100.0	0	0	0.0	0.0
Total	**15**	**100**	-	-	**13**	**14**	**86.7**	**93.3**	-	-	**0**	**0**
Age												
19 or less	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
20-24	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
25-29	2	13.3	0	0	2	2	100.0	100.0	0	0	0.0	0.0
30-34	1	6.7	0	0	1	1	100.0	100.0	0	0	0.0	0.0
35-39	4	26.7	0	0	3	3	75.0	75.0	0	0	0.0	0.0
40-49	3	20.0	0	0	3	3	100.0	100.0	0	0	0.0	0.0
50+	4	26.7	0	0	3	4	75.0	100.0	0	0	0.0	0.0
Unrecorded	1	6.7	0	0	1	1	100.0	100.0	0	0	0.0	0.0
Total	**15**	**100**	-	-	**13**	**14**	**86.7**	**93.3**	-	-	**0**	**0**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2009 and Fall 2010.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

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Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

CIS 680ME Internet Prog: HTML5 & CSS (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	0	0	0	0	1	0	1	0
#Enrollments	0	0	0	0	39	0	39	0
% Success	0	0	0	0	61.5	0	61.5	0
% Retention	0	0	0	0	82.1	0	82.1	0

Part II—Demographic Profile: Enrollment and Student Outcomes

	Distance		Traditional		Distance				Traditional			
Demographic Variable	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	5	12.8	0	0	1	4	20.0	80.0	0	0	0.0	0.0
Black	1	2.6	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Filipino	3	7.7	0	0	2	3	66.7	100.0	0	0	0.0	0.0
Hispanic	2	5.1	0	0	2	2	100.0	100.0	0	0	0.0	0.0
Native Am	1	2.6	0	0	0	1	0.0	100.0	0	0	0.0	0.0
Pac Islander	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
White	22	56.4	0	0	17	18	77.3	81.8	0	0	0.0	0.0
Other	3	7.7	0	0	1	2	33.3	66.7	0	0	0.0	0.0
Unrecorded	2	5.1	0	0	1	2	50.0	100.0	0	0	0.0	0.0
Total	**39**	**100**	-	-	**24**	**32**	**61.5**	**82.1**	-	-	**0**	**0**
Gender												
Female	12	30.8	0	0	8	11	66.7	91.7	0	0	0.0	0.0
Male	25	64.1	0	0	14	19	56.0	76.0	0	0	0.0	0.0
Unrecorded	2	5.1	0	0	2	2	100.0	100.0	0	0	0.0	0.0
Total	**39**	**100**	-	-	**24**	**32**	**61.5**	**82.1**	-	-	**0**	**0**
Age												
19 or less	2	5.1	0	0	0	1	0.0	50.0	0	0	0.0	0.0
20-24	5	12.8	0	0	2	3	40.0	60.0	0	0	0.0	0.0
25-29	3	7.7	0	0	2	3	66.7	100.0	0	0	0.0	0.0
30-34	5	12.8	0	0	4	5	80.0	100.0	0	0	0.0	0.0
35-39	9	23.1	0	0	7	8	77.8	88.9	0	0	0.0	0.0
40-49	11	28.2	0	0	5	8	45.5	72.7	0	0	0.0	0.0
50+	4	10.3	0	0	4	4	100.0	100.0	0	0	0.0	0.0
Unrecorded	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Total	**39**	**100**	-	-	**24**	**32**	**61.5**	**82.1**	-	-	**0**	**0**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2009 and Fall 2010.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

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Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

DGME 100 Media in Society (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	0	2	0	2	1	3	1	7
#Enrollments	0	46	0	74	27	99	27	219
% Success	0	54.3	0	54.3	81.5	61.6	81.5	62.1
% Retention	0	82.6	0	94.6	92.6	88.9	92.6	89.5

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	4	14.8	19	8.7	4	4	100.0	100.0	14	18	73.7	94.7
Black	2	7.4	6	2.7	2	2	100.0	100.0	3	6	50.0	100.0
Filipino	0	0.0	27	12.3	0	0	0.0	0.0	14	21	51.9	77.8
Hispanic	5	18.5	33	15.1	2	5	40.0	100.0	20	28	60.6	84.8
Native Am	0	0.0	2	0.9	0	0	0.0	0.0	0	1	0.0	50.0
Pac Islander	1	3.7	1	0.5	1	1	100.0	100.0	0	1	0.0	100.0
White	5	18.5	81	37	5	5	100.0	100.0	52	72	64.2	88.9
Other	5	18.5	32	14.6	4	4	80.0	80.0	21	32	65.6	100.0
Unrecorded	5	18.5	18	8.2	4	4	80.0	80.0	12	17	66.7	94.4
Total	**27**	**100**	**219**	**100**	**22**	**25**	**81.5**	**92.6**	**136**	**196**	**62.1**	**89.5**
Gender												
Female	17	63.0	87	39.7	16	17	94.1	100.0	62	79	71.3	90.8
Male	10	37.0	125	57.1	6	8	60.0	80.0	69	111	55.2	88.8
Unrecorded	0	0.0	7	3.2	0	0	0.0	0.0	5	6	71.4	85.7
Total	**27**	**100**	**219**	**100**	**22**	**25**	**81.5**	**92.6**	**136**	**196**	**62.1**	**89.5**
Age												
19 or less	9	33.3	111	50.7	8	8	88.9	88.9	67	102	60.4	91.9
20-24	8	29.6	79	36.1	7	8	87.5	100.0	50	68	63.3	86.1
25-29	6	22.2	7	3.2	4	5	66.7	83.3	3	6	42.9	85.7
30-34	2	7.4	8	3.7	1	2	50.0	100.0	5	7	62.5	87.5
35-39	1	3.7	4	1.8	1	1	100.0	100.0	3	4	75.0	100.0
40-49	0	0.0	2	0.9	0	0	0.0	0.0	1	1	50.0	50.0
50+	1	3.7	2	0.9	1	1	100.0	100.0	2	2	100.0	100.0
Unrecorded	0	0.0	6	2.7	0	0	0.0	0.0	5	6	83.3	100.0
Total	**27**	**100**	**219**	**100**	**22**	**25**	**81.5**	**92.6**	**136**	**196**	**62.1**	**89.5**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2009 and Fall 2010.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
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Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

DGME 102 Media Law & Ethics (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	0	1	1	0	1	0	2	1
#Enrollments	0	10	28	0	28	0	56	10
% Success	0	60	39.3	60	42.9	0	41.1	60
% Retention	0	70	57.1	0	60.7	0	58.9	70

Part II—Demographic Profile: Enrollment and Student Outcomes

	Distance		Traditional		Distance				Traditional			
Demographic Variable	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	6	10.7	1	10	4	4	66.7	66.7	1	1	100.0	100.0
Black	1	1.8	0	0	0	1	0.0	100.0	0	0	0.0	0.0
Filipino	7	12.5	0	0	3	5	42.9	71.4	0	0	0.0	0.0
Hispanic	8	14.3	3	30	1	3	12.5	37.5	2	2	66.7	66.7
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	3	5.4	0	0	0	1	0.0	33.3	0	0	0.0	0.0
White	20	35.7	5	50	10	12	50.0	60.0	2	3	40.0	60.0
Other	7	12.5	1	10	3	5	42.9	71.4	1	1	100.0	100.0
Unrecorded	4	7.1	0	0	2	2	50.0	50.0	0	0	0.0	0.0
Total	**56**	**100**	**10**	**100**	**23**	**33**	**41.1**	**58.9**	**6**	**7**	**60**	**70**
Gender												
Female	25	44.6	3	30	12	20	48.0	80.0	3	3	100.0	100.0
Male	27	48.2	7	70	8	10	29.6	37.0	3	4	42.9	57.1
Unrecorded	4	7.1	0	0	3	3	75.0	75.0	0	0	0.0	0.0
Total	**56**	**100**	**10**	**100**	**23**	**33**	**41.1**	**58.9**	**6**	**7**	**60**	**70**
Age												
19 or less	9	16.1	2	20	3	5	33.3	55.6	1	1	50.0	50.0
20-24	23	41.1	6	60	7	11	30.4	47.8	4	5	66.7	83.3
25-29	8	14.3	0	0	3	5	37.5	62.5	0	0	0.0	0.0
30-34	7	12.5	0	0	4	5	57.1	71.4	0	0	0.0	0.0
35-39	1	1.8	1	10	0	0	0.0	0.0	0	0	0.0	0.0
40-49	4	7.1	1	10	2	3	50.0	75.0	1	1	100.0	100.0
50+	3	5.4	0	0	3	3	100.0	100.0	0	0	0.0	0.0
Unrecorded	1	1.8	0	0	1	1	100.0	100.0	0	0	0.0	0.0
Total	**56**	**100**	**10**	**100**	**23**	**33**	**41.1**	**58.9**	**6**	**7**	**60**	**70**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2009.

Tranditional course not offered Fall 2010 and Fall 2011.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

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(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

ENGL 100 Composition and Reading (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	0	30	1	29	2	29	3	88
#Enrollments	0	823	26	794	41	742	67	2359
% Success	0	65.5	34.6	65.5	56.1	60.4	47.8	64.6
% Retention	0	81.3	61.5	79.8	73.2	78.4	68.7	79.9

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	12	17.9	355	15	6	10	50.0	83.3	252	298	71.0	83.9
Black	4	6.0	92	3.9	2	3	50.0	75.0	51	77	55.4	83.7
Filipino	4	6.0	193	8.2	1	2	25.0	50.0	121	147	62.7	76.2
Hispanic	16	23.9	441	18.7	6	7	37.5	43.7	264	332	59.9	75.3
Native Am	1	1.5	7	0.3	1	1	100.0	100.0	6	7	85.7	100.0
Pac Islander	1	1.5	73	3.1	0	1	0.0	100.0	43	58	58.9	79.5
White	22	32.8	736	31.2	11	15	50.0	68.2	483	591	65.6	80.3
Other	3	4.5	251	10.6	2	3	66.7	100.0	160	197	63.7	78.5
Unrecorded	4	6.0	211	8.9	3	4	75.0	100.0	145	178	68.7	84.4
Total	**67**	**100**	**2359**	**100**	**32**	**46**	**47.8**	**68.7**	**1525**	**1885**	**64.6**	**79.9**
Gender												
Female	46	68.7	1005	42.6	22	32	47.8	69.6	664	796	66.1	79.2
Male	19	28.4	1266	53.7	8	12	42.1	63.2	799	1014	63.1	80.1
Unrecorded	2	3.0	88	3.7	2	2	100.0	100.0	62	75	70.5	85.2
Total	**67**	**100**	**2359**	**100**	**32**	**46**	**47.8**	**68.7**	**1525**	**1885**	**64.6**	**79.9**
Age												
19 or less	11	16.4	1232	52.2	3	9	27.3	81.8	832	1018	67.5	82.6
20-24	23	34.3	699	29.6	9	13	39.1	56.5	403	526	57.7	75.3
25-29	11	16.4	180	7.6	6	6	54.5	54.5	110	134	61.1	74.4
30-34	4	6.0	72	3.1	1	4	25.0	100.0	48	55	66.7	76.4
35-39	3	4.5	41	1.7	3	3	100.0	100.0	28	32	68.3	78.0
40-49	12	17.9	49	2.1	7	8	58.3	66.7	38	42	77.6	85.7
50+	2	3.0	29	1.2	2	2	100.0	100.0	23	27	79.3	93.1
Unrecorded	1	1.5	57	2.4	1	1	100.0	100.0	43	51	75.4	89.5
Total	**67**	**100**	**2359**	**100**	**32**	**46**	**47.8**	**68.7**	**1525**	**1885**	**64.6**	**79.9**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2009.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

ENGL 110 Compos., Lit. & Crit. Thinking (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	11	0	13	1	15	2	39
#Enrollments	24	294	0	360	23	382	47	1036
% Success	54.2	74.1	0	74.1	56.5	68.8	55.3	71.6
% Retention	62.5	81.6	0	81.9	65.2	80.9	63.8	81.5

Part II—Demographic Profile: Enrollment and Student Outcomes

	Distance		Traditional		Distance				Traditional			
Demographic Variable	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	12	25.5	192	18.5	6	9	50.0	75.0	140	156	72.9	81.2
Black	1	2.1	19	1.8	1	1	100.0	100.0	10	16	52.6	84.2
Filipino	1	2.1	85	8.2	0	0	0.0	0.0	63	72	74.1	84.7
Hispanic	6	12.8	192	18.5	3	4	50.0	66.7	129	151	67.2	78.6
Native Am	1	2.1	5	0.5	1	1	100.0	100.0	3	4	60.0	80.0
Pac Islander	1	2.1	31	3	0	0	0.0	0.0	21	25	67.7	80.6
White	18	38.3	338	32.6	9	9	50.0	50.0	250	277	74.0	82.0
Other	2	4.3	76	7.3	2	2	100.0	100.0	57	63	75.0	82.9
Unrecorded	5	10.6	98	9.5	4	4	80.0	80.0	69	80	70.4	81.6
Total	**47**	**100**	**1036**	**100**	**26**	**30**	**55.3**	**63.8**	**742**	**844**	**71.6**	**81.5**
Gender												
Female	26	55.3	495	47.8	17	18	65.4	69.2	365	417	73.7	84.2
Male	21	44.7	496	47.9	9	12	42.9	57.1	342	388	69.0	78.2
Unrecorded	0	0.0	45	4.3	0	0	0.0	0.0	35	39	77.8	86.7
Total	**47**	**100**	**1036**	**100**	**26**	**30**	**55.3**	**63.8**	**742**	**844**	**71.6**	**81.5**
Age												
19 or less	7	14.9	404	39	5	7	71.4	100.0	331	361	81.9	89.4
20-24	18	38.3	470	45.4	9	10	50.0	55.6	304	362	64.7	77.0
25-29	13	27.7	68	6.6	6	7	46.2	53.8	38	46	55.9	67.6
30-34	2	4.3	23	2.2	2	2	100.0	100.0	18	18	78.3	78.3
35-39	2	4.3	9	0.9	0	0	0.0	0.0	7	8	77.8	88.9
40-49	3	6.4	23	2.2	2	2	66.7	66.7	17	19	73.9	82.6
50+	2	4.3	11	1.1	2	2	100.0	100.0	5	6	45.5	54.5
Unrecorded	0	0.0	28	2.7	0	0	0.0	0.0	22	24	78.6	85.7
Total	**47**	**100**	**1036**	**100**	**26**	**30**	**55.3**	**63.8**	**742**	**844**	**71.6**	**81.5**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2010.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

ENGL 165 Advanced Composition (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	0	2	1	2	1	3	2	7
#Enrollments	0	51	26	49	25	72	51	172
% Success	0	64.7	42.3	64.7	28	65.3	35.3	63.4
% Retention	0	76.5	61.5	79.6	40	84.7	51	80.8

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	7	13.7	25	14.5	2	3	28.6	42.9	18	21	72.0	84.0
Black	2	3.9	10	5.8	0	1	0.0	50.0	7	9	70.0	90.0
Filipino	1	2.0	9	5.2	0	0	0.0	0.0	6	9	66.7	100.0
Hispanic	12	23.5	48	27.9	4	5	33.3	41.7	20	34	41.7	70.8
Native Am	1	2.0	0	0	0	1	0.0	100.0	0	0	0.0	0.0
Pac Islander	0	0.0	5	2.9	0	0	0.0	0.0	4	4	80.0	80.0
White	19	37.3	56	32.6	10	13	52.6	68.4	38	46	67.9	82.1
Other	4	7.8	9	5.2	0	0	0.0	0.0	8	8	88.9	88.9
Unrecorded	5	9.8	10	5.8	2	3	40.0	60.0	8	8	80.0	80.0
Total	**51**	**100**	**172**	**100**	**18**	**26**	**35.3**	**51**	**109**	**139**	**63.4**	**80.8**
Gender												
Female	29	56.9	76	44.2	13	19	44.8	65.5	44	58	57.9	76.3
Male	20	39.2	93	54.1	4	6	20.0	30.0	62	78	66.7	83.9
Unrecorded	2	3.9	3	1.7	1	1	50.0	50.0	3	3	100.0	100.0
Total	**51**	**100**	**172**	**100**	**18**	**26**	**35.3**	**51**	**109**	**139**	**63.4**	**80.8**
Age												
19 or less	4	7.8	38	22.1	0	0	0.0	0.0	28	34	73.7	89.5
20-24	22	43.1	91	52.9	5	10	22.7	45.5	50	70	54.9	76.9
25-29	14	27.5	21	12.2	7	8	50.0	57.1	15	18	71.4	85.7
30-34	1	2.0	7	4.1	1	1	100.0	100.0	6	7	85.7	100.0
35-39	5	9.8	3	1.7	1	3	20.0	60.0	1	1	33.3	33.3
40-49	3	5.9	4	2.3	2	2	66.7	66.7	1	1	25.0	25.0
50+	1	2.0	5	2.9	1	1	100.0	100.0	5	5	100.0	100.0
Unrecorded	1	2.0	3	1.7	1	1	100.0	100.0	3	3	100.0	100.0
Total	**51**	**100**	**172**	**100**	**18**	**26**	**35.3**	**51**	**109**	**139**	**63.4**	**80.8**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2009.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

ENGR 215 Computational Methods for Engr (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	1	1	1	1	1	3	3
#Enrollments	13	16	12	18	7	16	32	50
% Success	53.8	68.8	33.3	68.8	57.1	68.8	46.9	62
% Retention	76.9	68.8	58.3	72.2	71.4	75	68.8	72

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	15	46.9	15	30	9	14	60.0	93.3	8	10	53.3	66.7
Black	0	0.0	1	2	0	0	0.0	0.0	0	0	0.0	0.0
Filipino	0	0.0	7	14	0	0	0.0	0.0	6	6	85.7	85.7
Hispanic	5	15.6	5	10	3	4	60.0	80.0	3	4	60.0	80.0
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	1	3.1	0	0	0	0	0.0	0.0	0	0	0.0	0.0
White	8	25.0	11	22	2	3	25.0	37.5	8	8	72.7	72.7
Other	2	6.3	3	6	0	0	0.0	0.0	2	3	66.7	100.0
Unrecorded	1	3.1	8	16	1	1	100.0	100.0	4	5	50.0	62.5
Total	**32**	**100**	**50**	**100**	**15**	**22**	**46.9**	**68.8**	**31**	**36**	**62**	**72**
Gender												
Female	5	15.6	6	12	3	5	60.0	100.0	4	5	66.7	83.3
Male	26	81.3	41	82	11	16	42.3	61.5	26	29	63.4	70.7
Unrecorded	1	3.1	3	6	1	1	100.0	100.0	1	2	33.3	66.7
Total	**32**	**100**	**50**	**100**	**15**	**22**	**46.9**	**68.8**	**31**	**36**	**62**	**72**
Age												
19 or less	4	12.5	9	18	3	3	75.0	75.0	5	7	55.6	77.8
20-24	17	53.1	30	60	7	11	41.2	64.7	18	20	60.0	66.7
25-29	4	12.5	8	16	2	4	50.0	100.0	7	7	87.5	87.5
30-34	2	6.3	0	0	1	2	50.0	100.0	0	0	0.0	0.0
35-39	1	3.1	1	2	1	1	100.0	100.0	1	1	100.0	100.0
40-49	1	3.1	0	0	1	1	100.0	100.0	0	0	0.0	0.0
50+	3	9.4	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Unrecorded	0	0.0	2	4	0	0	0.0	0.0	0	1	0.0	50.0
Total	**32**	**100**	**50**	**100**	**15**	**22**	**46.9**	**68.8**	**31**	**36**	**62**	**72**

DEFINITIONS AND NOTES:

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

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(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

ENGR 230 Engineering Statics (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	0	1	0	1	1	1	1	3
#Enrollments	0	17	0	15	5	13	5	45
% Success	0	82.4	0	82.4	20	61.5	20	73.3
% Retention	0	82.4	0	80	40	76.9	40	80

Part II—Demographic Profile: Enrollment and Student Outcomes

	Distance		Traditional		Distance				Traditional			
Demographic Variable	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	0	0.0	16	35.6	0	0	0.0	0.0	13	15	81.2	93.7
Black	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Filipino	1	20.0	2	4.4	0	1	0.0	100.0	2	2	100.0	100.0
Hispanic	0	0.0	1	2.2	0	0	0.0	0.0	0	0	0.0	0.0
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
White	2	40.0	18	40	1	1	50.0	50.0	12	13	66.7	72.2
Other	2	40.0	4	8.9	0	0	0.0	0.0	3	3	75.0	75.0
Unrecorded	0	0.0	4	8.9	0	0	0.0	0.0	3	3	75.0	75.0
Total	**5**	**100**	**45**	**100**	**1**	**2**	**20**	**40**	**33**	**36**	**73.3**	**80**
Gender												
Female	1	20.0	3	6.7	0	0	0.0	0.0	2	2	66.7	66.7
Male	4	80.0	39	86.7	1	2	25.0	50.0	28	31	71.8	79.5
Unrecorded	0	0.0	3	6.7	0	0	0.0	0.0	3	3	100.0	100.0
Total	**5**	**100**	**45**	**100**	**1**	**2**	**20**	**40**	**33**	**36**	**73.3**	**80**
Age												
19 or less	0	0.0	4	8.9	0	0	0.0	0.0	2	2	50.0	50.0
20-24	3	60.0	31	68.9	0	1	0.0	33.3	23	26	74.2	83.9
25-29	1	20.0	8	17.8	0	0	0.0	0.0	7	7	87.5	87.5
30-34	1	20.0	0	0	1	1	100.0	100.0	0	0	0.0	0.0
35-39	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
40-49	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
50+	0	0.0	1	2.2	0	0	0.0	0.0	0	0	0.0	0.0
Unrecorded	0	0.0	1	2.2	0	0	0.0	0.0	1	1	100.0	100.0
Total	**5**	**100**	**45**	**100**	**1**	**2**	**20**	**40**	**33**	**36**	**73.3**	**80**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2009 and Fall 2010.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

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Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

ESL 891 Accent Reduction for NNS (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	0	0	0	0	1	0	1	0
#Enrollments	0	0	0	0	26	0	26	0
% Success	0	0	0	0	42.3	0	42.3	0
% Retention	0	0	0	0	57.7	0	57.7	0

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	4	15.4	0	0	3	3	75.0	75.0	0	0	0.0	0.0
Black	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Filipino	1	3.8	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Hispanic	11	42.3	0	0	4	6	36.4	54.5	0	0	0.0	0.0
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
White	7	26.9	0	0	3	5	42.9	71.4	0	0	0.0	0.0
Other	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Unrecorded	3	11.5	0	0	1	1	33.3	33.3	0	0	0.0	0.0
Total	**26**	**100**	-	-	**11**	**15**	**42.3**	**57.7**	-	-	**0**	**0**
Gender												
Female	19	73.1	0	0	9	12	47.4	63.2	0	0	0.0	0.0
Male	5	19.2	0	0	1	2	20.0	40.0	0	0	0.0	0.0
Unrecorded	2	7.7	0	0	1	1	50.0	50.0	0	0	0.0	0.0
Total	**26**	**100**	-	-	**11**	**15**	**42.3**	**57.7**	-	-	**0**	**0**
Age												
19 or less	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
20-24	4	15.4	0	0	2	2	50.0	50.0	0	0	0.0	0.0
25-29	4	15.4	0	0	1	2	25.0	50.0	0	0	0.0	0.0
30-34	3	11.5	0	0	1	1	33.3	33.3	0	0	0.0	0.0
35-39	2	7.7	0	0	1	1	50.0	50.0	0	0	0.0	0.0
40-49	7	26.9	0	0	3	6	42.9	85.7	0	0	0.0	0.0
50+	4	15.4	0	0	2	2	50.0	50.0	0	0	0.0	0.0
Unrecorded	2	7.7	0	0	1	1	50.0	50.0	0	0	0.0	0.0
Total	**26**	**100**	-	-	**11**	**15**	**42.3**	**57.7**	-	-	**0**	**0**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2009 and Fall 2010.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

FILM 100 Introduction to Film (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	2	2	1	2	1	5	4
#Enrollments	43	115	83	54	57	54	183	223
% Success	46.5	63.5	56.6	63.5	66.7	77.8	57.4	70.9
% Retention	67.4	77.4	63.9	92.6	86	90.7	71.6	84.3

Part II—Demographic Profile: Enrollment and Student Outcomes

	Distance		Traditional		Distance				Traditional			
Demographic Variable	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	33	18.0	25	11.2	21	26	63.6	78.8	21	22	84.0	88.0
Black	0	0.0	2	0.9	0	0	0.0	0.0	2	2	100.0	100.0
Filipino	10	5.5	13	5.8	5	7	50.0	70.0	7	10	53.8	76.9
Hispanic	27	14.8	17	7.6	17	19	63.0	70.4	12	13	70.6	76.5
Native Am	1	0.5	3	1.3	1	1	100.0	100.0	1	1	33.3	33.3
Pac Islander	7	3.8	2	0.9	2	5	28.6	71.4	1	2	50.0	100.0
White	72	39.3	119	53.4	40	50	55.6	69.4	89	106	74.8	89.1
Other	12	6.6	22	9.9	10	10	83.3	83.3	12	16	54.5	72.7
Unrecorded	21	11.5	20	9	9	13	42.9	61.9	13	16	65.0	80.0
Total	**183**	**100**	**223**	**100**	**105**	**131**	**57.4**	**71.6**	**158**	**188**	**70.9**	**84.3**
Gender												
Female	88	48.1	66	29.6	54	67	61.4	76.1	51	59	77.3	89.4
Male	85	46.4	147	65.9	44	55	51.8	64.7	100	120	68.0	81.6
Unrecorded	10	5.5	10	4.5	7	9	70.0	90.0	7	9	70.0	90.0
Total	**183**	**100**	**223**	**100**	**105**	**131**	**57.4**	**71.6**	**158**	**188**	**70.9**	**84.3**
Age												
19 or less	52	28.4	100	44.8	33	41	63.5	78.8	70	86	70.0	86.0
20-24	60	32.8	85	38.1	33	44	55.0	73.3	59	72	69.4	84.7
25-29	31	16.9	11	4.9	8	13	25.8	41.9	9	9	81.8	81.8
30-34	10	5.5	12	5.4	7	7	70.0	70.0	7	7	58.3	58.3
35-39	10	5.5	1	0.4	8	9	80.0	90.0	1	1	100.0	100.0
40-49	7	3.8	5	2.2	5	5	71.4	71.4	5	5	100.0	100.0
50+	7	3.8	4	1.8	6	6	85.7	85.7	3	3	75.0	75.0
Unrecorded	6	3.3	5	2.2	5	6	83.3	100.0	4	5	80.0	100.0
Total	**183**	**100**	**223**	**100**	**105**	**131**	**57.4**	**71.6**	**158**	**188**	**70.9**	**84.3**

DEFINITIONS AND NOTES:

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

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Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

FILM 200 Film in Focus (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	0	1	0	0	1	0	1	1
#Enrollments	0	9	0	0	34	0	34	9
% Success	0	88.9	0	88.9	70.6	0	70.6	88.9
% Retention	0	100	0	0	85.3	0	85.3	100

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	2	5.9	0	0	2	2	100.0	100.0	0	0	0.0	0.0
Black	2	5.9	1	11.1	1	2	50.0	100.0	1	1	100.0	100.0
Filipino	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Hispanic	6	17.6	2	22.2	3	6	50.0	100.0	2	2	100.0	100.0
Native Am	1	2.9	0	0	1	1	100.0	100.0	0	0	0.0	0.0
Pac Islander	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
White	17	50.0	4	44.4	12	13	70.6	76.5	3	4	75.0	100.0
Other	3	8.8	0	0	2	2	66.7	66.7	0	0	0.0	0.0
Unrecorded	3	8.8	2	22.2	3	3	100.0	100.0	2	2	100.0	100.0
Total	**34**	**100**	**9**	**100**	**24**	**29**	**70.6**	**85.3**	**8**	**9**	**88.9**	**100**
Gender												
Female	16	47.1	4	44.4	10	12	62.5	75.0	3	4	75.0	100.0
Male	16	47.1	2	22.2	13	15	81.2	93.7	2	2	100.0	100.0
Unrecorded	2	5.9	3	33.3	1	2	50.0	100.0	3	3	100.0	100.0
Total	**34**	**100**	**9**	**100**	**24**	**29**	**70.6**	**85.3**	**8**	**9**	**88.9**	**100**
Age												
19 or less	11	32.4	2	22.2	4	8	36.4	72.7	2	2	100.0	100.0
20-24	13	38.2	5	55.6	12	12	92.3	92.3	5	5	100.0	100.0
25-29	2	5.9	0	0	1	2	50.0	100.0	0	0	0.0	0.0
30-34	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
35-39	2	5.9	0	0	2	2	100.0	100.0	0	0	0.0	0.0
40-49	1	2.9	0	0	1	1	100.0	100.0	0	0	0.0	0.0
50+	5	14.7	1	11.1	4	4	80.0	80.0	0	1	0.0	100.0
Unrecorded	0	0.0	1	11.1	0	0	0.0	0.0	1	1	100.0	100.0
Total	**34**	**100**	**9**	**100**	**24**	**29**	**70.6**	**85.3**	**8**	**9**	**88.9**	**100**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2009 and Fall 2010.

Tranditional course not offered Fall 2010 and Fall 2011.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
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Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

HIST 202 United States History II (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	0	4	1	2	1	2	2	8
#Enrollments	0	160	41	86	32	82	73	328
% Success	0	68.8	78	68.8	81.3	52.4	79.5	58.8
% Retention	0	90.6	85.4	86	87.5	76.8	86.3	86

Part II—Demographic Profile: Enrollment and Student Outcomes

	Distance		Traditional		Distance				Traditional			
Demographic Variable	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	15	20.5	32	9.8	11	12	73.3	80.0	17	27	53.1	84.4
Black	2	2.7	11	3.4	1	2	50.0	100.0	5	9	45.5	81.8
Filipino	1	1.4	18	5.5	1	1	100.0	100.0	9	13	50.0	72.2
Hispanic	9	12.3	70	21.3	8	8	88.9	88.9	37	59	52.9	84.3
Native Am	0	0.0	1	0.3	0	0	0.0	0.0	1	1	100.0	100.0
Pac Islander	1	1.4	8	2.4	1	1	100.0	100.0	2	7	25.0	87.5
White	29	39.7	142	43.3	23	25	79.3	86.2	91	128	64.1	90.1
Other	7	9.6	20	6.1	7	7	100.0	100.0	10	15	50.0	75.0
Unrecorded	9	12.3	26	7.9	6	7	66.7	77.8	21	23	80.8	88.5
Total	**73**	**100**	**328**	**100**	**58**	**63**	**79.5**	**86.3**	**193**	**282**	**58.8**	**86**
Gender												
Female	45	61.6	150	45.7	37	40	82.2	88.9	84	123	56.0	82.0
Male	25	34.2	172	52.4	19	21	76.0	84.0	106	155	61.6	90.1
Unrecorded	3	4.1	6	1.8	2	2	66.7	66.7	3	4	50.0	66.7
Total	**73**	**100**	**328**	**100**	**58**	**63**	**79.5**	**86.3**	**193**	**282**	**58.8**	**86**
Age												
19 or less	22	30.1	125	38.1	16	18	72.7	81.8	64	106	51.2	84.8
20-24	37	50.7	139	42.4	31	32	83.8	86.5	80	119	57.6	85.6
25-29	3	4.1	31	9.5	3	3	100.0	100.0	20	27	64.5	87.1
30-34	2	2.7	9	2.7	1	2	50.0	100.0	9	9	100.0	100.0
35-39	5	6.8	5	1.5	5	5	100.0	100.0	5	5	100.0	100.0
40-49	1	1.4	10	3	0	0	0.0	0.0	9	10	90.0	100.0
50+	1	1.4	6	1.8	0	1	0.0	100.0	4	4	66.7	66.7
Unrecorded	2	2.7	3	0.9	2	2	100.0	100.0	2	2	66.7	66.7
Total	**73**	**100**	**328**	**100**	**58**	**63**	**79.5**	**86.3**	**193**	**282**	**58.8**	**86**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2009.

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

HORT 402 Introduction to Floristry (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	0	0	0	0	1	0	1	0
#Enrollments	0	0	0	0	32	0	32	0
% Success	0	0	0	0	81.3	0	81.3	0
% Retention	0	0	0	0	87.5	0	87.5	0

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	3	9.4	0	0	2	2	66.7	66.7	0	0	0.0	0.0
Black	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Filipino	1	3.1	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Hispanic	6	18.8	0	0	5	5	83.3	83.3	0	0	0.0	0.0
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
White	18	56.3	0	0	15	17	83.3	94.4	0	0	0.0	0.0
Other	2	6.3	0	0	2	2	100.0	100.0	0	0	0.0	0.0
Unrecorded	2	6.3	0	0	2	2	100.0	100.0	0	0	0.0	0.0
Total	**32**	**100**	-	-	**26**	**28**	**81.3**	**87.5**	-	-	**0**	**0**
Gender												
Female	30	93.8	0	0	24	26	80.0	86.7	0	0	0.0	0.0
Male	2	6.3	0	0	2	2	100.0	100.0	0	0	0.0	0.0
Unrecorded	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Total	**32**	**100**	-	-	**26**	**28**	**81.3**	**87.5**	-	-	**0**	**0**
Age												
19 or less	1	3.1	0	0	1	1	100.0	100.0	0	0	0.0	0.0
20-24	2	6.3	0	0	1	1	50.0	50.0	0	0	0.0	0.0
25-29	3	9.4	0	0	1	1	33.3	33.3	0	0	0.0	0.0
30-34	2	6.3	0	0	2	2	100.0	100.0	0	0	0.0	0.0
35-39	5	15.6	0	0	5	5	100.0	100.0	0	0	0.0	0.0
40-49	7	21.9	0	0	5	6	71.4	85.7	0	0	0.0	0.0
50+	12	37.5	0	0	11	12	91.7	100.0	0	0	0.0	0.0
Unrecorded	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Total	**32**	**100**	-	-	**26**	**28**	**81.3**	**87.5**	-	-	**0**	**0**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2009 and Fall 2010.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

HORT 406 Adv Styles & Tech in Floristry (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	0	0	0	0	1	0	1	0
#Enrollments	0	0	0	0	32	0	32	0
% Success	0	0	0	0	87.5	0	87.5	0
% Retention	0	0	0	0	93.8	0	93.8	0

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	4	12.5	0	0	2	3	50.0	75.0	0	0	0.0	0.0
Black	1	3.1	0	0	1	1	100.0	100.0	0	0	0.0	0.0
Filipino	1	3.1	0	0	0	1	0.0	100.0	0	0	0.0	0.0
Hispanic	8	25.0	0	0	7	7	87.5	87.5	0	0	0.0	0.0
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
White	15	46.9	0	0	15	15	100.0	100.0	0	0	0.0	0.0
Other	1	3.1	0	0	1	1	100.0	100.0	0	0	0.0	0.0
Unrecorded	2	6.3	0	0	2	2	100.0	100.0	0	0	0.0	0.0
Total	**32**	**100**	-	-	**28**	**30**	**87.5**	**93.8**	-	-	**0**	**0**
Gender												
Female	29	90.6	0	0	26	27	89.7	93.1	0	0	0.0	0.0
Male	3	9.4	0	0	2	3	66.7	100.0	0	0	0.0	0.0
Unrecorded	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Total	**32**	**100**	-	-	**28**	**30**	**87.5**	**93.8**	-	-	**0**	**0**
Age												
19 or less	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
20-24	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
25-29	4	12.5	0	0	2	2	50.0	50.0	0	0	0.0	0.0
30-34	2	6.3	0	0	1	2	50.0	100.0	0	0	0.0	0.0
35-39	1	3.1	0	0	1	1	100.0	100.0	0	0	0.0	0.0
40-49	8	25.0	0	0	7	8	87.5	100.0	0	0	0.0	0.0
50+	17	53.1	0	0	17	17	100.0	100.0	0	0	0.0	0.0
Unrecorded	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Total	**32**	**100**	-	-	**28**	**30**	**87.5**	**93.8**	-	-	**0**	**0**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2009 and Fall 2010.

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

HSCI 100 General Health Science (2.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	2	7	1	2	2	2	5	11
#Enrollments	68	324	45	102	83	78	196	504
% Success	69.1	60.2	66.7	60.2	67.5	59	67.9	64.1
% Retention	86.8	82.4	86.7	90.2	85.5	88.5	86.2	84.9

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	20	10.2	51	10.1	14	19	70.0	95.0	45	46	88.2	90.2
Black	7	3.6	30	6	3	6	42.9	85.7	19	28	63.3	93.3
Filipino	19	9.7	33	6.5	11	17	57.9	89.5	19	27	57.6	81.8
Hispanic	36	18.4	125	24.8	26	31	72.2	86.1	70	101	56.0	80.8
Native Am	1	0.5	3	0.6	1	1	100.0	100.0	1	2	33.3	66.7
Pac Islander	5	2.6	25	5	2	4	40.0	80.0	9	17	36.0	68.0
White	73	37.2	149	29.6	51	62	69.9	84.9	111	134	74.5	89.9
Other	22	11.2	24	4.8	15	17	68.2	77.3	10	19	41.7	79.2
Unrecorded	13	6.6	64	12.7	10	12	76.9	92.3	39	54	60.9	84.4
Total	**196**	**100**	**504**	**100**	**133**	**169**	**67.9**	**86.2**	**323**	**428**	**64.1**	**84.9**
Gender												
Female	133	67.9	225	44.6	87	117	65.4	88.0	146	192	64.9	85.3
Male	55	28.1	255	50.6	40	45	72.7	81.8	159	214	62.4	83.9
Unrecorded	8	4.1	24	4.8	6	7	75.0	87.5	18	22	75.0	91.7
Total	**196**	**100**	**504**	**100**	**133**	**169**	**67.9**	**86.2**	**323**	**428**	**64.1**	**84.9**
Age												
19 or less	21	10.7	174	34.5	14	19	66.7	90.5	97	142	55.7	81.6
20-24	86	43.9	216	42.9	51	71	59.3	82.6	139	183	64.4	84.7
25-29	27	13.8	46	9.1	17	24	63.0	88.9	34	43	73.9	93.5
30-34	26	13.3	23	4.6	22	23	84.6	88.5	18	21	78.3	91.3
35-39	10	5.1	12	2.4	9	10	90.0	100.0	9	10	75.0	83.3
40-49	16	8.2	9	1.8	13	14	81.2	87.5	7	7	77.8	77.8
50+	5	2.6	13	2.6	3	4	60.0	80.0	12	12	92.3	92.3
Unrecorded	5	2.6	11	2.2	4	4	80.0	80.0	7	10	63.6	90.9
Total	**196**	**100**	**504**	**100**	**133**	**169**	**67.9**	**86.2**	**323**	**428**	**64.1**	**84.9**

DEFINITIONS AND NOTES:

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
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Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

JAPN 111 Elementary Japanese I (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	1	0	1	0	1	1	3
#Enrollments	28	32	0	40	0	41	28	113
% Success	42.9	53.1	0	53.1	0	82.9	42.9	69.9
% Retention	71.4	62.5	0	82.5	0	87.8	71.4	78.8

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	13	46.4	23	20.4	7	9	53.8	69.2	18	20	78.3	87.0
Black	0	0.0	2	1.8	0	0	0.0	0.0	1	1	50.0	50.0
Filipino	5	17.9	13	11.5	2	4	40.0	80.0	9	11	69.2	84.6
Hispanic	0	0.0	8	7.1	0	0	0.0	0.0	4	6	50.0	75.0
Native Am	0	0.0	1	0.9	0	0	0.0	0.0	1	1	100.0	100.0
Pac Islander	2	7.1	2	1.8	0	1	0.0	50.0	1	2	50.0	100.0
White	4	14.3	28	24.8	2	2	50.0	50.0	18	19	64.3	67.9
Other	1	3.6	23	20.4	0	1	0.0	100.0	17	17	73.9	73.9
Unrecorded	3	10.7	13	11.5	1	3	33.3	100.0	10	12	76.9	92.3
Total	**28**	**100**	**113**	**100**	**12**	**20**	**42.9**	**71.4**	**79**	**89**	**69.9**	**78.8**
Gender												
Female	13	46.4	48	42.5	5	9	38.5	69.2	35	36	72.9	75.0
Male	13	46.4	58	51.3	7	9	53.8	69.2	38	47	65.5	81.0
Unrecorded	2	7.1	7	6.2	0	2	0.0	100.0	6	6	85.7	85.7
Total	**28**	**100**	**113**	**100**	**12**	**20**	**42.9**	**71.4**	**79**	**89**	**69.9**	**78.8**
Age												
19 or less	11	39.3	51	45.1	6	8	54.5	72.7	39	42	76.5	82.4
20-24	12	42.9	36	31.9	5	8	41.7	66.7	22	24	61.1	66.7
25-29	4	14.3	8	7.1	1	3	25.0	75.0	6	6	75.0	75.0
30-34	0	0.0	4	3.5	0	0	0.0	0.0	4	4	100.0	100.0
35-39	0	0.0	5	4.4	0	0	0.0	0.0	2	4	40.0	80.0
40-49	0	0.0	3	2.7	0	0	0.0	0.0	1	3	33.3	100.0
50+	0	0.0	3	2.7	0	0	0.0	0.0	2	3	66.7	100.0
Unrecorded	1	3.6	3	2.7	0	1	0.0	100.0	3	3	100.0	100.0
Total	**28**	**100**	**113**	**100**	**12**	**20**	**42.9**	**71.4**	**79**	**89**	**69.9**	**78.8**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2010 and Fall 2011.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

LIBR 100 Introduction to Library Studie (1.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	0	1	1	1	2	1	3	3
#Enrollments	0	12	29	20	48	29	77	61
% Success	0	58.3	48.3	58.3	47.9	89.7	48.1	75.4
% Retention	0	83.3	75.9	90	83.3	96.6	80.5	91.8

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	12	15.6	13	21.3	6	10	50.0	83.3	11	12	84.6	92.3
Black	7	9.1	1	1.6	2	5	28.6	71.4	1	1	100.0	100.0
Filipino	2	2.6	2	3.3	1	1	50.0	50.0	2	2	100.0	100.0
Hispanic	18	23.4	12	19.7	11	16	61.1	88.9	7	11	58.3	91.7
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	3	3.9	2	3.3	1	3	33.3	100.0	2	2	100.0	100.0
White	16	20.8	17	27.9	9	13	56.2	81.2	13	15	76.5	88.2
Other	8	10.4	5	8.2	3	5	37.5	62.5	2	5	40.0	100.0
Unrecorded	11	14.3	9	14.8	4	9	36.4	81.8	8	8	88.9	88.9
Total	**77**	**100**	**61**	**100**	**37**	**62**	**48.1**	**80.5**	**46**	**56**	**75.4**	**91.8**
Gender												
Female	51	66.2	24	39.3	26	41	51.0	80.4	16	21	66.7	87.5
Male	25	32.5	33	54.1	11	20	44.0	80.0	26	31	78.8	93.9
Unrecorded	1	1.3	4	6.6	0	1	0.0	100.0	4	4	100.0	100.0
Total	**77**	**100**	**61**	**100**	**37**	**62**	**48.1**	**80.5**	**46**	**56**	**75.4**	**91.8**
Age												
19 or less	10	13.0	16	26.2	7	9	70.0	90.0	8	14	50.0	87.5
20-24	39	50.6	27	44.3	17	33	43.6	84.6	23	25	85.2	92.6
25-29	10	13.0	7	11.5	4	7	40.0	70.0	7	7	100.0	100.0
30-34	8	10.4	5	8.2	4	5	50.0	62.5	4	5	80.0	100.0
35-39	3	3.9	0	0	2	2	66.7	66.7	0	0	0.0	0.0
40-49	5	6.5	2	3.3	2	4	40.0	80.0	1	1	50.0	50.0
50+	1	1.3	2	3.3	1	1	100.0	100.0	1	2	50.0	100.0
Unrecorded	1	1.3	2	3.3	0	1	0.0	100.0	2	2	100.0	100.0
Total	**77**	**100**	**61**	**100**	**37**	**62**	**48.1**	**80.5**	**46**	**56**	**75.4**	**91.8**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2009.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

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Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

MATH 110 Elementary Algebra (5.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	7	1	7	1	8	3	22
#Enrollments	40	240	44	267	49	283	133	790
% Success	17.5	49.2	25	49.2	8.2	58.3	16.5	56.5
% Retention	70	68.3	63.6	80.9	59.2	79.9	63.9	76.7

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	16	12.0	49	6.2	2	11	12.5	68.7	30	41	61.2	83.7
Black	6	4.5	42	5.3	0	2	0.0	33.3	14	31	33.3	73.8
Filipino	17	12.8	68	8.6	2	8	11.8	47.1	44	56	64.7	82.4
Hispanic	21	15.8	209	26.5	4	17	19.0	81.0	109	153	52.2	73.2
Native Am	0	0.0	1	0.1	0	0	0.0	0.0	1	1	100.0	100.0
Pac Islander	6	4.5	28	3.5	1	6	16.7	100.0	11	19	39.3	67.9
White	43	32.3	243	30.8	7	26	16.3	60.5	148	192	60.9	79.0
Other	15	11.3	98	12.4	4	9	26.7	60.0	59	74	60.2	75.5
Unrecorded	9	6.8	52	6.6	2	6	22.2	66.7	30	39	57.7	75.0
Total	**133**	**100**	**790**	**100**	**22**	**85**	**16.5**	**63.9**	**446**	**606**	**56.5**	**76.7**
Gender												
Female	85	63.9	342	43.3	11	50	12.9	58.8	203	263	59.4	76.9
Male	47	35.3	424	53.7	11	34	23.4	72.3	228	324	53.8	76.4
Unrecorded	1	0.8	24	3	0	1	0.0	100.0	15	19	62.5	79.2
Total	**133**	**100**	**790**	**100**	**22**	**85**	**16.5**	**63.9**	**446**	**606**	**56.5**	**76.7**
Age												
19 or less	40	30.1	466	59	2	29	5.0	72.5	256	368	54.9	79.0
20-24	37	27.8	191	24.2	7	23	18.9	62.2	100	133	52.4	69.6
25-29	20	15.0	52	6.6	4	13	20.0	65.0	37	44	71.2	84.6
30-34	18	13.5	25	3.2	6	12	33.3	66.7	13	17	52.0	68.0
35-39	7	5.3	15	1.9	1	3	14.3	42.9	8	9	53.3	60.0
40-49	8	6.0	16	2	1	3	12.5	37.5	14	14	87.5	87.5
50+	2	1.5	12	1.5	1	1	50.0	50.0	9	10	75.0	83.3
Unrecorded	1	0.8	13	1.6	0	1	0.0	100.0	9	11	69.2	84.6
Total	**133**	**100**	**790**	**100**	**22**	**85**	**16.5**	**63.9**	**446**	**606**	**56.5**	**76.7**

DEFINITIONS AND NOTES:

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

MATH 120 Intermediate Algebra (5.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	11	1	11	1	12	3	34
#Enrollments	57	400	48	415	42	441	147	1256
% Success	36.8	66	29.2	66	47.6	57.1	37.4	59.9
% Retention	71.9	84	72.9	81	69	78.7	71.4	81.1

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	21	14.3	142	11.3	9	18	42.9	85.7	98	124	69.0	87.3
Black	5	3.4	56	4.5	0	2	0.0	40.0	25	39	44.6	69.6
Filipino	13	8.8	107	8.5	5	9	38.5	69.2	72	89	67.3	83.2
Hispanic	27	18.4	280	22.3	6	18	22.2	66.7	155	221	55.4	78.9
Native Am	1	0.7	5	0.4	0	0	0.0	0.0	3	3	60.0	60.0
Pac Islander	5	3.4	43	3.4	3	3	60.0	60.0	22	34	51.2	79.1
White	61	41.5	406	32.3	26	43	42.6	70.5	253	332	62.3	81.8
Other	4	2.7	131	10.4	1	3	25.0	75.0	69	101	52.7	77.1
Unrecorded	10	6.8	86	6.8	5	9	50.0	90.0	55	76	64.0	88.4
Total	**147**	**100**	**1256**	**100**	**55**	**105**	**37.4**	**71.4**	**752**	**1019**	**59.9**	**81.1**
Gender												
Female	91	61.9	569	45.3	32	63	35.2	69.2	371	465	65.2	81.7
Male	52	35.4	642	51.1	20	38	38.5	73.1	356	515	55.5	80.2
Unrecorded	4	2.7	45	3.6	3	4	75.0	100.0	25	39	55.6	86.7
Total	**147**	**100**	**1256**	**100**	**55**	**105**	**37.4**	**71.4**	**752**	**1019**	**59.9**	**81.1**
Age												
19 or less	32	21.8	691	55	11	23	34.4	71.9	398	559	57.6	80.9
20-24	55	37.4	347	27.6	15	41	27.3	74.5	206	278	59.4	80.1
25-29	19	12.9	86	6.8	7	12	36.8	63.2	58	74	67.4	86.0
30-34	14	9.5	45	3.6	5	10	35.7	71.4	31	36	68.9	80.0
35-39	11	7.5	27	2.1	5	7	45.5	63.6	19	22	70.4	81.5
40-49	9	6.1	27	2.1	7	7	77.8	77.8	20	21	74.1	77.8
50+	5	3.4	8	0.6	3	3	60.0	60.0	8	8	100.0	100.0
Unrecorded	2	1.4	25	2	2	2	100.0	100.0	12	21	48.0	84.0
Total	**147**	**100**	**1256**	**100**	**55**	**105**	**37.4**	**71.4**	**752**	**1019**	**59.9**	**81.1**

DEFINITIONS AND NOTES:

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

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Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

MATH 200 Elem. Probability & Statistics (4.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	0	7	0	7	1	7	1	21
#Enrollments	0	269	0	274	27	247	27	790
% Success	0	50.6	0	50.6	59.3	61.1	59.3	57.8
% Retention	0	72.9	0	75.2	63	73.7	63	73.9

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	6	22.2	146	18.5	5	5	83.3	83.3	103	125	70.5	85.6
Black	1	3.7	20	2.5	1	1	100.0	100.0	13	16	65.0	80.0
Filipino	0	0.0	79	10	0	0	0.0	0.0	40	54	50.6	68.4
Hispanic	6	22.2	154	19.5	4	5	66.7	83.3	73	100	47.4	64.9
Native Am	0	0.0	2	0.3	0	0	0.0	0.0	1	2	50.0	100.0
Pac Islander	0	0.0	16	2	0	0	0.0	0.0	5	12	31.2	75.0
White	11	40.7	243	30.8	6	6	54.5	54.5	144	179	59.3	73.7
Other	3	11.1	59	7.5	0	0	0.0	0.0	34	43	57.6	72.9
Unrecorded	0	0.0	71	9	0	0	0.0	0.0	44	53	62.0	74.6
Total	**27**	**100**	**790**	**100**	**16**	**17**	**59.3**	**63**	**457**	**584**	**57.8**	**73.9**
Gender												
Female	17	63.0	386	48.9	11	12	64.7	70.6	239	290	61.9	75.1
Male	10	37.0	379	48	5	5	50.0	50.0	203	273	53.6	72.0
Unrecorded	0	0.0	25	3.2	0	0	0.0	0.0	15	21	60.0	84.0
Total	**27**	**100**	**790**	**100**	**16**	**17**	**59.3**	**63**	**457**	**584**	**57.8**	**73.9**
Age												
19 or less	6	22.2	304	38.5	1	1	16.7	16.7	185	242	60.9	79.6
20-24	8	29.6	317	40.1	5	6	62.5	75.0	165	217	52.1	68.5
25-29	8	29.6	70	8.9	6	6	75.0	75.0	42	51	60.0	72.9
30-34	2	7.4	36	4.6	2	2	100.0	100.0	23	24	63.9	66.7
35-39	1	3.7	17	2.2	0	0	0.0	0.0	13	14	76.5	82.4
40-49	2	7.4	15	1.9	2	2	100.0	100.0	11	12	73.3	80.0
50+	0	0.0	13	1.6	0	0	0.0	0.0	7	8	53.8	61.5
Unrecorded	0	0.0	18	2.3	0	0	0.0	0.0	11	16	61.1	88.9
Total	**27**	**100**	**790**	**100**	**16**	**17**	**59.3**	**63**	**457**	**584**	**57.8**	**73.9**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2009 and Fall 2010.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

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Part II: Demographic Profile
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Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

MUS. 100 Fundamentals of Music (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	5	1	5	1	6	3	16
#Enrollments	30	176	26	181	30	207	86	564
% Success	50	76.7	34.6	76.7	50	76.8	45.3	78.9
% Retention	76.7	88.6	61.5	93.4	66.7	87.4	68.6	89.7

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	18	20.9	136	24.1	11	15	61.1	83.3	119	126	87.5	92.6
Black	2	2.3	8	1.4	0	1	0.0	50.0	4	8	50.0	100.0
Filipino	6	7.0	62	11	4	5	66.7	83.3	50	58	80.6	93.5
Hispanic	15	17.4	86	15.2	7	11	46.7	73.3	62	76	72.1	88.4
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	3	3.5	22	3.9	1	2	33.3	66.7	14	19	63.6	86.4
White	21	24.4	130	23	8	13	38.1	61.9	94	107	72.3	82.3
Other	11	12.8	67	11.9	4	6	36.4	54.5	58	64	86.6	95.5
Unrecorded	10	11.6	53	9.4	4	6	40.0	60.0	44	48	83.0	90.6
Total	**86**	**100**	**564**	**100**	**39**	**59**	**45.3**	**68.6**	**445**	**506**	**78.9**	**89.7**
Gender												
Female	45	52.3	218	38.7	23	34	51.1	75.6	185	200	84.9	91.7
Male	37	43.0	318	56.4	14	22	37.8	59.5	237	281	74.5	88.4
Unrecorded	4	4.7	28	5	2	3	50.0	75.0	23	25	82.1	89.3
Total	**86**	**100**	**564**	**100**	**39**	**59**	**45.3**	**68.6**	**445**	**506**	**78.9**	**89.7**
Age												
19 or less	27	31.4	293	52	14	20	51.9	74.1	240	272	81.9	92.8
20-24	33	38.4	201	35.6	13	25	39.4	75.8	151	174	75.1	86.6
25-29	7	8.1	24	4.3	3	4	42.9	57.1	18	20	75.0	83.3
30-34	6	7.0	8	1.4	3	4	50.0	66.7	4	5	50.0	62.5
35-39	5	5.8	9	1.6	2	2	40.0	40.0	8	9	88.9	100.0
40-49	6	7.0	8	1.4	3	3	50.0	50.0	8	8	100.0	100.0
50+	1	1.2	4	0.7	0	0	0.0	0.0	2	3	50.0	75.0
Unrecorded	1	1.2	17	3	1	1	100.0	100.0	14	15	82.4	88.2
Total	**86**	**100**	**564**	**100**	**39**	**59**	**45.3**	**68.6**	**445**	**506**	**78.9**	**89.7**

DEFINITIONS AND NOTES:

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Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

MUS. 202 Music Listening and Enjoyment (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	2	1	2	1	2	3	6
#Enrollments	27	85	27	89	25	79	79	253
% Success	48.1	82.4	81.5	82.4	36	83.5	55.7	83.8
% Retention	74.1	92.9	85.2	95.5	52	91.1	70.9	93.3

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	13	16.5	37	14.6	7	7	53.8	53.8	34	35	91.9	94.6
Black	2	2.5	1	0.4	1	2	50.0	100.0	1	1	100.0	100.0
Filipino	4	5.1	20	7.9	3	4	75.0	100.0	13	16	65.0	80.0
Hispanic	15	19.0	44	17.4	9	11	60.0	73.3	38	40	86.4	90.9
Native Am	2	2.5	0	0	1	2	50.0	100.0	0	0	0.0	0.0
Pac Islander	0	0.0	11	4.3	0	0	0.0	0.0	8	11	72.7	100.0
White	27	34.2	89	35.2	14	20	51.9	74.1	76	85	85.4	95.5
Other	10	12.7	13	5.1	5	5	50.0	50.0	12	13	92.3	100.0
Unrecorded	6	7.6	38	15	4	5	66.7	83.3	30	35	78.9	92.1
Total	**79**	**100**	**253**	**100**	**44**	**56**	**55.7**	**70.9**	**212**	**236**	**83.8**	**93.3**
Gender												
Female	39	49.4	97	38.3	26	31	66.7	79.5	84	92	86.6	94.8
Male	38	48.1	133	52.6	17	23	44.7	60.5	109	123	82.0	92.5
Unrecorded	2	2.5	23	9.1	1	2	50.0	100.0	19	21	82.6	91.3
Total	**79**	**100**	**253**	**100**	**44**	**56**	**55.7**	**70.9**	**212**	**236**	**83.8**	**93.3**
Age												
19 or less	22	27.8	87	34.4	10	16	45.5	72.7	74	80	85.1	92.0
20-24	36	45.6	101	39.9	17	21	47.2	58.3	85	95	84.2	94.1
25-29	8	10.1	26	10.3	7	7	87.5	87.5	19	25	73.1	96.2
30-34	5	6.3	7	2.8	3	4	60.0	80.0	5	6	71.4	85.7
35-39	3	3.8	3	1.2	3	3	100.0	100.0	3	3	100.0	100.0
40-49	3	3.8	6	2.4	3	3	100.0	100.0	6	6	100.0	100.0
50+	1	1.3	4	1.6	1	1	100.0	100.0	4	4	100.0	100.0
Unrecorded	1	1.3	19	7.5	0	1	0.0	100.0	16	17	84.2	89.5
Total	**79**	**100**	**253**	**100**	**44**	**56**	**55.7**	**70.9**	**212**	**236**	**83.8**	**93.3**

DEFINITIONS AND NOTES:

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Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

MUS. 250 World Music (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	0	1	0	1	0	3	0
#Enrollments	22	0	31	0	28	0	81	0
% Success	68.2	0	51.6	0	60.7	0	59.3	0
% Retention	81.8	0	64.5	0	82.1	0	75.3	0

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	10	12.3	0	0	9	9	90.0	90.0	0	0	0.0	0.0
Black	3	3.7	0	0	0	1	0.0	33.3	0	0	0.0	0.0
Filipino	6	7.4	0	0	3	4	50.0	66.7	0	0	0.0	0.0
Hispanic	17	21.0	0	0	7	12	41.2	70.6	0	0	0.0	0.0
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	1	1.2	0	0	0	0	0.0	0.0	0	0	0.0	0.0
White	28	34.6	0	0	19	21	67.9	75.0	0	0	0.0	0.0
Other	8	9.9	0	0	4	7	50.0	87.5	0	0	0.0	0.0
Unrecorded	8	9.9	0	0	6	7	75.0	87.5	0	0	0.0	0.0
Total	**81**	**100**	-	-	**48**	**61**	**59.3**	**75.3**	-	-	**0**	**0**
Gender												
Female	52	64.2	0	0	33	39	63.5	75.0	0	0	0.0	0.0
Male	27	33.3	0	0	14	20	51.9	74.1	0	0	0.0	0.0
Unrecorded	2	2.5	0	0	1	2	50.0	100.0	0	0	0.0	0.0
Total	**81**	**100**	-	-	**48**	**61**	**59.3**	**75.3**	-	-	**0**	**0**
Age												
19 or less	21	25.9	0	0	10	15	47.6	71.4	0	0	0.0	0.0
20-24	30	37.0	0	0	17	20	56.7	66.7	0	0	0.0	0.0
25-29	10	12.3	0	0	5	8	50.0	80.0	0	0	0.0	0.0
30-34	6	7.4	0	0	3	5	50.0	83.3	0	0	0.0	0.0
35-39	5	6.2	0	0	4	4	80.0	80.0	0	0	0.0	0.0
40-49	4	4.9	0	0	4	4	100.0	100.0	0	0	0.0	0.0
50+	5	6.2	0	0	5	5	100.0	100.0	0	0	0.0	0.0
Unrecorded	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Total	**81**	**100**	-	-	**48**	**61**	**59.3**	**75.3**	-	-	**0**	**0**

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

PHIL 100 Introduction to Philosophy (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	0	7	0	5	1	5	1	17
#Enrollments	0	317	0	237	30	251	30	805
% Success	0	59.6	0	59.6	66.7	57.4	66.7	57.9
% Retention	0	82.3	0	79.7	76.7	78.5	76.7	80.4

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	1	3.3	108	13.4	1	1	100.0	100.0	72	92	66.7	85.2
Black	2	6.7	18	2.2	1	1	50.0	50.0	10	15	55.6	83.3
Filipino	2	6.7	87	10.8	1	1	50.0	50.0	47	71	54.0	81.6
Hispanic	4	13.3	125	15.5	3	3	75.0	75.0	64	98	51.2	78.4
Native Am	0	0.0	4	0.5	0	0	0.0	0.0	1	3	25.0	75.0
Pac Islander	0	0.0	23	2.9	0	0	0.0	0.0	9	18	39.1	78.3
White	16	53.3	308	38.3	11	13	68.7	81.2	186	247	60.4	80.2
Other	3	10.0	80	9.9	1	2	33.3	66.7	43	61	53.7	76.2
Unrecorded	2	6.7	52	6.5	2	2	100.0	100.0	34	42	65.4	80.8
Total	**30**	**100**	**805**	**100**	**20**	**23**	**66.7**	**76.7**	**466**	**647**	**57.9**	**80.4**
Gender												
Female	22	73.3	367	45.6	17	19	77.3	86.4	220	301	59.9	82.0
Male	8	26.7	410	50.9	3	4	37.5	50.0	225	320	54.9	78.0
Unrecorded	0	0.0	28	3.5	0	0	0.0	0.0	21	26	75.0	92.9
Total	**30**	**100**	**805**	**100**	**20**	**23**	**66.7**	**76.7**	**466**	**647**	**57.9**	**80.4**
Age												
19 or less	4	13.3	380	47.2	3	3	75.0	75.0	221	316	58.2	83.2
20-24	13	43.3	301	37.4	9	9	69.2	69.2	166	232	55.1	77.1
25-29	7	23.3	55	6.8	3	5	42.9	71.4	34	43	61.8	78.2
30-34	1	3.3	21	2.6	1	1	100.0	100.0	16	18	76.2	85.7
35-39	1	3.3	12	1.5	1	1	100.0	100.0	6	8	50.0	66.7
40-49	2	6.7	18	2.2	1	2	50.0	100.0	12	16	66.7	88.9
50+	2	6.7	9	1.1	2	2	100.0	100.0	6	6	66.7	66.7
Unrecorded	0	0.0	9	1.1	0	0	0.0	0.0	5	8	55.6	88.9
Total	**30**	**100**	**805**	**100**	**20**	**23**	**66.7**	**76.7**	**466**	**647**	**57.9**	**80.4**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2009 and Fall 2010.

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

PLSC 200 National, State & Local Govt. (5.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	1	1	1	1	1	3	3
#Enrollments	32	45	39	46	32	45	103	136
% Success	40.6	77.8	28.2	77.8	46.9	84.4	37.9	77.9
% Retention	81.3	88.9	69.2	87	71.9	97.8	73.8	91.2

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	11	10.7	24	17.6	2	6	18.2	54.5	18	20	75.0	83.3
Black	4	3.9	1	0.7	1	3	25.0	75.0	1	1	100.0	100.0
Filipino	2	1.9	7	5.1	0	1	0.0	50.0	7	7	100.0	100.0
Hispanic	24	23.3	16	11.8	10	17	41.7	70.8	11	14	68.7	87.5
Native Am	1	1.0	2	1.5	1	1	100.0	100.0	1	1	50.0	50.0
Pac Islander	0	0.0	5	3.7	0	0	0.0	0.0	3	5	60.0	100.0
White	45	43.7	60	44.1	17	34	37.8	75.6	46	55	76.7	91.7
Other	3	2.9	7	5.1	3	3	100.0	100.0	6	7	85.7	100.0
Unrecorded	13	12.6	14	10.3	5	11	38.5	84.6	13	14	92.9	100.0
Total	**103**	**100**	**136**	**100**	**39**	**76**	**37.9**	**73.8**	**106**	**124**	**77.9**	**91.2**
Gender												
Female	69	67.0	56	41.2	23	49	33.3	71.0	42	49	75.0	87.5
Male	31	30.1	77	56.6	15	26	48.4	83.9	61	72	79.2	93.5
Unrecorded	3	2.9	3	2.2	1	1	33.3	33.3	3	3	100.0	100.0
Total	**103**	**100**	**136**	**100**	**39**	**76**	**37.9**	**73.8**	**106**	**124**	**77.9**	**91.2**
Age												
19 or less	7	6.8	41	30.1	2	5	28.6	71.4	32	39	78.0	95.1
20-24	42	40.8	72	52.9	12	29	28.6	69.0	53	64	73.6	88.9
25-29	20	19.4	10	7.4	9	18	45.0	90.0	10	10	100.0	100.0
30-34	10	9.7	5	3.7	3	4	30.0	40.0	4	4	80.0	80.0
35-39	6	5.8	3	2.2	2	4	33.3	66.7	2	2	66.7	66.7
40-49	11	10.7	3	2.2	5	10	45.5	90.9	3	3	100.0	100.0
50+	7	6.8	1	0.7	6	6	85.7	85.7	1	1	100.0	100.0
Unrecorded	0	0.0	1	0.7	0	0	0.0	0.0	1	1	100.0	100.0
Total	**103**	**100**	**136**	**100**	**39**	**76**	**37.9**	**73.8**	**106**	**124**	**77.9**	**91.2**

DEFINITIONS AND NOTES:

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

PLSC 210 American Politics (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	9	1	9	1	8	3	26
#Enrollments	40	309	26	297	27	269	93	875
% Success	37.5	60.2	30.8	60.2	25.9	51.7	32.3	53.7
% Retention	72.5	84.1	76.9	77.4	51.9	79.2	67.7	80.3

Part II—Demographic Profile: Enrollment and Student Outcomes

	Distance		Traditional		Distance				Traditional			
Demographic Variable	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	9	9.7	93	10.6	4	7	44.4	77.8	64	77	68.8	82.8
Black	6	6.5	46	5.3	2	3	33.3	50.0	17	39	37.0	84.8
Filipino	12	12.9	67	7.7	3	8	25.0	66.7	30	50	44.8	74.6
Hispanic	17	18.3	184	21	3	10	17.6	58.8	96	145	52.2	78.8
Native Am	0	0.0	4	0.5	0	0	0.0	0.0	3	3	75.0	75.0
Pac Islander	3	3.2	33	3.8	1	1	33.3	33.3	11	25	33.3	75.8
White	25	26.9	286	32.7	12	18	48.0	72.0	164	233	57.3	81.5
Other	9	9.7	72	8.2	2	7	22.2	77.8	33	60	45.8	83.3
Unrecorded	12	12.9	90	10.3	3	9	25.0	75.0	52	71	57.8	78.9
Total	**93**	**100**	**875**	**100**	**30**	**63**	**32.3**	**67.7**	**470**	**703**	**53.7**	**80.3**
Gender												
Female	60	64.5	358	40.9	16	41	26.7	68.3	191	284	53.4	79.3
Male	30	32.3	489	55.9	13	21	43.3	70.0	261	396	53.4	81.0
Unrecorded	3	3.2	28	3.2	1	1	33.3	33.3	18	23	64.3	82.1
Total	**93**	**100**	**875**	**100**	**30**	**63**	**32.3**	**67.7**	**470**	**703**	**53.7**	**80.3**
Age												
19 or less	6	6.5	264	30.2	2	4	33.3	66.7	126	204	47.7	77.3
20-24	32	34.4	461	52.7	6	21	18.7	65.6	239	377	51.8	81.8
25-29	11	11.8	70	8	2	7	18.2	63.6	47	58	67.1	82.9
30-34	17	18.3	29	3.3	5	10	29.4	58.8	22	25	75.9	86.2
35-39	11	11.8	6	0.7	6	9	54.5	81.8	4	5	66.7	83.3
40-49	9	9.7	19	2.2	5	8	55.6	88.9	15	15	78.9	78.9
50+	4	4.3	10	1.1	3	3	75.0	75.0	7	7	70.0	70.0
Unrecorded	3	3.2	16	1.8	1	1	33.3	33.3	10	12	62.5	75.0
Total	**93**	**100**	**875**	**100**	**30**	**63**	**32.3**	**67.7**	**470**	**703**	**53.7**	**80.3**

DEFINITIONS AND NOTES:

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Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

PLSC 310 CA State & Local Gov Internet (2.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	0	0	0	0	0	1	0
#Enrollments	25	0	0	0	0	0	25	0
% Success	36	0	0	0	0	0	36	0
% Retention	76	0	0	0	0	0	76	0

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	1	4.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Black	3	12.0	0	0	3	3	100.0	100.0	0	0	0.0	0.0
Filipino	4	16.0	0	0	0	2	0.0	50.0	0	0	0.0	0.0
Hispanic	5	20.0	0	0	2	3	40.0	60.0	0	0	0.0	0.0
Native Am	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Pac Islander	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
White	9	36.0	0	0	2	8	22.2	88.9	0	0	0.0	0.0
Other	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Unrecorded	3	12.0	0	0	2	3	66.7	100.0	0	0	0.0	0.0
Total	**25**	**100**	-	-	**9**	**19**	**36**	**76**	-	-	**0**	**0**
Gender												
Female	16	64.0	0	0	6	13	37.5	81.2	0	0	0.0	0.0
Male	9	36.0	0	0	3	6	33.3	66.7	0	0	0.0	0.0
Unrecorded	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Total	**25**	**100**	-	-	**9**	**19**	**36**	**76**	-	-	**0**	**0**
Age												
19 or less	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
20-24	8	32.0	0	0	1	6	12.5	75.0	0	0	0.0	0.0
25-29	4	16.0	0	0	2	3	50.0	75.0	0	0	0.0	0.0
30-34	3	12.0	0	0	1	2	33.3	66.7	0	0	0.0	0.0
35-39	5	20.0	0	0	2	4	40.0	80.0	0	0	0.0	0.0
40-49	3	12.0	0	0	1	2	33.3	66.7	0	0	0.0	0.0
50+	2	8.0	0	0	2	2	100.0	100.0	0	0	0.0	0.0
Unrecorded	0	0.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
Total	**25**	**100**	-	-	**9**	**19**	**36**	**76**	-	-	**0**	**0**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2010 and Fall 2011.

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

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Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

READ 830 College and Career Reading (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	1	3	1	3	1	3	3	9
#Enrollments	27	79	25	83	20	87	72	249
% Success	63	60.8	68	60.8	35	60.9	56.9	66.3
% Retention	88.9	77.2	68	84.3	60	74.7	73.6	78.7

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	11	15.3	29	11.6	10	11	90.9	100.0	20	23	69.0	79.3
Black	6	8.3	11	4.4	4	5	66.7	83.3	8	9	72.7	81.8
Filipino	2	2.8	18	7.2	1	1	50.0	50.0	7	12	38.9	66.7
Hispanic	21	29.2	98	39.4	12	16	57.1	76.2	65	77	66.3	78.6
Native Am	0	0.0	2	0.8	0	0	0.0	0.0	2	2	100.0	100.0
Pac Islander	3	4.2	5	2	0	2	0.0	66.7	4	5	80.0	100.0
White	20	27.8	39	15.7	11	14	55.0	70.0	28	31	71.8	79.5
Other	6	8.3	26	10.4	2	3	33.3	50.0	15	20	57.7	76.9
Unrecorded	3	4.2	21	8.4	1	1	33.3	33.3	16	17	76.2	81.0
Total	**72**	**100**	**249**	**100**	**41**	**53**	**56.9**	**73.6**	**165**	**196**	**66.3**	**78.7**
Gender												
Female	49	68.1	130	52.2	30	36	61.2	73.5	81	99	62.3	76.2
Male	20	27.8	108	43.4	11	17	55.0	85.0	76	87	70.4	80.6
Unrecorded	3	4.2	11	4.4	0	0	0.0	0.0	8	10	72.7	90.9
Total	**72**	**100**	**249**	**100**	**41**	**53**	**56.9**	**73.6**	**165**	**196**	**66.3**	**78.7**
Age												
19 or less	20	27.8	117	47	10	13	50.0	65.0	82	97	70.1	82.9
20-24	18	25.0	51	20.5	9	11	50.0	61.1	27	36	52.9	70.6
25-29	16	22.2	30	12	9	14	56.2	87.5	22	26	73.3	86.7
30-34	10	13.9	14	5.6	7	9	70.0	90.0	7	10	50.0	71.4
35-39	2	2.8	8	3.2	2	2	100.0	100.0	7	7	87.5	87.5
40-49	4	5.6	13	5.2	4	4	100.0	100.0	8	8	61.5	61.5
50+	1	1.4	8	3.2	0	0	0.0	0.0	5	5	62.5	62.5
Unrecorded	1	1.4	8	3.2	0	0	0.0	0.0	7	7	87.5	87.5
Total	**72**	**100**	**249**	**100**	**41**	**53**	**56.9**	**73.6**	**165**	**196**	**66.3**	**78.7**

DEFINITIONS AND NOTES:

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Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

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College of San Mateo Delivery Mode Course Comparison (02/23/2012)
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2009, Fall 2010, Fall 2011

SOCI 100 Introduction To Sociology (3.0 Units), Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	0	9	0	8	1	8	1	25
#Enrollments	0	416	0	352	49	331	49	1099
% Success	0	56	0	56	81.6	62.8	81.6	58.9
% Retention	0	84.9	0	86.9	95.9	84	95.9	85.3

Part II—Demographic Profile: Enrollment and Student Outcomes

	Distance		Traditional		Distance				Traditional			
Demographic Variable	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	11	22.4	132	12	10	10	90.9	90.9	85	108	64.4	81.8
Black	4	8.2	52	4.7	2	4	50.0	100.0	16	44	30.8	84.6
Filipino	7	14.3	124	11.3	6	7	85.7	100.0	77	111	62.1	89.5
Hispanic	12	24.5	242	22	10	12	83.3	100.0	129	208	53.3	86.0
Native Am	0	0.0	5	0.5	0	0	0.0	0.0	3	4	60.0	80.0
Pac Islander	0	0.0	45	4.1	0	0	0.0	0.0	22	33	48.9	73.3
White	10	20.4	313	28.5	8	9	80.0	90.0	204	267	65.2	85.3
Other	2	4.1	108	9.8	2	2	100.0	100.0	62	93	57.4	86.1
Unrecorded	3	6.1	78	7.1	2	3	66.7	100.0	49	69	62.8	88.5
Total	**49**	**100**	**1099**	**100**	**40**	**47**	**81.6**	**95.9**	**647**	**937**	**58.9**	**85.3**
Gender												
Female	39	79.6	621	56.5	31	37	79.5	94.9	374	532	60.2	85.7
Male	10	20.4	448	40.8	9	10	90.0	100.0	252	380	56.2	84.8
Unrecorded	0	0.0	30	2.7	0	0	0.0	0.0	21	25	70.0	83.3
Total	**49**	**100**	**1099**	**100**	**40**	**47**	**81.6**	**95.9**	**647**	**937**	**58.9**	**85.3**
Age												
19 or less	9	18.4	501	45.6	8	8	88.9	88.9	294	432	58.7	86.2
20-24	20	40.8	372	33.8	15	20	75.0	100.0	198	312	53.2	83.9
25-29	9	18.4	90	8.2	7	8	77.8	88.9	66	82	73.3	91.1
30-34	7	14.3	43	3.9	6	7	85.7	100.0	28	36	65.1	83.7
35-39	4	8.2	26	2.4	4	4	100.0	100.0	17	20	65.4	76.9
40-49	0	0.0	36	3.3	0	0	0.0	0.0	19	27	52.8	75.0
50+	0	0.0	20	1.8	0	0	0.0	0.0	15	18	75.0	90.0
Unrecorded	0	0.0	11	1	0	0	0.0	0.0	10	10	90.9	90.9
Total	**49**	**100**	**1099**	**100**	**40**	**47**	**81.6**	**95.9**	**647**	**937**	**58.9**	**85.3**

DEFINITIONS AND NOTES:

Distance course not offered Fall 2009 and Fall 2010.

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Appendix Q

CSM Institutional Priorities 2008-2013

College of San Mateo Mission Statement

College of San Mateo provides an exceptional educational opportunity to residents of San Mateo County and the Greater Bay Area Region. The college is an open-access, student-centered institution that serves the diverse educational, economic, social, and cultural needs of its students and the community. College of San Mateo fosters a culture of excellence and success that engages and challenges students through a comprehensive curriculum of basic skills, career and technical programs, and transfer preparation. It uses analysis of quantitative and qualitative data and information, collaborative integrated institutional planning, and assessment to inform decision-making and ensure continuous improvement. Its programs and services are structured, delivered, and evaluated to prepare students to be informed and engaged citizens in an increasingly global community. To achieve this mission, the college has adopted the following Institutional Priorities:

1. *Improve Student Success*
2. *Promote Academic Excellence*
3. *Promote Relevant, High-Quality Programs and Services*
4. *Promote Integrated Planning, Fiscal Stability, and the Efficient Use of Resources*
5. *Enhance Institutional Dialog*

—Approved by the SMCCCD Board of Trustees, July 2012

CSM Institutional Priorities 2008-2013

Priority 1: Student Success

Priority 2: Academic Excellence

Priority 3: Relevant, High-Quality Programs and Services

Priority 4: Integrated Planning, Fiscal Stability, and the Efficient Use of Resources

Priority 5: Institutional Dialog

Priority 1: Improve Student Success

Objectives:

- Improve the academic success of all students (includes course-completion, retention, and persistence)
- Improve degree and certificate completion rates
- Improve progression beyond basic skills
- Promote student engagement, including the development and implementation of a comprehensive first-year student experience
- Increase student participation in academic support services and improve such services
  [define "academic support services"]

Rationale: Why is Student Success a Priority?

Student learning and student success are at the heart of the College's mission. As documented in the *Educational Master Plan, 2008*, CSM's student population has changed in dramatically fashion over the last 25 years. In addition, there are clear gaps in student success among various ethnic and age groups. Although the College has embarked on many worthwhile stand-alone programs to enhance student success, the College has failed to develop a comprehensive, coherent strategy to improve student success rates for all students.

Relationship to Key Planning Efforts:

College of San Mateo's Educational Master Plan, 2008	***SMCCCD Strategic Plan, 2008-2013***
Collegewide Recommendations: pp. 17-25 Instructional Action Steps: pp. 124-129 Student Services Action Steps: pp. 98-99	*Recommendations:* *1.2 b, 2.2.a, 2.4.b (from abridged version)*

Priority 2: Promote Academic Excellence

Objectives:

- Improve transfer rates, including among at-risk students
- Improve readiness for employment
- Increase viability of Honors Program
- Use the SLO assessment cycle to foster academic excellence
- Foster "academic" identity in marketing, recruiting, and outreach efforts
- Improve effectiveness of distance learning program

Rationale: Why is Academic Excellence a Priority?
Since 1922, CSM has helped students set and achieve high goals for educational and career achievement. More than 85 years after its founding, CSM's serves diverse populations of students who come to CSM with varying levels of academic preparation, along with their high aspirations. While honoring its tradition of academic excellence, CSM must employ a variety of innovative strategies and pedagogies, which it continuously assesses, to help today's students meet their goals and thrive in a challenging, global community.

Relationship to Key Planning Efforts:

College of San Mateo's Educational Master Plan, 2008	***SMCCCD Strategic Plan, 2008-2013***
Collegewide Recommendations: pp. 17-25 Instructional Action Steps: pp. 124-129 Student Services Action Steps: pp. 98-99	*Recommendations(from abridged version):* *1.1a, 1.1b, 2.1a, 2.1c, 2.4.c*

Priority 3: Promote Relevant, High-quality Programs and Services

Objectives:

- Build capacity for emerging, high-demand programs, including but not limited to green and allied health programs
- Revamp or eliminate low-enrolled programs (according to PR/PIV processes)
- Adjust program mix (transfer, basic skills, occupational and career, etc.) to align with student needs
- Further diversify delivery modes (distance, off-site, short courses, etc.)
- Integrate multi-cultural experiences into curricular offerings and student support services to help prepare students as contributing citizens in a global society
- Foster academic excellence throughout the curriculum
- Provide opportunities for all College constituencies to develop proficiency in providing customer service
- Increase participation from all College constituencies in activities that improve understanding of our students' diversity and promote cross-cultural communication skills

Relationship to Key Planning Efforts:

College of San Mateo's Educational Master Plan, 2008	***SMCCCD Strategic Plan, 2008-2013***
Collegewide Recommendations: pp. 17-25 Instructional Action Steps: pp. 124-129 Student Services Action Steps: pp. 98-99	*Recommendations(from abridged version):* *1.2b, 2.3a ,2.3b, 3.1a, 3.1b, 3.1c, 3.1e, 3.2a ,4.5a, 4.5b, 4.5c*

Rationale: Why are Relevant, High-Quality Programs and Services a Priority?
CSM operates in a highly competitive environment in which recent high school graduates and other county residents are able to choose higher education institutions other than CSM. To ensure stable enrollment, marketing efforts need to be strategic and targeted, programs and services must be relevant for a diverse community, and scheduling and modes of delivery need to be appropriate for today's environment.

To offer the highest quality in its programs and to attract students, CSM must engage in a continuous process of reflection, evaluation, change, and enhancement of its programs and services. Program review, assessment of SLO's, and a variety of institutional-level data analyses allow CSM to evaluate its success and engage in continuous quality improvement.

Priority 4: Promote Integrated Planning, Fiscal Stability, and the Efficient Use of Resources

Objectives:

- Continue to implement and assess the integrated planning model
- Continue to provide training in the use of the integrated planning model and evidence-based decision making
- Support decision making in institutional planning that is informed by evidence, research, and the use of outcome measures
- Maintain FTES targets as set by Budget Planning Committee
- Increase College LOAD
- Maintain fiscal stability, including an appropriate College contingency of 5%
- Develop both short-term and long-term plans for maintaining currency in equipment and technology that accurately reflect the total cost of ownership
- Determine and maintain appropriate staffing levels

Rationale: Why is Integrated Planning, Fiscal Stability, and the Efficient Use of Resources a Priority?
Responsible stewardship of all CSM resources—human, monetary, and physical capital—requires an integrated approach to planning, in which decisions are evidenced-based and planning considers a variety of current and future scenarios. In fact, CSM must plan for a future in an environment in which the only predictable element may be one of scarce and declining resources.

CSM cannot operate at an acceptable level without sufficient funds. Yet funding is influenced by a variety of dynamic, fluctuating elements, including the SMCCCD internal allocation model, local tax revenue, and the State budget. What's more, the recent recession has a direct impact not only on College revenues but also for the types of jobs and careers for which we prepare students. As a result, CSM cannot afford to cease work on effective enrollment management while finding ways to invest in innovative practices and new programs.

Relationship to Key Planning Efforts:

College of San Mateo's Educational Master Plan, 2008	***SMCCCD Strategic Plan, 2008-2013***
Collegewide Recommendations: pp. 17-25 Instructional Action Steps: pp. 124-129 Student Services Action Steps: pp. 98-99	

Priority 5: Enhance Institutional Dialog

Objectives:

- Increase and diversify faculty, administrator, and staff participation in shared governance activities
- Improve campus-wide communication
- Promote a campus climate in which multi-cultural and diverse perspectives are embraced, civil disagreement respected, and transparency in decision-making is evident

Rationale: Why is Enhancing Institutional Dialog a Priority?

The College will not be able to move forward with integrity unless stakeholders engage in meaningful dialog. As noted in the Educational Master Plan, 2008:

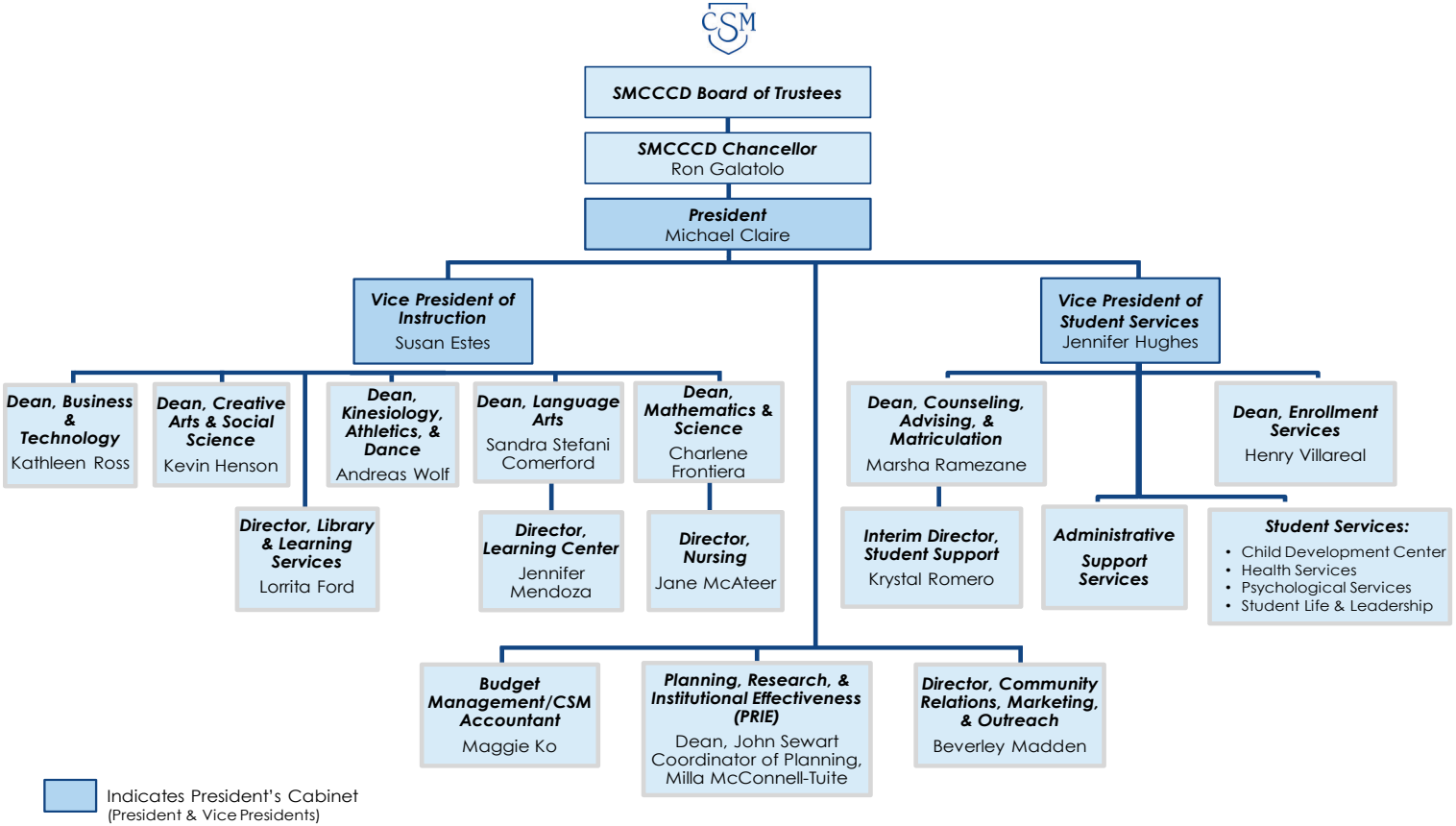
"At the foundation of the College's institutional planning effort is a philosophy and commitment to institutional dialog. The effectiveness of institutional dialog depends on three factors: 1) the planning system itself, 2) the willingness of every individual to become informed and engaged in departmental, division, and college-wide decisions, and 3) a commitment from the various committee representatives to inform and seek input on issues with their respective constituencies. In the end, the ultimate responsibility for effective dialog lies with each member of the CSM community. No planning process on its own can guarantee institutional dialog."

Relationship to Key Planning Efforts:

College of San Mateo's Educational Master Plan, 2008	***SMCCCD Strategic Plan, 2008-2013***
Collegewide Recommendations: pp. 17-25 Instructional Action Steps: pp. 124-129 Student Services Action Steps: pp. 98-99	*Recommendations(from abridged version):* 4.5c, 5.1c, 5.1b,

Appendix R

San Mateo Community College District (SMCCCD)
College of San Mateo
Organizational Chart

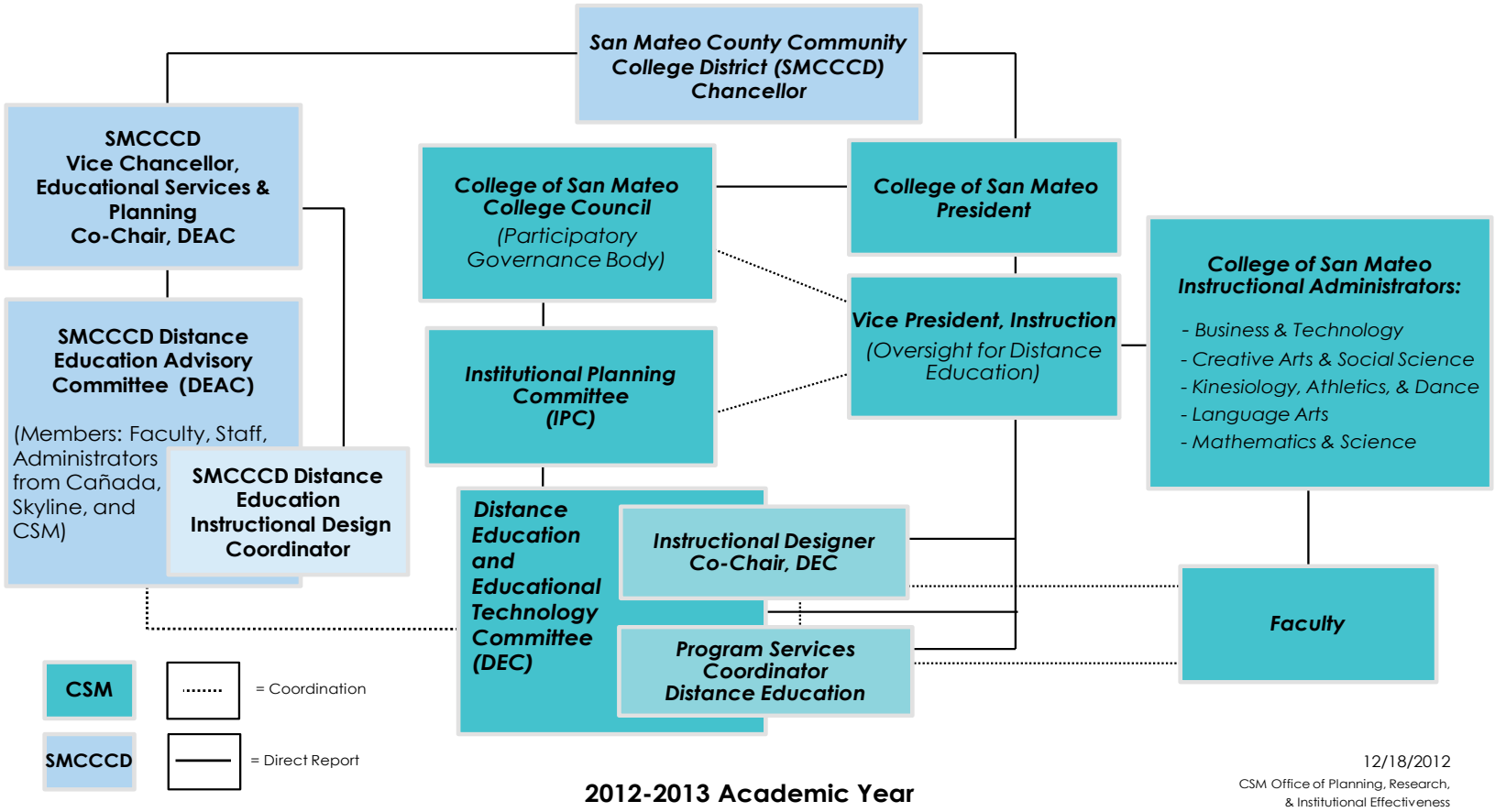


2012-2013 Academic Year

12/4/2012
CSM Office of Planning, Research, & Institutional Effectiveness

Appendix S

San Mateo Community College District (SMCCCD)
College of San Mateo
Distance Education Organizational Map



2012-2013 Academic Year

12/18/2012
CSM Office of Planning, Research, & Institutional Effectiveness

Appendix T
SMCCCD Administrative Procedures on Distance Education: 6.85

CHAPTER 6: **Educational Program**
ADMINISTRATIVE PROCEDURE NO. 6.85 (AP 4105)

ADMINISTRATIVE PROCEDURE
San Mateo County Community College District

Subject: 6.85 Distance Education
Revision Date: 4/12
References: Title 5 Sections 55200 et seq.; U.S. Department of Education Regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; 34 Code of Federal Regulations Section 602.17

---

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

2. Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education.

3. The review and approval of new and existing distance education courses shall follow the curriculum approval procedures. Distance education courses shall be approved under the same conditions as all other courses.

4. When approving distance education courses, the Curriculum Committee will certify the following:

    a. Course Quality Standards: The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.

    b. Course Quality Determinations: Determinations and judgments about the quality of the distance education course were made with the full involvement of the Curriculum Committee's approval procedures.

5. Each section of a distance education course will include regular effective contact between instructor and students.

6. All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

7. Consistent with federal regulations pertaining to federal financial aid eligibility, the District must verify that the student who registers in a distance education or correspondence education course is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

8. The Vice President of Instruction shall utilize one or more of these methods to authenticate or verify the student's identity:

6.85 Distance Education (continued)

a. secure credentialing/login and password
b. proctored examinations
c. new or other technologies and practices that are effective in verifying student identification

9. The Colleges help protect students' privacy and authenticate students' identity by requiring secure login and password whenever a student registers for classes, reviews his/her enrollment information, or logs in to any other secure SMCCCD site. The District will not share any SMCCCD student login and password information with anyone, and students are advised not to share any SMCCCD login and password information. A statement to this effect is posted prominently for students each time they log in to WebSmart, the San Mateo Community College District's electronic registration system.

Appendix U
SMCCCD Guidelines for Distance Education Proctoring

SMCCCD Distance Education

Proctor Approval and Agreement Form

STUDENT INITIATES PROCTORING The student and proctor must complete this form and proctor must email or fax it to the instructor 2-3 weeks prior to the exam date. The instructor must notify the student and proctor of his or her approval or rejection 1-2 weeks prior to the exam. (Please type or print legibly)

STUDENT INFO

Student Name: _____ Email: _____

Course: _____ Instructor Email: _____

I have read and understand the *Examination Proctor Guidelines for Distance Learning Students*.

Signed: _____ Date: _____

(Please type in your name if returning via email; your typed name serves as your electronic signature)

PROCTOR INFO

Proctor Name: _____ Proctor Job Title: _____

Proctor E-mail: _____ Proctor Phone: _____ Fax: _____

How do you know the student? _____

As proctor, I agree to the following:

- To supervise an exam for the student named above from the college indicated below and to conform to the requirements set forth by that college. ☐ Cañada ☐ CSM ☐ Skyline
- To read and follow the *SMCCCD Examination Proctor Guidelines for Distance Education* and the *Proctor Instructions* on the back of this form, and to follow faculty instructions sent with the exam.
- To confirm the following upon completion of the exam:
  1. I viewed a photo identification of the student before the exam (may be a valid driver's license, military id, or passport). Yes_____ No _____
  2. The student was only allowed to use approved items during the test. Yes _____ No _____
     If No, please explain:
  3. I was in the room with the student during the entire exam. Yes _____ No _____
     If No, please explain:

I verify that the above statements are accurate to the best of my knowledge and agree to FAX or EMAIL the completed exams back to the instructor promptly.

Signed: _____ Date: _____

(Please type in your name if returning via email. Your typed name serves as your electronic signature)

INSTRUCTOR USE ONLY (check one) __ Proctor Approved * __ Proctor Rejected

* I will forward any materials needed per *SMCCCD Examination Proctor Guidelines for DL Students*.

Signed: _____ Date: _____

(Please type in your name if returning via email. Your typed name serves as your electronic signature)

SMCCCD Distance Education

Examination Proctor Guidelines for Distance Education

For Students

- It is suggested that the student arrange for an approved proctor at least 3 weeks prior to each proctored exam date or, in any case, in a timely manner suitable to the proctor, instructor, and course.
- Request the proctor to complete the SMCCCD Distance Education Proctor Approval and Agreement Form and return to the instructor via fax or email promptly. The proctor's signature and contact information on this document are essential for confirmation purposes.
- Receive the instructor's approval or disapproval of the proctor. If a proctor is not approved, the student must find an alternate.
- Arrive at the proctor-designated location, on time, with proper ID. Take the exam in accordance with SMCCCD Academic Integrity Policy and any additional rules specified by the instructor. *It is the student's responsibility to ensure that a computer is available at the testing site.*

Appropriate Proctors	**Inappropriate Proctors**	**Appropriate Exam Locations**
Faculty members Human resource professionals Retired faculty members Community librarians Professional educators Military officers	High school students Neighbors Friends College peers Relatives Co-workers	Quiet, well-lit office or classroom **Inappropriate Exam Locations** Private homes

NOTE: *Currently, SMCCCD proctoring services/centers only handle proctoring requests for students who need special accommodations as recommended by DSPS and for students outside the SMCCCD district.*

The campuses of the SMCCCD reserve the right to verify proctor qualifications, require additional evidence of eligibility, or request the student to select a different proctor. The Proctor Approval and Agreement Form may be terminated for any cause by the proctor, student, or campus upon written notification to all parties.

For Instructors

Using the *SMCCCD Distance Education Proctor Approval and Agreement Form*,

- Accept or reject the proctor and notify student and proctor 1-2 weeks prior to the exam.
- Determine the exam transmission mode (fax, e-mail, or other); prepare the exam (in PDF form if e-mailed); then transmit the exam with any special instructions to the proctor at least 48 hours before the scheduled exam time.
- Acknowledge receipt of paper-based or online exam results from proctor promptly.

For Proctors

1. Student must show you a government-issued photo ID that you can easily use for verification.
2. Student must then begin his/her exam. (The instructor will have emailed you any necessary passwords, along with any other exam instructions, upon approving the *Proctor Approval and Agreement Form* on the reverse).
3. During the exam, students are not allowed any study aids, notes, or open browser windows, unless otherwise permitted in the exam instructions given to you by the instructor.
4. Exam results should be emailed or faxed to the professor promptly.

A VERY SPECIAL THANK YOU TO OUR PROCTORS YOUR GENEROUS SERVICE HELPS US SUCCESSFULLY DELIVER QUALITY ONLINE EDUCATION TO AN INCREASINGLY DIVERSE STUDENT BODY.

Appendix V
Curriculum on Instruction (COI) Distance Education Supplement, Sample Excerpt from CurricUNET

test course Distance Education **DE Approval Date:**

ENGR XXX test course

Delivery Methods
Online

Method of Distance Education
Online, Hybrid, Web Assisted Course; (If there are limitations on how this course would be offered please explain below)
Other of Modes of Delivery (describe below)

Online Method Limitations
Description of any limitations on how the course is offered goes here.

Other Methods
Description of other modes of delivery (beside online, hybrid, web assisted) goes here.

Instructional Methodology	Frequency/Explaination
Announcements/Bulletin Boards:	frequency/explanation goes here (one box for each contact type; contact types selected from a menu with approximately a dozen options)

Instructional Methodologies (How will you deliver the course content?):
Telephone
Two-Way Video conferencing (Two-way interactive video and audio)

Representative Courseware/Textbooks Materials:
Representative Courseware/Textbooks go here

Methods of Evaluation of Student Performance:
Methods of Evaluation of Student Performance go here.

How are you ensuring that students with disabilities can access your course in accordance with Section 508?
Description of access for students with disabilities goes here.

Course Content and Methodology:
The objectives and content of the course are adequately covered by the methods of instruction, assignments, evaluation of student outcomes, and instructional materials.
If this course is currently taught in a lecture mode, the department faculty have determined that the same objectives can be achieved in a distance learning mode.
The instructional equipment and materials are sufficient.
Regular personal contact between students and instructor is sufficient.
Methods of student evaluation are designed to maintain examination security.
Evaluation of student outcomes is sufficient to permit review and assessment of the effectiveness of distance education for this course and to provide information for the annual distance education report.

Appendix W
Definitions for DE Courses

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT (SMCCCD)

DEFINITIONS FOR COURSE DELIVERY MODES

DISTANCE EDUCATION COURSES

Online course	A course where the instructor and student are separated by distance for the entire course and can interact exclusively (100%) through the assistance of communication technology. The course is conducted through a class website, which may include multimedia material and links to other online resources. Students interact with the instructor and other students through posted class discussions, direct individual communication and assignments (which may include group work). Testing may be done online, via proctoring arrangements, or other means. Instructors require no mandatory on-campus meetings. If an instructor wishes to incorporate on-campus meetings into the course, the instructor must also provide for alternative distance education means of student participation.
Hybrid course	A course that substitutes 51% to 99% of face-to-face instructional hours with online work. The course may have some regularly scheduled on-campus meetings without alternative distance education means of student participation.

DEFINITION OF SMCCCD WEB-ASSISTED COURSES

Web-assisted course	A course that is designed to include a certain number of instructional contact hours (but fewer than 51%) through distance education, including TBA. This course must undergo a separate approval process by the curriculum committee, just as online and hybrid courses do.

DEFINITION OF SMCCCD FACE-TO-FACE COURSES

Face-to-face course	No face-to-face instructional time is replaced by the distance mode. However, course materials may be made available to students at least in part online, and the learning support and office hours may be provided at least in part online. This course does not require separate approval by the curriculum committee.

55206. Separate Course Approval
If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.
Distance Education Guidelines, 2008 Omnibus Version, Chancellor's Office, California Community Colleges, Academic Affairs Division, Instructional Programs and Services, p. 7.
11/18/10

Appendix X

Best Practices in Distance Education: a Handy Guide

What are some of the ways that you can make sure that your online presence is the best it can be for your students? This quick guide will help you with some of the foundations for a Good Moodle.

Course Access

Students who are new to online classes may need extra support to get started. How can you help these students?

- Create an online Orientation or provide a "how-to" section in each course that gives a basic explanation of the elements in the course and how to use them
- Be available to your students, either through the phone, email, office hours or virtual office hours
- Check in with students who seem to be falling through the cracks, sometimes a timely email from the teacher can give them the boost and support they need to hang in there
- Email all students as a group at the beginning of the semester, with contact and other types of info
- Include information in your syllabus for students with disabilities about services and resources they can access
- If you are using materials from a text book publisher, be sure to check that the materials are accessible for students with disabilities, the publisher should have that information

Instructional Techniques

Here are some things to think about as you put together your Moodle:

- How can you create a "student centered" learning environment in your class?
- What sorts of activities and resources can you provide to students that will engage all types of learning styles?
- How will you encourage and support online discussion?
- How will you promote critical thinking and problem solving skills in your course?

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Accessibility

Every element of your class must be accessible to every student. This means:

- All multimedia must be captioned or accompanied by transcripts
- All images must have alt text
- Avoid things like odd fonts or fonts in strange colors
- Layout should be consistent for each area of your course, to avoid confusion
- All of your hyperlinks should be appropriately named and formatted
- Consider using accessible PDF files, or using Google docs, for handouts or PowerPoint's, remember, all students may not have Office or be able to download large files.

Copyright Compliance

You may not be aware of the fact that what is considered "fair use" in the brick and mortar classroom may change when you are putting materials or media online. The following information will help ensure that your educational materials and multimedia adhere to copyright laws:

- Copyright laws protect the authors of "original works of authorship, including literary, dramatic, musical, artistic, and certain other intellectual works."
- Section 107 of the Copyright Act lists four factors to help you determine types of content usage that may be considered Fair Use:
    - The purpose and character of the use, including whether it is for commercial use or for nonprofit, educational purposes.
    - The nature of the copyrighted work.
    - The amount and substantiality of the portion used in relation to the copyright-protected work as a whole.
    - The effect of the use on the potential market for or value of the copyright-protected work.

Technology

To help students better utilize technology in your course:

- Provide information on hardware, Web browser, and software requirements of the course (can be included in syllabus)
- Provide resources to assist students in navigating and accessing course materials (these can be included in your online orientation)

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- Ensure that students can move logically and easily between areas of the course
- Utilize a consistent look and feel throughout the course (consistent text, colors, bullets, and heading styles
- Incorporate a variety of multimedia to enrich student learning

Schedule

Calendars, due-dates, and time-lines can help students schedule course assignments and improve their time-management. Consider the following:

- Course Announcements are clear and accessible for students (Consider using the news forum for this)
- Confirm that all assignments and due dates are clear and consistent
- Ensure that modules are dated accurately if using Weekly Format
- Provide a checklist for each week so that students have a way to ensure that they have completed all of the required work for that week

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Appendix Y
Annotated College of San Mateo Catalog, 2012-2013
Distance Learning Options for Degrees and Certificates
[Distance Learning Flagged in Blue]

An excerpt from CSM's *Catalog, 2012-2013* has been annotated to identify all the distance education programs. It is posted on the Accreditation Oversight Committee page, linking to the proposed Substantive Change report: http://collegeofsanmateo.edu/accredinfo//

Skyline COLLEGE

Substantive Change Proposal:

3.73 Addition of Courses that Constitue 50% or More of the Units in a Program Offered through a Mode of Distance Education or Electronic Delivery

Approved by Board of Trustees of the
San Mateo Community College District
on February 17, 2013

Submitted to ACCJC on March 15, 2013

Skyline College
ACHIEVE
3300 College Drive
San Bruno, CA 94066

Prepared by
Dr. Sarah F. Perkins, Vice President of Instruction

Replace with signature page

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NARRATIVE

A. DESCRIPTION OF PROPOSED CHANGE AND RATIONALE

A.1 Description of Proposed Change

Central to the mission of Skyline College is our commitment to expanding access to quality higher education programs and providing learners with the resources and skills needed for successful completion of their degree and certificate programs. One mode of instruction that supports the College in meeting this goal is Distance Education (DE). **Since the College last addressed this issue in our 2008 Distance Education Substantive Change request (http://www.skylinecollege.edu/accreditation/assets/documents/DE%20Sub%20Change%202008.pdf) we have continued to identify student needs for distance education options, and develop additional online courses that meet those needs. The proposed substantive change in the instructional mode of delivery addresses all new and modified programs and certificates at Skyline College taught through distance education since the approval of our 2008 Distance Education Substantive Change request**.

All distance education courses and programs offered at Skyline College:

- include clearly stated student learning outcomes (SLO's);
- provide for the authentication of student identity;
- meet the same quality and standards as onsite courses;
- provide for regular, effective, and substantive interaction between instructor and students;
- protect the student's privacy; and,
- have been reviewed and approved by the Curriculum Committee, Academic Senate, and Vice President of Instruction, as detailed in Sections B.2 and C.5. Both online and onsite courses have received final approval through the Board of Trustees; and new degrees have received final approval through the California Community College State Chancellor's Office (or are currently in the State Chancellor's Office approval queue).

The College first targeted key general education areas then core required courses in the degree requirements in order to increase student access and opportunity through online learning. As a result of these focused efforts, 26 additional associate degrees (AA/AS), 15 associate degrees for transfer (AA/AS/T) (6 approved and 9 in the approval process at the State Chancellor's Office, see footnote 2), and10 additional certificates have become more accessible to distance learners; providing the opportunity for them to now meet 50% or more of the requirements online for a total of 31 associate degrees (AA/AS), 15 associate degrees for transfer (AA/AS/T), and 21 certificate programs. The list of **new/modified[1] Distance Education programs at Skyline College since the approval of the 2008 Substantive Change** includes the following:

[1] For a comprehensive listing of degrees and certificates substantially available through distance learning, please see Appendix A and Appendix B. For degree requirements and majors, please see Appendix C and Appendix D. For

Associate Degrees (AA/AS)

Administration of Justice	International Logistics
Allied Health Science	International Studies
Art	Journalism
Asian Studies	Lawyer's Assistant (*formerly Legal Administrative Assistant*)
Biotechnology	Multimedia Technology (*formerly Web Developer*)
Business Management (*formerly Business Information Systems*)	Natural Science
Communication Studies	Mathematics
Dance	Music
Early Childhood Education	Office Management (*formerly Administrative Assistant*)
English	Physical Education
Family & Consumer Sciences	Psychology
Fashion Merchandising	Spanish
Interdisciplinary Studies, Option 1, Skyline College Pattern ▪ Arts & Humanities Emphasis ▪ Health & Physical Education Emphasis ▪ Letters & Science Emphasis ▪ Organizational Structures Emphasis ▪ Social & Behavioral Sciences Emphasis ▪ Social & Natural Sciences Emphasis	Surgical Technology

Associate Degrees for Transfer (AA/AS/T)

Administration of Justice *[2]	Journalism *
Art History *	Kinesiology
Business Administration	Mathematics
Communication Studies *	Music *
Early Childhood Education	Physics
English *	Psychology
Geology *	Studio Arts *
History *	

a listing of California State University General Education Patterns (CSU-GE) Availability through Distance Learning, see Appendix E.

[2] * Indicates degrees that have been approved by the College Curriculum Committee and the Board of Trustees, and are now in the approval process at the State Chancellor's Office.

Certificates

Air Freight Forwarding	Medical Transcriptionist
Asian Business Practices (*formerly Global Business Practices*)	Multimedia Technology (*formerly Web Developer*)
Business Management (*formerly Business Information Systems*)	Ocean Freight Forwarding
Customs Broker	Office Management (*formerly Administrative Assistant*)
Entrepreneurship	Paralegal, Legal Assistant

Evidence:
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Student Learning Outcomes Assessment Framework
http://www.skylinecollege.edu/sloac/framework.php

Skyline College Curriculum Committee
http://www.skylinecollege.edu/curriculumcommittee/index.php

Skyline College Academic Senate
http://www.skylinecollege.edu/academicsenate/index.php

A.2 Relationship to Institutional Mission

Skyline College is deeply committed to supporting student learning and degree completion. In June, 2012, the College concluded an extensive and inclusive re-visioning process that more clearly articulates our educational purposes and values, our commitment to the students that we serve, and our support for student achievement. The interrelationship between these components is best captured and expressed through a comprehensive Mission-Vision-Values Statement.

The continuing growth of quality distance education programs for increased student access and degree/ certificate completion is clearly related to our institutional mission-vision-values: by embracing and implementing Skyline College's vision and mission to inspire, empower, and transform a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment; and through the College's values of open access, student success, academic excellence, participatory governance, sustainability, and a (virtual and embodied) campus climate characterized by a "students first" philosophy.

The College clearly communicates its mission-vision-values to both internal and public audiences through a wide range of online and printed resources. The College utilizes analyses of quantitative and qualitative data throughout ongoing systematic cycles of evaluation, integrated planning, implementation, and re-evaluation. This process helps the institution to continuously verify and improve the effectiveness of the mechanisms through which the mission-vision-values are accomplished.

Expanding the distance education instructional mode of delivery is one component of Skyline College's ability to provide innovative instruction and services that support a rich tapestry of learners through excellent academic programs and services, offered in a variety of modalities to enhance access and completion.

As highlighted in the *Skyline College Education Master Plan 2013-2019* (http://skylinecollege.edu/prie/educationmasterplan.php), the College continues to engage in integrated planning that analyzes the characteristics and occupational needs of the surrounding communities and the ways in which our programs can most effectively prepare our students to address those needs through successful certificate and degree completion in areas of employment growth. Three areas of particular strength in developing business and industry partnerships are Skyline College's *Center for Workforce Development* (CWD), *Center for International Trade Development* (CITD) and the College's growing number of career programs, such as our Career Advancement Academies (CAA). Employment projections compiled in partnership with the San Mateo Community College District, the San Mateo County Workforce Investment Board, and the San Mateo County Economic Development Association identified the top five occupation sectors being driven by new job growth as Business and financial operations; Computer and mathematical science; Life, physical, and social science; Arts, design, entertainment, sports and media; and Health care support. (*Skyline College Education Master Plan 2013-2019*, http://skylinecollege.edu/prie/educationmasterplan.php).

The expansion of distance learning opportunities in areas that meet general education requirements; the infusion of a strong cross-cultural and/or global emphasis throughout many of the distance education courses; and the expansion of degrees and certificates in areas that align with community job growth needs - such as Allied Health Science, Art, Business Administration, Business Management, Medical Transcriptionist, Surgical Technician, and Medical Office Assistant (to name a few), all advance Skyline College's institutional mission-vision-values in three key ways: by supporting the College's continuing viability as a community resource, by empowering and transforming a global and diverse community of learners, and by increasing educational access and promoting successful educational outcomes for students.

Evidence:
Skyline College Mission-Vision-Values
http://skylinecollege.edu/aboutskyline/mission.php

Skyline College Education Master Plan 2013-2019
http://skylinecollege.edu/prie/educationmasterplan.php

Center for Workforce Development (CWD)
http://www.skylinecollege.edu/workforcedevelopment/index.php

Center for International Trade Development (CITD)
http://www.skylinecollege.edu/citd/

Career Advancement Academies (CAA)
http://www.skylinecollege.edu/caa/index.php

A.3 Rationale for Change

Skyline College is committed to supporting effective student learning and student success in completing their educational goals. **The primary rationale for this proposed change is that offering a variety of instructional delivery modalities supports the College's goal of expanded opportunities for students to access Skyline College's courses and programs. Coupled with enhanced online student support services and resources, this change supports improved opportunities and outcomes for the successful completion of degrees and certificates.** The number of students participating in online learning and the number of faculty interested in online teaching at Skyline College has grown steadily since the College's last substantive change approval in 2008.[3] The faculty has continued to expand curriculum development to include online delivery methods, while students have embraced the expanded choice in the delivery method of courses. The changing needs of our students include a greater need for flexibility in scheduling in order to better balance their educational responsibilities with family, work, and other off-campus obligations. Expanding distance learning also reduces transportation time and costs, and enables students to tailor their educational schedules to their individual needs and learning styles. This flexibility supports students in completing their educational goals in a timely manner. The growth in opportunities for learning through distance education at Skyline College is consistent with our commitment to serving as a comprehensive, responsive, and student-centered community college.

Skyline College faculty and staff have been proactive in reviewing and implementing best practices in statewide distance education participation; and through both the Skyline College Technology Advisory Committee (TAC) and the San Mateo County Community College District Distance Education Advisory Committee (DEAC), have analyzed comparative performance data to inform these practices.

The Skyline College data demonstrate a pattern of increasing growth in students taking online offerings. The average enrollment in a distance education course rose from 28.45 during academic year 2007-2008 to 35.08 during academic year 2011-2012; with total enrollment in DE courses increasing from 3300 in 2007-2008 to 6770 in 2011-2012. Similarly, the percentage of distance education enrollment at Skyline College has continued to rise annually, increasing from 6.2% in Fall 2007 to 12% in Spring 2012.[4] This growth in online course enrollment is also evident in the review of emerging trends in higher education that was conducted as part of the

[3] Appendix G: *Distance Education Enrollment History - Fall 2007–Summer 2012*
[4] Appendix G: *Distance Education Enrollment History - Fall 2007-Summer 2012*

work in developing the *Skyline College Education Master Plan 2013-2019*. Data and research regarding online education show a definite trend in increasing demand for these courses across the country. As this trend continues, the College is fully committed to providing faculty and staff with ongoing access to training and resources in effective online technologies and distance education pedagogies.

Evidence:
Appendices F-G, and N
Appendix F: *Trends--Enrollments and Distance Education Faculty*
Appendix G: *Distance Education Enrollment History - Fall 2007–Summer 2012*
Appendix N: *Skyline College Strategic Plan (2012-2017)*

Skyline College Technology Advisory Committee
http://www.skylinecollege.edu/technologyadvisorycommittee/

San Mateo County Community College District Distance Education Advisory Committee (DEAC)
http://www.smccd.edu/edservplan/deac/default.shtml

Skyline College Education Master Plan 2013-2019
http://skylinecollege.edu/prie/educationmasterplan.php

SMCCCD Strategic Plan
http://www.smccd.edu/edservplan/ssp/files/sp-SMCCCD_Strategic_full_web_09.pdf

Balanced Scorecard
http://www.skylinecollege.edu/institutionalplanning/balancedscorecard.php

B. DESCRIPTION OF EDUCATIONAL PROGRAMS OFFERED

B.1 Educational Purposes of the Change

The primary educational purpose of the proposed change in the instructional mode of delivery is to continue to grow the availability of programs, certificates, and degrees (including transfer degrees) that are available to distance learners, in order to increase access and support student success in the completion of their educational goals. Expanding choice for students in instructional modes of delivery also provides self-directed learners with more tailored pedagogical approaches and promotes wellness by creating better balance for students who hold significant work and/or family responsibilities while pursuing higher education.

Each new educational development or modification is guided by ongoing collegial dialogue focused on the improvement of student learning and institutional processes. Discussions are informed by indicators of student success, including data on student learning outcomes. These dialogues begin at the department or division level and continue through processes for annual program planning, participatory governance, 6-year comprehensive program reviews, and

curriculum approval (discussed in more detail in **Sections B.2 and C.5**). Throughout each of these processes, multiple opportunities for input and evaluation are provided. The Skyline College Office of Planning, Research, and Institutional Effectiveness (PRIE) provides ongoing and expanded information on a variety of student data; including enrollment trends, student retention, persistence, and success rates, to better inform the decision-making process of the Instructional Leadership Team. The Skyline College Technology Advisory Committee regularly reviews the availability of the College's distance education programs and certificates. In considering online delivery, faculty carefully analyze whether this mode of delivery best meets student needs.

Evidence:
Student Learning Outcomes Assessment Cycle
http://www.skylinecollege.edu/sloac/

Planning, Research, and Institutional Effectiveness (PRIE)
http://www.skylinecollege.edu/prie/

Skyline College Curriculum Committee
http://skylinecollege.edu/curriculumcommittee/

Comprehensive Program Review
http://www.skylinecollege.edu/programreview/

Annual Program Planning
http://www.skylinecollege.edu/annualprogramplanning/index.php

Skyline College Technology Advisory Committee (TAC)
http://www.skylinecollege.edu/technologyadvisorycommittee/

B.2 Student Learning Programs: Eligibility Requirements, Accreditation Standards and Commission Policies Met.

The proposed change in the mode of delivery for the courses noted is in full alignment with the eligibility requirements and accreditation standards of the ACCJC, and actively incorporates Commission policies governing distance education. The courses and programs addressed in the proposal are part of existing programs that have undergone a rigorous review and approval process; and have been approved by the College and the Office of Academic Affairs of the California Community College Chancellor's Office. The College fully complies with state and federal regulations on distance learning.

Skyline College utilizes the Commission's recommended WCET *Best Practice Strategies to Promote Academic Integrity in Online* Education[5] in order to ensure that the College's learning

[5] Version 2.0, June 2009, in ACCJC/WASC (August 2012) *Guide to Evaluating Distance Education and Correspondence Education* p.46. The Skyline College *Distance Education Handbook* (Appendix K) also contains as Appendices *Quality Matters Rubric Standards 2011-2013* (C), *Best Practices for Teaching and Learning Online* (D), and *Best Practices in WebAccess: a Handy Guide* (E).

opportunities "have equivalent quality, accountability, and focus on student outcomes regardless of mode of delivery." [6] The Skyline College Curriculum Committee http://www.skylinecollege.edu/curriculumcommittee/index.php uses established procedures to ensure that the rigor, breadth, objectives, student learning outcomes, and academic quality of courses and programs offered in the distance education mode meet the same standards as those offered in the traditional onsite modes. The quality and ongoing improvement of curricula across modalities is ensured through collaboration between the faculty, deans, and the Curriculum Committee which consists of representatives from every division, the campus articulation officer, the Dean of Enrollment Services, the Dean of Counseling, and the Vice President of Instruction (VPI).

Course approval process:
The Curriculum Committee separately approves each course proposed for distance learning to ensure that the College meets all policy criteria. Some of these policy elements have already been addressed in **Section A**, and others will be addressed in **Sections C and D.** The curriculum review and approval process for courses in all modalities occurs in identifiable stages and is faculty driven. Faculty with subject matter expertise, develop curricula and work with their dean and Curriculum Committee representatives to prepare materials for committee review. The review process ensures that each new course reflects the College's mission-vision-values, as well as the quality, currency, and rigor of the course itself. A well-developed website contains resources supporting all aspects of curriculum development and review. Faculty enter new or modified curricula into the CurricUNET website for technical review by a subcommittee composed of representatives with expertise in Title 5 regulations, matriculation requirements, prerequisite policies, degree requirements, learning outcomes, library and distance education requirements.

Faculty proposing new or modified courses for distance education complete an additional Curriculum Committee Distance Education Supplement (Appendix I. For a sample completed form, see Appendix J). The technical review subcommittee reviews the curriculum, makes comments, and follows up with faculty members to assist them in preparation for Curriculum Committee discussion. Faculty developing the curriculum then presents it to the Curriculum Committee, where questions are addressed and the items are approved by a vote of the faculty members. The proposed course outline is then posted in CurricUNET as part of the College's curriculum inventory. Using the established **Student Learning Outcomes and Assessment Cycle (SLOAC)**, specific and appropriate student learning outcomes are established at the course, program, and institutional levels and are regularly assessed. Multiple measures are used to achieve and assess student learning for both onsite and online students. Once courses have been approved by the Curriculum Committee, they are reviewed by the Vice President of Instruction. All actions on new, banked, courses approved for distance education, and deleted courses are also approved by the Board of Trustees.

Skyline College administers and delivers its courses and programs by implementing several divisional processes as part of the participatory governance agreement. Sufficient and sustainable budgetary, physical and staffing resources are allocated, as discussed in **Section D.** The College utilizes a **comprehensive program review process**, using guidelines set by the

[6] ACCJC/WASC (August 2012) *Guide to Evaluating Distance Education and Correspondence Education* p.45.

Academic Senate of California in 2009, as a primary way for evaluating programs and courses. Comprehensive Program Review occurs on a 6-year cycle, with annual planning taking place yearly during the intervening years. Faculty are central to this process; as they revise and update course outlines, reflect on SLO assessments, analyze data provided by the Office of Planning, Research, and Institutional Effectiveness, and communicate their findings with the Curriculum Committee, the Institutional Planning Committee (IPC), and the College Governance Council (CGC).

Ongoing faculty support opportunities are provided through the *Center for Transformative Teaching and Learning* (CTTL) to develop and strengthen effective use of technology and pedagogies appropriate to the distance education mode; both through collaboration with more experienced colleagues and through workshops, resources, and support (http://skylinecttl.org/). Ongoing professional development and collegial collaboration further ensure that the quality and rigor of instruction in distance education courses are equivalent to those of onsite courses. **Section D.3** provides additional information on the CTTL. The *Faculty Resources* page of the Distance Education website provides additional resources for developing and enhancing proficiency in DE technologies, methodologies, and pedagogies and extensive links for tools and models that enhance course design, instruction, and assessment. The *Skyline College Distance Education Handbook* (Appendix K) is an excellent resource for additional information, models, and resources.

Pursuant to Title 5 and the *Distance Education Guidelines for the California Community Colleges*, faculty in Skyline College distance education courses maintain **"regular effective contact"** between the 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, email, or other activities."[7] The *Skyline College Distance Education (DE) Handbook* (Appendix K) provides specific guidelines for course management, communication with students, and providing accessibility, in order to promote best practices and ensure compliance with this policy. **In keeping with Higher Education Opportunity Act (HEOA) regulations,** the *DE Handbook* also provides information about proctored exams, which may be taken at designated locations on campus (such as the Learning Center), or at pre-arranged approved locations off campus (such as an accredited institution of higher learning, public school, or academic or public library). Students are required to show identification prior to beginning proctored exams at any location and, if taking the exam off campus, they must complete and return the required form one week prior to taking the exam. The course management system utilized by Skyline College requires that students enrolled in distance education courses **authenticate their identity** through a required secure log-in and password (described in more detail below). This step also serves to **protect the privacy of the student**. Both the *Skyline College Distance Education Handbook* (Appendix K) and *SMCCCD Administrative Procedure No. 6.85: Distance Education* (Appendix L) provide additional text and authorities to assist with effective implementation.

[7] 55204 (formerly 55211). Under "Instructor Contact," at http://extranet.cccco.edu/Portals/1/AA/DE/de_guidelines_081408.pdf

Guidelines for authentication of student identity:
SMCCCD offers a variety of processes in their Distance Education program that help to establish that the student who registers in a distance education course is the same student who participates in and completes the program and receives the academic credit.

- **Electronic Authentication** - All student access to electronic systems requires that the student provide appropriate credentials for admittance. To gain access to either the web-based student information system, locally called WebSMART, or the college's learning management system, known as WebAccess, students must log in with their student ID and PIN. Initial communication about new WebSMART accounts is a two-step process; one email is sent to students with their new Student ID and a second message is sent with the PIN. Repeated invalid attempts to gain access result in accounts being suspended.
- **Student Email** - All communication from the college to students is to be done via a college provided email account.
- **Lost Password** - Students who lose their email password can reset it by authenticating via WebSMART and requesting to change their password via the web interface. Students who lose their WebAccess password can have a new password emailed to their college provided email account. Students who lose their WebSMART password can answer a series of security questions or go to Admissions and Records in-person with valid ID.
- **Test Banks and Timed Test Delivery** - Test questions can be set to be randomly drawn from banks of questions, so each student gets a different set of questions. Some tests are designed to be open-book, but once a student begins a test, the student has a limited amount of time to complete it, and usually only one attempt. The course management system, WebAccess also provides browser lock-down software so the student cannot open additional screens during a test.
- **Plagiarism detection software (Turnitin)** - Plagiarism detection software called Turnitin can be used for both written assignments and class discussion. Faculty members can simply cut and paste a discussion board post or any written work into the software. This approach is commonly used by instructors in face-to-face courses as well as for online courses.

Appropriate technology is used to achieve course objectives. In addition to resources and practices outlined above through the CTTL and the *DE Handbook,* the Skyline College *2012-2015 Technology Plan* (Appendix P) provides detailed information on each component of administrative and student support software and services (which are supported by the District ITS Office), that are available to enhance instruction and support services. The College works closely with the District to assess needs and effectiveness, and to strengthen the technological infrastructure that supports student learning and faculty/staff development. In an ongoing effort to enhance the College's ability to provide students with efficient and intuitive online student business services, Skyline College is in the process of expanding online support services for all students to provide access 24 hours per day, 7 days per week.

Distance Education faculty undergo the same performance evaluation process as onsite faculty. The Performance Evaluation Task Force is currently reviewing all evaluation processes for faculty, and developing new evaluation components that specifically address distance education courses. The work of the Task Force will be completed spring 2013.

All three colleges within the San Mateo County Community College District (SMCCCD), including Skyline College, utilize shared definitions for online, distance education, hybrid, and web assisted courses. These definitions, provided below, are published in the 2012 *SMCCCD Distance Education Strategic Plan* (http://www.smccd.edu/edservplan/deac/deac-SMCCCD_DistanceEducationPlan2012.pdf); and are also available in a more student-friendly and accessible format through the WebSchedule website, at https://webschedule.smccd.edu/attribute_descriptions.php

DE - Distance Education. Fully Online or Hybrid courses taught asynchronously or synchronously. Asynchronous instruction, the current dominant form of distance education, does not require the simultaneous participation of all students and instructors. Rather, it utilizes tools such as threaded discussions, wikis, surveys, and journals.

	DISTANCE EDUCATION COURSES
Online Course	A course where the instructor and the students are separated by distance for the entire course and can interact exclusively (100%) through the assistance of communication technology.*
Hybrid Course	A course that substitutes 51% to 99% of face-to-face instructional hours with online work. The course will have some regularly scheduled on-campus meetings without alternative distance education means of student participation.

*The course is conducted through a class website, which may include multimedia material and links to other online resources. Students interact with the instructor and other students through posted class discussions, direct individual communications and assignments (which may include group work). Testing may be done online, through proctored exams, or by other means. Instructors require no mandatory on-campus meetings. If an instructor wishes to incorporate on-campus meetings into the course, the instructor must also provide for alternate distance education means of student participation.

	WEB-ASSISTED COURSES
Web-assisted course	A course that is designed to include a certain number of instructional contact hours (but fewer than 51%) through distance education, including TBA. This course must undergo a separate approval process by the curriculum committee, just as online and hybrid courses do.

	FACE-TO-FACE COURSES
Face-to-face courses	No face-to-face instructional time is replaced by the distance mode. However, course materials may be made available to students at least in part online, and the learning support and office hours may be provided at least in part online. This course does not require separate approval by the curriculum committee.

The definitions page in the *SMCCCD Distance Education Strategic Plan* also states the following:

> 55206. Separate Course Approval
> "If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures." *Distance Education Guidelines,* 2008 Omnibus Version, Chancellor's Office, California Community Colleges, Academic Affairs Division, Instructional Programs and Services, p.7.

Evidence:
Appendices K-M and P
Appendix K: *Skyline College Distance Education Handbook*
Appendix L: *SMCCCD Administrative Procedure No. 6.85: Distance Education*
Appendix M: *SMCCCD Definitions for Course Delivery Mode Distance Education Courses*
Appendix P: *Skyline College Technology Plan 2012-2015*

Curriculum Committee
http://www.skylinecollege.edu/curriculumcommittee/index.php

Student Learning Outcomes and Assessment Cycle
http://www.skylinecollege.edu/sloac/index.php

Office of the Vice President of Instruction
http://www.skylinecollege.edu/instructionaloffice/index.php

Institutional Planning Committee
http://www.skylinecollege.edu/institutionalplanning/index.php

College Governance Council
http://www.skylinecollege.edu/collegecouncil/index.php

Skyline College *Center for Transformative Teaching and Learning* (CTTL)
http://www.skylinecttl.org/

Faculty Resources page of the Distance Education website
http://www.skylinecollege.edu/distanceeducation/facultyresources.php

B.3 Student Services and Resources: Eligibility Requirements, Accreditation Standards and Commission Policies Met

Skyline College's Division of Student Services is proactive in ensuring that all areas within the division deliver continuous and high quality support for distance learners. All students, including students who are part of the distance education program, may access services via email, internet, WebSMART web access and telephone. Many services are offered online or via email including, among others, access to the class schedule, college catalogue, and student handbook. Students may also access online enrollment, counseling, assessment, orientation, and financial aid; place their book orders online through the campus bookstore; and utilize an online student complaint process.

Detailed information about each area of support and service is provided in **Section D.1** (Sufficient, Qualified, and Accessible Student Support Services). Discussion and examples demonstrating how specific instructional, student support services, and library and learning support services accreditation standards are met are provided in **Section G, Standard II.** These resources support both distance education learners and students attending courses on the Skyline College campus.

Evidence:
Division of Student Services
http://www.skylinecollege.edu/studentservices/index.php

Skyline College Distance Education
http://www.skylinecollege.edu/distanceeducation/index.php

C. DESCRIPTION OF PLANNING PROCESS

C.1 Relationship to College's Planning, Evaluation, and Mission

Skyline College's mission-vision-values are reflected throughout every aspect of the College's participatory governance and integrated planning processes. The expansion of access through extended opportunities for distance learning directly supports the College's mission-vision-values, as detailed in Section A.2. Skyline College engages in extensive and integrated mission-related planning processes to develop, sustain, and grow the number of online programs and services, including the Comprehensive Program Review Process (described in Section B.2), annual program planning, the planning process for updating the *Skyline College Education Master Plan,* and the process for developing the College's annual strategic priorities and long-term *Strategic Plan*. Campus constituents are provided with ongoing opportunities for input and feedback.

The integrated planning process at Skyline College is grounded in our mission-vision-values, institutional goals, and institutional student learning outcomes and results in the development of the College's annual strategic priorities. The College planning process is broad-based and inclusive using an Integrated Budgeting and Planning Calendar (Appendix O) that cycles budget, planning, and evaluation information from across the College through the participatory governance process and key areas of the College to create an integrated College Plan. Areas include the College's units, programs, and divisions; the College Budget Committee; the College Governance Council; the Curriculum Committee; the Instructional Leadership Team; and the Institutional Planning Committee, in continuous dialogue with the Vice President of Instruction, the Vice President of Student Services, and the College President.

As is the case with all major campus decisions, discussions and decisions about distance learning needs are informed by five major components of the integrated planning/budgeting/ assessment cycle: Administrative Leadership Unit Reviews (ALUR), Annual Program Planning and Comprehensive Program Reviews, College Strategic Priorities, the Resource Allocation Process (Budget and Staffing), and Outcomes Assessment (Balanced Scorecard). Detailed information about the planning process is available to the campus and community through *Skyline College Planning and Governance Resources,* and the *Skyline College Human Resources Plan: Staffing for Student Success.* Both documents are available online at http://www.skylinecollege.edu/prie/resources.php.

Updates and opportunities for input are shared regularly through online resources, such as the weekly campus publication *Skyline Shines* (http://www.skylinecollege.edu/presidentsoffice/skylineshines.php); and through agendas and minutes, which can be accessed for each of the committees and councils through the participatory governance website (http://www.skylinecollege.edu/participatorygovernance/index.php).

Through annual program planning, departments within the instructional and student service area review on-going programs and plans for the following year. In addition to these annual program plans, every 6 years departments and programs complete a comprehensive program review. These program plans evaluate the success of the current programs and address any identified need for development of alternative and innovative instruction and student services. For example, a department might see a growing demand for online offerings in its area and propose a plan to develop specific courses for distance learning. The program planning cycle also addresses assessment of student learning outcomes at the course and program level. The learning outcomes are evaluated for both face-to-face and distance learning courses and programs. Both the annual program plans and the 6-year comprehensive program review ask for needed resources to be identified in each of the following five areas: research, equipment/ technology, facilities, professional development, and staffing. As programs continue to learn about opportunities for enhancing student success through distance learning and supports, this process strengthens their ability to grow programs and resources in a more holistic, intentional, and sustainable manner.

The Skyline College Technology Advisory Committee (TAC) further assists distance learning planning by providing leadership and support for ongoing technological innovation, and serving as a viable forum through which faculty, staff and administrators discuss, plan, investigate, and implement ideas and strategies that will best utilize advances in technology to enhance instruction, student support services and administrative services. The TAC is responsible for the development of the College's Technology Plan (Appendix P) and for setting priorities for campus technology. It also helps to provide data and feedback to departments and divisions in order to help balance the growth in distance education offerings and ensure that the student services meet the needs of online students.

Evidence:
Appendices N-P
Appendix N: *Skyline College Strategic Plan (2012-2017)*
Appendix O: *Skyline College Integrated Budgeting and Planning Calendar*
Appendix P: *Skyline College Technology Plan 2012-2015*

Skyline College Mission-Vision-Values
http://skylinecollege.edu/aboutskyline/mission.php

Skyline College Education Master Plan 2013-2019
http://www.skylinecollege.edu/prie/educationmasterplan.php

Participatory Governance Website
http://www.skylinecollege.edu/participatorygovernance/index.php

Office of the Vice President of Instruction
http://www.skylinecollege.edu/instructionaloffice/index.php

Skyline College Technology Advisory Committee
http://www.skylinecollege.edu/technologyadvisorycommittee/

Balanced Scorecard
http://www.skylinecollege.edu/institutionalplanning/balancedscorecard.php

C.2 Assessment of Needs and Resources

As Skyline College expands distance education learning, the need for increased technological infrastructure and training for faculty and staff has also increased. Some of these needs are addressed by the College directly, such as the professional development provided through Skyline College's *Center for Transformative Teaching and Learning* (CTTL); while others are addressed in collaboration with the District, such as the STOT 1 and STOT 2 (Structured Training in Online Teaching) training. Within the last year alone (March 9, 2012, August 16, 2012, and January10, 2013), Skyline College Flex Day workshops have included "Documenting Assessment Efforts with TracDat" (twice), "Getting Quick and Easy Feedback about Student Learning via CATS (Classroom Assessment Techniques)," "Using WebAccess to Administer Quizzes and get Instant Assessment Data," "My Virtual Self: How does Social Media Define

You?," and "How WebAccess Can Save You Time." (Flex Day flyers with workshop descriptions are archived at http://skylinecttl.org/). In addition to interactive workshops such as those listed above, CTTL coordinates and promotes a number of distance education activities throughout the academic year through on-campus Webinars (using iPad in the library and the classroom; MOOCs; Moodle; and archived presentations via iTunes U, among others). The District offers similar opportunities, such as support for creating ePortfolios.
Assessment of student learning needs takes place both formally (through the Student Learning Outcomes Assessment Cycle (SLOAC); the College's Office of Planning, Research, and Institutional Effectiveness (PRIE); the Skyline College Curriculum Committee; the Comprehensive Program Review process; and the Community College Survey of Student Engagement, among others) and through faculty and staff observation, experience, and collegial dialogue. The formal processes are described in more detail in **Sections B.1 and D.8.** The *Center for Transformative Teaching and Learning* (CTTL) provides a centralized space to promote collegial dialogue among faculty on direct observation/experience within the Skyline College context, providing an additional lens for evaluating the strengths and challenges of different tools, pedagogies and methodologies for effective distance learning. Similarly, staff may add lenses of direct observation and direct student feedback to the data-driven insights gleaned from the types of research noted above; and engage in peer mentoring on most effective student learning and student services supports. Additional resources for faculty and staff for building greater capacity in distance education are provided through the Faculty Resources page of the Distance Education website.

Leadership for the CTTL is provided by the Vice President of Instruction, and is currently supported by a Faculty Coordinator for Distance Education (.40 FTE); a full-time Instructional Technologist; an Instructional Technology Distance Education Coordinator; and the Dean of Science, Math, and Technology, who additionally Co-chairs the Skyline College Technology Advisory Committee. **To date, the College has sufficient resources to support a strong distance education program. Further assessment of needs and resources are conducted on an ongoing basis at both the College and the District levels through the District Distance Education Advisory Council and the Skyline College Technology Advisory Committee.**

Evidence:
Skyline College Center for Transformative Teaching and Learning (CTTL)
http://skylinecttl.org/

Structured Training in Online Teaching, 1 and 2 (STOT)
http://www.smccd.edu/accounts/smccd/departments/educationservices/deac/files/STOT%20Program.pdf

Student Learning Outcomes Assessment Cycle
http://www.skylinecollege.edu/sloac/

Planning, Research, and Institutional Effectiveness (PRIE)
http://www.skylinecollege.edu/prie/

Skyline College Curriculum Committee
http://skylinecollege.edu/curriculumcommittee/

Comprehensive Program Review
http://www.skylinecollege.edu/programreview/

Annual Program Planning
http://www.skylinecollege.edu/annualprogramplanning/index.php

SMCCCD Distance Education Advisory Committee (DEAC)
http://www.smccd.edu/edservplan/deac/default.shtml

Skyline College Technology Advisory Committee (TAC)
http://www.skylinecollege.edu/technologyadvisorycommittee/index.php

C.3 Anticipated Impact

The primary impact anticipated from the proposed change is increased student access to degree and certificate programs, and enhancing student success in achieving completion and transfer outcomes. Skyline College anticipates that a larger number of students; including adult learners who are updating their skills or embarking on a new career, students with disabilities, and "traditional" students seeking greater flexibility, will continue to enroll in online education opportunities. We are finding a growing demand from students in both transfer and CTE (career and technical education) pathways for online and hybrid format course offerings. In order to increase flexibility in scheduling for our students and to grow our distance education offerings, general education courses were specifically targeted to ensure that sufficient courses are available online in a particular content area or department. We have continued to grow the number of general education courses that could be available online, along with an increasing number of core disciplinary courses. The result is an increase in the number of degree and certificate programs that could be offered in an online format.

As faculty continue to expand their capacity to offer effective online education, the Skyline College Center for Transformative Teaching and Learning has developed a professional development component focused specifically on supporting online teaching and learning. **Section C.2** detailed some of the resources and workshops offered at the College and by the District, and **Section D.3** details professional development opportunities for faculty and staff. Additional resources and services are described in *Skyline College Professional Development Resources* (http://www.skylinecollege.edu/prie/resources.php), the CTTL website (http://skylinecttl.org/) and the Faculty Resources page of the Distance Education website (http://www.skylinecollege.edu/distanceeducation/facultyresources.php). Skyline College continues to strengthen our online student support infrastructure. **We anticipate that as a result of the increased availability of online courses, expanded faculty capacity for online teaching, and enhanced student support infrastructure, enrollment in distance education courses will continue to grow; increasing student access and promoting greater opportunities for successful degree completion and transfer.**

C.4 Intended Benefits

The benefits of expanding the number of our online course delivery includes supporting student success by increasing their access to higher education through increased flexibility in scheduling; enhancing degree and certificate completion, and increasing student engagement in post-secondary education opportunities. Students at Skyline College continue to want to include online courses in pursuing their educational goals as this format provides more flexibility in addressing family and work demands, transportation costs, time constraints, and economic pressures.

C.5 Preparation and Planning Process

Skyline College has continued to prepare and plan for increased availability of distance learning opportunities since the College last addressed this issue during our 2008 Distance Education Substantive Change process. Skyline College is one of three colleges in the San Mateo County Community College District (SMCCCD); and the District provides support to all three colleges through strategic planning, infrastructure support, and shared opportunities for capacity building and professional development. The Skyline College Technology Advisory Committee (TAC) and the District Distance Education Advisory Committee (DEAC), collaborate closely to facilitate more integrated resource sharing and strategic planning. The Network Advisory Group, comprised of representatives from the three colleges and the District I.T. group, facilitates joint planning and discussion about infrastructure needs and support.

By coordinating resources with the District, Skyline College is able to both tailor Distance Education planning to the specific needs of Skyline College students, and maximize resources and opportunities by drawing on resources, support, and training opportunities offered by the District. As a result of the continued work from the 2008 substantive change process, the College has continued to build quality online education to support student success and completion, and to build capacity among faculty for effective incorporation of pedagogies and technologies appropriate to distance learning.

Background on the District Planning Process:

The San Mateo County Community College District (SMCCCD) established a district-wide Distance Education Advisory Committee (DEAC) in 2006, with representatives from the faculty union (the American Federation of Teachers (AFT), the District Academic Senate, faculty members teaching online, and district administration. Co-chaired by the SMCCCD Vice Chancellor of Educational Services and Planning and a faculty member, the District DEAC is charged with evaluating district-wide technology needs related to student learning, and making recommendations to the three district colleges (Skyline College, Cañada College, and College of San Mateo) on a wide range of distance learning and technology issues.

Following a two-year assessment period, the District DEAC developed an overall vision and strategic plan for distance education. Three Task Groups were formed, to address district-wide planning and recommendations for course offerings, resources, and technology. The Course Offerings group established the definitions for online versus hybrid instruction, reviewed curriculum approval processes to ensure that online instruction met the same high standards for curriculum approval as onsite instruction; and made recommendations regarding issues of

intellectual property rights on matters that are outside of the bargaining processes. The Resources group explored the availability of online student support resources (such as admissions, registration, faculty and staff development, tutorials, library resources, and learning center resources). The Technology group considered various platforms and service level agreements for district-wide support. The District currently supports Moodle, and each semester generates Moodle shells for each section of every course offered by the College. The Moodle shells are maintained by Moodlerooms, a Moodle hosting site.

Evidence:
San Mateo County Community College District Distance Education Strategic Plan 2012
http://www.smccd.edu/edservplan/deac/deac-SMCCCD_DistanceEducationPlan2012.pdf

District Distance Education Vision 2006
http://www.smccd.edu/accounts/smccd/departments/educationservices/deac/files/deac_VisionPlanningFinal.pdf

Minutes from District DEAC meeting 22 February 2008
http://www.smccd.edu/accounts/smccd/departments/educationservices/deac/files/DEAC%20Minutes%2020080222.pdf

Background on the Skyline College Planning Process
Skyline College has been strategic and deliberate in each stage of planning for the expansion of distance learning opportunities. In the initial stages, the Dean of Planning, Research, and Institutional Effectiveness facilitated the planning process for the *Education Master Plan*, incorporating plans for the expansion of distance education programs and services in order to meet the growing demand for increased access and more diverse teaching and learning styles. *The Instructional Leadership Team* (ILT), Chaired by the Vice President for Instruction and composed of the Academic Deans, Dean of Counseling, Dean of Enrollment Services, with the Dean of Planning, Research, and Institutional Effectiveness, increasingly addressed distance learning opportunities and concerns throughout regularly scheduled meetings addressing instructional matters and related student services issues. A college-wide planning process for *"Expanding FTES"* throughout the institution included increasing access to distance education instruction and services; and was adopted by the ILT, Academic Senate, and Institutional Planning Committee. It was also presented for communication to the Management Council, the College Council, Cabinet, and the Curriculum Committee, (2008 Distance Education Substantive Change Proposal, http://www.skylinecollege.edu/accreditation/assets/documents/DE%20Sub%20Change%202008.pdf).

Over the past several years, distance learning has continued to be a central component of assessment and planning across each of these groups, as well as the Skyline College TAC. For example, the **Skyline College Balanced Scorecard (BSC),** a strategic management system that enhances the College-wide planning process through measurable core effectiveness indicators

across four stakeholder lenses, includes "innovation and growth"[8] as one of these lenses. Asking "How well do we continuously improve and create value?" this lens explores questions of facilities and technology; of student access, success, and learning outcomes; of staff and faculty professional development; and of globalization of education in ways that benefit distance learners. (http://skylinecollege.edu/institutionalplanning/balancedscorecard.php). The ***Skyline College Strategic Plan 2012-2017*** includes a facilities and technology recommendation to "identify and scale technology-enabled approaches and upgraded facilities to improve teaching and learning;" noting that "This strategic priority will extend our reach and multiply the benefit of interactive digital research and learning support through expanding our technological capacity. We will have the ability to focus on digital and web services and support for students, faculty and staff (eBooks, eAudio, eMagazines, online services for tutoring and supporting learning) and shift our focus to web enhanced services across the College." Among the examples included, the plan noted technology enhanced classrooms, and professional development. (http://skylinecollege.edu/prie/assets/strategic%20priorities_final_post.pdf)
Finally, the *Skyline College Education Master Plan 2013-2019* (http://www.skylinecollege.edu/prie/educationmasterplan.php) reiterates the importance of distance education, and institutionalizes the College's commitment to the CTTL and the role that it plays in Distance Education capacity building for faculty and staff. It also notes that despite increasing competition among institutions to attract distance learners Skyline College will be able to distinguish itself from other online providers because of the quality of its instruction and measurable outcomes of student learning.

D. INSTITUTIONAL SUPPORT TO DEMONSTRATE QUALITY STANDARDS

D.1 Sufficient, Qualified, and Accessible Student Support Services

Skyline College provides comprehensive student support services to all students across learning modalities, and continuously assesses the quality and effectiveness of these supports. Evaluation mechanisms include annual program plans, six-year comprehensive program reviews, the Student Equity Plan, the Community College Survey of Student Engagement, and the Student Services Council (among others).

The Skyline College Distance Education website (http://www.skylinecollege.edu/distanceeducation/students.php) provides prospective and current distance learners with information about and resources for online education opportunities. The website links to a **self-assessment tool** that students can utilize to assess their **readiness for online learning.** After completing the questionnaire, students receive a numerical score; and depending upon the range in which they score, they are advised as to whether they would be good candidates for successful online learning. However, no student is prevented from enrolling in an online course based on the self-assessment. The DE website serves as a centralized hub for information and resources for distance learners, and links directly to both

[8] The other three perspectives are External Stakeholders (how well do we respond to the needs of our students, the community, business, industry, the government, and accrediting agencies?); Internal Stakeholders (how well do we respond to the needs of our college leadership, management, staff, and faculty?); and Financial & Business Operations (How well do we manage our productivity, efficiency, and fiscal responsibilities?)

instructional and student support websites and tools. It also includes online tutorials that will help distance learners learn to navigate effectively in their new virtual environments.

Student grievances and feedback from students (including distance learners) are directed to the Division Dean. Remote options for communication include phone conversation, the Ask "Skyline College" program, email, or Facebook. The Dean of Enrollment Services works with the specific departments to assist students and offer solutions to problems. If the issue is not directly related to Enrollment Services, the Dean will communicate with the appropriate administrator to address the issue.

Student support services and library and learning support services are readily available to our online students through a variety of means; both distance learners and onsite students are provided with extensive resources, supports, and information through remote access in each of the following areas:

Library Online Resources: http://www.skylinecollege.edu/library/ Faculty Librarians provide expertise in the selection and maintenance of educational materials and equipment that enhance student learning, and provide both onsite and remote support to students in accessing and effectively utilizing these resources. The Library currently subscribes to a comprehensive array of online, academic databases, including: PsycARTICLES and the EBSCO Premier Package (which includes Academic Search Premier, eBook Academic Subscription Collection, America: History & Life, and the Psychology & Behavioral Sciences Collection); as well as resources such as ProQuest Biology Journals, Films On Demand's streaming video collection, Academic Video Online (Alexander Street Press), CQ Researcher, ACS chemistry journals, Grove Music Online, JSTOR, Science Magazine Online, JAMA Online, McGraw Hill AccessScience, CountryWatch, Oxford English Dictionary, and Serials Solutions. All of these databases are accessible off-campus with a library card barcode and PIN, which also serve to **authenticate student identity**.

Another important online resource is the Article Delivery Service, enabling current Skyline College students, faculty, and staff to request up to five articles that are not available full-text online. The Library has a comprehensive web site which provides service to students both on campus and off campus, thus serving students in both traditional and distance education or alternative learning formats. Students may submit specific factual questions online via the "Ask a Librarian" link; or request support on the completion of bibliographic citations or the use of our online catalog, article databases and reference sources. http://www.skylinecollege.edu/library/askalibrarian.php)

Online Tutoring: http://www.skylinecollege.edu/learningcenter/onlinetutoring.php
The Learning Center at Skyline College offers online tutoring in Math/Science and English for students currently registered in LSKL. 803 (Supervised Peer Tutoring), LSKL. 800 (Supplemental Learning Assistance) and LSKL. 853 (Writing and Reading Lab). Online tutoring is offered in the evenings to facilitate access for online learners and students with multiple daytime commitments. The Virtual Writing and Reading Lab provides online writing and grammar guides, advice on research and documentation, and valuable websites.

DegreeWorks: http://skylinecollege.edu/academics/degreeworks.php
DegreeWorks is a new online academic advising and degree application system that provides distance education and onsite students with a way to track their degree progress and course work. It uses the student's academic history and the college degree audit data to enhance the advising process for students, counseling, and staff; while simultaneously building data structures that support future academic planning, provide course work demand analysis, and assist with curricular planning. Students access DegreeWorks through the college's web access portal, and the system enables students to see what transfer requirements they are missing in the CSU General Education and IGETC patterns.

SparkPoint at Skyline College: www.skylinecollege.edu/sparkpoint
SparkPoint at Skyline College is a financial education and financial coaching service center based on the Annie E. Casey model for Centers for Working Families, serving students and community members in becoming financially stable in order to pursue educational opportunities. SparkPoint utilizes online media to support access to services and schedule appointments. SparkPoint features an extensive website at http://www.skylinecollege.edu/sparkpoint to provide rich content and interface with regionally based services, including the United Way of the Bay Area's 211 information hotline; the Earn It Keep It Save It Tax Assistance Program; the SparkPoint Regional Network, the Second Harvest Food Bank of San Mateo and Santa Clara Counties.

Academic Advising and Counseling: http://www.skylinecollege.edu/counseling/index.php
Both distance education and onsite students have access to individualized advising and counseling via the online "Electronic Counseling Services (ECS)," which may be accessed via the Counseling Website. While all counselors handle emails from students, the counseling division has a FT (1.0 FTE) counselor dedicated to responding to online counseling contacts. Online Counseling (ECS) provides students with the ability to access counseling services utilizing the Internet, email, fax, telephone, voice mail, and in-person appointments when necessary. Although any student may use electronic counseling services, ECS is particularly helpful to distance learners and to students who may find it difficult to make counseling appointments at times convenient for them.

ECS includes the full range of counseling services with the exception of psychological services. Examples of the services available include, among others, schedule planning, Student Education Planning (SEP) preparation, career planning, assistance with Associate Degree petitions, progress reviews, General Education status checks, transfer information, certificate completion checks, assistance with transcripts, and educational problem-solving.

Online Transfer Services: http://www.skylinecollege.edu/transfercenter/index.php
Skyline College offers a robust Transfer Services program, and provides a variety of online services and resources for students; including, among others, virtual individual or small group counseling sessions/transfer information workshops, Facebook, email, and a transfer website.

Online Services for EOPS/CARE: http://www.skylinecollege.edu/eops/index.php
EOPS communicates with its students primarily through WebAccess and Facebook. On WebAccess, students can track their eligibility progress, manage email and event scheduling, and complete both the online orientation and the exit survey. The EOPS application is available online for new students to download and complete.

Disability Resource Center: http://www.skylinecollege.edu/disabilityresources/index.php
The Disability Resource Center (DRC) provides students with a copy of the district accommodation policy and links where they can contact members of the DRC staff through email. The DRC also works with campus departments to ensure that all online support services are accessible and meet the needs of students with disabilities. The Assistive Technology Program gives students with disabilities access to computers using adaptive software and hardware; and students may enroll in an Assistive Computer Technology course to receive individualized training in the adaptive software that is unique to their learning and/or computer access needs.

Adaptive hardware and software available to students using Assistive Technology lab computers and selected computers across the campus includes:

- Scan and read programs (e.g., Kurzwell 3000/1000);
- Voice recognition programs (e.g., Dragon Naturally Speaking);
- Word prediction programs (e.g., WordQ);
- Brainstorming and organization software (e.g., Inspiration);
- Screen magnification (e.g., Zoom-Text); and,
- Screen readers (e.g., JAWS).

Through the Assistive Technology Program, students with learning or physical disabilities may request and receive their textbooks, tests, and classroom materials in alternate format (e.g., electronic text, Braille or large print) from the Alternate Media Specialist.

Student Life and Leadership Development:
http://www.skylinecollege.edu/centerforstudentlife/index.php
A Welcome to Skyline College webpage enables distance education students to link directly to College information from student services, international services, the bookstore, and tutoring resources; and includes, among others, information about commencement and online resources such as the Student Handbook. Distance education students may also access information about events, student clubs and the Associated Students of Skyline College through college webpages and social media sites. Distance education prospective and current students can submit questions and feedback via the "Ask Skyline College" program on the College's website: (http://skylinecollege.edu/). The program, run through the IntelliResponse system, maintains a knowledge base of over 1000 questions tailored to Skyline College, and is accessible 24 hours per day, 7 days per week.

Admissions and Records: http://www.skylinecollege.edu/admissions/index.php
All students must apply online, and may perform all aspects of registration online, including class registration, dropping or adding a course, withdrawing from classes, selecting variable unit levels of enrollment, and selecting a grade option for a course. Students may also access and manage their records, purchase a parking permit, pay their fees, and complete various academic standard petitions online (such as course repeat requests, dropping courses after deadline, or academic renewal) by accessing the Admissions and Records webpage.

Career Services: http://www.skylinecollege.edu/careercenter/index.php
The career center has solicited feedback from students via surveys and focus groups. As a result of both student and employer feedback, Career Services has built an extensive array of resources for students to access online, including instructional videos, interactive interviewing software, online career assessments, and an online job board.

Financial Aid: http://www.skylinecollege.edu/financialaid/forms.php
Students can check their financial aid application and awards status via the Internet using the WebSMART (https://websmart.smccd.edu/) portal. Students can track the completion of loan requirements on their own online account, and opt-in to receive financial aid information/notifications via email. Most information and forms for financial applications are available via the Internet from the financial aid webpages.

Assessment and Placement: http://www.skylinecollege.edu/placement/index.php
Distance education students (as do all general students) may take their English, English for Second Language (ESOL) or Math assessments at any community college (CC) assessment center near their location, provided that they have not completed courses in English/English as a Second Language and/or math courses at another college.

Delivery of Course Material Bookstore:
http://bookstore.skylinecollege.edu/SiteText.aspx?id=1648
Books and related course materials are available for online purchase through the College book store. Additional course materials and access to course required testing are made available through the online instructors' website.

Faculty and staff are afforded ongoing professional development opportunities through the Skyline College *Center for Transformative Teaching and Learning*, and District workshops such as Structured Training for Online Teaching 1 and 2 (STOT) in order to enhance their understanding of distance learning needs and resources, and continuously improve all areas of student support and learning services. As each division looks at hiring and training new faculty and staff, priority will continue to be placed on distance learning professional development.

D.2 Sufficient and Qualified Faculty, Management, and Support Staffing Management
The Vice President of Instruction is responsible for the distance education program. An Instructional Dean has been assigned to oversee the distance education mission of the College. Under the VPI's leadership, members of the Skyline College TAC, staff of the Skyline College CTTL, and the CTTL faculty coordinator develop the strategic vision and plan for the College's distance education, plan and provide professional development, and work closely with the

Curriculum Committee and with faculty to ensure ongoing course quality and technological capacity. Overall coordination of educational technology for the District is provided by the SMCCCD's Vice Chancellor for Educational Services and Planning. The Vice Chancellor also co-chairs the SMCCCD Distance Education Advisory Committee, and provides management support for distance education to the three district colleges.

Faculty

Faculty members teaching online courses are responsible for the same course administrative functions as those teaching in a traditional classroom, including choosing books and curriculum, verifying course rosters, adding and dropping students, and entering grades at the prescribed time. Additional guidelines have been in place district-wide since 2008, to ensure that faculty teaching online courses demonstrate or develop the experience necessary for effective online teaching.

Faculty planning to offer online instruction were encouraged to participate in the SMCCCD Structured Training for Online Teaching 1 and 2 (STOT) program (or its equivalent); use the official SMCCCD email as their primary email for student contact; and include their course description and details in the district-supported WebSMART page (of all distance learning courses in the District).
http://www.smccd.edu/edservplan/deac/deacSMCCCD_DistanceEducationPlan2012.pdf

Communication with distance learners often begins before the first class meeting. Faculty members are encouraged to develop a Student Prep Plan to send to enrolled students the week prior to the course start date that provides a welcome letter, the course syllabus, and course guidelines for communication. Accessibility information and procedures for securing necessary accommodations are also provided at this time, along with the link for the district-wide "Distance Education Gateway" (http://www.smccd.edu/degateway/). The *Skyline College Distance Education Handbook* (Appendix K) contains examples of DE syllabi and welcome letters that address the needs of online students.

Regular and Substantive Interaction between Students and Instructor

Faculty presence is an important factor in the success of online courses. Online instructors must meet the requirements for regular effective contact, using both synchronous and asynchronous channels, as appropriate. The faculty is aware that student retention and success rates are enhanced by active participation in classes that foster a sense of community. To this end, online instructors design multiple opportunities for learner-learner contact and instructor-learner contact, and provide frequent and timely feedback. (The *Skyline College Distance Education Handbook,* Appendix K).

In 2008, the California Community Colleges Chancellor's Office published updated guidelines for distance education courses, as outlined in Title 5 Section 55204 (formerly section 55211). This document was recently amended to clarify guidelines for regular effective contact in online, hybrid, and web-assisted courses. Skyline College also provides faculty with resources on best practices for distance education, with additional resources available through the District.

Examples of best practices for regular effective contact include, among others:

- Early, continuing, and consistent communication from the instructor of record, including instructions for accessing the course material and opportunities for faculty to assess whether or not students are accessing and understanding the course material.
- Regular contact hours established through published office hours (whether virtual or face-to-face); and availability for answering questions and providing feedback, in both synchronous and asynchronous modes.
- Timely feedback that replicates the contact of face-to-face courses; and a recommended response time of 24 hours or less for responding to student questions. Instructors should clearly indicate when they will be available to students, and when they will be unavailable (i.e., weekends or vacations); how often they will respond to student work; and in what manner they will respond to student work (i.e., email, text messages, phone, or online chat).
- Interaction between faculty and students using multiple channels, including (minimally) forum discussions, email, and weekly announcements. Faculty are strongly encouraged to use a variety of communication modes in their classes, including synchronous channels such as chat, Skype, and CCC Confer, or other collaborative tools such as Google docs, wikis, and Twitter, among others.
- Accessibility should be ensured through both a Universal Design for Instruction (UDI) approach (including a wide range of "built in" access, such as closed captioning, descriptive narration, inclusive pedagogies, and interface design/content layout that is compatible with assistive technology) and student-specific accommodations coordinated through the Disability Resource Center.

Additional standards and guidelines are available at
http://www.QMprogram.org

Student Self-Assessment
http://www.smccd.edu/degateway/self_assessment.php

Faculty Evaluation

Distance Learning faculty historically have been evaluated according to the same guidelines governing the evaluation of faculty teaching traditional classes, subject to contractual agreements with the American Federation of Teachers (AFT). In 2008, SMCCCD and the AFT adopted a Memorandum of Understanding with provisions for faculty evaluation to be developed through the joint Trust Committee, composed of equal representation from the AFT, Academic Senate, and administration. See http://www.aft1493.org/DistanceEdMOU-9-08.htm. The Performance Evaluation Task Force (PETF) is currently in the process of writing faculty evaluations guidelines and instruments specific to distance education. PETF will have the revised evaluation process and instruments available by summer 2013.

Support Staffing

Since 2009, Skyline College has had an instructional technology consultant on site. Skyline College has also recently added an Instructional Technologist position and a faculty Distance Education Coordinator position to more effectively support faculty instructional needs for

distance learning. The College's Website Content Coordinator, Web Programmer Analyst, Distance Education Advisory Committee, and *Center for Transformative Teaching and Learning* all provide additional ongoing support; and part-time staff is also assigned as needed to provide logistical support, such as scheduling classes or proctoring exams. The Web Programmer Analyst maintains the distance learning websites for the College. Skyline College TAC also provides ongoing support.

D.3 Professional Development for Faculty & Staff

Both the College and the District are committed to providing extensive professional development opportunities for faculty and staff to ensure high quality distance education offerings and support. **The *Skyline College Center for Transformative Teaching and Learning* (CTTL) http://www.skylinecttl.org provides leadership, expertise, mentoring, resources, technology, and facilities designed to support faculty and staff in developing and strengthening effective use of technology and pedagogies appropriate to the distance education model.** The CTTL's Learning Space serves as both a physical and a virtual space fostering collegial dialogue, peer mentoring, and information sharing. Faculty can convene and engage in ongoing dialogue and assessment of student learning needs, share promising practices and emerging theories on student learning, or strengthen skills in using teaching technologies. Student support staff can share similar dialogues on effective engagement and retention for online learners, and strategies for strengthening a "multiple points of entry" approach to student services and support. The CTTL serves as a hub for centralizing information and resources, and as a space for both structured and spontaneous dialogues about innovations in distance teaching and learning, pros and cons of emerging technology, and current scholarship. The Learning Space features a *Wall Talker,* incorporating the ability to diagram elements of the discussion, communicate remotely with multiple participants through *Fusebox*, and integrate distinct components into a cohesive, experiential, and innovative learning environment. The Learning Space also serves as an experiential learning lab, where both experienced and emerging distance educators can experiment with new technological tools in a non-threatening and low-risk environment prior to implementing them in the classroom. Faculty and staff have opportunities for individualized or group instruction, designed to significantly enhance professional capacity for providing quality instruction and support services to distance learners. As described in **Section C.2**, the CTTL hosts professional development workshops on an ongoing basis, hosts webinars on distance learning (and other areas of professional development), and provides information about local, regional, and national conferences.

The District also offers ongoing professional development opportunities; including a database of online tutorials through iTunesU (accessible at http://www.smccd.net/accounts/ctl/WebAccess/index.html#tut), guidance on the creation of ePortfolios, and a two-part distance education training through the District, Structured Training for Online Teaching 1 and 2 (STOT).

D.4 Appropriate Equipment and Facilities

Skyline College assures that any technology support that it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems. The College utilizes a comprehensive set of administrative software services to assist with communication, budgeting, planning, and research; and a comprehensive set of student

enabling software services to assist with degree audit, scheduling, communications, on-line instruction, and fee payments.

The District provides extensive infrastructure and technology support for the operation of the distance education programs of each of the three colleges. There is a centralized district-level Information Technology Services (ITS) department, providing information technology leadership and support staff training. ITS monitors and updates technology-related policies and procedures, supports local technology initiatives, and provides each of the Colleges with one-on-one or group support for both local technology initiatives or needs and shared district resources that support teaching and learning. The District has invested in two ADA compliant platforms for online course management, WebACCESS, and CurrucUNET (a web-based curriculum management application designed to automate and enhance the development and approval of new curriculum, including proposals for distance learning) and TracDat (a web-based application to strengthen the management and assessment of student learning outcomes by simplifying collection, review, management, and use of data). For additional detail on the Skyline College 5-yr technology replacement plan, please see the Skyline College Technology Plan 2012-2015, (Appendix P).

Facilities

Skyline College utilizes technology resources throughout the College to support and increase the effectiveness of student learning outcomes, safety, and the quality of services provided to students. In cooperation with the District, Skyline College provides a robust technology infrastructure, and technology resources that include 92 Smart classrooms on the campus and labs; comprising 93% of all campus classrooms and labs. (Smart classrooms include projectors, screens, sound systems, wireless internet, and video players. Most also include document cameras). The CTTL provides an online teaching lab and workshop space (The Learning Space), where the Instructional Technologist can provide individual or small group coaching on pedagogical and technological approaches for effective online learning. There are two Library-based labs, 22 program-specific instructional computer and drop-in labs, and 7 Student Services, Career, and Transfer computer labs. The campus provides 100% wireless Internet coverage, a campus-wide digital signage system, a campus-wide security camera network, and a campus-wide Event Announcement System (EAS).

D.5 Sustainable Fiscal Resources

Overall, both Skyline College and the San Mateo County Community College District as a whole are in sound fiscal shape thanks to a combination of exceptional financial stewardship, incredible vision, strong community and voter support of general obligation bonds, a parcel tax measure, and securing a series of state and federal grants. The institution took great strides and succeeded in increasing financial resources to provide short-term and long-term financial stability, especially in light of the District gaining basic aid status; thereby protecting the District from state budget cuts. Further stabilizing the sustainability of fiscal resources, the District will receive additional resources in the form of property tax revenues from the dissolution of redevelopment agencies which will generate an ongoing stable source of funding for a number of years, that will benefit the Colleges and District operations. Skyline College has allocated a portion of the funds from the parcel tax measure specifically to support distance education, and is adding an instructional technologist position, discussed in **Section D.6**.

Skyline College has a history of financial stability and supporting student learning programs and services. Overall, the College relies primarily on its share of the District's general unrestricted fund which is distributed among the three colleges, district office, facilities and central services through the resource allocation model. The District has a 5 year funding plan in place providing for the maintenance and replacement of IT/equipment for the three colleges. These funds will be used to replace instructional labs and operational computers, and to support instructional equipment. The College also continues to develop partnerships and seek grant funding. The College aims to maintain a balanced budget with a 3% to 5% reserve to allow for fluctuations in state funding and be stable enough to allow for funding permanent positions and support programs and services. The District and the College both budget very conservatively to ensure that resources are adequate for permanent additions to the College general fund budget. Positions are permanent commitments, and salaries as well as benefits are considered when determining the cost of new positions.

Evidence:
Appendices R-T
Appendix R: *Distance Education Student Profile: 2009/10-2011/12*
Appendix S: *Skyline College Success and Retention for Online Courses 2009/10 through 2011/12*
Appendix T: *Distance Education College-wide Program Review Data: Comparative Analysis of Student Success in Online Modality vs. Face-to-Face Modality (2009/10-2011/12)*

SMCCCD 5-year funding plan, IT/equipment for the three District colleges
http://www.smccd.edu/accounts/smccd/departments/educationservices/dac/files/Equipment%20Funds%20Jan%202013.pdf

SMCCCD District Accreditation Coordination
http://www.smccd.edu/edservplan/dac/default-1.shtml

Skyline College Planning and Governance Resources
http://www.skylinecollege.edu/prie/resources.php

Skyline College Human Resources Plan: Staffing for Student Success.
http://www.skylinecollege.edu/prie/resources.php.

D.6 Budget, Enrollment, and Resources
Resources and expenditures are carefully assessed each year through a combined College and District process. The audited financial statements for fiscal year 2010-2011 show Skyline College expended $26,880,909 from its general restricted fund and generated 8,253 FTES. $21,797,099 or 82% went towards the cost of instruction and instructional services. $2,919,213 or 10% was spent on student services and the remaining 8% or $2,164,597 on institutional support. Skyline College continues to operate very efficiently in the sense that it spent the least amount per FTES in all 3 expenditure categories among the three colleges in the district. In FY

2011-2012, the College general unrestricted fund was increased to $27,399,018. Early district projections indicate that this allocation will go up to $28,966,196 in FY 2013-2014.

The College general fund has and will continue to support Distance Education expenditures, including salaries, office hours, benefits and professional development for faculty teaching distance education courses. Providing administrative oversight are the Vice President of Instruction (.05 FTE) and the Dean of Science Math & Technology (.025 FTE) who additionally chairs the Technology Advisory Committee. The faculty coordinator for Distance Education holds a (.40 FTE) position, and also Co-Chairs the Center for Transformative Teaching and Learning (CTTL). The Instructional Technologist (1.0 FTE) works directly with the DE faculty coordinator, as well as faculty and staff, in layout, pedagogy and design for online teaching and learning. These positions totaling 1.475 FTE are paid out of the general fund. The general fund also provides for the program's supplies, software and licenses, and equipment needed for the Distance Education platform. Additionally, since 2009, the College has had an instructional technology consultant on campus. As part of Skyline College's broader campus commitment to innovative and transformative education, the CTTL provides ongoing faculty and staff development in online teaching and learning, and plays a vital role in strengthening academic success and degree completion for distance learners.

Distance education budgeting is supported through the College's integrated planning and budget processes. In the spring, TAC will submit its annual plan to the Vice President of Instruction who, in turn, will present the plan to the Instructional Planning Committee for consideration. The annual plan will include an analysis of the Distance Education budget, actual expenditures and program needs. The Vice President of Instruction will submit a budget request to the College Budget Committee.

The SMCCCD/Skyline College uses the Banner financial accounting system for journal entries, accounts payable, account receivables, revenues, payroll, student administration and purchase requisitions as well as budget information. The VPI and Business Officer track all budgets and expenditures for distance education in Banner. The Skyline College TAC provides ongoing recommendations about distance learning budgetary needs as part of the College's integrated planning and budget cycle.

Evidence

Appendix O: *Skyline College Integrated Budgeting and Planning Calendar*

Skyline College Planning and Governance Resources
http://www.skylinecollege.edu/prie/resources.php

Skyline College Human Resources Plan: Staffing for Student Success.
http://www.skylinecollege.edu/prie/resources.php

Skyline College Technology Advisory Committee
http://www.skylinecollege.edu/technologyadvisorycommittee/

D.7 Plan for Monitoring Desired Outcomes

Monitoring and assessment of desired outcomes is integrated throughout the planning process, coordinating several components. Annual Plans and Comprehensive Program Reviews are compiled and reviewed through Instruction and Student Services planning structures, and include review and discussion of student learning outcomes for all courses and programs, including distance education. The Skyline College Technology Advisory Committee (TAC) makes recommendations on distance education needs. The Office of Planning, Research and Institutional Effectiveness (PRIE) compiles and analyzes data, and monitors student success and retention in both online and onsite courses. Each of these planning stages is integrated into the overall planning for the College, as described in **Section C**. As part of this process, needs are assessed in each of five areas (budget, facilities, professional development, research, and equipment). This information is updated annually and reviewed by TAC. Utilizing Skyline College's participatory governance structure and Annual Budgeting and Planning Calendar, information is effectively shared across all of these groups.

Evidence:

Appendix O: *Skyline College Integrated Budgeting and Planning Calendar*

Comprehensive Program Review
http://www.skylinecollege.edu/programreview/

Annual Program Planning
http://www.skylinecollege.edu/annualprogramplanning/index.php

Skyline College Technology Advisory Committee
http://www.skylinecollege.edu/technologyadvisorycommittee/

Office of Planning, Research and Institutional Effectiveness (PRIE)
http://www.skylinecollege.edu/prie/

D.8 Student Success, Retention, and Completion

Data collection and analysis of student success, retention and completion for distance education courses and programs is handled in the same manner as for onsite courses and programs - through the Skyline College Office of Planning, Research, and Institutional Effectiveness (PRIE). Annually, PRIE reports online enrollment, retention and fill rates in DE courses by course, student characteristics, comparative analysis of student success in online vs. face-to-face, and student success and retention for online courses. Data produced by PRIE are used in annual program planning and in the Six-Year Comprehensive Program Review process. Data acquired through course evaluations, the Student Learning Outcomes Assessment Cycle (SLOAC), and research conducted through the PRIE all contribute to the College's ability to measure effectiveness and inform modifications to methodologies and pedagogies in support of student learning and success.

As noted in Appendix T (*Comparative Analysis of Success and Retention in Online vs. Face-to-Face*), Table 10 (*Overall Enrollment Counts, Success and Retention Rates for 2009/10-2011/12*), between 2009/2010 and 2011/2012, enrollments in distance education rose from 4,538 to 5,468 or from 9% of total College enrollment to 11% of the total College enrollment. During the same time, retention in online courses remained constant at about 80%, while success rates dropped slightly from 59% to 57%. Appendix T, Table 11 (*By Program Comparative Analysis of Success and Retention in Online vs. Face-to-Face*) provides additional insight. When comparing retention rates by modality within the same program, retention rates in distance education courses are often comparable to those of face-to-face courses; and in some cases, such as Accounting and Psychology, the retention rates in distance education courses are currently higher. In one program, Physical Education (Kinesiology), the retention rate within the distance education mode has significantly increased each year despite minimal change within the face-to-face mode for the same program. Additional research into these particular programs may provide useful data to inform modified approaches as the College seeks to increase retention rates in all programs.

Student success across modalities is central to the planning processes, as reflected in Skyline College documents such as the *Education Master Plan 2013-2019* and the *Strategic Plan 2012-2017*. Through the Skyline College Balanced Scorecard, the College has established a benchmark of 84% for an overall retention rate and a benchmark for all course success rate of 70%. Comprehensive Program Reviews and Student Satisfaction Surveys will continue to provide additional lenses for ongoing strengthening of distance education pedagogies, methodologies, and tools that enhance effectiveness in student success. The College and the District also continually reinforce online learning support for students and faculty, as has been documented in this report, in order to continue to improve student learning outcomes and educational success across modalities.

Evidence:
Appendices S and T

Appendix S: *Skyline College Success and Retention for Online Courses 2009/10 through 2011/12*

Appendix T: *Distance Education College-wide Program Review Data: Comparative Analysis of Student Success in Online Modality vs. Face-to-Face Modality (2009/10-2011/12)*

Office of Planning, Research and Institutional Effectiveness (PRIE)
http://www.skylinecollege.edu/prie/

E. EVIDENCE OF APPROVALS

E.1 Faculty, Administrative, Governing Board, and Regulatory Agency Approvals
In accordance with ACCJC policy requirements, SMCCCD policy, and best practices in distance education; all distance education courses, certificates, and degrees at Skyline College:

- include clearly stated student learning outcomes (SLO's);
- meet the same quality, standards, and requirements as onsite courses;
- have been reviewed and approved through the same processes as onsite courses;
- have received separate approval of the *Curriculum Committee Distance Education Supplement* form (Appendix I);
- provide for the authentication of student identity;
- protect the privacy of the students; and,
- provide for regular, effective, and substantive interaction between instructor and students.

Skyline College practices and procedures for meeting each requirement listed above are described in more detail in **Sections B and C**, particularly in **B.2 and C.5**. All courses and programs at Skyline College have been approved by the Curriculum Committee, Academic Senate, and Vice President of Instruction. Both online and onsite courses have received final approval through the Board of Trustees; and new degrees have received final approval through the California Community College State Chancellor's Office.

Curriculum development is a faculty-driven process. Faculty initiates new and modified curriculum proposals (including the addition of the distance education delivery mode) in the SMCCCD's version of the web-based program, CurricUNET. Once the faculty member submits a proposal, it begins a process of review and electronic approvals. The initial approval is made by the appropriate Division Dean, who either returns the proposal to the faculty member with a request for changes or forwards the proposal to the technical review process. When the proposal reaches the technical review process, it is reviewed by various faculty Curriculum Committee members and curriculum support staff for compliance with best practices in curriculum development and Title 5 regulations. Once all technical review comments have been made the proposal is returned to the developing faculty member(s) by the Technical Review Chair (Instruction Office administrative analyst) for appropriate corrections, after which the faculty member(s) take action to return the course to the approvals workflow.

Courses approved by the Curriculum Committee are then forwarded to the Vice President of Instruction and the Academic Senate for consideration and approval. As noted above, once course proposals have advanced through the proper channels at each of the three District Colleges, the Board of Trustees provides the final level of approval for all online and onsite courses. For approval of new degrees, the California Community College State Chancellor's Office provides the final approval.

The Skyline College *Distance Education Handbook* (Appendix K) outlines specific guidelines for faculty members who are teaching online courses, in order to ensure consistent communication with potential and enrolled distance education students. These are described in detail in Section B.2, and selected highlights are reiterated here. Faculty are advised to maintain all features of their WebAccess course website complete and up-to-date; **utilize their smccd.edu email accounts as their primary email contact**; and develop a Student Prep Plan to send to enrolled students the week prior to the course start date. The Student Prep Plan should include a welcome letter, the syllabus, and course guidelines for communication. Syllabi should **clearly address course policies** (including academic integrity), assignment submission, testing and proctoring; and support services that may be affected by the distance learning modality.

Processes and information for **requesting disability-related accommodations** should be clearly stated. In order to ensure **regular effective contact**, instructors are advised to initiate regular contact with enrolled students to verify their participation and performance status; and provide students with frequent opportunities to ask questions and receive answers from the instructor of record. In order to **authenticate student identity and protect student privacy**, faculty members should use the district provided Moodle (WebAccess) shell, which requires secure login with a password. If a faculty member wishes to utilize another course management system, they have to assure the Curriculum Committee that they can authenticate students who attend and complete their courses. **The Curriculum Committee thus confirms that distance education courses have clear policies for regular effective contact and student authentication.** Skyline College distance education courses have obtained each level of required approval: by the Curriculum Committee, by the San Mateo County Community College District's Board of Trustees, and by the Office of Academic Affairs of the California Community College Chancellor's Office.

Evidence:
Appendices I-M
Appendix I: *Curriculum Committee Distance Education Supplement*
Appendix J: *Sample DE Addendum: (BUS 120)*
Appendix K: *Skyline College Distance Education Handbook*
Appendix L: *SMCCCD Administrative Procedure No. 6.85: Distance Education*
Appendix M: *SMCCCD Definitions for Course Delivery Mode Distance Education Courses*

SMCCCD CurricUNET
http://www.curricunet.com/smcccd/

California State Chancellor's Office Curriculum Inventory
http://curriculum.cccco.edu/

June 27, 2012 Agenda, SMCCCD Regular Meeting of the Board of Trustees (includes year-end curriculum report)
http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Board%20Packet/2012-06-27.pdf

June 27, 2012 Approved Minutes, SMCCCD Regular Meeting of the Board of Trustees
http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Board%20Minutes%20(Approved)/2012-06-27.pdf

E.2 Legal Requirements
Skyline College complies with all Title 5 (§55200- §59402), federal, and accreditation requirements for distance education, including ensuring regular effective contact between instructors and students, authentication of student identity, and protection of student privacy. Skyline College also complies with accessibility requirements under Section 508 of the Rehabilitation Act. All legal requirements have been met.

Evidence:
Appendix K: *Skyline College Distance Education Handbook*

SMCCCD Administrative Procedure 6.85 on Distance Education
https://sharepoint.smccd.edu/SiteDirectory/portal/Procedures/6_85.pdf

E.3 Governing Board
The Skyline College Substantive Change Proposal (3.73) Instructional Mode of Delivery: Distance Education was approved by the Board of Trustees of the San Mateo County Community College District on February 17, 2013.

Evidence
Minutes for Board of Trustees Retreat, February 17, 2013
http://www.smccd.edu/accounts/smccd/boardoftrustees/minutes.shtml

F. EVIDENCE THAT EACH ELIGIBILITY REQUIREMENT IS FULFILLED

Skyline College continues to fulfill each of the twenty-one eligibility requirements for accreditation set forth by the Western Association of Schools and Colleges:

1. Authority

Skyline College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), of the Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. All programs offered at Skyline College, including distance education, are overseen by the ACCJC.

2. Mission

Skyline College's educational mission-vision-values are clearly defined and are reviewed on an ongoing basis by the Skyline College Governance Council (CGC) and the San Mateo County Community College District (SMCCCD) Board of Trustees, in accordance with Board policy. The mission-vision-values were most recently updated in June 2012, following a comprehensive and participatory process. Skyline College utilizes a combined Mission-Vision-Values Statement that clearly articulates the College's educational purposes, the students we serve, and our commitment to student learning. Skyline College mission-vision-values information is published in the current catalogue and on our website. Distance education opportunities further advance the College's commitment to quality, inclusive, and transformative education by increasing access that can increase degree and certificate completion, enhancing students' educational success.

3. Governing Board

Skyline College is one of three colleges that comprise the San Mateo County Community College District (SMCCCD), along with the College of San Mateo (CSM) and Cañada College.

A five-member Board of Trustees governs the District and its Colleges. Students elect a student Trustee each year for a one-year term (non-voting), and San Mateo County voters elect the remaining five Trustees (at large) for four-year terms. The Board's organization, which includes authority, membership, election, and terms of office; is outlined in Board Policy 1.02. The duties and responsibilities of the Board are detailed in Board Policy 1.10.

Evidence:
Board of Trustees Web Site
http://www.smccd.edu/accounts/smccd/default.shtml

Board Policy 1.02
https://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/By%20Chapter/CHAPTER%20I%20-%20Board%20of%20Trustees/1_02.pdf
Board Policy 1.10
https://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/By%20Chapter/CHAPTER%20I%20-%20Board%20of%20Trustees/1_10.pdf

4. Chief Executive Officer (CEO)

The SMCCCD Board of Governors appoints a Chancellor to act as CEO of all three colleges in the District, and the Chancellor oversees a President at each of the three district colleges. The Chancellor's duties are outlined under Board Policy 2.02. Each of the three Presidents administer their college, as outlined under Board Policy 2.03: "The Chancellor shall delegate to each College President the executive responsibility for leading and directing the College operations including Administrative Services, the Office of the President, the Office of the Vice President of Instruction, the Office of the Vice President of Student Services, Research, Marketing, and Public Relations."

5. Administrative Capacity

Skyline College has sufficient academic and support services administrative staff with appropriate preparation and experience to provide the administrative services necessary to support the College's mission and purpose. In addition to the President, Skyline College has Vice Presidents of Instruction and Student Services, Deans of Business; Counseling, Advising, and Matriculation; Enrollment Services; Kinesiology/Athletics/Dance; Language Arts and Learning Resources; Planning, Research, and Institutional Effectiveness; Science, Math, and Technology; and Social Science/Creative Arts; and Directors of Business Services; the Center for International Trade Development (CITD); the Learning Center/TRiO; Library Services; Marketing, Communications and Public Relations; and Workforce Development.

6. Operational Status

Skyline College has been in continuous operation since 1969. In the 2011/12 academic year, the College had a unique headcount of 17,850 (8,478 FTES) enrolled in 692 courses offered in 1,243 sections. Approximately 43 percent of these students listed transfer as their educational goal while 30 percent and 14 percent listed educational and career development, respectively, as their goal. Of these nearly 17,850 students in 2011/12, 2,752 took both online and face-to-face classes and 1,186 took only online classes. Approximately two percent of students who took an

online course identified themselves as a non-California resident.[9] Online and hybrid enrollment was 11 percent of the total enrollment in spring of 2012. The greatest growth in distance education occurred in summer session, with summer 2012 having 23 percent of the total enrollment in online and hybrid classes. More than one-third of the distance education enrollment is in classes offered by the Business and Automotive Technology programs.

7. Degrees

Skyline College offers over 43 Associate of Arts and Associate of Science degrees, 6 Associate Degrees for Transfer (with an additional 9 AA-Ts/AS-Ts in the approval queue at the State Chancellor's Office), and 55 Certificate Programs. The degrees and majors offered by Skyline College are listed in the catalogue and online at http://www.skylinecollege.edu/academics/degreescertificates.php

8. Educational Programs

The degree programs offered at Skyline College are aligned with its mission and meet the California Education Code of Regulations, Title 5 curriculum requirements. When combined with the general education component, this represents two years of full-time academic work. All course outlines of record and degrees have been carefully reviewed, and include student learning outcomes that students can achieve through class content, assignments, and activities. All curricula, including courses offered through distance learning, undergo approval by the Board of Trustees. Training for faculty is designed to ensure that pedagogical techniques are appropriate to distance education and that the quality of education mirrors that of face-to-face sections of the same or equivalent courses. Student learning outcomes are utilized in all courses in order to assess effectiveness of the instruction and to improve the students' learning experience. Program and course descriptions are found in the catalogue, available both in print and on the web http://www.skylinecollege.edu/catalogschedule/

9. Academic Credit

Skyline College awards academic credit using the Carnegie standard unit, in accordance with the California Community Colleges Chancellor's Office requirements under California Code of Regulations and Title 5. Sections of courses offered through distance education courses earn the same credits as other sections of the same courses.

[9] Skyline College is in full compliance with Federal Regulations on State Approval of Out-of-State Providers. During Spring Semester 2012, 1,868 students enrolled in DE courses offered by Skyline College (unduplicated head count). Of the 1,868 students, 1,098 were either California residents and/or participated in on-campus courses during the Spring 12 semester. It is assumed that if a student was taking courses on-campus that they were residing within the State of California. 770 students enrolled in DE courses offered by Skyline College during Spring 2012 were enrolled exclusively in DE and took no on-campus courses. Of this group, 753 were California residents. 17 were not California residents (or met residency requirements). Of these 17, 3 students were AB 540 students. This leaves 14 students potentially out of state that would require Skyline College to seek state authorization to continue to serve. The individual transcripts of each of the 14 students were reviewed. Of the 14, five were from countries other than the US. The countries were Romania, Canada, China, Hong Kong, and Germany. The remaining 9 students all had local addresses in San Mateo or San Francisco County.

10. Student Learning and Achievement

Each course and program offered at Skyline College has defined and measurable Student Learning Outcomes. These student learning outcomes are assessed by a variety of methods. Coordinated by department and discipline faculty, every course across all modes of delivery or locations, follows the course outline of record and the defined student learning outcomes. The College has also defined student learning outcomes for general education and for the institution. For a listing of Institutional Student Learning Outcomes, rubrics, and assessment information, please see http://www.skylinecollege.edu/sloac/isloassessments.php.
Program Student Learning Outcomes are listed in the annual skyline College Catalogue, in both print and electronic format. http://www.skylinecollege.edu/catalogschedule/

11. General Education

Skyline College requires a minimum of 18 units in general education towards degree attainment, with a minimum of 3 units each across natural sciences, humanities and social sciences, and a minimum of 2 courses in language and rationality (one each from group a and group b). General Education requirements introduce students to areas of study that develop breadth of outlook and contribute to balanced development. The purpose of the program in General Education is to assist students in moving toward the following goals:

- Develop critical and constructive thinking for problem solving and value discrimination;
- Understanding their relationship to their biological, physical, and cultural environment;
- Understanding the creative activity of others and participating to some extent in creative activity;
- Using basic mechanical, mathematic, and communication skills to solve everyday problems, understand ideas of others, and express ideas effectively;
- Developing a code for personal and civic life as a responsible citizen in a democracy; and,
- Maintaining good mental and physical health and social adjustment.

Since the approval of the College's 2008 Distance Education Substantive Change request, the College has intentionally increased the number of general education courses in each of these required areas that can be completed online, in order to increase access and opportunities that enhance degree completion and student success. Distance learners can now also complete a physical education course online (FITN 199 Interactive Cardiovascular Training), utilizing technology to verify performance. Detailed information about general education requirements is published annually in the Skyline College Catalogue, available in both print and electronic format. http://www.skylinecollege.edu/catalogschedule/. The Skyline College General Education Handbook is available at http://www.skylinecollege.edu/curriculumcommittee/assets/General%20Education%20Fall%202013.pdf.

12. Academic Freedom

The San Mateo County Community College District is dedicated to maintaining a climate of academic freedom encouraging the sharing and cultivation of a wide variety of viewpoints. Academic freedom expresses our belief in inquiry, informed debate and the search for truth;

academic freedom is necessary in order to provide students with a variety of ideas, to encourage them to engage in critical thinking and to help them understand conflicting opinions. Academic freedom encompasses the freedom to study, teach, and express ideas, including unpopular or controversial ones, without censorship or political restraint. Academic freedom, rather than being a license to do or say whatever one wishes, requires professional competence, open inquiry and rigorous attention to the pursuit of truth. The District's faculty has the right to express their informed opinions which relate, directly or indirectly, to their professional activities, whether these opinions are expressed in the classroom, elsewhere on campus or at college-related functions. In a search for truth and in a context of reasoned academic debate, students also have the right to express their opinions and to question those presented by others. Employment by the District does not in any way restrict or limit the First Amendment rights enjoyed by faculty as members of their communities. Faculty members are free to speak and write publicly on any issue, as long as they do not indicate they are speaking for the institution. Protecting academic freedom is the responsibility of the College community. Therefore, in a climate of openness and mutual respect, free from distortion and doctrinal obligation, the District protects and encourages the exchange of ideas, including unpopular ones, which are presented in a spirit of free and open dialogue and constructive debate. Academic freedom applies to all courses, including distance education. http://skylinecollege.edu/generalinformation/academicfreedom.php.

13. Faculty

Skyline College has 104 full-time faculty and approximately 206 part-time faculty (AY 2011-12). All faculty meet or exceed the minimum requirements for their disciplines based on regulations for the minimum qualifications for California Community College faculty. Clear statements of faculty roles and responsibilities can be found in the Skyline College Faculty Handbook, at http://www.skylinecollege.edu/facultystaff/assets/documents/facultyhandbook20122013.pdf and the American Federation of Teachers (AFT) contract (www.aft1493.org) Faculty carry out comprehensive program reviews every six years; develop, implement, and assess annual program plans; and develop, implement, and assess student learning outcomes. Faculty evaluation procedures are negotiated as part of the union contract. Faculty teaching online or hybrid courses are subject to the same evaluation schedule and procedures as faculty teaching face-to-face sections. In 2008, the district and the AFT adopted a *Memorandum of Understanding* with provisions for evaluation of faculty teaching distance education classes (http://www.aft1493.org/DistanceEdMOU-9-08.htm). More recently the faculty and district administration has begun work to update the faculty evaluation procedures. A Performance Evaluation Task Force, made up of AFT, Academic Senate, and administration representatives, is revising the evaluation process in the Spring 2013 semester. Development of evaluation tools appropriate for distance education is a priority.

14. Student Services

Skyline College offers a comprehensive array of student services for all of its students, including those enrolled in distance education courses. Unless exempted, each new student is required to participate in the matriculation process; which involves assessment for admissions, appropriate course placement, college orientation, academic career and personal counseling. All student support services programs promote the objective of serving the whole student and supporting student success. http://www.skylinecollege.edu/officevpss/index.php

15. Admissions

Skyline College adheres to admissions policies consistent with its mission as a public California community college and compliant with California Code of Regulations, Title 5. Information about admissions requirements is available in the catalogue, in the schedule of classes and on district and college websites. http://skylinecollege.edu/admissions/

16. Information and Learning Resources

Skyline College provides long-term and short-term access to sufficient print and electronic information and learning resources through its library and programs to meet the educational needs of its students. The library is staffed to assist students, including both onsite and distance learners, in the use of College resources. Wireless internet is available throughout the campus and through computers in the library and learning center without charge to students. The institution is committed to enhancing its learning resources across all possible locations and delivery methods. http://www.skylinecollege.edu/library/.

17. Financial Resources

Skyline College, through the San Mateo County Community College District, has a publicly documented funding base that is reviewed and revised on an annual basis. The distance education courses are integrated into the annual budget that is approved by the Board of Trustees.

18. Financial Accountability

The San Mateo County Community College District undergoes an annual external financial audit for the district and the 3 colleges. The audit is conducted by a contracted certified public accountant and in accordance with the standards contained in the Government Auditing Standards issued by the Comptroller General of the United States. The Board of Trustees reviews these audit reports on a regular basis. The District's audits for the last eight or more years show no financial audit adjustments and no major findings. The District audit is available through the following link (under Documents):
http://sharepoint.smccd.edu/SiteDirectory/dcbf/default.aspx?RootFolder=%2fSiteDirectory%2fdcbf%2fDocuments%2fAudited%20Financial%20Reports&FolderCTID=&View=%7bE9124D5E-A429-434C-956E-F9D14D56D915%7d

19. Institutional Planning and Evaluation

Skyline College practices participatory governance within an established and integrated institutional planning process that is specifically linked to institutional mission-vision-values, goals, and strategic priorities. The College engages in ongoing and systematic cycles of planning, implementation, and evaluation, in order to maximize effectiveness in promoting academic excellence and student success. A detailed overview of Skyline College's institutional planning and evaluation processes is provided in *Skyline College Planning and Governance Resources* (http://www.skylinecollege.edu/prie/resources.php).

20. Public Information

Regularly updated information about all aspects of a Skyline College education, including both onsite and distance education, are available to the public through the Skyline College website, annually published course catalogues, and class schedules published for each semester.

Information includes, among others, the College mission-vision-values and goals; academic calendar; degrees and certificates offered; graduation requirements; costs and refund policies; available learning resources; grievance procedures; names and credentials of faculty and administrators; names of members of the Board of Trustees; and relations with Accrediting Commission.

The San Mateo County Community College District Board of Trustees provides assurance that Skyline College complies with all ACCJC/WASC requirements and accreditation standards and policies. The College maintains contact with the Commission through its Accreditation Liaison Officer.

21. Relations with the Accrediting Commission

The SMCCCD Board of Trustees provides assurance that Skyline College complies with all of the requirements, standards, and policies of the Accrediting Commission for Community and Junior Colleges (ACCJC)/ Western Association of Schools and Colleges (WASC); describes itself in the same manner to all of its accrediting agencies; communicates changes, if any, in its status; and discloses information required by the Commission.

Skyline College maintains contact with the Commission through its Accreditation Liaison Officer (ALO).

G. ACCREDITATION STANDARDS FULFILLED

Skyline College meets all accreditation standards of the ACCJC/WASC. The College is currently completing a comprehensive self-evaluation report for re-affirmation of its accreditation. The completed report will be forwarded to the Commission in advance of an accreditation site visit scheduled for fall 2013.

Distance education courses at Skyline College undergo the same rigorous curriculum proposal, review, and approval process as onsite courses; and the College ensures that distance learning students are aware of and have access to quality student support services and resources, which include online information and library resources and support. All student learning outcomes, assessment plans, program review processes and academic revision and renewal processes are applied to online instruction and services in the same way as onsite instruction. The proposed substantive change continues to build upon the growth in distance education opportunities for students that was approved by the ACCJC in the College's 2008 substantive change request. It enhances student access and opportunity, and reinforces the College's ability to meet each of the standards.

Standard I: Institutional Mission and Effectiveness

Skyline College's mission-vision-values demonstrate strong commitment to student learning and achievement; and the expansion of distance learning opportunities continues to enhance student access and promote successful completion/ transfer. The institution utilizes analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished, and ensure the continuing alignment of instructional and support programs with the institutional mission-vision-values.

Through the College's integrated participatory governance structure, all campus constituencies are involved in the strategic planning process and in self-reflective dialogue about student learning and institutional processes. All strategic planning is linked to data-informed program review. The program review process includes all areas of the College (instruction, student services and administration) for both onsite and distance learners. The overarching goals of the institutional planning and assessment processes are to meet the needs of our students across all instructional modalities, respond to the ever-changing educational needs of the community at large and to ensure that resources are aligned to achieve these goals. The ongoing improvement of student learning outcomes for both onsite and online learners is assessed through the Student Learning Outcomes Assessment Cycle (SLOAC), driven by a student learning philosophy and framework that is driven by the College's mission-vision-values. In 2011-2012, SLOAC helped departments create six-year Comprehensive Program Review assessment plans and write Program Student Learning Outcomes (PSLOs), which are published in the College Catalogue.

The effectiveness of the institution in meeting the benchmark-specific student learning goals that are grounded in the Mission-Vision-Values Statement is completed using the Balanced Scorecard system. An annual assessment of the institution's effectiveness is completed and posted for the College's reference, through the Institutional Planning Committee (IPC). Multiple mechanisms are provided for constituent participation in the dialogue and exchange of ideas relative to institutional programs and services addressing the needs of students; and the College actively promotes a "culture of inquiry" that draws on rich and broad qualitative and quantitative data to inform decisions. Institutional integrity and effectiveness are further enhanced by Skyline College's comprehensive diversity framework, guided by the Stewardship for Equity, Equal Employment, and Diversity (SEEED) Committee. SEEED is comprised of faculty, staff and students dedicated to assessing how the College can more effectively meet its goals.

Evidence:
Compendium of Committees
http://www.skylinecollege.edu/collegecouncil/compendiumofcommittees.php

Comprehensive Program Review
http://www.skylinecollege.edu/programreview/

Annual Program Planning
http://www.skylinecollege.edu/annualprogramplanning/index.php

Balanced Scorecard
http://skylinecollege.edu/institutionalplanning/balancedscorecard.php

SEEED
http://www.skylinecollege.edu/seeed/

SLOAC
http://www.skylinecollege.edu/sloac/

Skyline College Catalogue
http://www.skylinecollege.edu/catalogschedule/

Standard II: Student Learning Programs and Services

Skyline College offers high-quality instructional programs, student support services, and library and learning support services that promote the intellectual, aesthetic, and personal development of all of its distance learning and onsite students in a comparable manner. The College provides a strong learning environment that facilitates the achievement of our student learning outcomes, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility. The growth in distance education strengthens Skyline College's continuing ability to meet this Standard; and extends access to additional learners in support of the institutional mission-vision-values of the College. All online courses are held to the same academic rigor, review, and student learning outcomes assessment as onsite courses; and undergo the same approval process (with the addition of required approval of a Curriculum Committee Distance Education Supplement form, (Appendix I).

Instructional Programs

Skyline College actively builds a comprehensive curriculum that is formed by community input, faculty expertise and data analysis; and which effectively supports transformative teaching and learning across a wide range of learning styles and pedagogies. The delivery of degrees, certificates and courses via distance education methods is aligned with initiatives within instructional departments. Student Learning Outcomes (SLOs) are established and clearly listed for each course offered at Skyline College across modalities, in alignment with Program Student Learning Outcomes (PSLOs) and Institutional Student Learning Outcomes ISLOs). The College collaborates with the District and sister colleges through the **Network Advisory Group,** comprised of representatives from the three colleges and the District Information Technology Services Office, to more effectively coordinate joint planning about infrastructure and support needs across the Colleges and the District. The **Skyline College Technology Advisory Committee** (TAC) assists with tailoring evolving distance education practices to the needs for our students, and provides ongoing support for the College to continue to grow and sustain a more robust distance learning program. The Skyline College Distance Education Coordinator serves as a distance education advisor to the Curriculum Committee for technical review of courses being proposed for distance learning. All actions on new, revised, banked, or deleted courses are approved by the Board of Trustees. Student Learning Outcomes (SLOs) are developed for each course offered at Skyline College, in alignment with the Program Student Learning Outcomes (PSLOs), the Institutional Student Learning Outcomes (ISLOs), and the College's mission-vision-values. More specific detail is provided in Section B.2.

Skyline College uses a participatory governance model to support campus-wide dialogue that informs strategic planning. Members of all campus constituency groups participate in this process through their representation on constituency-specific governance groups, outlined in *Skyline College Planning and Governance Resources* (http://www.skylinecollege.edu/prie/resources.php), and in the College's *Compendium of*

Committees, (located on the *Participatory Governance* website, http://www.skylinecollege.edu/participatorygovernance/index.php).

We assess our planning through data analysis and continued evaluation of strategic plans. Feedback from the various constituency groups is taken forward by their representatives to these committees and councils to develop the annual ***Skyline College Integrated Budgeting and Planning Calendar*** (Appendix O); which establishes timelines for integration, review and assessment of college goals, strategic priorities, departmental program reviews, and budget planning.

Skyline College continues to meet the instructional programs component of this standard, ensuring that all instructional programs across modalities of delivery address and promote the mission-vision-values and the integrity of the institution; design, implement, and measure the effectiveness of student learning outcomes on an ongoing basis; and meet the varied educational needs of our diverse students. The institution assures the quality and improvement of instructional courses and programs across all modalities of delivery, conducts ongoing assessment, and ensures the centrality of faculty leadership in establishing and maintaining quality programs and instruction.

Student Support Services

Skyline College is proactive in ensuring that all areas within Student Support Services provide continued, high quality, and comparable support for distance learners in establishing and reaching their educational goals. The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission-vision-values. Student support services address the identified needs of students and enhance a supportive learning environment characterized by promotion of student access, progress, learning, and success; while ensuring accountability, affordability, and transparency. Skyline College provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Skyline College provides comprehensive student support services, **detailed in Section D.1,** that are available to all students across learning modalities. Students may access a growing number of resources, services, and supports directly online; and additional information about accessing each resource is available via email, internet, Web Smart, WebAccess and telephone.

All students must apply online, and may perform all aspects of registration and record management online; including class registration, dropping or adding a course, withdrawing from classes, selecting variable unit levels of enrollment, selecting a grade option for a course, purchasing a parking permit, or paying their fees. Many aspects of the financial aid process may be completed and monitored online, and students may opt-in to receive financial aid information/notifications via email. Extensive links to external financial aid resources are also available online, through the Financial Aid webpage. Students may access the Skyline College bookstore, and purchase their books and supplies online.

Skyline College also offers academic advising and counseling online, via Electronic Counseling Services (ECS). Although any student may use electronic counseling services, ECS is particularly helpful to distance learners and to students who may find it difficult to make counseling appointments at times convenient for them. ECS is available through internet, email, fax, telephone, voice mail, and in-person appointments when necessary; and includes the full range of counseling services with the exception of psychological services.
Skyline College continues to meet the student support services component of this standard by ensuring access across modalities to quality programs and services; providing professional development to support staff for ongoing capacity building for meeting the constantly evolving needs of distance learning students; and utilizing current data (including the *Community College Survey of Student Engagement* and data compiled by the Office of Planning, Research, and Institutional Effectiveness, among others) for continuous improvement of support services across modalities.

Evidence
Skyline College Student Support Services
http://www.skylinecollege.edu/studentservices/index.php

Office of Planning, Research, and Institutional Effectiveness
http://www.skylinecollege.edu/prie/

Library and Learning Support Services
Extensive online learning resources and the expertise of faculty librarians combine to augment the educational experience of both distance and onsite learners. Library and other support services for students are sufficient to support the institutions' instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Skyline College faculty librarians select and maintain a comprehensive array of online academic databases, and provide both onsite and remote support to students in accessing and effectively utilizing these learning resources. The databases are accessible off-campus with a library card barcode and PIN; which also serves to authenticate student identity. Librarians provide additional remote support via the "**Ask a Librarian**" link. **The Learning Center at Skyline College** offers online tutoring in the evenings to facilitate access for online learners and students with multiple daytime commitments, and a virtual Writing and Reading Lab that provides online writing and grammar guides, advice on research and documentation, and valuable website links.

Skyline College provides additional learning support through **Degree Works,** an online academic advising and degree application system that enables students to track their degree progress and course work, and to track what transfer requirements they still need to meet in the CSU General Education and IGETC patterns.

Skyline College continues to meet the library and learning support services component of this standard by providing both distance and onsite learners with extensive, varied, and high quality library and learning support resources; and providing faculty and student support expertise and

educational equipment and materials that directly contribute to the achievement of student learning.

Evidence:
Appendix O: *Skyline College Integrated Budgeting and Planning Calendar*

Compendium of Committees
http://www.skylinecollege.edu/collegecouncil/compendiumofcommittees.php

SMCCCD Distance Education Advisory Committee (DEAC)
http://www.smccd.edu/edservplan/deac/default.shtml

Skyline College Technology Advisory Committee (TAC)
http://www.skylinecollege.edu/technologyadvisorycommittee/

Standard III: Resources

Skyline College has sufficient human, physical, technology, and financial resources to sustain quality and effective distance education programs. The institution employs qualified personnel to support student learning programs and services in all modalities, and provides faculty who have been approved to teach in the online instruction mode with appropriate pedagogical and technological training. Human, physical, technology, and financial resource planning are all integrated with institutional planning; and are regularly assessed in order to ensure the integrity and quality of Skyline College's programs and services.

A. Human Resources

In an effort to continuously enhance our human resources, Skyline College engages in an integrated planning process that is both participatory and transparent. Guided by the College's strategic priorities, mission-vision-values, and goals; each stage of this integrated process incorporates multiple voices, promotes equity and excellence, and utilizes promising practices that maximize institutional effectiveness and student success.

The institution employs qualified personnel to continuously improve institutional effectiveness and student learning outcomes, and continually strengthen student learning programs and services for all learners. Skyline College's recruitment, hiring, retention, and ongoing professional development principles and practices are designed to attract a diverse, talented, engaged faculty and staff who are committed to student success for all learners. The *Skyline College Human Resources Plan: Staffing for Student Success* provides additional detail about our integrated planning for Human Resources, position allocation and prioritization, constituent participation in the process, equity and excellence in staffing, and the College's commitment to ensuring "sufficient" staffing at all levels while also striving for a standard of excellence/ideal staffing above that minimum standard. Personnel are treated equitably, evaluated regularly and systematically, and provided with opportunities for professional development.

Skyline College staffing and training practices are supplemented by technological and training support from the District to ensure proficiency and expertise in distance education that supports the learning needs of our students, the teaching excellence of our faculty, and the knowledgeable support of our staff. **Once faculty members have obtained the necessary approvals (described in Section B.2) for offering a new or modified course in the online mode of instruction; which includes demonstrated compliance with Title 5 and Higher Education Opportunity Act (HEOA) regulations (described in Sections B.2 and D.2); the College provides the following training to ensure a firm understanding of best practices in online pedagogy and technology:**

- Training/certification in *Structured Training for Online Teaching* (STOT), offered through the District as a two-part workshop series;
- Training in both Moodle/WebAccess, provided through the Skyline College CTTL;
- Training in online pedagogy/andragogy, provided through the Skyline College CTTL;
- Opportunities to experiment with and receive coaching/instruction in a wide range of technological tools for effective online teaching and learning, through the CTTL Learning Space;
- Ongoing peer mentoring opportunities and structured workshops through the CTTL, as described in **Section C.2;** and,
- A database of online tutorials through iTunesU, accessible at http://www.smccd.net/accounts/ctl/WebAccess/index.html#tut

This training supports Skyline College faculty teaching in the online mode to build/increase capacity to effectively implement the teaching theories and methodologies currently embraced by the online teaching community, and utilize the appropriate software and hardware that will aid in successful delivery of innovative online courses.

The District Office of Human Resources supports all hiring; including orientation for hiring committees; which, among other functions, helps ensure transparency and clarity in position descriptions and advertising of positions. **Section D. 2** of this document further details both Skyline College staffing and District support that is specific to ensuring that distance learning needs are thoroughly supported.

Evidence:
Appendix K: *Skyline College Distance Education Handbook*

Skyline College Human Resources Plan: Staffing for Student Success
http://www.skylinecollege.edu/prie/resources.php

District Office of Human Resources
http://www.smccd.edu/accounts/smccd/departments/humanresources/default.shtml

Center for Transformative Teaching and Learning (CTTL)
http://www.skylinecttl.org

Student Learning Outcomes Assessment Cycle (SLOAC)
http://www.skylinecollege.edu/sloac/

Office of Planning, Research, and Institutional Effectiveness (PRIE)
http://www.skylinecollege.edu/prie/

B. Physical Resources

Physical resources which include facilities, equipment, land, and other assets, support student learning programs and services, and improve institutional effectiveness. Skyline College integrates physical resource planning with institutional planning. **The College provides safe and sufficient physical resources that support and assure the integrity and quality of programs and services for both distance and onsite learners.** In order to ensure the ongoing effectiveness and quality of these resources, the College uses multiple measures, including Program Review, the Educational and Facilities Master Planning Project (EFMPP), the District Facilities Master Plan, and the College Technology Plan.

Through the individual Program Review Process, divisions and programs identify facility and equipment needs based on their mission and consistent with achieving student and program learning outcomes. Equipment requests are forwarded to the appropriate Vice President, and facility needs are forwarded to the President's Cabinet, where projects are prioritized. Based on cost, priority, and/or need, certain projects are completed immediately while others are placed in a capital project category. Funding of capital projects utilizes the Educational and Facilities Master Planning Project, through a process which ensures that new facilities and building modernization projects are consistent with institutional mission-vision-values and goals. After being vetted by the EFMPP, capital projects are forwarded to the District and placed on the District Facilities Master Plan.

Evidence:
Appendix P: *Skyline College Technology Plan 2012-2015*

Comprehensive Program Review
http://www.skylinecollege.edu/programreview/

Annual Program Planning
http://www.skylinecollege.edu/annualprogramplanning/index.php

Educational and Facilities Master Planning Project (EFMPP)
http://www.skylinecollege.edu/prie/educationfacilities.php

District Facilities Master Plan
http://www.smccd.edu/accounts/smccd/departments/facilities/masterplan.shtml

C. Technology Resources

Skyline College utilizes appropriate technology resources to improve institutional effectiveness and to support student learning programs and services for both onsite and online learners. Technology planning is integrated with institutional planning, and is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In collaboration with the District, the College provides a robust technology infrastructure and technology resources that includes, among others: smart classrooms; 100% campus wireless Internet access coverage; program-specific instructional computer labs; Student Services, Career, and Transfer computer labs; and a comprehensive set of both administrative software services and student enabling software services that support both online and onsite learners.
The *Skyline College Education Master Plan 2013-2019* (http://skylinecollege.edu/prie/educationmasterplan.php) and *Skyline College Technology Plan* (Appendix P) provide the overarching doctrines for all decisions about technology. The identification of instructional and administrative technology needs and priorities is a collaborative process; and is addressed throughout various stages of the integrated planning and budget cycle. District ITS also plays a critical role in identifying campus instructional and administrative needs and trends. The College provides ongoing capacity building and professional development opportunities for faculty and staff.

Evidence:
Appendices K & P
Appendix K: *Skyline College Distance Education Handbook*
Appendix P: *Skyline College Technology Plan 2012-2015*

Skyline College Education Master Plan 2013-2019
http://www.skylinecollege.edu/prie/index.php

District Information Technology Services (ITS)
http://www.smccd.edu/accounts/smccd/departments/its/

D. Financial Resources

Skyline College has sufficient financial resources to support its student learning programs and services and to improve institutional effectiveness. Through sound fiscal management and strong leadership, the College has maximized resources and continues to demonstrate a reasonable expectation of both short-term and-long term solvency and stability. The San Mateo County Community College District is also in sound fiscal shape; and the distance learning resources provided by both the College and the district remain stable and sufficient. Further detail has been provided in sections D.5 and D.6 of this document.

Financial planning at the College is conducted through an integrated, well-documented, and participatory process that involves all constituencies and is grounded in Skyline College's mission-vision-values. Independent external audits are conducted annually. The results of the audits are reported to the Board of Trustees and audit reports are posted on the District website.

The District utilizes the California Community College Sound Fiscal Management Self-Assessment Checklist as a barometer for the fiscal health of the institution and as a guide to maintain long-term and short-term financial stability.

Standard IV: Leadership and Governance

Skyline College is fundamentally committed to education as an ideal, and to the empowerment and fulfillment of all learners. We enact a level of participatory governance that reflects the College's "students first" philosophy; and engage in this process with mutual respect between constituencies and appreciation for the diversity of perspectives and ideas, histories and experiences, cultures and abilities. Because we believe that our students' success is inextricably linked to our success in governance and planning, we strive to make the best decisions at optimal times, in order to best serve the students at every stage of their educational journey.

Participatory governance and planning are guided by the College's mission-vision-values and goals; and when successful, result in the accomplishment of the institutional learning outcomes and strategic priorities. Participatory governance and planning are designed to facilitate broad-based engagement that fosters innovation and collaboration. The result is outstanding programs and services for the Skyline College community.

As discussed in section B.2, the Board of Trustees provides the final level of approval for all onsite and online courses once they have advanced through the proper channels at each of the three colleges. All courses included in this proposal have been approved by the Board of Trustees.

Appendix A:
Skyline College
Degrees Substantially Available through Distance Learning

Associate degrees with 50% or more of required units available through courses approved for distance learning (DL) mode. Degree requirements are from the 2012-13 Catalog.

A: Associate in Arts/Associate in Science Degrees (AA/AS)

DL availability = 100*(DL Units)/(Required Degree Units)

Notes:

1. All associate degree specific area and general education requirements, including one of two required physical education courses, are available in DL mode.

2. DL availability is calculated assuming minimum units for Associate Degree areas (27 plus two Physical Education activity courses); the total number of Associate Degree requirement units is 27 plus two Physical Education courses, out of which 27 units and one Physical Education activity course are available in DL. Because the total units for two Physical Education activity courses can range from 1.0 to 3.0 and the available DL activity course (FITN 199) is 2.0 units, the units for the Physical Education requirement are not included in either the Associate Degree Requirements unit total or the Available DL Associate Degree Units so as not to inflate either unit value.

3. Elective units are assumed to be available through DL. Electives are calculated as follows: 60 required units – (major units required + Associated Degree units required).

4. Degree Units is the greater of 60 and (major units +27 general education units). Where this results in Degree Units > 60, the total is adjusted to allow excess major units to apply toward general education where appropriate.

5. DL availability is calculated as 100*(Available DL degree units/Degree Units). Available DL degree units are the sum of available DL major units + available DL Associate Degree requirement units (27) + electives.

AA/AS Degrees substantially available through DL: 31 (of 37 degrees in the 2012-2013 Catalog).

The only majors that do not meet the 50% threshold for substantial availability through DL are those requiring 31 or more major units that are not available through DL.

Degree	Major Units	DL Major units	DL Degree Units	Degree Units	% of DL Availability
Accounting, AS	37.0	35.0	27.0	60	100.0%
Administration of Justice, AA	27.0	0.0	27.0	60	55.0%
Allied Health Science, AS	20.0	7.0	27.0	60	78.3%
Art, AA	18.0	15.0	27.0	60	95.0%
Asian Studies, AA	27.0	9.0	27.0	60	70.0%
Biotechnology, AS	24.0	0.0	27.0	60	60.0%
Business Administration, AS	32.0	29.0	27.0	60	95.0%
Business Management, AS	41.0	35.0	27.0	60	100.0%
Communication Studies, AA	18.0	3.0	27.0	60	75.0%
Dance, AA	21.5	6.0	27.0	60	74.2%
Early Childhood Education, AS	24.0	3.0	27.0	60	65.0%
English, AA	18.0	18.0	27.0	60	100.0%
Family and Consumer Sciences, AS	27.0	6.0	27.0	60	65.0%
Fashion Merchandising, AS	30.0	5.0	27.0	60	58.3%
International Logistics, AS	39.0	39.0	27.0	60	100.0%
International Studies, AA	27.0	12.0	27.0	60	75.0%
International Trade, AS	35.5	35.5	27.0	60	100.0%
Journalism, AA	24.0	6.0	27.0	60	70.00%

Degree	Major Units	DL Major units	DL Degree Units	Degree Units	% of DL Availability
Lawyer's Assistant, AS	38.0	22.0	27.0	60	81.7%
Medical Transcriptionist, AS	24.0	15.0	27.0	60	85.0%
Multimedia Technology, AS	37.0	35.5	27.0	60	100.0%
Natural Science, AS	18.0	0.0	27.0	60	70.0
Office Management, AS	40.0	26.5	27.0	60	89.2%
Interdisciplinary Studies, Option 1, Skyline College Pattern, AA:					
- Arts & Humanities Emphasis	18.0	18.0	27.0	60	100.0%
- Health & Physical Education Emphasis	18.0	9.0	27.0	60	85.0%
- Letters & Science Emphasis	18.0	12.0	27.0	60	90.0%
- Organizational Structures Emphasis	18.0	15.0	27.0	60	95.0%
- Social & Behavioral Sciences Emphasis	18.0	18.0	27.0	60	100.0%
- Social & Natural Sciences Emphasis	18.0	9.0	27.0	60	85.0%
Mathematics, AA	24.0	3.0	27.0	60	65.0%
Music, AA	28.0	9.0	27.0	60	68.3%
Paralegal, Legal Assistant, AA	27.0	15.0	27.0	60	80.0%
Physical Education, AA	18.0	6.0	27.0	60	80.0%

Degree	Major Units	DL Major units	DL Degree Units	Degree Units	% of DL Availability
Psychology, AA	21.0	18.0	27.0	60	95.0%
Spanish, AA	22.0	0.0	27.0	60	63.3%
Surgical Technology, AA	30.0	0.0	27.0	60	50.0%

B: Associate in Arts for Transfer/Associate of Science for Transfer Degrees (AA-T/AS-T)

DL availability = 100*(DL Units)/(Required Degree Units)

Notes:

1. All Associate Degrees for Transfer require a minimum of 60 CSU-transferable semester units.

2. Completion of a minimum of 18 semester units in an "AA-T" or "AS-T" major. Students must complete the major coursework specified for the AA-T/AS-T. In some cases these courses will also fulfill GE requirements ("double-counting").

3. Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth), 39 units.

4. DL availability is calculated assuming minimum units for general education areas (39 units); the total number of general education units is taken as 39 out of which 33 are available in DL.

3. Elective units are assumed to be available through DL. Electives are calculated as follows: 60 required units – (major units required + GE units required).

5. DL availability is calculated as 100*(Available DL degree units/Degree Units). Available DL degree units are the sum of available DL major units + available DL GE units (33) + electives.

AA-T/AS-T Degrees substantially available through DL: 15 (of 15 degrees, 6 approved and 9 pending State Chancellor's Office approval).

Degree	CSU-GE Units	DL CSU-GE Units	Major Units	DL Major Units	Available DL Degree Units	Degree Units	% of DL Availability
Administration of Justice, AS-T *	39.0	33.0	18.0	6.0	42.0	60	70.0%
Art History, AA-T *	39.0	33.0	18.0	12.0	48.0	60	80.0%
Business Administration, AS-T	39.0	33.0	26.0	26.0	59.0	60	98.3%
Communication Studies, AA-T *	39.0	33.0	18.0	3.0	39.0	60	65.0%
Early Childhood Education, AS-T	39.0	33.0	24.0	3.0	36.0	60	60.0%
English, AA-T*	39.0	33.0	18.0	12.0	48.0	60	80.0%
Geology, AS-T *	39.0	33.0	28.0	0.0	33.0	60	55.0%
History, AA-T*	39.0	33.0	18.0	12.0	48.0	60	80.0%
Journalism, AA-T *	39.0	33.0	18.0	6.0	42.0	60	70.0%
Kinesiology, AS-T	39.0	33.0	22.0	7.0	40.0	60	66.7%
Mathematics, AS-T	39.0	33.0	21.0	4.0	37.0	60	61.7%
Music, AA-T *	39.0	33.0	24.0	0.0	33.0	60	55.0%
Physics, AS-T	39.0	33.0	27.0	0.0	33.0	60	55.0%
Psychology, AA-T	39.0	33.0	18.0	15.0	51.0	60	85.0%
Studio Arts, AA-T *	39.0	33.0	24.0	6.0	39.0	60	65.0%

***** Pending State Chancellor's Office approval.

Appendix B:
Skyline College
Certificates Substantially Available through Distance Learning

Certificates with 50% or more of required units available through courses approved for distance learning (DL) mode. Certificate requirements are from the 2012-2013 Catalog.

DL availability = 100*(DL Units)/(Required Units)

Certificates of Achievement (CA), Certificates of Specialization (CS), and Career Certificates (CC) substantially available through DL: 21 (of 55 certificates in the 2012-2013 Catalog).

Certificate	Major Units	DL Major Units	% of DL Availability
Accounting, CA	21.5	21.5	100.0%
Accounting Computer Specialist, CC	10.5	9.0	85.7%
Asian Business Practices, CS	12.0	12.0	100.0%
Business Administration, CA	29.0	26.0	89.7%
Business Management, CA	31.0	28.0	90.3%
Computer Information Specialist, CA	24.0	22.5	93.8%
Entrepreneurship, CC	9.0	6.0	66.7%
General Supervision, CA	22.5	21.0	93.3%
Import and Export, CA	12.0	12.0	100.0%
International Business, CA	12.0	12.0	100.0%
International Logistics: Customs Broker, CC	9.0	9.0	100.0%
International Logistics: Air Freight Forwarding, CA	12.0	12.0	100.0%
International Logistics: Ocean Freight Forwarding, CA	12.0	12.0	100.0%
International Trade, CA	18.0	18.0	100.0%
Legal Aspects of International Business, CA	12.0	12.0	100.0%

Certificate	Major Units	DL Major Units	% of DL Availability
Medical Office Assistant, CA	15.0	8.0	53.3%
Medical Transcriptionist, CA	24.0	15.0	62.5%
Multimedia Technology, CA	20.0	18.5	92.5%
Office Assistant, CA	18.0	11.5	63.9%
Office Management, CA	24.0	19.5	81.3%
Paralegal: Legal Assistant, CA	27.0	15.0	55.6%

Appendix C:
Skyline College
Associate in Arts/Science Degree Requirements
General Education and other Requirements
Available through Distance Learning

Graduation from Skyline College with the Associate in Arts (AA) Degree or the Associate in Science (AS) Degree is based on completion of 60 units including the requirements "A" through "F" listed below:

A. RESIDENCE REQUIREMENT

Either 12 units or 50% of the units applied to the major, whichever is fewer, must be completed at Skyline College.

DL Options: More than 12 units are available.

B. SCHOLARSHIP REQUIREMENT

A minimum 2.00 grade point average is required in all degree-applicable coursework.

DL Options: Independent of delivery mode.

C. MAJOR REQUIREMENT

A minimum of 18 units must be completed in a major. Some majors require the completion of more than 18 semester units. In addition to completing the course and unit requirements for the major, a student must:

- Complete with a grade of "C" or better (or Pass) all courses used to satisfy both core and elective requirements for the major.
- Complete 12 units or 50% of the units required for the major, whichever is fewer, at Skyline College.

DL Options: See Appendix D.

D. BASIC COMPETENCY REQUIREMENTS

1. Writing/Reading

Satisfactory completion of English 100 or English 105, or equivalent, or higher.

DL Options: ENGL 100, 110, 165

2. Mathematics/Quantitative Reasoning:

a. Eligibility for Math 130, 150, 200, 201 or 241 or higher as determined by a Skyline College approved placement test; or
b. Satisfactory completion of Math 120 or equivalent, or higher; or

c. Satisfactory completion of any course having at least Math 120 (Intermediate Algebra) as a prerequisite.

DL Options: MATH 120, 200, 201

3. **Information Literacy**

a. Satisfactory completion of a Skyline College English 100 course or Skyline College English 105 course taken Fall 2011 or thereafter; or
b. Satisfactory completion of the Skyline College online "Information Literacy Tutorial" (Consult the Skyline Library website at http:www.skylinecollege.edu/library for details on completing the online tutorial.); or
c. Satisfactory completion of an equivalent college-level information literacy or information competency course or requirement.

DL Options: ENGL 100

E. SPECIFIC AREA REQUIREMENTS

1. American History and Institutions

One course of 3 units from Group A and either Group B1 or Group B2 for a total of 6 units. One course may be applied to the General Education requirement in Social Sciences.

a. U.S. History & U.S. Government

DL Options: HIST 201. 202

b1. State & Local Government

DL Options: HIST 240

b2. U.S. Government/State & Local Government

DL Options: None available

2. English

Two courses (minimum of 6 units). One of these courses may be the English course which fulfills the General Education "Language and Rationality" requirement.

DL Options: ENGL 100, 110, 165; LIT. 101, 113, 251, 265, 373, 432

3. Physical Education (Kinesiology)

Two activity courses in Physical Education (Kinesiology) are required; however, this requirement may be waived or modified for students in the following categories:

a. Graduates of accredited community colleges, other colleges, or universities.

b. Veterans with one or more years of service who have submitted a DD214.
c. Persons who successfully petition the Dean of Kinesiology, Dance and Athletics for a medical waiver or modification based on being restricted or unable to successfully complete any of the curricular offerings as certified by a licensed physician due to a medical condition.

DL Options: FITN 199

4. Ethnic and Cultural Diversity

Students must complete a total of 3 units from either group listed below. The course may be applied to General Education requirements.

Group a. General

DL Options: BUS. 221; HIST 240

Group b. Area Studies

DL Options: ART 105, 120; BUS. 226; LIT. 116, 251, 265, 373

F. GENERAL EDUCATION REQUIREMENTS

Requirement: A minimum of 18 units with a minimum of 3 units each in Sections 1, 2, 3, 4a, and 4b. Balance of course work may be taken from any section (1 through 5).

1. Natural Sciences

Students fulfilling Associate degree requirements only may select Natural Science course(s) from Group a or b. Students fulfilling GE requirements for transfer must select two courses from the list, at least one of which must be selected from Group b.

Group a.

DL Options: BIOL 130, 140, 150

Group b. (Laboratory Courses)

DL Options: BIOL 110 [hybrid: DL lecture, on campus lab]

2. Humanities

DL Options: ART 101, 102, 105, 107, 115, 120, 130; DANC 100; ENGL 110, 161, 162; LIT. 101, 113, 116, 251, 265, 373, 416, 432; MUS. 100, 115, 202, 204, 275

3. Social Sciences

DL Options: BUS. 100, 101, 200, 201, 210; ECE. 201; ECON 100, 102; HIST 201, 202, 240, 310; PSYC 100, 110, 200, 201, 410; SOCI 110

4. Language and Rationality

A minimum of 2 courses, one from Group a. and one from Group b.

Group a. English Composition

DL Options: ENGL 100, 110, 165

Group b. Communication and Analytical Thinking

DL Options: ACTG 100, 121, 131; BUS. 103, 123; MATH 120, 200, 201; PHIL 103; PSYC 171

5. Personal Development

Up to 3 units of course work in Section 5 may be applied towards completion of General Education Requirements, or students may select an additional 3 units of General Education from areas 1-4 above.

DL Options: CRER 650; FITN 199; P.E. 152, 301

Appendix D:
Skyline College
Majors Substantially Available through Distance Learning

Majors with 50% or more of required major units available through courses approved for distance learning (DL) mode. Major requirements are from the 2012-2013 Catalog. Where a major has a range of units, the minimum units required are indicated.

DL availability = 100*(DL Units)/(Required Units)

Majors substantially available through DL: 24 (of 48 majors in the 2012-2013 Catalog) and 3 proposed Associate Degrees for Transfer (of 9 AA/AS-T's pending approval at the State Chancellor's Office).

Majors	Major Units	DL Major Units	% of DL Availability
Accounting, AS	37.0	35.0	94.6%
Art, AA	18.0	15.0	83.3%
Art History, AA-T *	18.0	12.0	66.7%
Business Administration, AS	32.0	29.0	90.6%
Business Administration, AS-T	26.0	26.0	100.0%
Business Management, AS	41.0	35.0	85.4%
English, AA	18.0	18.0	100.0%
English, AA-T *	18.0	12.0	66.7%
History, AA-T *	18.0	12.0	66.7%
Interdisciplinary Studies, Option 1, Skyline College Pattern, with an Emphasis in Arts & Humanities, AA	18.0	18.0	100.0%
Interdisciplinary Studies, Option 1, Skyline College Pattern, with an Emphasis in Health & Physical Education, AA	18.0	9.0	50.0%
Interdisciplinary Studies, Option 1, Skyline College Pattern, with an Emphasis in Letters & Science, AA	18.0	12.0	66.7%
Interdisciplinary Studies, Option 1, Skyline College Pattern, with an Emphasis in Organizational Structures, AA	18.0	15.0	83.3%
Interdisciplinary Studies, Option 1, Skyline College Pattern, with an Emphasis in Social & Behavioral Sciences, AA	18.0	18.0	100.0%
Interdisciplinary Studies, Option 1, Skyline College Pattern, with an Emphasis in Social & Natural Sciences, AA	18.0	9.0	50.0%
International Logistics, AS	39.0	39.0	100.0%

Majors	Major Units	DL Major Units	% of DL Availability
International Trade, AS	35.5	35.5	100.0%
Lawyer's Assistant, AS	38.0	22.0	57.9%
Medical Transcriptionist, AS	24.0	15.0	62.5%
Multimedia Technology, AS	37.0	35.5	95.9%
Office Management, AS	40.0	26.5	66.3%
Paralegal, Legal Assistant, AA	27.0	15.0	55.6%
Psychology, AA	21.0	18.0	85.7%
Psychology, AA-T	18.0	15.0	83.3%

***** Pending State Chancellor's Office approval.

Appendix E:
Skyline College
California State University General Education Pattern (CSU-GE)
Availability through Distance Learning

A student may complete 85% of the CSU-GE pattern through the distance learning mode.

Area A – Communication Skills & Critical Thinking **9 units required**
One course required from each area: A1, A2 and A3.

A1 – Oral Communication: None available
A2 – Written Communication: ENGL 100, 110
A3 – Critical Thinking: ENGL 100, 110, 165; PHIL 103

Area B – Natural Science & Mathematics **9 units required**
One course required from Physical Science B1, Life Science B2, and Quantitative Reasoning B4. Must include one lab course from Area B1, B2 or B3 (indicated by asterisk*).

B1 – Physical Science: None available
B2 – Life Science: BIOL 110*, 130, 140, 150
B3* – Lab course: BIOL 110* (lecture online, lab on campus)
B4 – Quantitative Reasoning: BUS. 123; MATH 200, 201

Area C – Arts, Literature, Philosophy & Languages **9 units required**
Three courses required, to include at least one course from Arts and one from Humanities.

C1 – Arts: ART 101. 102, 105, 107, 115, 120, 130; DANC 100; MUS. 100, 115, 202, 204, 275
C2 – Humanities: ENGL 110, 161; LIT. 101, 113, 116, 251, 265, 373, 416, 432

Area D – Social, Political & Economic Institutions **9 units required**
Must include one course from D1 and one course from either D2a or D2b to satisfy U.S. History, Constitution & American Ideals requirement. ***Note:*** *Group D2b completes the U.S. History, Constitution & American Ideals requirement for students who have satisfied* ***only*** *the U.S. History part of the requirement at another institution.*

D1 – U.S. History & U.S. Government: HIST 201, 202

D2a – State & Local Government: HIST 240, 310

D2b – U.S. Government/State & Local Government: None available

D3 – Social Institutions: BUS. 100, 101, 200, 210; ECE. 201; ECON 100, 102; PSYC 100, 110, 200, 201, 410; SOCI 110

Area E – Lifelong Understanding & Self Development **3 units required**

Maximum one unit applicable from Area E2. Must complete minimum of two units in Area E1 for a total of three units.

E1: ECE. 201; PSYC 200, 201

E2: None available

Appendix F:
Trends--Enrollments and Distance Education Faculty

Table 1 - Total Distance Education Enrollment
Fall and Spring semesters from 2009/10 - 2011/12

Year	# of DE enrollments
2009/10	5,077
2010/11	5,333
2011/12	6,691
Total	17,101

Increase of 132 percent over the three years.

Projections	
2012/13	7,314
2013/14	8,121

Projected increase of 160 percent over five years.

Table 2 - Total Online Enrollment
Fall and Spring semesters from 2009/10 - 2011/12

Year	# of online enrollments
2009/10	5,077
2010/11	5,333
2011/12	6,113
Total	16,523

Increase of 120 percent over the three years.

Projections	
2012/13	6,544
2013/14	7,062

Projected increase of 140 percent over five years.

Table 3 - Average enrollment in a distance education course
Fall and Spring semesters from 2009/10 - 2011/12

Year	Average course enrollment
2009/10	35.22
2010/11	36.36
2011/12	35.08
Total	33.59

Table 4 - Percent of enrollment that is distance education,
Fall and Spring semesters from 2009/10 - 2011/12

Term	Non Distance Education Enrollment	Distance Education Enrollment
Fall 2009	91.3%	8.7%
Fall 2010	90.6%	9.4%
Fall 2011	88.3%	11.7%
Spring 2010	90.7%	9.3%
Spring 2011	90.3%	9.7%
Spring 2012	88.0%	12.0%

Table 5 - Number of faculty teaching distance education per year
2009/10 - 2011/12

Year	# of faculty
2009/10	36
2010/11	38
2011/12	53

Appendix G:
Distance Education Enrollment History (Fall and Spring Semesters)

Table 6 - Distance Education Enrollment History, 2009/10 - 2011/12
(Fall and Spring semesters only)

Course	Fall 2009	Fall 2010	Fall 2011	Spring 2010	Spring 2011	Spring 2012	Total
ACTG 100	33	27	27	31	23	38	179
ACTG 103	0	0	32	0	0	25	57
ACTG 121	41	51	43	35	67	45	282
ACTG 131	0	0	34	0	0	46	80
ACTG 194	71	41	38	36	45	33	264
ACTG 196	33	34	14	38	32	16	167
ARBC 111	0	0	27	0	0	36	63
ART 101	44	42	41	0	46	48	221
ART 102	0	0	36	42	0	53	131
ART 105	0	39	36	0	0	0	75
ART 107	0	0	38	0	0	0	38
ART 130	0	0	41	0	0	0	41
BIOL 110	0	0	54	0	0	0	54
BIOL 140	46	45	0	37	50	50	228
BIOL 150	0	45	75	0	67	91	278
BUS. 100	79	83	37	69	39	34	341
BUS. 103	80	45	89	0	0	86	300
BUS. 123	40	33	31	33	38	36	211
BUS. 200	29	37	22	35	0	0	123
BUS. 210	0	0	0	29	35	29	93
BUS. 221	0	0	0	27	27	32	86
BUS. 226	31	34	0	0	0	0	65
BUS. 230	29	30	0	0	0	0	59
BUS. 241	0	0	0	27	29	28	84
BUS. 243	0	0	0	29	28	39	96
BUS. 245	0	0	0	0	0	0	0
BUS. 246	31	0	33	0	0	0	64
BUS. 248	0	0	0	28	28	25	81
BUS. 249	25	26	13	27	17	0	108

Appendix G:
Distance Education Enrollment History (Fall and Spring Semesters)

Table 6 - Distance Education Enrollment History, 2009/10 - 2011/12 *(Continued)*
(Fall and Spring semesters only)

Course	Fall 2009	Fall 2010	Fall 2011	Spring 2010	Spring 2011	Spring 2012	Total
BUS. 258	30	21	0	8	0	30	89
BUS. 261	17	0	5	12	10	32	76
BUS. 262	21	11	0	0	0	16	48
BUS. 263	0	0	7	13	12	23	55
BUS. 267	0	0	17	7	15	0	39
BUS. 268	0	8	9	0	11	0	28
BUS. 279	0	0	16	25	25	36	102
BUS. 476	0	0	0	43	71	47	161
BUS. 485	26	28	33	38	47	37	209
CAOT 100	57	51	57	53	56	61	335
CAOT 101	23	23	16	37	32	59	190
CAOT 200	30	70	38	32	40	35	245
CAOT 201	33	33	19	31	27	34	177
CAOT 214	28	32	25	33	32	33	183
CAOT 215	34	40	24	32	30	20	180
CAOT 222	31	38	38	41	28	31	207
CAOT 223	29	37	25	30	24	37	182
CAOT 225	49	45	44	46	47	48	279
CAOT 226	46	53	48	44	36	51	278
CAOT 230	41	44	40	42	36	45	248
CAOT 231	33	22	26	27	20	19	147
CAOT 301	39	33	39	32	34	34	211
CAOT 403	40	38	23	27	32	39	199
CAOT 404	34	34	18	30	27	26	169
CAOT 410	37	42	32	35	26	37	209
CAOT 411	37	36	23	26	28	0	150
CAOT 412	16	28	0	21	26	9	100
CAOT 413	11	12	0	22	14	7	66
CAOT 416	16	26	25	0	0	0	67

Appendix G:
Distance Education Enrollment History (Fall and Spring Semesters)

Table 6 - Distance Education Enrollment History, 2009/10 - 2011/12 *(Continued)*
(Fall and Spring semesters only)

Course	Fall 2009	Fall 2010	Fall 2011	Spring 2010	Spring 2011	Spring 2012	Total
CHIN 111	0	0	69	0	0	0	69
CHIN 112	0	0	0	0	0	20	20
COMP 412	12	10	0	17	12	1	52
COMP 413	8	12	0	8	11	1	40
COOP 670	11	5	0	7	0	35	58
CRER 100	0	0	0	0	0	0	0
CRER 410	0	0	0	0	0	0	0
ECE. 201	0	22	19	29	40	22	132
ECON 100	37	38	35	37	37	33	217
ECON 102	39	40	37	40	47	40	243
ENGL 100	51	48	110	100	85	81	475
ENGL 110	89	86	97	72	89	88	521
ENGL 161	0	0	0	0	0	0	0
ENGL 165	27	0	29	20	23	27	126
ENGL 875	0	0	39	0	38	34	111
FILI 110	0	0	41	0	0	0	41
FILI 111	0	0	39	0	0	0	39
FILI 112	0	0	0	0	0	16	16
FITN 110	0	0	0	0	0	0	0
FITN 199	0	0	98	0	0	114	212
HIST 201	44	37	81	65	75	77	379
HIST 202	0	0	34	0	0	52	86
HIST 310	75	67	64	58	88	0	352
HSCI 484	39	53	53	42	81	71	339
LEGL 671	0	22	2	0	15	20	59
LIT. 101	0	0	0	0	30	0	30
LIT. 251	0	0	0	33	0	0	33
LIT. 265	0	28	0	0	0	0	28
LIT. 373	0	0	0	0	0	19	19

Appendix G:
Distance Education Enrollment History (Fall and Spring Semesters)

Table 6 - Distance Education Enrollment History, 2009/10 - 2011/12 *(Continued)*
(Fall and Spring semesters only)

Course	Fall 2009	Fall 2010	Fall 2011	Spring 2010	Spring 2011	Spring 2012	Total
LIT. 432	24	0	26	0	0	0	50
LSKL 853	0	0	33	0	0	0	33
MATH 120	84	64	77	93	85	88	491
MATH 200	77	97	87	148	146	89	644
MATH 201	0	0	22	0	0	27	49
MUS. 100	62	58	59	53	60	57	349
MUS. 202	43	49	50	44	47	47	280
MUS. 204	41	38	38	0	0	0	117
MUS. 275	39	39	26	40	38	0	182
P.E. 152	0	0	0	36	39	46	121
PHIL 103	46	44	42	0	0	35	167
PSYC 100	40	37	94	43	42	83	339
PSYC 110	66	61	70	75	65	82	419
PSYC 200	149	99	139	105	121	141	754
PSYC 201	0	23	15	24	48	24	134
PSYC 410	0	0	40	0	0	0	40
R.E. 100	0	0	0	0	0	0	0
R.E. 110	0	0	0	0	0	0	0
RPTH 448	0	0	0	0	0	0	0
SOCI 110	54	59	71	51	61	72	368
SPAN 110	0	0	87	0	0	97	184
SPAN 111	0	0	39	0	0	0	39
SPAN 112	0	0	0	0	0	22	22
SPAN 120	0	0	28	0	0	33	61
SPAN 130	0	0	0	0	0	24	24
WELL 760	0	0	0	0	0	39	39
Total	2,527	2,553	3,298	2,550	2,780	3,393	17,101

Appendix G:
Distance Education Enrollment History (Summer Semesters)

Table 7 - Distance Education Enrollment History, 2009/10 - 2011/12 (summers only)

Course	Summer 2009	Summer 2010	Summer 2011	Total
ACTG 194	34	33	32	99
ACTG 196	0	21	26	47
ART 101	91	72	73	236
BIOL 140	0	53	66	119
BUS. 100	61	35	57	153
BUS. 103	0	49	44	93
BUS. 123	59	0	0	59
BUS. 245	0	0	19	19
BUS. 249	25	0	0	25
BUS. 258	0	22	12	34
BUS. 262	0	0	10	10
BUS. 268	0	1	0	1
BUS. 279	28	0	0	28
BUS. 485	24	15	27	66
CAOT 100	0	23	13	36
CAOT 101	0	10	9	19
CAOT 200	27	35	29	91
CAOT 214	26	37	29	92
CAOT 222	16	29	21	66
CAOT 225	46	36	37	119
CAOT 226	42	0	0	42
CAOT 230	35	0	28	63
CAOT 403	35	31	32	98
CAOT 410	32	26	32	90
CAOT 411	27	0	0	27
CRER 100	15	18	16	49
CRER 410	15	18	16	49
ECON 100	40	38	45	123
ECON 102	37	37	37	111
ENGL 100	38	39	62	139
ENGL 110	65	83	67	215
ENGL 161	0	0	28	28
ENGL 165	44	0	35	79
ENGL 875	37	0	0	37
FITN 110	19	20	0	39
HIST 201	130	63	56	249
HIST 202	0	0	69	69
HIST 310	92	71	82	245
HSCI 484	40	41	45	126
LIT. 101	0	0	28	28
LIT. 251	36	36	0	72
MATH 120	67	87	127	281
MATH 200	67	104	78	249
MUS. 100	62	51	58	171
MUS. 202	53	50	39	142
P.E. 152	0	74	37	111
PHIL 103	0	0	39	39
PSYC 100	0	66	83	149
PSYC 110	111	55	59	225
PSYC 200	190	119	112	421
PSYC 410	0	0	41	41
R.E. 100	56	100	82	238
R.E. 110	36	53	47	136
RPTH 448	9	0	0	9
SOCI 110	64	43	51	158
Total	1,931	1,794	2,035	5,760

Appendix G:
Online Enrollment History (Fall and Spring Semesters)

Table 8 - Online Courses Enrollment History, 2009/10 - 2011/12
(Fall and Spring semesters only)

Course	Fall 2009	Fall 2010	Fall 2011	Spring 2010	Spring 2011	Spring 2012	Total
ACTG 100	33	27	27	31	23	38	179
ACTG 103	0	0	32	0	0	25	57
ACTG 121	41	51	43	35	67	45	282
ACTG 131	0	0	34	0	0	46	80
ACTG 194	71	41	38	36	45	33	264
ACTG 196	33	34	14	38	32	16	167
ART 101	44	42	41	0	46	48	221
ART 102	0	0	36	42	0	53	131
ART 105	0	39	36	0	0	0	75
ART 107	0	0	38	0	0	0	38
ART 130	0	0	41	0	0	0	41
BIOL 110	0	0	54	0	0	0	54
BIOL 140	46	45	0	37	50	50	228
BIOL 150	0	45	75	0	67	91	278
BUS. 100	79	83	37	69	39	34	341
BUS. 103	80	45	89	0	0	86	300
BUS. 123	40	33	31	33	38	36	211
BUS. 200	29	37	22	35	0	0	123
BUS. 210	0	0	0	29	35	29	93
BUS. 221	0	0	0	27	27	32	86
BUS. 226	31	34	0	0	0	0	65
BUS. 230	29	30	0	0	0	0	59
BUS. 241	0	0	0	27	29	28	84
BUS. 243	0	0	0	29	28	39	96
BUS. 246	31	0	33	0	0	0	64
BUS. 248	0	0	0	28	28	25	81
BUS. 249	25	26	13	27	17	0	108
BUS. 258	30	21	0	8	0	30	89
BUS. 261	17	0	5	12	10	32	76

Appendix G:
Online Enrollment History (Fall and Spring Semesters)

Table 8 - Online Courses Enrollment History, 2009/10 - 2011/12 *(Conitnued)*
(Fall and Spring semesters only)

Course	Fall 2009	Fall 2010	Fall 2011	Spring 2010	Spring 2011	Spring 2012	Total
BUS. 262	21	11	0	0	0	16	48
BUS. 263	0	0	7	13	12	23	55
BUS. 267	0	0	17	7	15	0	39
BUS. 268	0	8	9	0	11	0	28
BUS. 279	0	0	16	25	25	36	102
BUS. 476	0	0	0	43	71	47	161
BUS. 485	26	28	33	38	47	37	209
CAOT 100	57	51	57	53	56	61	335
CAOT 101	23	23	16	37	32	59	190
CAOT 200	30	70	38	32	40	35	245
CAOT 201	33	33	19	31	27	34	177
CAOT 214	28	32	25	33	32	33	183
CAOT 215	34	40	24	32	30	20	180
CAOT 222	31	38	38	41	28	31	207
CAOT 223	29	37	25	30	24	37	182
CAOT 225	49	45	44	46	47	48	279
CAOT 226	46	53	48	44	36	51	278
CAOT 230	41	44	40	42	36	45	248
CAOT 231	33	22	26	27	20	19	147
CAOT 301	39	33	39	32	34	34	211
CAOT 403	40	38	23	27	32	39	199
CAOT 404	34	34	18	30	27	26	169
CAOT 410	37	42	32	35	26	37	209
CAOT 411	37	36	23	26	28	0	150
CAOT 412	16	28	0	21	26	9	100
CAOT 413	11	12	0	22	14	7	66
CAOT 416	16	26	25	0	0	0	67
COMP 412	12	10	0	17	12	1	52
COMP 413	8	12	0	8	11	1	40
COOP 670	11	5	0	7	0	35	58

Appendix G:
Online Enrollment History (Fall and Spring Semesters)

Table 8 - Online Courses Enrollment History, 2009/10 - 2011/12 *(Conitnued)*
(Fall and Spring semesters only)

Course	Fall 2009	Fall 2010	Fall 2011	Spring 2010	Spring 2011	Spring 2012	Total
ECON 100	37	38	35	37	37	33	217
ECON 102	39	40	37	40	47	40	243
ENGL 100	51	48	110	100	85	81	475
ENGL 110	89	86	97	72	89	88	521
ENGL 165	27	0	29	20	23	27	126
ENGL 875	0	0	39	0	38	34	111
FITN 199	0	0	98	0	0	114	212
HIST 201	44	37	81	65	75	77	379
HIST 202	0	0	34	0	0	52	86
HIST 310	75	67	64	58	88	0	352
HSCI 484	39	53	53	42	81	71	339
LEGL 671	0	22	2	0	15	20	59
LIT. 101	0	0	0	0	30	0	30
LIT. 251	0	0	0	33	0	0	33
LIT. 265	0	28	0	0	0	0	28
LIT. 373	0	0	0	0	0	19	19
LIT. 432	24	0	26	0	0	0	50
LSKL 853	0	0	33	0	0	0	33
MATH 120	84	64	77	93	85	88	491
MATH 200	77	97	87	148	146	89	644
MATH 201	0	0	22	0	0	27	49
MUS. 100	62	58	59	53	60	57	349
MUS. 202	43	49	50	44	47	47	280
MUS. 204	41	38	38	0	0	0	117
MUS. 275	39	39	26	40	38	0	182
P.E. 152	0	0	0	36	39	46	121
PHIL 103	46	44	42	0	0	35	167
PSYC 100	40	37	94	43	42	83	339
PSYC 110	66	61	70	75	65	82	419
PSYC 200	149	99	139	105	121	141	754
PSYC 201	0	23	15	24	48	24	134
PSYC 410	0	0	40	0	0	0	40
SOCI 110	54	59	71	51	61	72	368
WELL 760	0	0	0	0	0	39	39
Total	2,527	2,553	2,968	2,550	2,780	3,145	16,523

Appendix G:
Online Enrollment History (Summer Semesters)

Table 9 - Online Courses Enrollment History, 2009/10 - 2011/12 (summers only)

Course	Summer 2009	Summer 2010	Summer 2011	Total
ACTG 194	34	33	32	99
ACTG 196	0	21	26	47
ART 101	91	72	73	236
BIOL 140	0	53	66	119
BUS. 100	61	35	57	153
BUS. 103	0	49	44	93
BUS. 123	59	0	0	59
BUS. 245	0	0	19	19
BUS. 249	25	0	0	25
BUS. 258	0	22	12	34
BUS. 262	0	0	10	10
BUS. 268	0	1	0	1
BUS. 279	28	0	0	28
BUS. 485	24	15	27	66
CAOT 100	0	23	13	36
CAOT 101	0	10	9	19
CAOT 200	27	35	29	91
CAOT 214	26	37	29	92
CAOT 222	16	29	21	66
CAOT 225	46	36	37	119
CAOT 226	42	0	0	42
CAOT 230	35	0	28	63
CAOT 403	35	31	32	98
CAOT 410	32	26	32	90
CAOT 411	27	0	0	27
CRER 100	15	18	16	49
CRER 410	15	18	16	49
ECON 100	40	38	45	123
ECON 102	37	37	37	111
ENGL 100	38	39	62	139
ENGL 110	65	83	67	215
ENGL 161	0	0	28	28
ENGL 165	44	0	35	79
ENGL 875	37	0	0	37
FITN 110	19	20	0	39
HIST 201	130	63	56	249
HIST 202	0	0	69	69
HIST 310	92	71	82	245
HSCI 484	40	41	45	126
LIT. 101	0	0	28	28
LIT. 251	36	36	0	72

Appendix G:
Online Enrollment History (Summer Semesters)

Table 9 - Online Courses Enrollment History, 2009/10 - 2011/12 *(Continued)*
(summers only)

Course	Summer 2009	Summer 2010	Summer 2011	Total
MATH 120	67	87	127	281
MATH 200	67	104	78	249
MUS. 100	62	51	58	171
MUS. 202	53	50	39	142
P.E. 152	0	74	37	111
PHIL 103	0	0	39	39
PSYC 100	0	66	83	149
PSYC 110	111	55	59	225
PSYC 200	190	119	112	421
PSYC 410	0	0	41	41
R.E. 100	56	100	82	238
R.E. 110	36	53	47	136
RPTH 448	9	0	0	9
SOCI 110	64	43	51	158
Total	1,931	1,794	2,035	5,760

Appendix H:
Skyline College
Approved Distance Learning Courses

This table lists all active courses for which the distance learning mode has been approved by the Curriculum Committee. Most recent offering includes Spring 2013 distance learning courses active as of January 23, 2013.

			Most Recent DL Offering		
Dept.	**Course #**	**Units**	**Term**	**Year**	**Comments**
ACTG	100	3.0	SP	2013	
ACTG	103	0.5	SP	2013	
ACTG	121	4.0	SP	2013	
ACTG	131	4.0	SP	2013	
ACTG	194	1.0	SP	2013	
ACTG	196	1.0	SP	2013	
ART	101	3.0	SP	2013	
ART	102	3.0	SP	2013	
ART	105	3.0	FA	2011	
ART	107	3.0	FA	2012	
ART	115	3.0			not yet offered DL
ART	120	3.0			not yet offered DL
ART	130	3.0	FA	2012	
BIOL	110	4.0	SP	2013	lecture online; lab on campus
BIOL	130	3.0	SP	2001	
BIOL	140	3.0	SP	2013	
BIOL	150	3.0	SP	2013	
BUS.	100	3.0	SP	2013	
BUS.	101	3.0	SP	2013	
BUS.	103	3.0	SP	2013	
BUS.	123	3.0	SP	2013	

			Most Recent DL Offering		
Dept.	**Course #**	**Units**	**Term**	**Year**	**Comments**
BUS.	200	3.0	FA	2012	
BUS.	201	3.0	SP	2013	
BUS.	210	1.5	SP	2013	
BUS.	221	1.5	SP	2013	
BUS.	225	1.5	FA	2005	
BUS.	226	1.5	FA	2010	
BUS.	230	3.0	FA	2012	
BUS.	240	1.5	FA	2008	
BUS.	241	1.5	SP	2013	
BUS.	243	1.5	SP	2013	
BUS.	245	1.5	SU	2012	
BUS.	246	3.0	FA	2012	
BUS.	248	3.0	SP	2013	
BUS.	249	3.0	SP	2013	
BUS.	258	3.0	SP	2013	
BUS.	261	3.0	SP	2013	
BUS.	262	3.0	FA	2012	
BUS.	263	3.0	FA	2012	
BUS.	267	3.0	FA	2012	
BUS.	268	3.0	FA	2012	
BUS.	279	1.5	SP	2013	
BUS.	401	3.0	SP	2013	
BUS.	476	3.0	SP	2013	
BUS.	485	3.0	SP	2013	
BCM.	100	1.5	SP	2013	
BCM.	101	1.5-3.0	SP	2013	

BCM.	200	2.0	SP	2013	
			Most Recent DL Offering		
Dept.	**Course #**	**Units**	**Term**	**Year**	**Comments**
BCM.	201	1.0	SP	2013	
BCM.	214	1.0	SP	2013	
BCM.	215	2.0	SP	2013	
BCM.	222	1.0	SP	2013	
BCM.	223	1.0	SP	2013	
BCM.	225	1.0	SP	2013	
BCM.	226	2.0	SP	2013	
BCM.	230	1.0	SP	2013	
BCM.	231	2.0	SP	2013	
BCM.	301	1.5	SP	2013	
BCM.	403	1.5	SP	2013	
BCM.	404	1.5	SP	2013	
BCM.	408	3.0	SP	2013	
BCM.	410	1.5	SP	2013	
BCM.	411	1.5	SP	2013	
BCM.	412	1.5	SP	2013	
BCM.	413	1.5	SP	2013	
BCM.	416	3.0	FA	2012	
COMP	412	1.5	SP	2012	
COMP	413	1.5	SP	2012	
CRER	650	0.5-2.0	SP	2013	
DANC	100	3.0	FA	2012	
ECE.	201	3.0	SP	2013	
ECE.	244	3.0	FA	2012	
ECON	100	3.0	SP	2013	

ECON	102	3.0	SP	2013	
ENGL	100	3.0	SP	2013	
			Most Recent DL Offering		
Dept.	**Course #**	**Units**	**Term**	**Year**	**Comments**
ENGL	110	3.0	SP	2013	
ENGL	161	3.0	SU	2012	
ENGL	162	3.0	SU	2012	
ENGL	165	3.0	SP	2013	
ENGL	875	3.0	SU	2012	
FITN	199	2.0	SP	2013	
HIST	201	3.0	SP	2013	
HIST	202	3.0	SP	2013	
HIST	240	3.0	SP	2013	
HIST	310	3.0	FA	2012	
HSCI	484	3.0	SP	2013	
JOUR	680SA	1.0			not yet offered DL
LEGL	671	4.0			[lecture online + field experience]
LIT.	101	3.0	SP	2013	
LIT.	113	3.0	SP	2012	
LIT.	116	3.0	SP	2009	
LIT.	251	3.0	SU	2010	
LIT.	265	3.0	FA	2010	
LIT.	373	3.0	SP	2012	
LIT.	416	3.0	FA	2012	
LIT.	432	3.0	SU	2012	
MATH	120	5.0	SP	2013	
MATH	200	4.0	SP	2013	
MATH	201	3.0	SP	2013	

MUS.	100	3.0	SP	2013	
MUS.	115	3.0			not yet offered DL
MUS.	202	3.0	SP	2013	
			Most Recent DL Offering		
Dept.	**Course #**	**Units**	**Term**	**Year**	**Comments**
MUS.	204	3.0	FA	2012	
MUS.	275	3.0	SP	2011	
P.E.	152	3.0	SP	2013	
P.E.	301	3.0			not yet offered DL
PHIL	103	3.0	SP	2013	
PSYC	100	3.0	SP	2013	
PSYC	110	3.0	SP	2013	
PSYC	171	3.0	SP	2013	
PSYC	200	3.0	SP	2013	
PSYC	201	3.0	SP	2013	[
PSYC	410	3.0	SP	2013	
R.E.	100	3.0	SU	2012	
R.E.	110	3.0	SU	2012	
R.E.	680SA	3.0	SU	2012	
SOCI	110	3.0	SP	2013	
WELL	760	3.0	SP	2013	
WELL	680SA	3.0	SP	2013	
WELL	880SC	3.0	SP	2013	

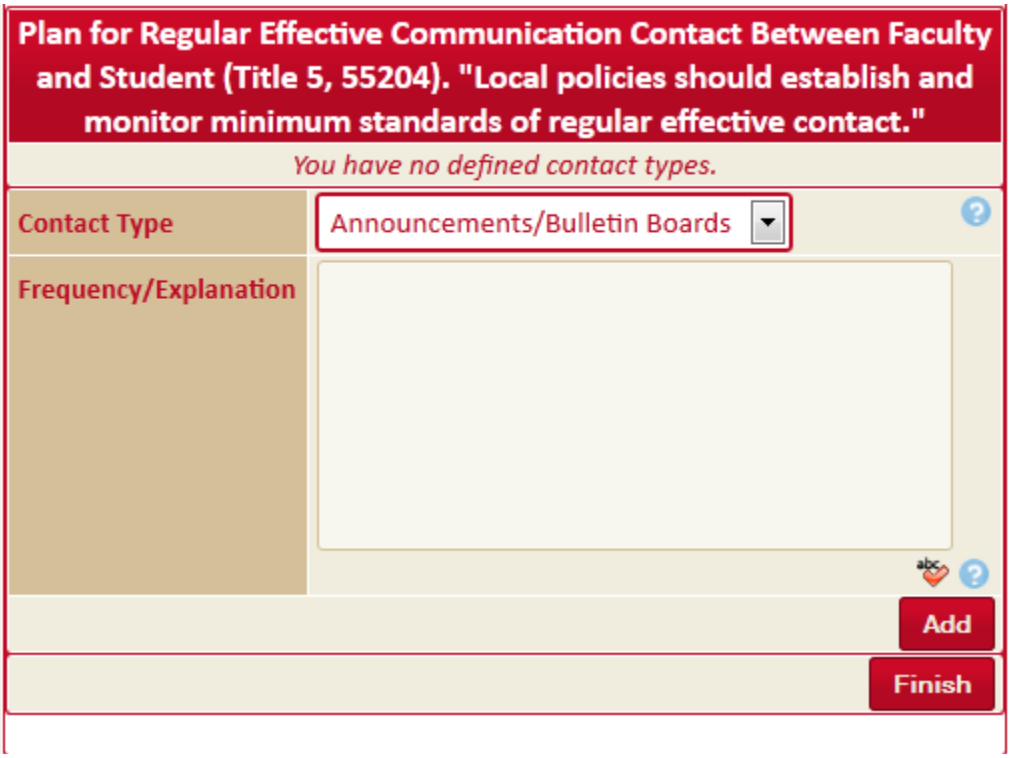
APPENDIX I:
Skyline College
Curriculum Committee Distance Education Supplement

Course Distance Education	
Disatance Ed Supplement	☐ New distance education supplement ☐ Revision to existing distance education supplement
Distance Education	☐ Distance education component was developed by an instructor with training in online pedagogy.
Method of Distance Education	☐ Online, Hybrid, Web Assisted Course; (If there are limitations on how this course would be offered please explain below) ☐ Other of Modes of Delivery (describe below)
Online Method Limitations	
Other Methods	

Course Content and Methodology	Department faculty have reviewed the course in the distance education mode for the following (you must certify all of the statements that are true with checkmarks): ☐ The objectives and content of the course are adequately covered by the methods of instruction, assignments, evaluation of student outcomes, and instructional materials. ☐ If this course is currently taught in a lecture mode, the department faculty have determined that the same objectives can be achieved in a distance learning mode. ☐ The instructional equipment and materials are sufficient. ☐ The preparation and training of faculty are sufficient. ☐ Regular personal contact between students and instructor is sufficient. ☐ Methods of student evaluation are designed to maintain examination security. ☐ Evaluation of student outcomes is sufficient to permit review and assessment of the effectiveness of distance education for this course and to provide information for the annual distance education report.
Instructional Methodologies (How will you deliver the course content?):	Announcements/Bulletin Boards Chat Rooms E-mail Electronic Forum Fax One-Way Video Conferencing (One-way interactive video and two-wa
Representative Courseware/Textbooks Materials:	Add any additional representative courseware/textbooks/materials that would apply only to a distance education offering of this course. Possible textbooks include: Price, Haddock, and Brock. . College Accounting and Working Papers, 12th ed.McGraw-Hill, 2010

Methods of Evaluation of Student Performance:	Please explain any additional methods of evaluation pertaining to DE offering. (Example: online quizzes, weekly homework submitted electronically)
How are you ensuring that students with disabilities can access your course in accordance with Section 508?	Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Students should have maximum opportunity to access distance education resources "anytime, anywhere" without the need for outside assistance.

Distance Education Printable Form | Save | Finish | Cancel


Plan for Regular Effective Communication Contact Between Faculty and Student (Title 5, 55204). "Local policies should establish and monitor minimum standards of regular effective contact."
You have no defined contact types.
Contact Type
Announcements/Bulletin Boards
Frequency/Explanation
Add
Finish

APPENDIX J:
Skyline College
Sample DE Addendum: (BUS 120)

Mathematical Analysis for Business Distance Education

BUS 120 Mathematical Analysis for Business

Delivery Methods
Lecture Online Hybrid

Method of Distance Education
Online, Hybrid, Web Assisted Course; (If there are limitations on how this course would be offered please explain below)
Other of Modes of Delivery (describe below)

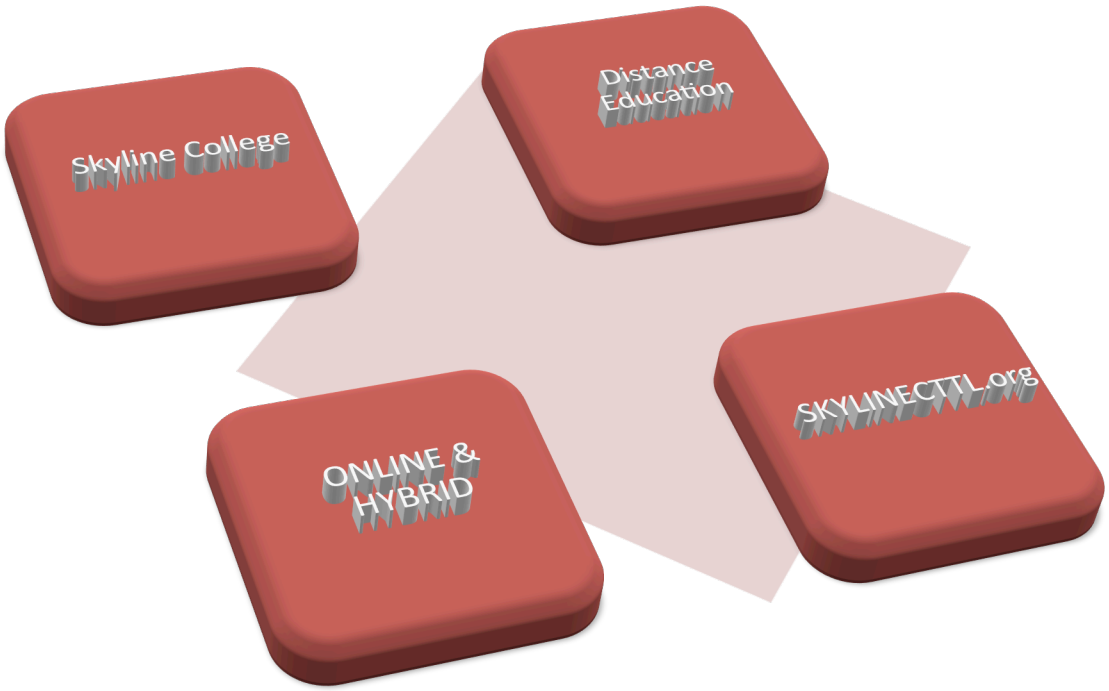
Instructional Methodology	Frequency/Explanation
Announcements/Bulletin Boards:	Announcements/Bulletin Boards - Announcements pertaining to the class will be posted on the course website on a weekly basis.
Discussion Boards:	Discussion Board - Twice a month online discussion board assignments where students read and respond to other students questions.
Email Communication:	Email Communication- Instructor will respond to emails within 24 hours. Instructor will not respond to class emails on Saturday and Sunday or on holidays. If instructor does not respond within 24 hours, please contact the Business Division Dean at carlsond@smccd.edu or telephone at 650-738-4362.
Resource Links:	Resource Links - Class Resource links will be posted on the class website.
Office hours:	Office hours - Tuesday and Thursday. 2:00-4:00 pm
Scheduled Face-to-Face Meetings:	Scheduled Face-to-Face Meetings - Monday through Friday. Students should contact instructor for an appointment.
Telephone:	Telephone - Instructor will be available Monday through Friday. If not available, leave a message and instructor will return the call.
Study and/or Review Sessions:	Study and/or Review Sessions - Review Sessions will be available during face-to-face meetings.

Representative Courseware/Textbooks Materials:
Possible textbooks include: Hungerford Lial and Holcomb. Math with Applications, 9th ed., Addison/Wesley Longman, 2007

Methods of Evaluation of Student Performance:
Online quizzes Weekly homework submitted Students participate in forum discussions

How are you ensuring that students with disabilities can access your course in accordance with Section 508?
The website is developed using the 508 Website Accessibility standards. The WebAccess (Moodle) template is designed for Web accessibility standards.

Course Content and Methodology:
The objectives and content of the course are adequately covered by the methods of instruction, assignments, evaluation of student outcomes, and instructional materials.
If this course is currently taught in a lecture mode, the department faculty have determined that the same objectives can be achieved in a distance learning mode.
The instructional equipment and materials are sufficient.
The preparation and training of faculty are sufficient.
Regular personal contact between students and instructor is sufficient.
Methods of student evaluation are designed to maintain examination security.
Evaluation of student outcomes is sufficient to permit review and assessment of the effectiveness of distance education for this course and to provide information for the annual distance education report.



SKYLINE COLLEGE

DISTANCE EDUCATION HANDBOOK

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About this Handbook

This handbook is intended to serve as a resource for faculty, staff and administration by providing information regarding Distance Education resources and support available through the Skyline College **Center for Transformative Teaching and Learning**.

It is important to note that Distance Education courses and instructors are subject to the standard practices, procedures and criteria which have been established for traditional face to face courses at Skyline college including but not limited to, faculty involvement in course development and approval, instructor compensation, selection of online instructors, and oversight of online courses to ensure conformity with existing institutional practices and procedures.

Definition of Distance Education

"Distance education is defined, for the purpose of accreditation review as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously. Distance education often incorporates technologies such as the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs, in conjunction with any of the other technologies.

From the "**Guide to Evaluating Distance Education and Correspondence**"
Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges

SMCCCD Distance Education

Through the distance education program, the District will create innovative educational opportunities, provide responsive support services and strive for the high success and retention rates relative to (statewide or national) data. The District envisions the expansion of distance education offerings to increase distance education-based degrees and certificates.

SKYLINE COLLEGE

THE *CENTER* FOR *TRANSFORMATIVE TEACHING AND LEARNING*

VISION STATEMENT

By enhancing the experience of teaching and learning through innovation, technology and pedagogy, the Center for Transformative Teaching and Learning supports the Skyline College vision of inspiring a global and diverse community of learners to achieve intellectual, cultural, social, economic, and personal fulfillment.

MISSION STATEMENT

The Center for Transformative Teaching and Learning (CTTL) is the foremost provider of educational and instructional resources for faculty, staff and administrators at Skyline College. In short, the Center is a "hub" of innovation where the transformation of teaching and learning occurs. Through the integration of pedagogical and technological instruction, as well as the promotion of best practices, collaboration, research, inquiry and reflection, the Skyline College community enables student success to empower and transform a global community of learners.

STRUCTURE:

Provide services, facilities, and resources to faculty and staff, which promote innovation, development of new ideas for Distance Education and may include: Online, Hybrid, Flipped Classes and F2F (face to face) instructional environments.
Resources include the following but are not limited to:

Services	Facilities	Resources
Support personnel	Instructional state of the art Training for faculty and staff	CTTL online
Accessibility	Hardware & software workshop for faculty and staff	Repository/ Library
Workshops and support: Work / Life Balance Webaccess and Websmart Classroom technology	Innovation Lab for The Experimenting new techniques for innovative instructional delivery.	Best practices information and discussion for example: Fair use, CCC, copyright, OER
Instructional: Publisher materials, Merlot and other OER	"Collaboration Hub" for sharing and innovation	Online conference
		Online Certification such as SMCCD: STOT

Preparing to Teach an Online Course

Successful online teaching involves a fruitful marriage between technology and content, and a firm understanding of the teaching theories currently embraced by the online teaching community. Developing a successful online course involves understanding the particular strengths and weaknesses of this mode of delivery, the specific student population being served, and the technology—both hardware and software—that will aid faculty members in developing innovative online courses. The following sections outline technology recommendations, faculty training and certification, and course development guidelines.

Technology

Faculty members should have access to technology sufficient for managing their online courses. The technology recommendations, as of March 2011, are:

- Fairly recent Mac or PC (not more than three years old) with a current operating system
- Current browser (Firefox 3.6, or Internet Explorer 8.x are recommended or higher)
- Internet connection, preferably broadband (DSL speeds of 1.5 mbs/786Kbs)
- WebAccess

Training and Certification

Faculty electing to teach online classes should have training in both Moodle/WebAccess, and online pedagogy/andragogy. To teach a course in the Distance Education program or design a new course, the faculty member should receive training/certification in online teaching, either through the District (STOT), or through another approved or accredited program (such as @ONE Online Teaching Certification), or be able to demonstrate equivalent experience such as prior success at teaching online courses, then seek approval from the division Dean to teach an online course.

Course Development and Approval (existing traditional courses)

To ensure that our course delivery is consistent, student-friendly, and integrated, the following criteria should be met before a faculty member designs, adopts or teaches an online course. (Note: Courses with less than 51% contact hours offered via distance education are considered web-assisted courses, not fully online or hybrid courses, and these guidelines do not necessarily all apply.)

Recommended requirements for teaching online:

- The faculty member seeking to teach online has completed the distance education certification, or has approval from the distance education review committee.
- The course has been approved for online and the faculty member works in collaboration with other faculty and administration.

New distance education courses must also go through a course approval process before developing the course, and a peer assessment of the course before the first time it is taught. Since moving from the traditional classroom to a virtual classroom is not as simple as merely putting existing course notes and readings online, faculty should critically evaluate their online course to ensure opportunities for good pedagogical/anagogical practices that

provide a student-centered learning experience.

It is strongly suggested that faculty members developing an online course work in tandem through the Center for Transformative Teaching and Learning (CTTL) and with other faculty who have successfully taught online. Throughout the development process, faculty collaboration should be used to ensure best practices and to share insights into both the technology and the andragogy. Several checklists or rubrics exist for assisting faculty in this critical endeavor. It is strongly suggested that faculty members developing a new course use *Quality Matters Rubric for Online Instruction* (see Appendix C). For further study, See Chico's rubric is available here: http://www.csuchico.edu/celt/roi/

Faculty wishing to adapt an existing class (a course with a current Course Outline of Record) to an online class must have approval from their department chair and dean. SMCCCD suggests the following guidelines for approving the development of an online course:

- Students will benefit from having access to the course via a distance offering;
- The Course Outline of Record is current and has been approved with a DE addendum request for approval;
- A DE addendum has been submitted to the Curriculum Committee adequately designating the following:
  1. Sufficient consideration has been given to adaptations of methods of Instruction and methods of evaluation to ensure regular and effective contact as required in Title 5 and the proposed SMCCCD Regular Effective Contact Policy (See Appendix 1: Regular Effective Contact Policy).
  2. Necessary technical requirements are available.
  3. Accessibility is ensured as required by Section 508 guidelines.
  4. Other suggestions:
     - All Title 5 mandates have been met and followed.
     - Class size as approved by each college's Curriculum Committee and documented on the Official Course Outline of Record. It is suggested that the first time a course is offered by a particular instructor, that the instructor be given the option to set the maximum at 30 students.
     - Courses have incorporated discipline SLO's
     - Articulation with CSU/UC

Teaching Online

Faculty members teaching an online course should follow these guidelines for course management, communication with students, and providing accessibility:

Course Management

Faculty teaching online courses are responsible for the same course administrative functions as those teaching in a traditional classroom, including choosing books and curriculum, verifying course rosters, adding and dropping students, and entering grades at the prescribed times. In addition, online faculty are responsible for creating and loading syllabi, assignments, and calendars to the Webaccess course website, assuring that all features of the site are up-to-date and currently working, and facilitating interaction among their students.

Communication

To ensure consistent communication with potential distance education students, faculty members teaching online courses should use their **smccd.edu** email accounts as their primary email contact. In addition, the faculty member should populate the District's "Distance Education Gateway" page with a web page for his/her online courses. This can be the login page for the course, or (preferably) a District- hosted web page describing the course and giving general pre-semester information (time and place of orientation, contact information for the faculty, book lists, etc.)

Communication with distance learners often begins before the first class meeting. Faculty members are encouraged to develop a Student Prep Plan (see appendix F for example letter) to send to enrolled students the week prior to the course start date. The Student Prep Plan should include a welcome letter, the syllabus, and course guidelines for communication. The syllabus is a critical channel for communicating expectations to distance learners. Faculty members should consider modifying their syllabus to clearly address course policies, assignment submission, testing and proctoring, and support services that may be affected by the distance learning modality. Syllabi for DE courses should include a specific section that outlines how the course will be managed, how communication will be managed, and how special needs will be met. Appendix A contains examples of DE syllabi and welcome letters that address the needs of online students.

Regular and Effective Contact

Faculty presence is an important factor in the success of online courses. Online-instructors must meet the requirements for regular effective contact, using both synchronous and asynchronous channels, where appropriate, to connect with the students in their online courses. Moreover, student retention and success rates are improved when there is active participation in the class that fosters a sense of community. Faculty should be prepared to encourage student interaction, build opportunities for learner-learner contact and instructor-learner contact, and give response and feedback in a timely manner, as specified in the course syllabus.

In 2008, the California Community Colleges Chancellor's Office published updated guidelines for distance education courses as outlined in Title V. Section 55204 (formerly section 55211) was amended to clarify guidelines for regular effective contact in online, hybrid, and web-assisted courses, including subsection (a), the responsibility of the instructor for initiating and maintaining contact, and subsection (b), a discussion of acceptable modes for maintaining contact. According to the Chancellor's office, it is the responsibility of each district to provide best practices guidelines for regular effective contact.

Studies have shown that student success in distance courses, including retention and persistence, is enhanced by contact between the instructor and the student (see, for instance, Lehmann and Chamberlain's discussion of effective practices in *Making the Move to ELearning,* 2009). Accordingly, all distance education courses should include frequent and ample opportunities for students to ask questions and receive comments and feedback from instructors. Moreover, feedback should be timely and interactive, and use a variety of channels. Best practices include, but are not limited to:

- Early, continuing, and consistent communication from the instructor of record, including instructions for accessing the course material and opportunities for

assessing whether students are accessing and understanding the course material.

- Regular contact hours established through published office hours (whether virtual or face-to-face) and availability for answering questions and giving feedback that includes both synchronous and asynchronous modes.

- Timely feedback that replicates the contact of face-to-face courses, with communication between faculty and students occurring no less frequently than in a comparable face-to-face course. SMCCCD best practice guidelines suggest instructors should answer student questions as soon as possible, the outside being 24 hours. Instructors should clearly indicate when they will be available to students, and when they will not be available (i.e., weekends, vacations, holidays, if appropriate), how often they will respond to student work, and in what manner they will respond to student work (i.e., email, text message, phone, online chat).

- Interaction between faculty and students using multiple channels, including forum discussions, email, and weekly announcements, at a minimum. Faculty are strongly encouraged to use a variety of communication modes in their classes, including synchronous channels, such as chat, Skype, and CCC Confer, or other collaborative tools, such as Google docs, wikis, and Twitter, to name just a few.

Office Hour/ Virtual Office Hours for Distance Faculty

All full-time professors shall schedule at least 5 office hours per week during which time they are available to students for individual conferences. Such office hours become part of the professor's schedule and shall be appear on the faculty door card. Faculty assigned online courses may hold virtual office hours in place of regular "in-office" office hours each week of classes during Fall and Spring semesters. Virtual office hours means the professor will be personally available to students via live Internet communication methods or by phone at a predetermined time. The times, web links, and/or phone numbers will be published in course syllabi

Accessibility

To ensure that students with disabilities have the same opportunity, DE courses should be designed to provide "built-in" accommodation (i.e. closed captioning, descriptive narration) and/or interface design/content layout, which is accessible to "industry standard" assistive computer technology commonly used by students with disabilities. Specific guidelines are available at the System Office Regulations and Guidelines for Distance Education: http://www.cccco.edu/Portals/4/AA/Distance%20Education/DEGuidelinesMar2004.pdf

In addition, the SMCCCD website for the Center for Teaching and Learning (a now defunct group) is still maintained and available. To access tutorials on designing ADA compliant instructional websites, visit http://ctlonline.net/websavvy/access.html

Evaluation and Assessment

District policy for evaluating faculty performance for distance education is under review. All new DE **courses** should be evaluated by a Distance Education Committee consisting of: the Distance Education Coordinator, 3 other online course instructors and a member of the Disability Resource Center for accessibility, before being taught.

Course Self-Evaluation by Instructor: It is suggested to Faculty that they use the following resources as **guides** to self assess online course. It is also suggested that in addition to the rubrics below, that instructors use a **Student feedback survey assessment tool**. This set of resources was developed at CSU Chico. *Rubric for Online Instruction by California State University, Chico is licensed under a Creative Commons Attribution 3.0 United States License.*

Located here for download are: Rubrics for the following
Learner Support and Resources:
http://www.csuchico.edu/celt/roi/rubric/lsr.shtml

Online Organization and Design:
http://www.csuchico.edu/celt/roi/rubric/ood.shtml

Instructional Design and Delivery
http://www.csuchico.edu/celt/roi/rubric/ood.shtml

Assessment and Evaluation of Student Learning:
http://www.csuchico.edu/celt/roi/rubric/aesl.shtml

Appropriate and Effective Use of Technology:
http://www.csuchico.edu/celt/roi/rubric/itt.shtml

Faculty Use of Student Feedback:
http://www.csuchico.edu/celt/roi/rubric/fsf.shtml

Check list for Instruction Design Tips:
http://www.csuchico.edu/tlp/resources/rubric/instructionalDesignTips.pdf

Another important and valuable resource is the "Quality Matters" rubric and it is available online or in Apprendix C.

Course Feedback from Students

Two suggested possible options for Instructors to obtain student feedback in online courses. One option is to use the "Feedback" drop down menu in Webacces and create their own survey. A second option is for instructors to use a 3rd party site such as "Student Assessment of their Learning Gains" http://www.salgsite.org.

Support Services

Student Support Services

Library

Our library supports remote access for both faculty and students, including remote access to search tools, library catalogs, and a remote helpline via email. Additionally, library faculty are available for designing custom library resource pages for distance courses. For more on the library's services, visit Skyline Library: http://smccd.edu/accounts/skylib/

Counseling and Student Services

In addition to our regular on-campus advising and counseling, distance learners can use Skyline's Electronic Counseling Service to receive limited counseling on schedule planning, transferring, and GE and Certificate questions. Students can access the Electronic Counseling Service at Skyline Counseling: http://www.skylinecollege.edu/counseling/index.php

District

Technical Support

San Mateo Community College District supports WebAccess. Information Technology Services (ITS) contracts with Moodlerooms to maintain WebAccess, which includes a suite of integrated online tools such as assignment posting, grade book, quizzes, forums, chat rooms, white boards and much more. ITS hosts a site that offers an overview of the features of WebAcess and includes links to tutorials on how to use the individual features.

All technical questions about WebAccess will be handled by the WebAcess support center: https://smccd.mrooms.net/mod/resource/view.php?inpopup=true&id=8949

In the event the call center cannot answer your question, the call center will escalate your issue to the appropriate ITS personnel for further follow-up.

Distance Education Advisory Council

SMCCCD has identified distance education as an area for development. Accordingly, the Distance Education Advisory Committee (DEAC) was formed, and is currently working on developing district-wide training via Structured Training for Online Teaching (STOT), identifying district-wide needs and technology support, and sponsoring guest speakers. Information about DEAC, committee members and contact information, and resources available through DEAC are available on the SMCCCD website at http://www.smccd.edu/edservplan/deac/default.shtml

Structured Training for Online Teaching

SMCCCD instructors may apply to take the two-part distance education training through the district, Structured Training for Online Teaching (STOT). In addition to these workshops, a database of online tutorials is available through iTunesU.
To access and download these tutorials, visit
http://www.smccd.net/accounts/ctl/WebAccess/index.html#tut

ONLINE RESOURCES

Faculty Support links:

- Webaccess Faculty Tutorials: https://smccd.mrooms.net/course/view.php?id=6271
- Webaccess Student Tutorials: https://smccd.mrooms.net/course/view.php?id=6270
- Webaccess handbook (Developed by CSM): http://collegeofsanmateo.edu/distanceeducation/WebAccess%20Handbook.pdf
- Webaccess: Support page: https://smccd.mrooms.net/mod/resource/view.php?inpopup=true&id=8949
- Websmart: Support page: https://websmart.smccd.edu/login_help.html
- My.smccd e-mail Support page: http://my.smccd.edu/support.php
- Skyline Distance Education: http://www.skylinecollege.edu/distanceeducation/index.php
- DEAC website: http://www.smccd.edu/edservplan/deac/default.shtml

Outside Links:

- State Guidelines http://www.cccco.edu/ChancellorsOffice/Divisions/AcademicAffairs/DistanceEducation/tabid/499/Default.aspx

- Moodle Resources www.moodle.og

- Bloom's taxonomy for the digital age http://www.google.com/search?client=safari&rls=en&q=Bloom's+taxonomy+digital&ie=UTF-8&oe=UTF-8

- A deeper look at this revised taxonomy http://www.scribd.com/doc/8000050/Blooms-Digital-Taxonomy-v212

- Faculty resources on the California Virtual Campus http://www.cvc.edu/faculty/

- A portal to DE resource http://www.web-miner.com/deindex.htm

- The American Distance Education Consortium (ADEC) http://www.adec.edu/online-resources.html

- Instructor Links http://www.distance-educator.com/

- Teaching Without Walls: Best Practices for Teaching with Emerging Technologies by Michelle Pacansky-Brock http://www.teachingwithoutwalls.com

- Edcudemic: http://edudemic.com

- New Jersey Institute of Techonology: Moodle tutorials: http://moodle.njit.edu/tutorials/faculty/index.php

Glossary

Asynchronous Learning—teaching and learning that is delivered in a manner that allows the student (within the framework of the course) to work at his/her own pace, and at hours appropriate to his/her schedule.

CMS—Course Management Software. The software used to create and house online courses. SMCCCD currently uses Moodle/WebAccess.

Distance Education—instruction in which the instructor and students are separated by distance and interact through the assistance of communication technology. Distance education may include two-way interactive, online courses, or telecourses.

Flipped Classroom—A course in which the lecture format is online, while the face to face meetings are used for discussion and other interactive learning activities

Hybrid Course—A course that substitutes 51% to 99% of face-to-face instructional hours with online work, and has some regularly scheduled on-campus meetings without alternative distance education means of student participation

Moodle—(Modular Object-Oriented Dynamic Learning Environment) open-source course management software used by SMCCCD to host our distance learning courses. We call our Moodle, WebAccess.

Online Course—a course in which the instructor and the student are separated by distance for the entire course and can interact exclusively through the assistance of communication technology. The course is conducted through a class website, which may include multimedia material and links to other online resources. Students interact with the instructor and the other students through posted class discussions, direct individual communication and assignments (which may include group work). Testing may be done online via proctoring arrangements or other means. Instructors require no mandatory on-campus meetings. If an instructor wishes to incorporate on-campus meetings into the course, the instructor must also provide for alternative distance education means of student participation.

Online Learning Community—a computer-mediated space that supports constructivist pedagogy and collaboration in teaching and learning.

Synchronous Learning—teaching and learning in which instructor and student or student and student communication is occurring in 'real-time' with simultaneous participation.

Telecourse—a course that provides explanatory and illustrative subject material through a series of programs broadcast by TV or through DVDs or videotapes. On campus meetings are held for introduction, review, and testing.

Traditional Classroom Learning—face-to-face teaching and learning that takes place in a designated campus facility.

Web-Assisted Course—A course that is designed to include a certain number of instructional contact hours (but fewer than 51%) through distance education, including TBA. Currently, this course must undergo a separate approval process by the curriculum committee, just as online and hybrid courses do.

DEFINITION OF DISTANCE EDUCATION COURSES

Skyline College Definitions of Distance Education as defined by Curriculum Committee 2010:

I. **Online course:** A course where the instructor and student are separated by distance for the entire course and can interact exclusively (100%) through the assistance of communication technology. The course is conducted through a class website, which may include multimedia material and links to other online resources. Students interact with the instructor and other students through posted class discussions, direct individual communication and assignments (which may include group work). Testing may be done online, via proctoring arrangements, or other means. Instructors require no mandatory on-campus meetings. If an instructor wishes to incorporate on-campus meetings into the course, the instructor must also provide for alternative distance education means of student participation.

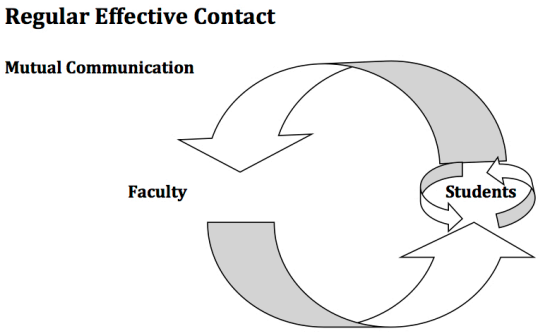
II. **Hybrid course:** A course that substitutes 51% to 99% of face-to-face instructional hours with online work. The course may have some regularly scheduled on-campus meetings without alternative distance education means of student participation.

III. **Web-assisted course:** A course that is designed to include a certain number of instructional contact hours (but less than 51%) through distance education, including TBA. This course must undergo a separate approval process by the curriculum committee, just as online and hybrid courses do.

IV. **Face-to-face course:** No face-to-face instructional time is replaced by the distance mode. However, course materials may be made available to students at least in part online, and the learning support and office hours may be provided at least in part online. This course does not require separate approval by the curriculum committee.

Appendix A

Regular and Effective Contact



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

http://www.cccco.edu/ChancellorsOffice/Divisions/AcademicAffairs/DistanceEducation/RegulationsandGuidelines/tabid/767/Default.aspx

55211 (just changed to 55224). 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. (b) All distance education courses are delivered consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors. ***Regular effective contact*** is an academic and professional matter pursuant to title 5, section 53200. **Note**: Authority cited: Sections 70901 and 66700, Education Code. Reference: Sections 70901 and 70902, Education Code.
Guideline for Section 55211
This section defines what contact must be maintained between instructor and student:
Subsection (a) stresses **the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status.** The use of the term "regular effective contact" in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record.
Subsection (b) honors the principle that for DE courses, there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Thus, districts will need to define "effective contact**, " including how often, and in what manner instructor-student interaction is achieved**. It is important that districts document how regular effective contact is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process. Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. As indicated in the *Guideline to Section 55219*, districts need to describe the type and quantity of student-faculty interaction in their annual reports to their local governing boards and the State Chancellor's Office.

Appendix B: Example of Class Syllabi

The following excerpts from DE syllabi are included to give you models for including specific information that may be key to the success of your online students. The first sample, a link to an online FAQ page from a math class, illustrates the need to anticipate student questions and create a supportive environment to assuage anxiety. The second sample, from a communication course, illustrates the importance of outlining course policies, contact information, and student responsibilities. The final sample illustrates the need for clear instructions for accessing not only your WebAccess course, but any course material or curriculum that is hosted outside of WebAccess.

Sample #1, FAQ and Informational Webpage:

Math 110 FAQ
http://smccd.edu/accounts/humd/fall2010/math110/

Sample #2, Welcome Letter:

Welcome to Speech 120 I will be your instructor for the course, and couldn't wait to send you an official welcome to Cañada's first hybrid speech course. In the coming weeks, we'll be studying the relationship between communication and our identities, our relationships, and our approaches to conflict--we have a lot of interesting things to study! This section of Interpersonal Communication is a *hybrid* class--we'll be doing some of our work in class, and some online via WebAccess. Our first meeting is Thursday, August 18th, but for those of you eager to get started, here's a brief overview of the class!

What's a Hybrid Class?

While we'll meet several times over the semester, most of our work will be done online. We'll use our face-2-face meeting times to present projects, introduce new units, and answer questions; however, the majority of our class discussions and homework will be completed on our course website. Hybrid classes offer us the best of both worlds--we get face-2-face interaction, and all the wonderful resources technology has to offer.
Still not sure what a hyrbrid class looks like? Want to take a peek? Though class doesn't officially begin until our first face-2-face meeting on the 18th, you can access our virtual classroom starting on the 15th. Feel free to poke around, look at the resources available, and get a feel for our virtual classroom! To check out the course site:

- Be sure you are officially registered in the class
- Go to the WebAccess Login and enter your G-number and password
- Choose Speech 120 - 42721 from the list of courses in the left-hand column

How much work is a hybrid class?

Students take online and hybrid courses for a variety of important and compelling reasons. If you are interested in a hybrid class, though, because you think it will be less work than a face-2-face class, this is probably not the right class for you. Like any other class, you should expect to spend between 8-10 hours *per week* on this one. We'll spend our time reading, engaging in forum discussions, building a glossary of important communication key terms, journaling, and working on special projects. Some students also expect all online

courses to be self-paced. While this is true for some, our success in this class relies on collaboration--we have to work together, so we have to follow some semblance of a schedule. Each week, we'll do assigned reading and 'discuss' the reading with one another online. Though this is more restrictive than a self-paced class--you have to stay current with the chapter we're reading/discussing!--you have the freedom to choose the best time for working for you.
In addition to the 'weekly' rhythm of the class, we have projects, too. The class is divided into 5 units--each is 3-4 weeks in length. A project is due at the end of each unit. To be successful in the class, be sure you set aside time each week to engage our virtual classroom, do reading and homework, and work on your projects.

Did you say online? Do I need my own computer?

While owning a computer would certainly give the you the greatest flexibility, if you don't have a home computer, there are many resources on campus that you can use. You can find out more about these resources at Skyline's Learning Center/Computer Lab. Still not sure a hybrid class is right for you? Take the survey on the following link to see if you have the recommended technology and skills: Online Readiness Self-Assessment

How do I use WebAccess?

We'll use San Mateo Community College District's course management system, WebAccess, for all our online interaction. If you are new to WebAccess, a great place to start is the student tutorial. If you are having trouble logging on to WebAccess, you can get help from WebAccess Support.
At our orientation on August 18th, we'll review the features of WebAccess we'll be using for our class, inlcuding forum discussions, the glossary, journals, and uploading assignments. WebAccess is easy to use, but feel free to ask for help if you need it!

When do we meet?

We'll have 6 face-2-face class meetings in our on-campus classroom, Building 5, Room 100. Here's our calendar:

DATE	ACTIVITY
8/18	Orientation
9/1	Intro: Unit 2
9/22	Intro: Unit 3
10/13	Media Project Presentations
12/8	Research Presentations
12/15	Final Projects

We'll have asynchronous weekly 'meetings' in our virtual classroom, so be sure to look at your own calendar, and find the best time for you to work!

If I need your help, how can I find you?

Only seeing your instructor 6 times over the semester might sound exciting for some, but disconcerting for others. Don't worry! There are many ways to contact me. First, make sure your @smccd.edu email account is up and running, and check it on a regular basis. Our campus email is an essential avenue of communication.

Here are the 3 best ways to contact me:

1. Email! If you have a critical and burning question that needs prompt attention, email is the best channel. I check my email several times a day, and will respond to your email within 24 hours, except on Sundays. I use my campus email, whitleyputzl@smccd.edu
2. Office hours. I have weekly office hours. If you would like to meet me in my virtual office (located in my virtual classroom), join the weekly chat at 9 a.m. every Monday. If you would prefer a face-2-face meeting, come to my office (Bldg 13, Room 243) Thursdays from 5-6 p.m.
3. Send me quickmail. Our virtual class has a quickmail feature that allows you to send me email without leaving the course site--just click on "compose", choose my name, and send me a message.

Appendix C

QUALITY MATTERS PROGRAM QM

For more information visit www.QMprogram.org or email info@qualitymatters.org

Quality Matters™ Rubric Standards 2011 - 2013 edition with Assigned Point Values

Standards		Points
Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Students are introduced to the purpose and structure of the course.	3
	1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are stated clearly.	2
	1.4 Course and/or institutional policies with which the student is expected to comply are clearly stated, or a link to current policies is provided.	2
	1.5 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.6 Minimum technical skills expected of the student are clearly stated.	1
	1.7 The self-introduction by the instructor is appropriate and available online.	1
	1.8 Students are asked to introduce themselves to the class.	1
Learning Objectives (Competencies)	2.1 The course learning objectives describe outcomes that are measurable.	3
	2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.	3
	2.3 All learning objectives are stated clearly and written from the students' perspective.	3
	2.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly.	3
	2.5 The learning objectives are appropriately designed for the level of the course.	3
Assessment and Measurement	3.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.	3
	3.2 The course grading policy is stated clearly.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy.	3
	3.4 The assessment instruments selected are sequenced, varied, and appropriate to the student work being assessed.	2
	3.5 Students have multiple opportunities to measure their own learning progress.	2
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.	3
	4.2 The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3
	4.3 All resources and materials used in the course are appropriately cited.	2
	4.4 The instructional materials are current.	2
	4.5 The instructional materials present a variety of perspectives on the course content.	1
	4.6 The distinction between required and optional materials is clearly explained.	1
Learner Interaction and Engagement	5.1 The learning activities promote the achievement of the stated learning objectives.	3
	5.2 Learning activities provide opportunities for interaction that support active learning.	3
	5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.	3
	5.4 The requirements for student interaction are clearly articulated.	2
Course Technology	6.1 The tools and media support the course learning objectives.	3
	6.2 Course tools and media support student engagement and guide the student to become an active learner.	3
	6.3 Navigation throughout the online components of the course is logical, consistent, and efficient.	3
	6.4 Students can readily access the technologies required in the course.	2
	6.5 The course technologies are current.	1
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	3
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3
	7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help students succeed in the course and how students can access the services.	2
	7.4 Course instructions articulate or link to an explanation of how the institution's student support services can help students succeed and how students can access the services.	1
Accessibility	8.1 The course employs accessible technologies and provides guidance on how to obtain accommodation.	3
	8.2 The course contains equivalent alternatives to auditory and visual content.	2
	8.3 The course design facilitates readability and minimizes distractions.	2
	8.4 The course design accommodates the use of assistive technologies.	2

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Appendix D

San Mateo Community College District ASCCC Guidelines

Best Practices for Teaching and Learning Online

Instructor		Course
Semester ☐ Fall ☐ Spring ☐ Summer	Year	Date

The Academic Senate for California Community Colleges recommends that you use guidelines for good practices. Below is a checklist of good practices to help guide you in the instructional design and delivery of your course.

1. Encourages Effective Contact Between Students and Faculty

Does the instructor:

- ☐ • offer students multiple ways of contacting instructor? (e.g. web site includes email address, office hours or phone numbers in course materials)
- ☐ • assure that all learners are "on board" at the beginning of the course? (e.g. inclusion of some form of initial contact, a meeting, a phone call, a welcome-email)
- ☐ • encourage the development of an online learning community making newcomers feel welcome and contributors valued? (e.g. web site shows evidence of "community" such as student introductions, profiles, discussion board exchanges)
- ☐ • give prompt and supportive feedback? (e.g. web site includes instructor-set response-timelines; responses in "sent mail" are within the response-timeline; responses and include positive and constructive comments)
- ☐ • refer students with questions or problems to appropriate campus resources or services? (e.g. email or instructor indicates referral are used)

2. Develops Reciprocity (Collaboration) & Cooperation Among Students

Does the instructor:

- ☐ • design activities that encourage and require students to work together, exchange ideas, and learn? (e.g. assignments or discussion board shows evidence of group projects requiring discussion, negotiation, debate)
- ☐ • moderate discussions, contribute insights and resources when appropriate without taking over? (e.g. discussion board messages reflect student participation; instructor intervenes if students post inaccuracies or go off-task; messages include resource links for enrichment when appropriate)
- ☐ • set or facilitate the setting of communication rules and group decision-making norms, mediate disputes, halt inappropriate participation? (e.g. web site clearly states rules (netiquette) and collaboration techniques; instructor admonitions appear, when necessary, on web site or email)
- ☐ • provide acknowledgement of and feedback on learner contributions? (e.g. evidence of offering points and praise for participation is on course web site, "sent messages" and/or grade book)
- ☐ • encourage multiple viewpoints and equal participation regardless of ethnicity, cultural background, age, gender or lifestyle? (e.g. encouragement is evident in the setting of assignments; reminders about netiquette and collaboration techniques are evident on web site or "sent mail")

3. Uses Active Learning Techniques

Does the instructor:

- ☐ • plan activities that allow learners to relate course material to previous student knowledge? (e.g. evidence in assignments)
- ☐ • relate new material to real-world application? (e.g. evidence in assignments)
- ☐ • provide opportunities for hands-on practice? (e.g. evidence in assignments)
- ☐ • design activities that involve critical thinking? (e.g. evidence in assignments)

1

4. Gives Prompt Feedback

Does the Instructor:

- ☐ • return students' calls/emails according to an instructor-set response timeline? (e.g. responses are made within a set timeline)
- ☐ • acknowledge the receipt of assignments quickly? (e.g. reply even if assignment is to be reviewed at a future date)
- ☐ • provide feedback on assignments and help with remediation, as needed? (e.g. follow-up by email, post or call)
- ☐ • anticipate areas of questions and supply appropriate replies? (e.g. web site contains FAQs, examples and/or models)
- ☐ • allow learners to track assignment completion and impact on final grade? (e.g. post or email grades)
- ☐ • contact learners who have not participated or completed assignments and help them to get back onto the course timeline? (e.g. send "nag" notices, post progress report, call or refer to advisor)

5. Emphasizes Time on Task

Does the Instructor:

- ☐ • break down course work into manageable units commensurate with student ability and objectives of the course? (e.g. syllabus indicates assignments are appropriate to course objectives and student learning outcomes)
- ☐ • balance design of units to help learners manage load? (e.g. assignment load appears evenly distributed in the timeline of the course)
- ☐ • post a schedule of estimated learner time on task for course activities? (e.g. direction timeline for assignments in the unit includes suggested time for completion in hours, weeks or days)

6. Communicates High Expectations (and Plans Course Carefully)

Does the Instructor:

- ☐ • provide learners with clear lesson and course objectives/ goals/ expected outcomes at the start of each unit or week? (e.g. inclusion of objectives /goals /outcomes at beginning of each unit)
- ☐ • provide challenging and creative assignments and assessments? (e.g. inclusion of thought-provoking and engaging assignments in the unit)
- ☐ • provide self-quizzes to encourage students to reinforce learning (e.g. inclusion of practice quizzes with feedback and resource references/links)
- ☐ • provide learners with clear grading criteria for assignments? (e.g. inclusion of rubrics, grading criteria or examples of previous student work or models)
- ☐ • demonstrate knowledge of the course subject matter and awareness of general developments /research in the field? (e.g. both instructor and publisher materials contain accurate and up-to-date information, current in the subject field.)
- ☐ • demonstrate knowledge of course tools or course management system to best communicate or model high expectations? (e.g. web site makes use of tools appropriate to the delivery (facilitation) of the course objectives / goals / outcomes)
- ☐ • update, check for accuracy, and maintain the course web site at regular intervals so that student expectation and anticipation is raised? (e.g. web page content, grade points, schedules, etc. are proof-read for accuracy and are updated on a regular basis, as indicated in timeline)

7. Respects Diverse Talents and Ways of Learning

Does the Instructor:

- ☐ include course materials that appeal to diverse talents and learning styles? (e.g. inclusion of media rich content, page interactions)
- ☐ vary methods of course instruction to reach students with different learning styles? (e.g. inclusion of activities such as Q & A sessions, discussions, collaboration, hands-on projects)
- ☐ encourage and foster a course climate conducive to promoting respect, confidence and inclusion of multiple viewpoints regardless of ethnicity, cultural background, age, gender or lifestyle? (e.g. inclusion of rapport building activities on discussion board, blogs, wikis, etc.; evidence that instructor's email messages, discussion board posts and assignments encourage and praise each and every student's participation)
- ☐ follow Section 508 Standard practices in creating course materials online. (e.g. web pages include text equivalents for media (observer may consult with DSPS representative on campus), labels for data tables and web forms, etc.)

Appendix E

Best Practices in WebAccess: a Handy Guide

What are some of the ways that you can make sure that your online presence is the best it can be for your students? This quick guide will help you with some of the foundations for a Good Moodle.

Course Access

Students who are new to online classes may need extra support to get started. How can you help these students?

- Create an online Orientation or provide a “how-to” section in each course that gives a basic explanation of the elements in the course and how to use them
- Be available to your students, either through the phone, email, office hours or virtual office hours
- Check in with students who seem to be falling through the cracks, sometimes a timely email from the teacher can give them the boost and support they need to hang in there
- Email all students as a group at the beginning of the semester, with contact and other types of info
- Include information in your syllabus for students with disabilities about services and resources they can access
- If you are using materials from a text book publisher, be sure to check that the materials are accessible for students with disabilities, the publisher should have that information

Instructional Techniques

Here are some things to think about as you put together your Moodle:

- How can you create a “student centered” learning environment in your class?
- What sorts of activities and resources can you provide to students that will engage all types of learning styles?
- How will you encourage and support online discussion?
- How will you promote critical thinking and problem solving skills in your course?

Accessibility

Every element of your class must be accessible to every student. This means:

- All multimedia must be captioned or accompanied by transcripts
- All images must have alt text
- Avoid things like odd fonts or fonts in strange colors
- Layout should be consistent for each area of your course, to avoid confusion
- All of your hyperlinks should be appropriately named and formatted
- Consider using accessible PDF files, or using Google docs, for handouts or PowerPoint's, remember, all students may not have Office or be able to download large files.

Copyright Compliance

You may not be aware of the fact that what is considered "fair use" in the brick and mortar classroom may change when you are putting materials or media online. The following information will help ensure that your educational materials and multimedia adhere to copyright laws:

- Copyright laws protect the authors of "original works of authorship, including literary, dramatic, musical, artistic, and certain other intellectual works."
- Section 107 of the Copyright Act lists four factors to help you determine types of content usage that may be considered Fair Use:
    - The purpose and character of the use, including whether it is for commercial use or for nonprofit, educational purposes.
    - The nature of the copyrighted work.
    - The amount and substantiality of the portion used in relation to the copyright-protected work as a whole.
    - The effect of the use on the potential market for or value of the copyright- protected work.

Technology

To help students better utilize technology in your course:

- Provide information on hardware, Web browser, and software requirements of the course (can be included in syllabus)
- Provide resources to assist students in navigating and accessing course materials (these can be included in your online orientation)
- Ensure that students can move logically and easily between areas of the course

- Utilize a consistent look and feel throughout the course (consistent text, colors, bullets, and heading styles
- Incorporate a variety of multimedia to enrich student learning

Schedule

Calendars, due-dates, and time-lines can help students schedule course assignments and improve their time-management. Consider the following:

- Course Announcements are clear and accessible for students (Consider using the news forum for this)
- Confirm that all assignments and due dates are clear and consistent
- Ensure that modules are dated accurately if using Weekly Format
- Provide a checklist for each week so that students have a way to ensure that they have completed all of the required work for that week

Appendix F

Responsibilities for Online Students

Online courses are challenging because students are responsible to organizing and budgeting their own time. Below are steps that will support your successful completion of an online course. Review them carefully.

Before Class Begins:

Watch your MY.SMCCD E-MAIL for instructions from your instructor.

1. Prepare the environment in which you will be working:
    a. Identify the time of day that you are most comfortable doing intellectual work and create a weekly schedule.
    b. Schedule uninterrupted blocks of time on a calendar.
    c. Make sure this schedule does not conflict with your family, kids, employer, friends, and pets!
    d. Download the current version of Flash Player, Adobe Reader AND Quicktime to your computer.
    e. Bookmark my.smccd.edu for quick reference.
    f. Bookmark the class URL (Webaccess) for quick reference
2. Read the syllabus. (available from the instructor and/or course website: check webaccess and websmart) If you have questions, contact your instructor.
3. View the course schedule and put due dates into the calendar.
4. Order your books. If they will be late, contact your instructor.
5. Print out the current Academic Calendar for important dates.
6. Learn how to use Library resources and identify the ones you like best right away.

After Class Begins

1. Be "present" in the course. Check in at least two times per week.
2. Post to discussion boards in a timely manner. *(instructor may have specific due dates)*
3. Follow discussion etiquette as provided by the instructor.
4. Engage in professional dialogue with the instructor and peers. **Do not air disagreements with**

an instructor in the discussion board.

5. Check your grade on a regular basis and contact the instructor promptly if a disparity exists.
6. Contact your instructor through e-mail or the instructor's other channels for clarification of anything you don't understand.

Appendix G

Online Proctored Exam Request Form

It is the student's responsibility to find a suitable proctor and make arrangements with the proctor. This form **must be received one week prior** to the exam test date. A testing center can be any of the following examples:

- Accredited institution of higher learning (i.e. university, college, community college)
- Public school
- Academic or public library

Please fill the form out completely. Fill out all fields clearly. Include area codes when necessary. Please print; complete the form, sign, Scan and e-mail or fax directly to instructor.

Student Information

Today's Date:_____

Student'sName:_____

Course:_____

(Course number, title, and section number and name of professor)

Student's Address:_____

City:_____State:_____Zip:_____ Student's Phone Number :(____)_____ Student's Email:_____

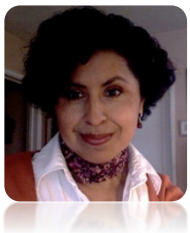
Student's Signature For Compliance:_____

Proctor information Proctor's Name:_____ Proctor's Official Title:_____ Proctor's Institution _____ Institution Street Address:_____

City:_____State:_____Zip:_____ Proctor's Email:_____ Proctor's Phone Number :(____)_____ Proctor's Fax Number :(____)_____

Proctor's Signature For Compliance:_____

Appendix H



HOW CAN I PREPARE TO SUCCEED IN ONE OR MORE OF PROFESSOR CERVANTES' ONLINE COURSES?

Completely Online Classes (no on-campus instruction)

Hello,

You have received this letter because you are enrolled in, are curious or thinking about taking an Online Course with Alma E. Cervantes - Professor.

GENERAL INFORMATION FOR ALL ONLINE STUDENTS:

Although most tasks in Online courses are intended to provide simple to follow steps, there will be times when students need to defy confusion by troubleshooting for the correct answers or required information.

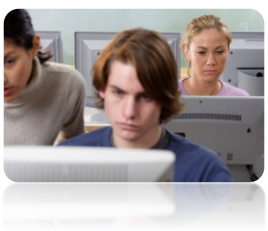
Troubleshooting can include but is not limited to:

1. *Carefully reading the course Syllabus, Assignments, Orientation, and possible lecture documents provided by Professor Cervantes*
2. *Dedicating time to explore the course learning management system (LMS) such as WebAccess, SNAP and APLIA. The more time you spend in the LMS the more confident you will become with finding the required tasks and information.*
3. *Posting questions in class forums or chat sessions.*
4. *Conducting Web research*
5. *Sending Professor Cervantes an email to request help or clarification of course related material.*

Video Tutorials and Feedback

Professor Cervantes occasionally uses JING to provide quick tutorials or feedback to course related questions. JING creates flash animated movies, to hear and see the Flash movie files students must have the latest FLASH Player installed in their computer.

BCM. 214/215 – Computer Skills and Software Requirements



1. *Own or have access to a computer /laptop or be willing to utilize the Bldg. 8 8119/8121 Lab computers to complete course work.*
2. *Use my.smccd.edu student email account when corresponding with Professor Cervantes at cervantes@smccd.edu*
3. *Own **WORD 2010** or have access to or be willing to use the business labs to complete software related work.*
4. *Download free or buy a compression program such as WinZip or WinRAR – the program allows students to save and send multiple or large files such as photos in one folder.*

5. *If students wish to meet with Professor Cervantes, be certain to have or be willing to set up a free SKYPE account.*
    A. **SKYPE** *allows students to make a free call with or without video. (SKYPE replaces office phone calls and face-to-face meetings).*
    B. *To set up a SKYPE meeting with Professor Cervantes students must:*
        I. *Send* ***aecervantes*** *a SKYPE invitation with:*
            1. *Student first and last name* ***Example****: Maximo Melrose*
            2. *Name of course* ***Example****: BCM. 214*
2. *Participate in class chat sessions*
3. *Participate in class forums*
4. *Sign into SNAP tutorial and assessment site (sign in information is found in the newly purchased text book).*

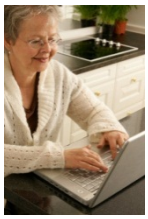
BCM. 410/411- Computer Skills and Software Requirements

1. *Own or have access to a computer /laptop or be willing to utilize the Bldg. 8 8119/8121 Lab computers to complete course work.*
2. *Sign into the WebAccess course Learning Management System.*
3. *Use my.smccd.edu student email account when corresponding with Professor Cervantes at cervantes@smccd.edu*
4. *Own* ***Photoshop CS5 or CS6*** *or have access to or be willing to use the business labs to complete software related work.*
5. *Download free or buy a compression program such as WinZip or WinRAR – the program allows students to save and send multiple or large files such as photos in one folder*
6. *If student wishes to meet with Professor Cervantes, be certain to have or set up a free SKYPE account for possible video and or audio meeting.*
    A. **SKYPE** *allows students to make a free call with or without video (SKYPE replaces office phone calls and face-to-face meetings).*
    B. *To set up a SKYPE meeting students must:*
        I. *Send* ***aecervantes*** *a SKYPE invitation with:*
            1. *Student first and last name* ***Example****: Maximo Melrose*
            2. *Name of course* ***Example****: BCM. 301*
7. *Participate in class chat sessions*
8. *Participate in class forums*

BCM. 301 - Computer Skills and Software Requirements

1. *Own or have access to a computer /laptop or be willing to utilize the Bldg. 8 8119/8121 Lab computers to complete course work.*
2. *Sign into the WebAccess course Learning Management System.*
3. *There is no specific course software for BCM. 301. Students are encouraged to use Free Google docs or WORD to complete written assignments.*
4. *Students will be required to create or update a LinkedIn account*
5. *Use my.smccd.edu student email account when corresponding with Professor Cervantes at cervantes@smccd.edu*
6. *Conduct Web research as required by assignments*

7. *View YouTube tutorials or lectures*
8. *Download free or buy a compression program such as WinZip or WinRAR – the program allows students to save and send multiple or large files such as photos in one folder*
9. *If student wishes to meet with Professor Cervantes, be certain to have or set up a free SKYPE account for possible video and or audio meeting.*
    A. **SKYPE** *allows students to make a free call with or without video. (SKYPE replaces office phone calls and face-to-face meetings).*
    B. *To set up a SKYPE meeting students must:*
        I. *Send **aecervantes** a SKYPE invitation with:*
            1. *Student first and last name **Example**: Maximo Melrose*
            2. *Name of course **Example**: BCM. 301*



10. *Participate in class chat sessions*
11. *Participate in class forums*

BUS 401. BUSINESS COMMUNICATION - Computer Skills and Software Requirements

1. *Own or have access to a computer /laptop or be willing to utilize the Bldg. 8 8119/8121 Lab computers to complete course work.*
2. *Students are required to sign into WebAccess to download the Syllabus and BUS 401 Orientation Letter. Students in BUS 401 will primarily work in APLIA where course work and assignments are located. (Sign in information comes with the required textbook)*
3. *BUS. 401. Students are encouraged to use Free Google docs or WORD to complete written assignments. In addition to editing software BUS 401 students will be required to work with Power Point and Google Docs to complete team writing project(s).*
4. *Conduct intensive Web research*
5. *Use my.smccd.edu student email accounts when corresponding or submitting course work to Professor Cervantes at cervantes@smccd.edu*
6. *If student wishes to meet with Professor Cervantes, be certain to have or set up a free SKYPE account for possible video and or audio meetings.*
    A. **SKYPE** *allows students to make a free call with or without video (SKYPE replaces office phone calls and face-to-face meetings).*
    B. *To set up a SKYPE meeting students must:*
        I. *Send **aecervantes** a SKYPE invitation with:*
            1. *Student first and last name **Example**: Maximo Melrose*
            2. *Name of course **Example**: BUS. 401*
7. *Participate in class chat sessions*
8. *Participate in class forums*

Professor Alma E. Cervantes - Contact Information

Email: cervantes@smccd.edu

Faculty Website: http://www.smccd.edu/accounts/cervantes/index.html

For further course related information including required textbook and software please visit my above Faculty site.

APPENDIX I:

Rubric for Peer-Evaluation of Online and Hybrid Teaching

Introduction

The attached document was developed by a subcommittee of UWSP Faculty Affairs Committee and was approved by the Faculty Senate to serve as a guide for peer evaluation of instructors offering hybrid or online courses. Although they were developed for potential use as a complete template (when necessary) for faculty to evaluate their peers, these rubrics are best used as a supplement to any academic unit's well-considered approaches to peer evaluation of instruction. Academic units are encouraged to develop their own variations of these rubrics as they deem appropriate and necessary.

Where peer reviewers are evaluating a hybrid course (in which online learning is combined withface-to-face class meetings), it is recommended that peer evaluators attend at least one face-to-face class meeting in addition to evaluating the effectiveness of online teaching strategies.

Important note: Peer reviewers of online and hybrid courses must obtain the permission of the instructor being reviewed in order to be given access to their online teaching environment.

Syllabus

1. Course content and course objectives are clearly set forth.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

2. Grading system and policies (including attendance and participation) are clearly set forth.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

3. Course schedule outlines a logical sequence of content and a manageable timeline.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

Content/Supplemental Materials

1. All content provided on the site is accurate, current and appropriate for the course/discipline.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

2. Instructional materials have sufficient scope, depth, breadth, and currency for students to learn the subject.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

3. Supplemental resources, if used, support the content of the course.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

4. All course materials meet fair use and copyright guidelines.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

Comments:

Instructional/Learning Outcomes

1. Learning outcomes are measurable and appropriate.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

2. Assessment strategy is clearly tied to learner outcomes.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

3. Course expectations are consistent with departmental and UWSP guidelines.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

Comments:

Assessment of Online Interactions

1. Where online interaction counts as part of the course grade, assessment rubrics or descriptive criteria are presented and applied.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

2. Evidence of instructor online presence & interactions (e.g., discussion forums, chat rooms, drop box comments, course news, question & answer forum, online office hours, e-mail, etc.) are appropriate for the needs and goals of the course

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

Comments:

Activities/Course Requirements

1. Learning activities help achieve overall course objectives.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

2. Learning outcomes stated for each activity.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

3. Course requires an appropriate variety of learning activities.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

Comments:

Additional general comments:

Appendix L:
ADMINISTRATIVE PROCEDURE
San Mateo County Community College District

***Subject*:** 6.85 Distance Education
***Revision Date*:** 4/12
***References*:** Title 5 Sections 55200 et seq.; U.S. Department of Education Regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; 34 Code of Federal Regulations Section 602.17

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

2. Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education.

3. The review and approval of new and existing distance education courses shall follow the curriculum approval procedures. Distance education courses shall be approved under the same conditions as all other courses.

4. When approving distance education courses, the Curriculum Committee will certify the following:

    a. Course Quality Standards: The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.

    b. Course Quality Determinations: Determinations and judgments about the quality of the distance education course were made with the full involvement of the Curriculum Committee's approval procedures.

5. Each section of a distance education course will include regular effective contact between instructor and students.

6. All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

7. Consistent with federal regulations pertaining to federal financial aid eligibility, the District must verify that the student who registers in a distance education or correspondence education course is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

8. The Vice President of Instruction shall utilize one or more of these methods to authenticate or verify the student's identity:

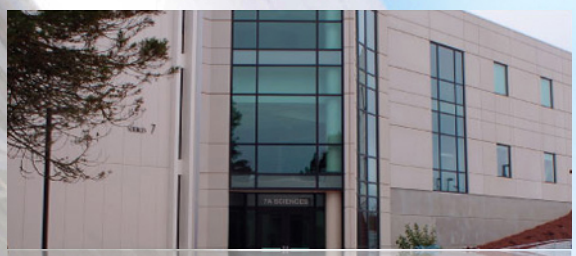
a. secure credentialing/login and password
b. proctored examinations
c. new or other technologies and practices that are effective in verifying student identification

9. The Colleges help protect students' privacy and authenticate students' identity by requiring secure login and password whenever a student registers for classes, reviews his/her enrollment information, or logs in to any other secure SMCCCD site. The District will not share any SMCCCD student login and password information with anyone, and students are advised not to share any SMCCCD login and password information. A statement to this effect is posted prominently for students each time they log in to WebSmart, the San Mateo Community College District's electronic registration system.

SMCCCD

San Mateo County Community College District

Distance Education Strategic Plan



Adopted by DEAC, April 2008
Revised/Approved October 2012

http://www.smccd.edu/edservplan/deac

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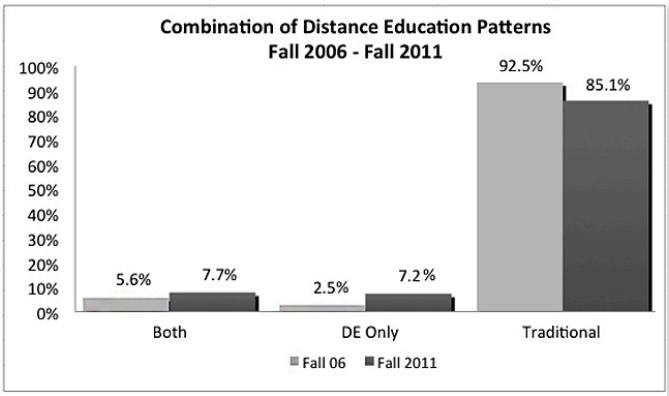
2011-2012 DEAC Membership

If technology and education strike your fancy, please feel free to sit in on our meetings. You are welcome at DEAC— the District's Distance Education Advisory Committee!

Alexis	Alexander	CSM	Instructional Designer P/T
Tania	Beliz	CSM	Faculty, *Co-chair*
Diana	Bennett	CSM	Faculty
Kathy	Blackwood	District Office	CFO
Lin	Bowie	CSM	Faculty
Peter	Bruni	District Office	District Coordinator, DE/ID
Don	Carlson	Skyline	Dean, Business
Susan	Estes	CSM	VPI
Carolyn	Fiori	CSM	Professor, DSPS
Bridget	Fischer	Skyline	Faculty, DE Coordinator P/T
Ricardo	Flores	Cañada	Instructional Designer P/T
Lorrita	Ford	CSM	Director, Library Services
Michele	Haggar	CSM	Prgm Svs. Coord. DE
Linda	Hayes	Cañada	Interim VPI
Ray	Hernandez	Skyline	Interim Dean, SMT
Nick	Kapp	Skyline	Faculty
Jing	Luan	District Office	VC, ESP, *Co-chair*
Jamie	Marron	CSM	Faculty
Cindy	Moss	Skyline	Faculty
Sita	Motipara	Skyline	Faculty
Eileen	O'Brien	CSM	Faculty
Lisa	Palmer	Cañada	Faculty
Sarah	Perkins	Cañada	VPI
Jim	Petromilli	Skyline	Staff
Eric	Raznick	District Office	Director, ITS
Sondra	Saterfield	Cañada	Faculty
Janet	Stringer	Cañada	Dean, Science/Technology
Lené	Whitley-Putz	Cañada	Faculty
Jing	Wu	CSM	Faculty



	Fall 2006	Fall 2011
Both	5.6%	7.7%
DE Only	2.5%	7.2%
Traditional	92.5%	85.1%

EXECUTIVE SUMMARY

Vision

Through distance education, the District and its Colleges will create innovative educational opportunities, provide responsive support services, and strive for high success and retention rates. The District Colleges envision expanding distance education offerings to increase the availability of distance education based degrees and certificates.

Purpose

This SMCCCD Distance Education Strategic Plan supports the Colleges with their distance education programs through broad strategic recommendations, research, best practices and planning for growth in distance education courses and programs. The plan also articulates District-wide goals in the area of Distance Education. The District and its Colleges will collaborate in order to successfully implement both District and College distance education plans and strategies.

Vision, Purpose, Goals

Developing and implementing strategies.

Districtwide Goals

1) Increase the colleges' student success rates in distance education to be comparable with the face-to-face courses of the college.
2) Increase enrollments of both resident and non-resident students in distance education courses.
3) Develop infrastructure and coordinate support for student success and enrollments, including IT, professional development, student support, library, marketing, and tutoring.

To accomplish the Districtwide goals, the following recommendations are provided for the District and Colleges to consider when developing and implementing strategies:

Faculty and Course Offerings

- Identify and promote guidelines and best practices for distance education teaching and learning.
- Identify programs, services, and the necessary additional technical support staff needed in order to assist faculty in the design, delivery, and ongoing maintenance of new and existing quality distance education curriculum.
- Expand distance education offerings that lead to the fulfillment of the general education requirements and additional distance education based degrees and certificates.
- Encourage faculty to participate in professional development programs, such as STOT Training – Structured Training for Online Teaching (STOT).

TERMINOLOGIES

Throughout this document and the accompanying document "SMCCCD Distance Education Status and Guidelines," these terms have consistent meaning as follows:

DE – Distance Education. Fully Online or Hybrid courses taught asynchronously or synchronously. Asynchronous instruction, the current dominant form of distance education, does not require the simultaneous participation of all students and instructors. Rather, it utilizes tools such as threaded discussions, wikis, surveys, journals.

Success Rate – Rate of students obtaining grades of C or better.

DEFINITIONS

	DISTANCE EDUCATION COURSES
Online course	A course where the instructor and student are separated by distance for the entire course and can interact exclusively (100%) through the assistance of communication technology.*
Hybrid course	A course that substitutes 51% to 99% of face-to-face instructional hours with online work. The course will have some regularly scheduled on-campus meetings without alternative distance education means of student participation.

	WEB-ASSISTED COURSES
Web-assisted course	A course that is designed to include a certain number of instructional contact hours (but fewer than 51%) through distance education, including TBA. This course must undergo a separate approval process by the curriculum committee, just as online and hybrid courses do.

	FACE-TO-FACE COURSES
Face-to-face course	No face-to-face instructional time is replaced by the distance mode. However, course materials may be made available to students at least in part online, and the learning support and office hours may be provided at least in part online. This course does not require separate approval by the curriculum committee.

*The course is conducted through a class website, which may include multimedia material and links to other online resources. Students interact with the instructor and other students through posted class discussions, direct individual communication and assignments (which may include group work). Testing may be done online or by other means. Instructors require no mandatory on-campus meetings. If an instructor wishes to incorporate on-campus meetings into the course, the instructor must also provide for alternative distance education means of student participation.

55206. Separate Course Approval
If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.
Distance Education Guidelines, 2008 Omnibus Version, Chancellor's Office, California Community Colleges, Academic Affairs Division, Instructional Programs and Services, p. 7. 11/18/10

BACKGROUND

"Broadening access to quality postsecondary educational opportunities"

Broadening access to quality postsecondary educational opportunities is one of our goals. For more than two decades, SMCCCD faculty have offered courses via television and hybrid modes. In the mid-1990s, Internet-based online courses were developed and offered to students. In 2006, to better coordinate distance education efforts, the District formed the Distance Education Advisory Committee (DEAC). Both the formation of the committee and the process of the committee sought input via shared governance. Co-chaired by a faculty member and the Vice Chancellor of Educational Services and Planning, the committee is charged to provide strategic Districtwide goals for distance education; evaluate the District's technology needs in assisting student learning; identify and disseminate best practices; and make Districtwide recommendations for enhancing and expanding distance education instructional modalities.

During the 2007 DEAC visioning process, the committee recommended developing a District-level distance education strategic plan based on research and best practices. The plan, updated as necessary, summarizes the vision, purpose, and specific goals for both the District and Colleges.

DEAC committee members, seeking to create a quality distance education program, researched the most successful online degree and certificate programs for inspiration and methodology. In 2008-9, members adopted two course management systems, welcomed their new District Distance Education Coordinator, and voted to offer a comprehensive professional development opportunity–STOT (Structured Training for Online Teaching). Developed in-house, STOT prepares faculty to teach effectively online using the latest technological and pedagogical best practices.

In 2010, DEAC reviewed and adopted CurricUNET, a web-based course creation/modification tool; voted for development of the DE Gateway website for students and faculty; and polled instructors to determine which single CMS to standardize on within the SMCCCD.

In 2011, DEAC drafted and implemented Districtwide distance education course definitions, regular effective contact guidelines, and student authentication / privacy notifications. Currently, members are addressing matters related to the new State Authorization regulations and online course evaluation.

RESOURCES, ACCESS, SUCCESS, RETENTION

Resources

• Assess and project resource needs for distance education among the Colleges in the next 10 years and develop strategies to address the needs.

• Seek additional funding sources and opportunities for professional development.

• Explore and pursue business partnerships to offer customized online course offerings for businesses or specific employee training.

• Develop and implement District and College Technology Plans, while regularly assessing the current and future technology demand for programs and services and make strategic adjustments where necessary.

Access, Success, and Retention

• Enhance and further develop a variety of online student resources readily and easily accessible via the web to help students gain the technical skills and knowledge necessary to succeed in distance learning.

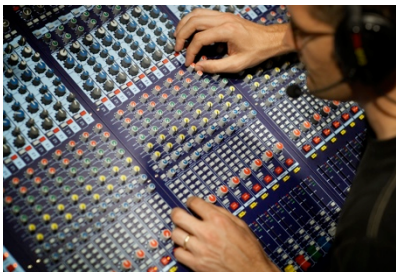
• Develop and implement student success and retention strategies by encouraging faculty, counselors and staff to better prepare and serve distance education students through communication, regular contact, use of online office hours, and other online student services.

• Continue assessing distance education needs of students and the community for the purpose of identifying and developing niche markets for distance education in the Colleges.

• Continue assessing academic support needs for distance education students; develop or assist in the development of a variety of comprehensive services in learning resources and student support.

• Develop District and College marketing plans to promote distance education programs and services to prospective students to further breakdown the geographical boundaries of our service areas.

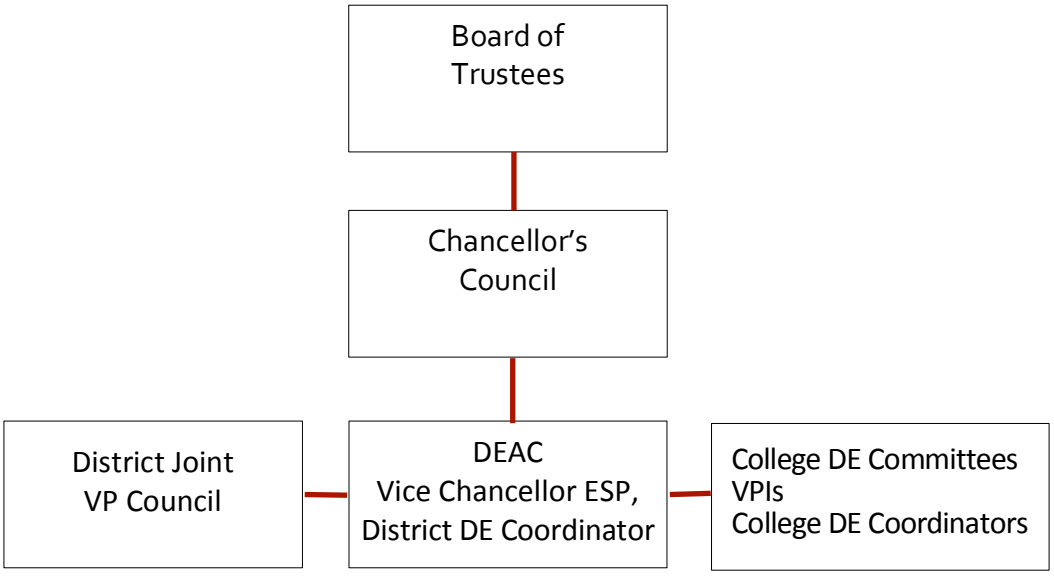
PLAN IMPLEMENTATION



Successful implementation of the SMCCCD Distance Education Strategic Plan will rely upon well-coordinated and highly-collaborative efforts among faculty and staff at the District and Colleges. At the District level, DEAC will continue to review overall progress made in distance education, discuss key trends and issues, and make Districtwide recommendations to the Chancellor's Council. The approaches taken by the Colleges to establish annual goals and targets and develop actions to meet them will be determined by each College and shared with DEAC.

The evaluation of the SMCCCD Distance Education Strategic Plan will be conducted biannually by DEAC in consultation with the Colleges using best practices in research and evaluation. The results of the evaluation will be widely shared with various constituent groups and used for strengthening the overall distance education programs and services in the District.

Communication Chart of DEAC



DELINEATION OF KEY AREAS OF RESPONSIBILITIES

Every aspect of distance education must rely on the collaboration among all involved. Each entity identified below has primary responsibilities over certain areas and shared responsibilities in other areas.

	District	**Colleges**
Policy Recommendations	DEAC for Districtwide	Colleges for campus based
Procedures		Colleges
Establishing Goals	DEAC for Districtwide	Colleges for campus based
Establishing Annual Targets		Colleges
Monitoring Progress, Reporting, Evaluation of Goals	DEAC, DRC, DSSWAG	Colleges for campus based
Establish Standards & Guidelines	Jointly among District and Colleges	Jointly among District and Colleges
Resource Allocations	Jointly among District and Colleges	Jointly among District and Colleges
Compliance with SectIon 508 (Web Accessibility)	DEAC identified best practices and training for faculty/staff	Colleges in monitoring compliance

ADDITIONAL RESOURCES

System Office Regulations and Guidelines for Distance Education

http://www.cccco.edu/Portals/4/de_guidelines_081408.doc

System Office Distance Education Access Guidelines for Students with Disabilities

http://www.cccco.edu/Portals/4/AA/2011 Distance Education Accessibility Guidelines FINAL.pdf

DEAC Website

http://www.smccd.edu/edservplan/deac/

SMCCCD DE Gateway

http://www.smccd.edu/degateway

ADDENDUM

The Data Below Illustrates Districtwide DE Enrollments from Sp '11 to Sp '12 – SMCCCD had 148 Courses Online in Spring 2012.
(Data provided by campus Administration Analysts)

H (Hybrid), O (Online), W (Web-assisted) as defined in Definition of Distance Education Courses.

		Canada College		College of San Mateo		Skyline College		
		(Enrollments)	(Sections)	(Enrollments)	(Sections)	(Enrollments)	(Sections)	
Sp '11	H	299	10	179	6	22	1	
Sp '11	O	524	16	1745	55	2459	77	
Sp '11	W	2061	*82	24	1	347	17	
Sp '11	**Total**	**2884**	**108**	**1948**	**62**	**2828**	**94**	
Fa '11	H	346	15	451	16	396	12	
Fa '11	O	455	14	1611	51	1796	70	
Fa '11	W	2068	*87	249	8	325	12	
Fa '11	**Total**	**2869**	**116**	**2311**	**75**	**2517**	**94**	
Sp '12	H	176	5	377	11	478	12	
Sp '12	**O**	830	**26**	1922	**53**	2506	**69**	**148**
Sp '12	W	234	10	164	7	242	12	
Sp '12	**Total**	**1240**	**41**	**2469**	**71**	**3226**	**93**	

*Larger number of Web-assisted courses because various courses have HBAs online.

SMCCCD Distance Education Strategic Plan

http://www.smccd.edu/edservplan/deac

Skyline College Strategic Priorities
2012-2017

The Skyline College Strategic Priorities represent key initiatives of the college that are central to supporting the college's Mission, Vision, and Values as well as the Goals and Strategies outlined in the Balanced Scorecard. They outline specific programs, resources, infrastructure improvements, and more that will help support the college in meeting its goals.

1. FACILITIES & TECHNOLOGY: Skyline College will identify and scale technology-enabled approaches and upgraded facilities to improve teaching and learning. This strategic priority will extend our reach and multiply the benefit of interactive digital research and learning support through expanding our technological capacity. We will have the ability to focus on digital and web services and support for students, faculty and staff (eBooks, eAudio, eMagazines, online services for tutoring and supporting learning) shift our focus to web enhanced services across the college. Examples include:
   - Online Learning Center (BG-3, BG-4, DSP-2.3c, SCG-4)
   - Library/Learning Resource Center
   - Technology Enhanced Classrooms
   - Electronic Signboard
   - Building 2
   - Building 1
   - Building 5

2. STUDENT SERVICES: Skyline College will expand and enhance Student Services programs through innovation and the seamless delivery of services. This strategic priority includes intentional and systematic approaches that build strong collaborations with K-12 and four-year partners using the cohort model, non-traditional strategies to support veterans, military personnel and their families, and seamless linkages between instructional programs, job placement services and, business and industry. Examples include:
   - Job Placement and Follow up (SCG-6)
   - Transfer (SCG-1)
   - The Skyline College Promise (BG-3, SCG-1)
   - Veterans Resource Center (pathway for vets) (BG-3, SCG-1)
   - Student Success Initiatives (BG-4, SCG-1)

3. EQUITY & EXCELLENCE: Skyline College will develop and strengthen relationships both domestic and international to ensure excellence in practice for an increasingly diverse student population. This strategic priority will increase the number of international students through innovative outreach and increased capacity initiatives (e.g. residential agreements). Additionally, there will be a strong focus on improving student outcomes through a dedicated professional development center inquiry center, where research will serve as the foundation for improving institutional practice. Examples include:
   - International Students/Study Abroad (BG-8, DSP-3.1f, SCG-8)
   - Center for Transformative Teaching and Learning (Professional Development) (BG-7, DSP-4.5a, DSP-4.5b)

- Center for Transformative Inquiry (research) (BG-7, DSP-5.1c, SCG-2)
- Sustainability Initiative (BG-6, SCG-6)

4. COMPREHENSIVE COMMUNITY CONNECTION: Skyline College will engage in a comprehensive initiative to strengthen the community connections. This initiative will include an overarching outreach strategy that includes the development of a middle college and expanding concurrent enrollment. Finally, we will begin the discussions on the feasibility and benefits of a Vista Creative Arts Complex. Examples include:
   a. Community on Campus (BG-1, SCG-3)
   b. Comprehensive Outreach (BG-3, DSP-2.1b, SCG-1, SCG-3)
   c. Concurrent Enrollment (BG-3, DSP-5.2a, SCG-1, SCG-3)
   d. The Skyline College Promise
   e. Middle College (DSP-2.2b, DSP-2.2c, SCG-1, SCG-3)
   f. Workforce/Business & Industry Connections (BG-1, SCG-4, SCG-4)
   g. Vista Creative Arts Complex (initial conversations) (DSP-12.a, SCG-3)

5. INSTRUCTION: Skyline College will build on the strong educational foundations and college goals by enhancing accessibility, leading in workforce programs supporting the region, and providing learning opportunities that prepare students for their future. Skyline College faculty and staff keep abreast of emerging fields of study and engage in connecting academic programming with the needs of our students and community. Examples include:
   - College for Working Adults (BG-3, SCG-6)
   - Service Learning (BG-3, SCG-3)
   - Acceleration Project (BG-3, SCG-1, SCG-3)
   - New Programs (BG-1, SCG-1, SCG-3, SCG-4)
     a. ASL Interpreter Training
     b. Urban Music Academy
     c. Anesthesiology Certificate
     d. Journalism
     e. Art/Digital Imagery
     f. Digital Photography
     g. Teacher Prep Institute

6. FISCAL STABILITY / RESOURCE DEVELOPMENT: Skyline College will maintain fiscal stability through strategic integrated planning and resource allocation and development. This strategic priority strives to maintain the sound fiscal health of the institution through a balanced general fund budget with a built-in reserve, ongoing resource development and revenue generation. The college aims to provide stable funding to be able to create permanent classified and administrator positions as well as develop initiatives to meet student and community needs. Examples include:
   - Reserve for Contingency (BG-1, SCG-5, SCG-7)
   - Alternative Revenue Streams
     a. Grants Infrastructure (BG-1, DSP-4.1c, SCG-4)
     b. Facilities Rental (BG-1, DSP-4.1c, SCG-5)
     c. International Students Program (BG-1, BG-8, DSP-3.1f, SCG-8)

SMCCD STRATEGIC PLAN

AREAS OF STRATEGIC FOCUS AND RECOMMENDATIONS

1. Demography
   Address shifting demographics while taking into consideration the unique characteristics of each College.
   1.1 Population Changes
      1.1a Develop and implement an enrollment management plan at each College to address the need for systematic outreach and retention strategies.
      1.1b Continue to strengthen the College Connection program (concurrent high school student initiatives) as a way to encourage high school students to attend college.
      1.1c Provide a comprehensive and cohesive set of course and program offerings that respond to the needs of the senior population/lifelong learners.

   1.2 Different Student Profiles at Each College
      1.2a Continue examining the specific needs of the student body and College service areas in order to develop and maintain appropriate programs and services.
      1.2b Develop a holistic diversity framework that supports the access and success of diverse student populations, promotes institutional vitality and viability, and serves all students equitably.

2. Education
   Provide educational opportunities that simultaneously increase access, success, equity, choice, and convenience.

   2.1 Enrollment and Access
      2.1a Focus enrollment planning efforts on the key populations needing to be served as determined by research.
      2.1b Conduct the necessary research to understand the reason for the outward migration of County residents and declining population participation rate and develop mitigating strategies.
      2.1c Continue carefully designed marketing and outreach.

   2.2 Student Success and Retention
      2.2a Identify gaps in student educational achievement. Develop holistic approaches designed to retain students, including approaches in teaching, intervention, learning styles, financial aid and counseling.
      2.2b Build more partnerships and bridges with Pre-K through 16 educational leaders and strengthen the College Connection program as a way to encourage high school students to attend college.
      2.2c Offer a third Middle College high school in the District.
      2.2d Implement plans to utilize CalPASS (California Partnership for Achieving Student Success) to support inter-segmental faculty dialogue.
      2.2e Develop and maintain vibrant student life programs.

2.3 Choice and Convenience

2.3a Streamline processes and practices to allow students seamless access to educational opportunities across the District.

2.3b Examine and coordinate program offerings across the District.

2.3c Develop and implement the SMCCCD Distance Education Strategic Plan and the corresponding College plans to respond to the community demand.

2.3d Expand the upper division higher education opportunities provided by the University Center.

2.3e Based on student needs, investigate the feasibility of an alternative academic calendar, block scheduling, weekend programs, and short courses.

2.3f Support all three Colleges in their ability to provide a comprehensive program of instruction.

2.4 Student Achievement

2.4a Review the current articulation agreements with 4-year institutions to identify opportunities for increasing the number of transfer students.

2.4b Identify ways to further encourage and facilitate degree attainment.

2.4c Identify strategies for understanding and addressing the decreasing trend in transfers to CSUs.

3. Employment, Housing, and Income

Work collaboratively with educational and business partners.

3.1 Jobs, Careers, and Global Education

3.1a Periodically convene leaders of the business and industry communities, government agencies, and community-based organizations to assess workforce development needs and to support the endeavors of the Colleges to address them.

3.1b Identify emerging workforce development opportunities for each of the Colleges and respond to changing job training needs through the Colleges' Career and Technical Education programs and services.

3.1c Strengthen course offerings, services and workplace opportunities that prepare students for the demands of the contemporary workforce.

3.1d Assess community and contract education needs.

3.1e Examine, enhance and expand green course and program offerings.

3.1f Expand international education and incorporate successful international student and study abroad programs into campus climate and curriculum.

3.2 Socio-Economic Divide

3.2a Create additional partnerships between the Colleges and with business and industry to create and strengthen programs that adequately prepare students for the modern economy.

3.2b Increase financial aid awareness through the student outreach and enrollment processes.

4. Fiscal, Human, Physical, and Technology

Provide a professional work environment for our employees while using wisely our limited resources.

4.1 Fiscal Environment

4.1a Continue and expand initiatives and services that optimize enrollment.

4.1b Implement the SMCCCD Foundation business plan to increase its net asset value and to distribute more scholarships and grants.

4.1c Pursue additional state, federal, philanthropic, and corporate funding.

4.2 Faculty and Staff 4.2a Continue to provide competitive salary schedules and benefits that attract and retain employees.

4.2b Continue the District's role as a leader in taking effective measures to mitigate the high cost of housing.

4.2c Examine recruitment strategies and develop means to attract more applicants from diverse backgrounds for faculty and staff positions.

4.2d Develop staffing plans that recognize existing staffing resources in all employee categories and project future resource needs.

4.3 New, Modernized, and Sustainable Facilities

4.3a Allocate capital improvement funds in accord with College educational and facilities master plans, which respond to the teaching and learning needs of each College.

4.3b Continue to leverage capital improvement with state and local resources.

4.3c Incorporate consideration for the environment and health and safety in construction and building maintenance plans and strategies.

4.3d Work with regional public transit authorities to improve access to our campuses.

4.4 Changing Technology

4.4a Implement College and District technology plans that support teaching and learning, and streamline the operational and governance processes of the District and the Colleges.

4.4b Review various College and District business processes to make the registration, scheduling, information sharing and other operational activities more efficient.

4.4c Plan for replacement of obsolete equipment.

4.5 Professional Development

4.5a Strengthen professional and academic development opportunities for faculty and staff.

4.5b Strengthen faculty and staff development that supports activities to meet accreditation standards.

4.5c Continue to raise cultural awareness and to provide diversity training.

4.6 Safe Campus

4.6a Demonstrate leadership in every aspect of student, faculty and staff protection through providing a professionally trained security force, developing and

maintaining emergency response systems, and complying with all laws and regulations.

5. Policy, Public Opinions, and Community Needs

Respond to community needs while being accountable for our responsibilities as educational institutions.

5.1 Accountability

5.1a Establish policies and planning activities that are coherent, transparent, and available to all stakeholders.

5.1b Include in all plans definitions and demonstration of student success to ensure that communication strategies at the District and College levels prominently showcase student success.

5.1c Provide extensive, integrated and coordinated research and planning efforts and resource allocation framework to support the improvement of teaching and learning.

5.2 Community Needs

5.2a Expand and strengthen partnerships with high schools, 4-year institutions, community agencies, and business and industry.

5.2b Develop and implement systematic processes for soliciting and evaluating the needs of community residents, current students and partners in relation to College programs and services. Communicate feedback to faculty and staff, and develop strategies for improving programs and services.

SKYLINE COLLEGE GOALS

1. Develop the scope, quality, accessibility and accountability of instructional and student service offerings, programs, and services to lead the San Francisco Bay region in transferring students, awarding degrees and certificates and reflecting social and educational equity.

2. Enhance institutional effectiveness in planning and decision-making processes through cooperative leadership, effective communication, and shared governance.

3. Fulfill the college's role as a leading academic and cultural center for the community.

4. Provide human, physical, technological and financial resources to assure excellent educational programs and student services in order to support students in attaining their educational goals and improve institutional effectiveness.

5. Recruit, retain and support a world-class faculty, staff and administration that is committed ongoing improvement through access to opportunities for professional growth and advancement.

6. Play a central role in the preparation of the regions workforce and expand networks and partnerships with business, the community, and non-profit organizations.

7. Establish and maintain fiscal stability and alignment of programs and services to the core mission, vision and values of the college. Currently listed as #6 – change to #7)

8. Internationalize the educational experience by enriching the college with a diverse community of learners representing the collective resources of humanity and engaging in a vibrant dialogue that engenders an understanding of others.

SMCCD BOARD OF TRUSTEES GOALS

1. Maintain fiscal stability; continue to scrutinize programs and services to assure that they are most relevant to and aligned with the District's core mission of transfer, career-technical education and basic skills; develop strategies and actions to manage the effects of the State's budget deficit on our District. Reduce operational costs to the greatest extent possible; continue efforts to build energy efficient infrastructure and facilities; and adopt green/clean and sustainable practices. Expand efforts to create programs and services that provide additional unrestricted income for the District to be used to enhance student instruction and support services.

2. Aggressively protect local control and retention of property taxes by maintaining a presence in Sacramento; good communication with our local legislators; participation in the Oversight Committees overseeing the wind-down of Redevelopment Agencies; and monitoring the District's progression towards becoming a self-supported District.

3. Continue work on managing enrollments and on the consolidation, retooling or reduction of programs to maximize the number of students served even in a time of declining funding. Seek out, implement and expand cost-effective means to improve access and higher education opportunities for our community and students. Use the Board's adopted "Core Values" statement (adopted in December, 2009) as a guide for all program/budget modifications and adjustments. Use Measure G funds to expand instructional opportunities and related student services for students.

4. Evaluate the impact of the State's adoption of the "Student Success" Task Force recommendations on District programs and student services. Define Student Success for our District and Colleges.

5. Conduct a Community Needs Assessment to identify residents' needs for educational programs. Conduct an environmental scan of county employers to determine emerging job opportunities that require postsecondary training programs.

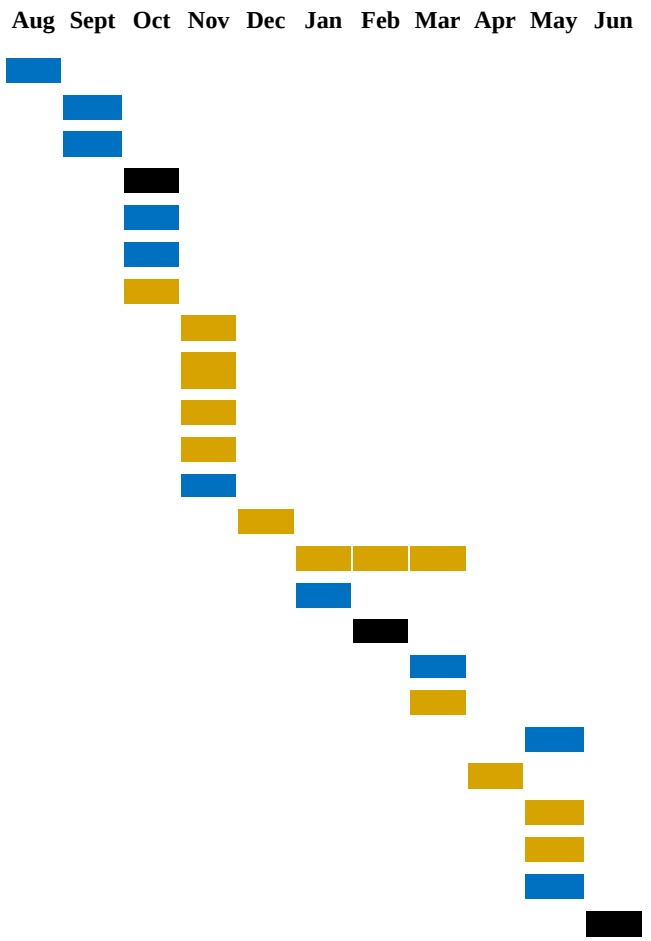
6. Through the SMCCCD Accreditation Coordinating Council (ACC), support the accreditation process by providing District-wide coordination and District level support for the College accreditation teams. Keep apprised of accreditation progress by way of periodic briefings and presentations from the ACC. Through the state chancellor's office, advocate for accreditation policy that ensures due process for all institutions.

7. Develop efficient, financially feasible and collaborative strategies to ensure that faculty and staff are kept current with the pedagogy, technology and other activities that are critical to student success and organizational excellence.

8. Broaden global perspective and enrich our cultural and educational diversity by fostering institutional relationships abroad; attracting international students to our campuses; and offering teach/study abroad opportunities for faculty and students. Concentrate outreach and recruitment activities in countries and regions sending the largest number of international students to the U.S. Use revenue from international tuition to provide additional classes and services for students. As international education is defined and continues to grow at the Colleges, leverage the experiences of our international students to globalize our curriculum. Determine other implications of a larger international student population on District programs and services.
9. Explore options to complete the District's Facilities Master Plan. Continue to pursue all available options to replace funds lost by the State's abandonment of approved capital projects due to non-authorization of State education bonds for the past six years.
10. Explore timing and options regarding the possible extension of the District's parcel tax.
11. Support the Foundation's efforts in cultivating alumni to increase the donor base and support.
12. Pursue relief from regulations that unnecessarily impose high costs or inefficiencies for College and District operations, and that don't further our educational mission and values.
13. Increase communication with the community regarding the District's goals, needs and accomplishments.

Skyline College Integrated Budgeting Planning Calendar for FY 2012- 2013

#	Planning Activity	Link
1	Announce current year Annual Strategic Priorities on Opening Day	President
2	Develop current year Annual ALUR	Units
3	Submit 2012-13 ALUR to IPC	Units
4	Review BSC to determine outcomes during previous year & report to College Counci	IPC
5	Review collegewide plans for integration into strategic priorities process	IPC
6	Prioritize Strategic Priorities for next year (Initial draft)	IPC
7	Submit next year FTEF Priority Recommendations	FTEFAC to AS
8	Develop Initial Budget Estimates for next year	CBC
9	Review next year FTEF Priority Recs in consultation with ILT and recommend to VPI	AS & ILT
10	Review next year FTEF Priority Recommendations fromAS & submit final rec to Presiden	VPI & VPSS
11	Submit next year Classified & Administrative Hiring Priorities to Cabinet	Units
12	Begin Annual and Comprehensive Instruction and Student Service Program Planning Process	Units
13	Submit next year Tentative Budget Recommendation to College Council then to Presiden	CBC
14	Reassess next year Budget Estimates after Governor's Proposal is announced	CBC
15	Prioritize Strategic Priorities for next year (2nd draft)	IPC
16	Perform Program Assessment Analysis	VP's/Units
17	Continue Annual and Comprehensive Instruction and Student Svc Program Planning Process	Units
18	Submit next year Annual Budget Requests to CBC	Units
19	Recommend next year Strategic Priorities to College Council	IPC
20	Review and Distribute Program Review Reports and next year Annual Budget Requests	CC/CBC
21	Recommend next year balanced budget to CGC --final recommendation to Presiden	CBC
22	Submit next yeat Annual Budget to District	President
23	Submit list of suggested Annual Priorities for next year to Presiden	CGC
24	Complete Outcomes Assessment Section of ALUR	Units



Legend		
Budget	*BSC: Balanced Scorecard*	*ILT: Instructional Leadership Team*
Planning	*CBC: College Budget Committee*	*IPC: Institutional Planning Committee*
Evaluation/Assessment	*CGC - College Governance Council*	*Units - Programs and Divisions*
ALUR: Administrative Leadership Unit Review	*CC: Curriculum Committee*	*VPI: Vice President, Instruction*
AS: Academic Senate	*FTEFAC: FTE Allocation Committee*	*VPSS: Vice Pesident of Sudents*

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Skyline College
Technology Plan 2012 - 2015
"To empower and transform a global community of learners." -- Skyline College Mission
Classrooms
Networks
Computers
Support

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Vision:

Skyline College has an integrated state-of-the-art information technology environment that:

A. supports the College's mission "To empower and transform a global community of learners"

B. creates an environment where accessible technology is used to enhance teaching and learning.

C. streamlines administrative processes.

D. provides timely and accurate information.

E. improves communications.

F. maintains a safe and secure environment for students and staff.

G. is not limited by the campus borders or time.

H. is a leader in innovative uses of technology to support learning and student services.

I. technology supports educational access to non-traditional students

Philosophy:

Skyline College enjoys an institutional culture that appreciates and respects the opportunities and solutions available in technology and online instruction. In doing so, Skyline College believes:

- technological resources should facilitate and enhance effective, as well as efficient work, teaching and learning.
- students, faculty and staff should have access to the technological tools that allow them to fully express the best they have to offer in their respective roles in the institution.
- technology serves a supporting role in facilitating the educational processes led by the faculty to connect to human history and broad areas of human knowledge and expressions of creativity.
- there should be an appropriate and planned, cost effective acquisition and allocation of resources that supports the infrastructure, hardware, software and development of faculty, staff and students in order to maximize the potential benefit of our technological resources.
- that effective and cost efficient institutional technology should complement and build on the pervasive technology that our students, faculty and staff posses.

Goals: (Correlated with College vision)

1) Utilize technology to enhance teaching and learning, provide accessibility, improve communications, and deliver instruction in a variety of modalities. (A), (B), (E), (F)
2) Provide universal access to technology across the campus environment by ensuring that assistive technology hardware and software for individuals with disabilities is integrated into the planning and delivery of all instruction and services including online instruction and services. (B), (D), (G)
3) Provide faculty and staff with training, support and access to technology resources to enhance teaching and learning activities and student support services. (A), (B) (E)
4) Provide secure, reliable, timely data in a format that can easily be accessed and analyzed by administrators and staff. (C), (D), (G)
5) Provide students with efficient and intuitive online student business services. These services will be available to students 24/7 from anywhere. Emphasis will be placed on student self–service. (C), (D), (G)
6) Work with the district ITS to develop a technological infrastructure to support faculty and staff development and increased access to learning and support opportunities using emergent and existent technologies for distance learning and other technology dependent innovations in teaching and learning. (A), (G), (H)
7) Develop a stable, long-term plan and funding source to meet the ongoing need for renewing and upgrading technology resources in campus computer laboratories and for faculty, staff and administrative functions. (A – H)
8) Continually assess effectiveness of technology programming and planning in meeting institutional needs. (A-H)
9) Utilize technology to ensure that the campus is a safe and secure environment. (F)
10) Facilitate communications with students, faculty, staff, alumni and the general public.(G), (E)
11) Include campus technology needs as an integral part of the campus planning and budgeting process. (A-H)
12) Provide the network infrastructure to support and enhance instruction and the College's administrative services. (A-H)
13) Maintain a vital Technology Advisory Committee (TAC) as defined in the College's Shared Governance Structure. (A-H)
14) Monitor educational trends and related research, evaluate emerging hardware and software tools, continue to assess faculty needs, and track student technology trends. (A-H)
15) Develop and support instructional and student services delivery system that provides all students with technological skills necessary to be successful in an increasingly technological society, and will provide equal and easy access to technology for all students in pursuit of their educational goals. (A-H)

Campus Technology Environment

Technology resources are used throughout the College to support and increase the effectiveness of student learning outcomes, safety, and the quality of services provided to students. Skyline College in cooperation with the District provides a robust technology infrastructure and technology resources that include:

- 92 Smart classrooms and labs. 93% of all campus classrooms and labs are Smart. (Smart classrooms include: projectors, screens, sound systems, wireless internet, video players, and in most rooms document cameras)
- 100% of the campus has wireless Internet access
- 22 program specific instructional computer and drop-in labs
- 7 Student Services, Career and Transfer computer labs
- 2 Library based labs
- 20 Smart conference /meeting rooms
- An experimental Learning Space room equipment with the a variety of technologies for faculty to experiment with.
- 1388 campus computers
- 478 campus printers
- Campus-wide digital signage system
- Campus-wide security camera network
- Campus-wide Event Announcement System (EAS)
- Laptop computers for all full-time faculty and limited number of check-out laptop computers for part-time faculty
- Convenient faculty and staff access to printing
- A streaming internet radio system that is used to primarily broadcast College athletic events.
- A streaming internet video system that is used to broadcast College activities that have included guest speakers and graduation.
- A comprehensive set of administrative software services to assist with communication, budgeting, planning, and research.
- A comprehensive set of student enabling software services to assist with degree audit, scheduling, communications, on-line instruction, and paying of fees

Administrative and Student Support Software and Services

Administrative technology is provided and supported by District ITS. Examples of the administrative services provided to the College by District ITS include:

- **Banner®** - The ERP system utilized at San Mateo CCD is SunGard Banner®. It was initially installed in 1991-92 and has undergone significant major upgrades over the years. Banner® is extensively used by all faculty, staff, and students and includes major modules for: student registration, faculty grading, transcript production, student accounts payable, financial accounting, budget development, purchasing, student financial aid, and payroll and human resources. The Banner® web interface, locally called WebSMART, is accessed by students and staff to conduct a variety of self-service tasks such as registration, payment of fees, faculty grading, etc. Mandated state and federal reporting is largely based on information residing in the Banner® database.
- Faculty and Staff **eMail** - ITS maintains a comprehensive unified messaging service for the staff of the colleges and District Office which includes voicemail and email. The system is based on Microsoft Exchange Server 2007 and Siemens Xpressions products. There are more than 3000 email accounts currently supported by the system. To reduce and control email spam, ITS is using Pure Message Spam filter.
- **Argos®** –The web based reporting tool used to provide users with a variety of reports and data extracts from the Banner® transactional or data warehouse Oracle databases is Argos®. It is a product licensed from Evisions, Inc., a company based in southern California. The application is also intended to provide end-users with the ability to more easily create ad-hoc reports.
- **Hyperion®** - Extensive enrollment statistics are available from the web-based Hyperion® dashboards. These academic term-based dashboards compare enrollment statistics against the same period in the semester to the previous year's registration cycle. The historical dashboard takes a snapshot of the enrollment statistics at various key points in time throughout the term. Decision makers throughout the institution access these reports for timely and accurate information throughout the term. The dashboards are built from the local data warehouse using the Hyperion® Developer Tool.
- **CCCApply®** – Students use CCCApply® to apply for admission and enrollment at any of the three colleges. The system is hosted by the vendor, XAP Corporation, and applications are downloaded automatically into Banner® throughout each day.
- **Banner®** Document Management System – BDMS is a comprehensive document imaging system that is tightly integrated with Banner®. It allows users to scan, index and retrieve documents in an efficient manner. Documents can be retrieved directly from Banner® or through Xtender's user interface. Student Services, the Financial Aid offices, Purchasing and Finance offices are all heavy users of document imaging to greatly reduce document storage and filing costs. As of January 2012, the system stores almost 1.4 million documents and 3.8 million images.
- **Degree Works** – Degree Works is a web-based academic advising and degree audit tool that the district implemented in 2011. Students and advisors are able to check academic

progress and receive advice on courses needed to satisfy requirements towards achieving academic goals. The system also provides an electronic education plan that is currently being implemented.

- **Tracdat** - is a web-based software that automates the assessment process by providing a structured framework for continuous quality improvement for both our instructional and non-instructional programs. The software uses multi-layered structure to handle various hierarchical levels of an organization.
- **SARS** - At all three colleges SARS Software Products are used for counseling appointments and record keeping to enhance student services. Currently supported products include: SARS-GRID, SARS-CALL, SARS-TRAK and eSARS. The SARS servers utilize an MS SQL Server database and are maintained and backed up in the data center. Interfaces between SARS and Banner® are supported by ITS.
- **GWAMAIL** –This is a locally developed application that is integrated into Banner® and was launched in the summer of 2007. GWAMAIL allows selected users to send email messages to targeted student populations.
- **Text Messaging** - Students are able to subscribe to receive important campus-wide emergency announcements via text message. Alert-U was contracted to provide this service.

In addition to administrative services, District ITS also provides several technology services in direct support for students. Examples the technology services to students:

- **WebSMART** - is the web interface to Banner® that enables students to register for classes, view grades, pay fees, request transcripts and apply for financial aid. WebSMART is supported by the Admissions and Records departments at the individual colleges.

- **WebAccess** - is a Course Management System that is the District's implementation of Moodle. WebAccess® is hosted offsite by Moodlerooms. Every faculty member that has a class assignment in Banner® automatically has a WebAccess® course(s) shell created for them. Faculty use of WebAccess® ranges from supplemental course information to providing a course completely online. WebAccess support is outsourced to a call center, AELearn, who have been a vital resource for us providing expertise and coverage we could not provide in-house without significant investment in additional staff. Issues that cannot be resolved by the support center are escalated to our Web Services Support Team.

- **MySmccd** - provides all students a @mysmccd.edu Google email account, calendaring and docs as part of the Google Apps for Education suite of products.
- **eSARS** - provides a self-service interface to the SARS-GRID appointment system. Students can make appointments for a variety of services, including: placement
- **Early Alert** – As part of a district initiative to increase student retention and success, a locally created software package was designed and implemented to enhance the ability for faculty to send students an "alert" message indicating the student needed additional support.
- **Electronic transcript interchange** - eTranscript California is the statewide internet-based system for requesting, transmitting, tracking, downloading, and viewing academic transcripts among authorized educational institutions and their trading partners. By implementing etranscripts we were able to save time, save money, reduce paper consumption, improve customer service to our students and reduce workload demands on our staff.

- **WebSchedule** – Provides students with a publically available web interface of the schedule of classes that is dynamic and searchable. Easily identifies courses that have open seats or waitlisted. In addition students can opt in to be notified when the next semester schedule is posted via email.

Technology Work Plan 2012 - 2014

Administrative Technology						
Goal	**Activity**	**Responsible**	**Budget $**	**$ Source**	**Due**	**Priority**
1	Integration of Curricunet & TracDat	District, Skyline Academic Groups	?	?	SP 2014	1

General Technology						
Goal	**Activity**	**Responsible**	**Budget $**	**$ Source**	**Due**	**Priority**
1	Continue to maintain & fund Faculty/Staff Technology Replacement Schedule. For details see appendix B	Skyline CTTL, Deans, VPI, VPSS, & District ITS	$120k Annually	Skyline College	Annual	1
2	Continue to maintain and fund Lab Replacement Schedule. For details see appendix C	Skyline CTTL, Deans, VPI, VPSS, and District ITS	$250,00 Annually	District ITS	Annual	1
3	Continue to maintain and fund Smart Classroom & Conference Room Update Schedule	Skyline CTTL, Deans, VPI, VPSS, and District ITS	$20k Annually	Skyline College	Annual	1
4	Expand cart based Smart Classroom capability to 11 classrooms at Pac Heights	Skyline CTTL, Deans, VPI, VPSS, and District ITS	$75k	Skyline College	Sp 2013	1
5	Establish recommendation for minimum specifications for technology	Skyline TAC, Skyline ITS, District ITS	$0	_	Sp 2013	1
6	Fully restore the Loan-to-Own program to include Mac, and tablets	Skyline Bookstore, Skyline TAC, and District ITS	?		Su 2013	2

General Technology (Continued)						
Goal	**Activity**	**Responsible**	**Budget $**	**$ Source**	**Due**	**Priority**
7	Continue to expand the College use of streaming video and radio technology to support College activities including athletics.	Skyline College at large	$2,800 Annually	Skyline College	Annual	3
8	Maintain San Bruno Cable availability at key locations on campus. Maintain relationship with SB Cable by working cooperatively on community related projects .	Skyline CTTL, Skyline PIO, District ITS Contingency	$2,000 Annually	Skyline College	Annual	1
9	Research and propose to District ITS an opt-in data Backup system for all College owned faculty and staff computers.	Skyline TAC, Skyline ITS, District ITS	$3,000 initial investigat-ion allocation	Skyline Technol-ogy Conting-ency Fund	Su 2013	1
10	Improve identity security by not having G numbers retained in WebAccess webpage after log-off.	District ITS	?		Su 2013	1
11	District ITS to support Mac OS upgrades in manner similar to Windows support for OS upgrades.	District ITS and Chancellors Council	$30,000	District ITS	Su 2013	1
12	Upgrade digital signage servers to OS 10.8 and latest version of DS software.	Skyline ITS, Skyline Media	$4200	Skyline Media Budget	Su 2013	1
13	Increase by 2 the numbers of digital signs on campus	Skyline ITS, Skyline Media	$7000	Skyline Media Budget	Su 2013	3

General Technology (Continued)						
Goal	**Activity**	**Responsible**	**Budget $**	**$ Source**	**Due**	**Priority**
14	Replace projector in gym. Projector is 6-years old. It is used for special events in gym.	Skyline ITS, Skyline media	$12,000	Skyline Technol-ogy Conting-ency Fund	F2103	3
15	Convert Loma Chica CDC classroom to a smart classroom. The projector has been purchased. Still pending is installation, document camera, and audio	Skyline ITS	$7000 . Projector already purchase d	Skyline		1

Campus Network Technology						
Goal	**Activity**	**Responsible**	**Budget $**	**$ Source**	**Due**	**Priority**
1	Expand Wireless Access in Pac Heights. Upgrade and increase the number of WAPs	District ITS	$10,000	District	Sp2013	1
2	Improve strength and reliability of wireless access throughout campus especially gathering areas	District ITS	?		Ongoing	3
3	Improve cell phone coverage for the major cell phone providers in 80% of the College's indoor spaces	District ITS, Skyline ITS	TBD	TBD	S2013	1
4	Establish performance baselines for wired, wireless, and cell phone networks	District ITS, Skyline ITS, Skyline	$0	-	Su2013	1

Campus Network Technology (Continued)						
5	Increase wired network performance to Gigabit at least 30% of campus wired Admin Connections. This can be a phased in program over multiple years	District ITS	?	?	Su2014	3
6	Improve wireless performance in building 7A labs 1st and 2nd floor	District ITS	$15,000	District ITS	Sp2013	1
7	Analyze and address reported problems with wireless in Bldg. 7	District ITS Skyline ITS	?	?	Su2013	1

Technology Training						
Goal	**Activity**	**Responsible**	**Budget $**	**$ Source**	**Due**	**Priority**
1	Technology training is the responsibility of the Skyline College Center for Transformative Teaching & Learning . For a complete list of the workshops available refer to the CTTL website http://skylinecttl.org	Skyline College Center for Transformative Teaching Learning	?	?	SP 2014	1

Online Activities non Distance Ed						
Goal	**Activity**	**Responsible**	**Budget $**	**$ Source**	**Due**	**Priority**
1	Increase Skyline faculty use of WebAccess from 40% in fall 2012 to 60%.	Skyline CTTL	$0	-	F 2013	1
2	Participate with the District to consider and select options for upgrading WebAccess to Upgrade to Moodle 2.X.	Skyline CTTL District ITS	This upgrade can have significant budget implications	?	F 2013	1
3	Create a common faculty homepage for Skyline faculty. A task force needs to be assembled to determine how best to have a high level web page for faculty and what information needs to be included	Skyline CTTL, District ITS Web Services	?	?	Su 2013	2
4	Determine a strategy for Skyline's uses of iTunes U for the future.	Skyline CTTL	$0	-	F 2013	3
5	Develop 1 iBook/course as a pilot and share results with campus community	Skyline CTTL	$4000	Skyline CTTL	F 2013	3

Accessibility						
Goal	**Activity**	**Responsible**	**Budget $**	**$ Source**	**Due**	**Priority**
1	Create a more global approach to accessibility on campus.	Skyline College Disabilities Resource Center	?	?	SP 2014	1

2012 – 2013

Proposed Annual Technology Budget

It is the responsibility of the Technology Advisory Committee to develop and put forward a realistic budget to support campus technology and complete the activities listed in the Technology Work Plan. It is the responsibility of the Vice-President of Instruction to bring the proposed budget allocation to the various College councils and committees for approval.

Item	Description	Requested Amount	Funding Source		Approved
			Skyline	District	
Faculty & Staff Computers	Computers for faculty, staff, & administrators based on 4-year replacement cycle.	$120,000	$120,000	$0	✓
Faculty & Staff Printers	Office printer replacement as needed. Toner is **not** included.	$20,000	$20,000	$0	✓
Smart Classrooms	Replace dated/defective projectors, amplifiers, screens, bulb replacement and Doc cameras	$20,000	$20,000	$0	✓
Instructional Lab Replacement	Replacement of instructional lab computers, printers, projectors	$250,000	$0	$250,000	✓
Pacific Heights Upgrade	Addition of 13 Rover carts with projectors, sound, and document cameras. **One Time Only**	$70,000	$70,000	$0	✓
Bldg. 1 Rm. 319 Upgrade	New monitor and Apple TV . **One Time Only**	$8,200	$8,200	$0	✓
Unforeseen new hires technology	Computer, phone, and printer for office	$15,000	$15,000	$0	✓
CTTL Technology	Various items	$30,000	$30,000	$0	✓
Veterans Center	Computers, Phone, Color network printer, BW printer, Blueray Player, **One Time Only**	$6,500	$6,500	$0	✓
Campus Cable TV	Annual Subscription fee for 25 San Bruno Cable outlets	$2,000	$2,000	$0	
Internet Radio	Internet radio streaming service. FastServ.com	$800	$800	$0	
Streaming Internet TV	Annual Subscription to Ustream for streaming video broadcasts	$2,000	$2,000	$0	✓
Contingency fund	Fund for emergency replacements, unexpected repairs, unplanned program addition, experimentation, and theft.	$40,000	$40,000	**$0**	
Media	Lamps, supplies, Digital Signage, & equipment	$12,000	12,000		
	TOTALS	**$606,500.**	**$356,500.**	**$250,000.**	

Appendices

Appendix A

Outcomes of 2009 – 2012 Technology Plan Activities

Administrative Technology Activities	Timeline	Outcome
Banner 8 Upgrade Move Sungard is scheduled to release version 8 of Banner in the 4th quarter of 2008. This update to Banner will be implemented by the District Office. Skyline College representatives will work with District ITS staff to ensure that the new features are appropriate and that the upgrade occurs with minimum disruption to campus business.	Completion – mid-2009	A successful upgrade to Banner 8 was completed by District ITS October 2011. Banner continues to be upgraded and modified to meet SMCCD needs by ITS
CCC Trans District has agreed to proceed with the State Chancellor's Office initiative for the CCCTRANS project (electronic transcript interchange). Skyline College Student Services representatives will work with District to ensure that this project is consistent with Skyline College needs.	Completion Spring 2009	CCCTRANS now named eTranscript California was successfully implemented November 2009. Since that date Skyline has sent over 15,000 transcripts.
Enrollment Management Enrollment Management continues to be a critical element for Skyline College. Recruiting, retaining students, and growing enrollment is one of the key functions that are supported through a number of technologies and services such as WebSMART, GWAMAIL, Emergency Text Messaging, Waitlists, electronic Schedule Bills, Early Alert, Hyperion dashboards, etc. Skyline representatives will continue to direct the District in their ongoing support and enhancements of these technologies and services.	Ongoing	District ITS Continues to work with the College to improve enrollment management technology tools
Online Degree Audit System An online, self-service web-based degree audit system will assist Skyline students in making informed decisions about course selection. As part of the Online Degree Audit System, District ITS is also developing a Class Schedule development module. Skyline College will work with the District to ensure that the system is consistent with Skyline student needs.	Completion Fall 2009	In June 2010, the District successfully implemented **Degree Works. Degree Works** is a web based program for students and counselors to check academic progress, receive advice on courses needed to satisfy requirements towards achieving academic goals, and provide an electronic education plan.

Administrative Technology Activities	Timeline	Outcome
Curriculum Development and Course Approval Need An electronic system with the ability to track where courses approval process would greatly enhance the process of creating new courses. Skyline, along with the District Office, CSM and Cañada, will evaluate third party products for curriculum management.	Completed 2011	After investigation and consultation the District along with the Colleges implemented Curricunet and TracDat. As of fall 2012 both programs are being incorporated in the curriculum process.
Identity Protection District ITS continuously assess the District strategies for insuring the privacy of information and protection of the identity of students, faculty, staff, and administrators.		Several improvements have been made to District software to insure privacy of information.

General Technology Activities	Timeline	Outcomes
Create multiple technology access points for students in pursuit of their educational goals and for staff/faculty/administrators to enhance their effectiveness. • Continue to deploy wireless access throughout the campus with the goal of providing ubiquitous 802.11n access for students and staff. (See Campus Network Activities) • Continue to provide students with efficient and intuitive online student self-service business services. These services will be available 24/7. (See Administrative Technology Activities) • Continue to expand the number of computers available to students in nonproprietary areas such as the *Internet Café*. • Continue to utilize web technologies to place as much instruction online as practical.	Completed 2011 Ongoing No longer valid Ongoing	The District has successfully completed wireless deployment that provides coverage to 100% of the campus.
Develop a centralized library of campus software licenses and installed base.	Ongoing	Completed 2010. District maintains a database of general software.
Develop a plan for the updating of software across the campus. The plan will include a schedule and budget This plan will take into account the compatibility of software, equipment, operating systems, and instructional schedule. The plan must also include the regular review of the relevance of software before license renewal.	Sept. 2009	Completed fall 2012

General Technology Activities	Timeline	Outcomes
Work with District ITS to develop an equipment replacement plan that will ensure that faculty, students, and staff have access to technology that meets or exceeds District minimum standards. The plan will include a predictable schedule of when equipment needs to be replaced, the projected cost of equipment replacement, and identification of potential budget sources to be determined.	Ongoing *Annual report each January beginning January 2010*	Completed fall 2012
The Skyline Technology Advisory Committee, in coordination with District ITS, will determine and publish minimum standards for supported technology. These standards will be reviewed annually. These standards will be the basis for determining the equipment replacement schedule.	*Annually each May*	Ongoing
Work with District ITS computer support to implement an online inventory of technology on the Skyline campus.	September 2008	Completed 2010. District ITS maintains a database of all campus technology
Work with District ITS to implement a student email system.	Fall 2008	Completed 2009. MySMCCD
Develop a "green" perspective in the planning, implementing and disposing of technology.	Ongoing	
Continue to seek opportunities for partnerships and agreements to assist faculty, staff, and administrators to obtain technology at the best possible prices. Examples of this would be the Loan-to-Own program and the Community College Foundation's Microsoft agreement for the purchase of software.	Ongoing	Loan-to-Own program was discontinued in 2008. It has been partially restored 2012
Work with the District Human Resources Department to periodically assess the ergonomic safety of technology and associated furniture. Include ergonomic consideration in planning of new and remodeled facilities.	Ongoing	

Campus Network Activities	Timeline	Outcomes
Completed Move to the 2009 – 2012 Activity Report Work with the District to develop a plan for the continued deployment of wireless access throughout the campus and nearby facilities. The goal is to provide at a minimum ubiquitous 802.11n access for students and staff.	Completion 2010	Completed 2011
Work with District ITS to benchmark expected network performance as it relates to Banner services, local network performance, and Internet.	Completion Sp. 2010	No action taken
Work with District ITS to develop a College capability to originate real-time and asynchronous streaming video and audio. These services will be used to support instruction, provide information to the public and expand the audience for campus activities such as athletics.		College began implementation of an internet radio stream in 2011. College has begun single camera live streams of campus events spring 2012
Engage District ITS to develop a secure data backup system that will allow faculty and staff to backup documents to a secure server. Document backup will be voluntary. The backup system should be incremental and seamless to users.	Fall 2009	No action taken

Instructional Technology Activities	Timeline	Outcomes
Require that all courses have an up-to-date instructional support website. The minimum course website will include course outline and grading criteria.	Fall 2010	No action
Encourage and support faculty to use technology as a means to provide alternate delivery of instruction and enhance instruction.	Ongoing	
Increase Skyline's presence in the SMCCD iTunes U site. http://smccd.edu/itunesu/	Ongoing	Very little increase
Through TAC, develop a set of recommended minimum technology qualifications for new full-time faculty hires. These minimum technology qualifications will be recommended for inclusion in all job announcements.	June 2009	No action
Through TAC, annually review the technology used in Skyline's smart classrooms and make recommendations for maintaining or changing technology.	Annually	On-going
Through TAC, perform annual assessments of campus lab utilization.	Annually	No action

Instructional Technology Activities	Timeline	Outcomes
Determine the feasibility the implementation of more flexible computer labs that can accommodate multiple disciplines. Consideration will be given to both technology and furniture.	Sept. 2009	No action
Work with the District planning /construction processes to ensure that the present and future instructional technology needs of the faculty, staff, and students are addressed in any new construction or facility remodeling projects.	Ongoing	Addressed in District Construction standards that are continually being updated.

Training and Development Activities	Timeline	Outcomes
Skyline College is committed to the revitalization of the Center for Teaching and Learning as a comprehensive and integrated resource for faculty and staff. This new revitalized center will - • provide professional development services and flex activities. • make available links (more than just web) to expert resources in teaching and learning. • host regular presentations on current issues in teaching and learning. • encourage and support the use of technology to enhance instruction • reinstitute comprehensive orientation programs for new faculty. • perform regular faculty and staff interest surveys. • coordinate the delivery of customized workshops upon request. • perform regular evaluations of the effectiveness of this center. • serve as the hub for support of the Skyline Distance Education program		In Fall 2012 Skyline began implementation of CTTL

Training and Development Activities	Timeline	Outcomes
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Campus Security Technology Activities	Timeline	Outcomes
The District will install an Event Announcement System (EAS) in Skyline buildings 3, 6, 8, & 7A. The EAS system control center will be located in the College Security Office. This system is intended for making emergency announcements inside campus buildings.	Jan. 2009	Completed 2011. 90% campus coverage inside and out.
The College in cooperation with the District will determine the feasibility of further expansion of the EAS to other campus buildings.	Jan. 2010	Completed 2011. Additional building and outside locations were activated
The District will complete the installation of a campus wide video surveillance system. The system monitoring will be in the College Security Office	Jan. 2010	Completed. Continually being evaluated.

Appendix B

Faculty Staff 4-Year Computer Replacement Schedule

Guiding Principles

- The use of technology by all Skyline faculty and staff is critical to realizing the vision of Skyline College.
- All full-time faculty and staff will have **one** state-of-the-art computer and **one** task appropriate monitor that will allow them to complete their tasks in an efficient manner.
- All full-time faculty and staff will have convenient access to black and white printing.
- Part-time faculty and staff will have access to quality computers and black and white printers in offices conveniently located around campus.

Schedule Placement Criteria. (In priority)

1. Faculty or staff unable to efficiently perform tasks as a result of an outdated computer.
2. Computer is 4 or more years old
3. Computer has a history of more than usual number of work orders.
4. Staff or faculty member wants a new computer.

Faculty and Staff Computer Replacement Schedule F2012/SP2013			
Division	**Last Name**	**First Name**	**Replacement Date**
Student Services	Acidera	Jeffrey	12/01/2012
SMT	Araica	Daisy	12/01/2012
Business	Auto Teacher Station	Skyline	12/01/2012
SMT	Bates	Alec	12/01/2012
Soc. Sci/CA	Bell	Rosemary	12/01/2012
LA/LR	Bell	Rachel	12/01/2012
Soc. Sci/CA	Bestock	Donna	12/01/2012
Student Services	Biederman	Donald	12/01/2012
Soc. Sci/CA	Brenner	Eric	12/01/2012
Business	Bus. Division General Use PC Laptop 1	Skyline College	12/01/2012
Student Services	Campillo	Carla	12/01/2012
Student Services	Carroll	Sheldon	12/01/2012
SMT	Carter	Pat	12/01/2012
SMT	Case	Christine	12/01/2012
LA/LR	Castro	Luciano	12/01/2012
Business	Cervantes	Alma	12/01/2012
PE/Athletics/Dance	Chandler	Chip	12/01/2012
Business	Classroom 8202	Skyline	12/01/2012
Business	Co-Op Coordinators	Skyline	12/01/2012
Soc. Sci/CA	Colombetti	Carlos	12/01/2012
SMT	Crawford	Judith	12/01/2012
Soc. Sci/CA	Daley	Barbara	12/01/2012
Business	del Castillo-Brown	Teresita	12/01/2012
Soc. Sci/CA	Driscoll	Carol	12/01/2012
Student Services	Elliott	Donna	12/01/2012
SMT	Erskine	Alice	12/01/2012
Business	Escalambre	Richard	12/01/2012
LA/LR	Feinbulum	Kathleen	12/01/2012
Student Services	Financial Aide		12/01/2012
Soc. Sci/CA	Fitzpatrick	Kathy	12/01/2012
PE/Athletics/Dance	Fosberg	Jan	12/01/2012
LA/LR	Floro	Nina	01/01/2012
SMT	Freedman	Jon	12/01/2012
SMT	Ghanma	Mousa	12/01/2012
PE/Athletics/Dance	Fitzgerald	Mike	01/01/2015
Student Services	Gonzalez	Pablo	12/01/2012
Student Services	Heimberg	Roseangela	12/01/2012
Student Services	Hermosillo	Imelda	12/01/2012
Student Services	horseshoe	skyline college	12/01/2012
LA/LR	Kaplan-Biegel	Nancy	12/01/2012

Faculty and Staff Computer Replacement Schedule F2012/SP2013			
Soc. Sci/CA	Kirkpatrick	Sandra	12/01/2012
Student Services	Kisich	Linda	12/01/2012
SMT	Leach	Evan	12/01/2012
Soc. Sci/CA	Masare	Johannes	12/01/2012
Student Services	Mendoza	Patricia (Patty)	12/01/2012
Soc. Sci/CA	Merrill	Jennifer	12/01/2012
SMT	Michelitsch	Melissa	12/01/2012
Business	Ming	Dan	12/01/2012
SMT	Moss	Cindy	12/01/2012
Business	Muller-Moseley	Claire	12/01/2012
LA/LR	Nicol	Garrett	12/01/2012
PE/Athletics/Dance	Nomicos	Dino	12/01/2012
LA/LR	Peix	Manny	12/01/2012
Business	Phelps	Graciela	12/01/2012
SMT	Rivera-Contreras	Joaquin	12/01/2012
Business	Rizzo	Clydie	12/01/2012
Business	Robinson	Calvin	12/01/2012
Business	Roumbanis	Christine	12/01/2012
LA/LR	Ruiz	Kennya	12/01/2012
Student Services	Santanilla	Kathryn	12/01/2012
Student Services	Shetaya	Crystal	12/01/2012
Business	Spakowski	Paul	12/01/2012
Soc. Sci/CA	Suzuki	Masao	12/01/2012
Soc. Sci/CA	Takayama	Arthur	12/01/2012
LA/LR	Taylor	Phyllis	12/01/2012
SMT	Tsuchida	Tadashi	12/01/2012
Student Services	Valdelomar	Dina	12/01/2012
Student Services	Wallace	Richard	12/01/2012
Business	Whitten	Linda	12/01/2012
Soc. Sci/CA	Wolbers	Dennis	12/01/2012
SMT	Zamani	Soodi	12/01/2012

Faculty and Staff Computer Replacement Schedule F2013/SP2014			
Division	**Last Name**	**First Name**	**Replacement Date**
Operations	Argarin	Nancy	01/01/2013
Business	Automotive	Skyline	01/01/2013
Business	Automotive Office	Skyline College	12/01/2013
Soc. Sci./CA	Bell	Rosemary	12/01/2013
Soc. Sci./CA	Bestock	Donna	01/01/2013
Soc. Sci./CA	Book Checkout Desk PC2	Skyline	12/01/2013
SMT	Bookstaff	Shari	12/01/2013
LA/LR	Bowsher	Jim	01/01/2013
Soc. Sci./CA	Brenner	Eric	01/01/2013
Business	Broxholm	Thomas	12/01/2013
SMT	Case	Christine	12/01/2013
LA/LR	Chavez	John	01/01/2013
Student Services	Christian	Catherine	01/01/2013
Business	Ciraolo	Jerry	12/01/2013
Soc. Sci./CA	Classroom 1108	Skyline	12/01/2013
Student Services	Conmigo	Aileen	01/01/2013
Student Services	Counseling	Skyline	01/01/2013
Student Services	Davis	Loretta	01/01/2013
SMT	Del Prado	Norman	12/01/2013
Operations	Escobar Mora	Marcella	01/01/2013
Student Services	Financial Aide		12/01/2013
Soc. Sci./CA	Fischer	Bridget	01/01/2013
Student Services	Fraunfelder	Greg	01/01/2013
SMT	Fredricks	Stephen	01/01/2013
SMT	Ghanma	Mousa	12/01/2013
Student Services	Gorostiza	Angelica	01/01/2013
LA/LR	Harer	Katherine	01/01/2013
Student Services	Herda	Melinda	01/01/2013
Student Services	Hermanos Group	Skyline	01/01/2013
Soc. Sci./CA	Hewitt	Tom	12/01/2013
Business	Jean	Marilyn	12/01/2013
Business	Johnson	Julia	01/01/2013
Business	Jones	Chester	01/01/2013
SMT	Koskelo	Ilkka	01/01/2013
Student Services	Lariviere	Judith	01/01/2013
Student Services	Larson	Eric	01/01/2013
Student Services	Lee	Joyce	01/01/2013
Soc. Sci./CA	Lim	Poh Kim	12/01/2013
Student Services	Lorenzo	Susan	01/01/2013

Faculty and Staff Computer Replacement Schedule F2013/SP2014			
Student Services	Mendez	Karla	01/01/2013
Student Services	Morrison	Regina	01/01/2013
Student Services	Mosby	John	01/01/2013
Business	Motipara	Sita	01/01/2013
Student Services	Murillo	Jorge	01/01/2013
Student Services	Muse	Beverly	01/01/2013
Student Services	Nevado	Nate	01/01/2013
Soc. Sci./CA	Office 1308		12/01/2013
Business	Pfaeffle	Alex	01/01/2013
SMT	Pharm Prep	Skyline	01/01/2013
SMT	Richards	Anjana	01/01/2013
Business	Robinson	Calvin	12/01/2013
LA/LR	Saenz	john	01/01/2013
Student Services	Shein	Ma	01/01/2013
Student Services	SKYL NURSE JAN GERSONDE	SKYLINE	12/01/2013
Student Services	Stats	Terry	01/01/2013
Business	Sullivan	Kevin	12/01/2013
Operations	Tablan	Emmanuel	12/01/2013
SMT	Thompson	Omer	01/01/2013
Student Services	Trinh	Annie	01/01/2013
SMT	Tyler	Pat	01/01/2013
Student Services	Urena	Javier	01/01/2013
Business	Watts	Tina (Jacinda)	12/01/2013

Faculty and Staff Computer Replacement Schedule F2014/SP2015			
Division	**Last Name**	**First Name**	**Replacement Date**
Student Services	Armas	Adriana	01/01/2014
Student Services	Beiers	Beth	01/01/2014
VP Instruction	Benavides	Glenda	01/01/2014
Student Services	Biederman	Don	01/01/2014
VP Student Services	Blake	Joi	01/01/2014
VP Student Services	Blake	Joi (Laptop)	01/01/2014
Operations	Briones	Eloisa	01/01/2014
Operations	Briones	Eloisa (Laptop)	01/01/2014
Student Services	Cubicle next door to Jocelyn Vila		01/01/2014
Student Services	De Souza	Jose'	01/01/2014
Business	Faculty adjunct	Skyline	12/01/2013
Student Services	FINANCIAL AID - CENTER COMPUTER	SKYLINE	01/01/2014
Student Services	Financial Aide	Skyline	01/01/2014
VP Student Services	Gacutan	Golda	01/01/2014
VP Student Services	Gacutan	Golda (Laptop)	01/01/2014
VP Instruction	Gonzalez	Kenny	01/01/2014
SMT	Greenstein	Bruce	01/01/2014
Student Services	Hermanos Group	Skyline	01/01/2013
Student Services	In front of EOPS/ EOPS counter	Skyline	12/01/2013
LA/LR	Irigoyen	Fermin	01/01/2014
Soc. Sci./CA	Jackson	Tony	01/01/2014
SMT	Kapp	Nick	01/01/2014
Operations	Lamson	Barbara	01/01/2014
Operations	Lamson	Barbara (Laptop)	01/01/2014
Student Services	Lariviere	Judy	01/01/2014
Operations	Lee	Ellen	01/01/2014
VP Instruction	Leiva	Adolfo	01/01/2014
Soc. Sci./CA	Library Circul. Area		12/01/2013
Soc. Sci./CA	Lowenstein	Ellen	12/01/2013
Student Services	Mariano	Elnore	01/01/2014
Student Services	Martinez	Sylvia	01/01/2014
Student Services	Matthews	Melissa	01/01/2014
Student Services	Mendoza	Patricia	01/01/2014
SMT	Mesa Staff	Skyline	01/01/2013
Student Services	Mosby	John	01/01/2014
Soc. Sci./CA	Moynihan	Michael	01/01/2014
President's Office	Napier	Cherie	01/01/2014

Faculty and Staff Computer Replacement Schedule F2014/SP2015			
Student Services	Osaie	Elizabeth	01/01/2014
VP Instruction	Pasad	Sherrie	01/01/2014
VP Instruction	Pasad	Sherrie (Laptop)	01/01/2014
Business	Pate	Hui	12/01/2013
Operations	Paw	Vivian	01/01/2014
VP Instruction	Perkins	Sarah	01/01/2014
VP Instruction	Perkins	Sarah (Laptop)	01/01/2014
PE/Athletics/Dance	Piergrossi	Justin	01/01/2014
Business	Rebele	Cecelia	01/01/2014
Student Services	Rojas	Michael	01/01/2014
Business	Ross	Don	12/01/2014
PE/Athletics/Dance	Salahuddin	Rayannah	01/01/2014
Student Services	Security Office	Skyline	01/01/2014
VP Instruction	Sippel	Leigh Anne	01/01/2014
President's Office	Stroud	Regina	01/01/2014
President's Office	Stroud	Regina (Laptop)	01/01/2014
Student Services	Tariq	Nadia	01/01/2014
President's Office	Tentes	Theresa	01/01/2014
President's Office	Tentes	Theresa (Laptop)	01/01/2014
President's Office	Ulate	David	01/01/2014
Student Services	Velasquez	Minerva	01/01/2014
SMT	Velez	Carmen	01/01/2014
Student Services	Vila	Jocelyn	01/01/2014
VP Instruction	Watson	William	01/01/2014
Student Services	Weidman	Christopher	01/01/2014
SMT	Wilcher	Aaron	01/01/2014

Faculty and Staff Computer Replacement Schedule F2015/SP2016			
Division	**Last Name**	**First Name**	**Replacement Date**
Business	Adjunct	COSMO	01/01/2015
Business	Adjunct	COSMO	01/01/2015
Business	Adjunct	COSMO	01/01/2015
Soc. Sci./CA	Aurilio	Steve	01/01/2015
Soc. Sci./CA	Amin Justice	Adjunct	01/01/2015
Business	Biagi	Laurie	01/01/2015
Soc. Sci./CA	Bridenbaugh	Paul	01/01/2015
Business	Browne	kathryn	01/01/2015
Soc. Sci./CA	Buckingham	George	01/01/2015
President's Office	Bensyi	Bryan	01/01/2015
Student Services	Cashiers 1 Front Counter	Skyline	01/01/2015
SMT	Castro	Ana	01/01/2015
Soc. Sci./CA	Ceccarelli	Alan	01/01/2015
PE/Athletics/Dance	Corsiglia	Kevin	01/01/2015
PE/Athletics/Dance	Cushway	Diana	01/01/2015
SMT	Daniel	Brian	01/01/2015
Business	Dinh	Cam-Hoan	01/01/2015
Student Services	Drop in Counseling		01/01/2015
Student Services	Dupre	Timothy	01/01/2015
LA/LR	Erpelo	Liza	01/01/2015
Business	Evangelista	Tiffany	01/01/2015
Business	Francisco	Elaine	01/01/2015
Business	Gaeta	Rachel	01/01/2015
LA/LR	Gibson	Christopher	01/01/2015
Business	Gleyzer	Filipp	01/01/2015
Business	Godwins	Cleary	01/01/2015
SMT	Gulli	Rita	01/01/2015
LA/LR	Gutierrez	Mary	01/01/2015
PE/Athletics/Dance	Haddon	James	01/01/2015
LA/LR	Harer	Katherine	01/01/2015
SMT	Hasson	David	01/01/2015
Soc. Sci./CA	Hearne	Stephen	01/01/2015
SMT	Hsu	Sandra	01/01/2015
Business	Isaacs	Lygia	01/01/2015
President's Office	Johnstone	Rob	01/01/2015
Student Services	Komadina	Melissa	01/01/2015
LA/LR	Lachmayr	Lucia	01/01/2015
Business	Lam	Nancy	01/01/2015
Business	Lam	Nancy (Laptop)	01/01/2015
Business	Leary	Mary Anne	01/01/2015
VP Instruction	Leiva	Adolfo	01/01/2015

Faculty and Staff Computer Replacement Schedule F2015/SP2016			
Soc. Sci./CA	Lim	Pho Kim	01/01/2015
PE/Athletics/Dance	Lindhe	Brittany	01/01/2015
PE/Athletics/Dance	Link	Daniel	01/01/2015
VP Instruction	Mendez	Karla	01/01/2015
Student Services	Morrison	Regina	01/01/2015
President's Office	Napier	Cherie	01/01/2015
President's Office	Napier	Cherie (laptop)	01/01/2015
Soc. Sci./CA	Navari	Jude	01/01/2015
SMT	Nguyen	Vanson	01/01/2015
Business	Nielsen	Karen	01/01/2015
Business	Nolan	Inger	01/01/2015
Business	Ortiz	Guillermo	01/01/2015
Business	Pate	Hui (Office PC)	01/01/2015
Business	Pelayo	Regina	01/01/2015
Business	Saenz	Cinthia	01/01/2015
Soc. Sci./CA	Schmierer	Tiffany	01/01/2015
Student Services	Shetaya	Crystal	01/01/2015
Operations	4-329A		01/01/2015
Business	Child Dev. Center		01/01/2015
Business	Smith	Evelyn	01/01/2015
PE/Athletics/Dance	Steele	Amber	01/01/2015
Operations	Tablan	Emmanuel	01/01/2015
Student Services	Weber	Janet	01/01/2015
LA/LR	Westfall	Jeffrey	01/01/2015
LA/LR	Wong	Karen	01/01/2015
Soc. Sci./CA	Wong	James	01/01/2015
Business	Child Dev. Center		01/01/2015

Appendix C

Five-Year Lab Replacement Schedule

Lab Identification Criteria (In priority)

1. What is the relevance of the program to the College's vision and strategic plan?
2. Does the current equipment and/or software prevent the program from reaching student learning outcomes?
3. Does the current equipment and/or software restrict effective instruction?
4. Are program enrollment demands exceeding the current lab capabilities?
5. Has there been an excessive number of service calls associated with the lab?
6. Are any of the above conditions likely to occur in the next 18 months?

Note => Years 2014 – 2016 are not complete. It is expected that College instructional priorities and technology changes will impact this schedule in future years. Therefore, years 20114- 2016 are minimal projections. The actual amounts will be more. The details for each year will be reviewed and updated annually.

Lab Replacement Schedule F2012/Sp2013							
Bldg	**Room**	**Program**	**Qty.**	**End of Life**	**Replace Yr.**	**Estimated Total**	**Priority**
2	117B	CALT	33	2012	2012	$49,500.	4.0
5		Library Total	30	2011	2012	$45,000.	5.0
5	110	ESL	5	2011	2012	$7,500.	6.5
7	241	Biology Lab Total	36	2011	2012	$52,400.	1.0
7	339	Chemistry Lab Total	36	2011	2012	$47,600.	2.0
8	202	Auto	19	2010	2012	$28,500.	3.0
8	110	Journalism Total	14	2011	2012	$23,100.	6.0
						$253,600.00	

Lab Replacement Schedule F2013/Sp2014							
Bldg	**Room**	**Program**	**Qty.**	**End of Life**	**Replace Yr.**	**Estimated Total**	**Priority**
1	218	ELI	4	2011	2013	$6,000.00	7
2	232	Testing	12	2011	2013	$18,000.00	8
5	100	Learning Center Total	25	Varied	2013	$37,500.00	1
5	132B	DSPS Testing Total	11	Varied	2013	$16,500.00	2
7	309	Mesa	5	2013	2013	$7,500.00	3
8	121	Business	39	2011	2013	$58,500.00	4
8	119	Business	37	2012	2013	$55,500.00	5
8	119	Business	14	2012	2013	$25,200.00	6
						$224,700.00	

Lab Replacement Schedule F2014/Sp2015							
Bldg	**Room**	**Program**	**Qty.**	**End of Life**	**Replace Yr.**	**Estimated Total**	**Priority**
2	227	Transfer Center	12	2014	2014	$18,000.00	1
5	100C	Language Lab	36	2014	2014	$54,000.00	4
5	131	DSPS Classroom	13	2014	2014	$23,400.00	5
7	211	Allied Health Learning Center	7	2013	2014	$10,500.00	3
8	101	AUTO	5	2013	2014	$9,000.00	2
						$114,900.00	

Lab Replacement Schedule F2015/Sp2016							
Bldg	**Room**	**Program**	**Qty.**	**End of Life**	**Replace Yr.**	**Estimated Total**	**Priority**
1	201	Midi	8	2015	2015	$17,600.00	4
1	311F	CTTL	15	2015	2015	$27,750.00	1
2	117A	CALT Total	43	Varied	2015	$64,500.00	3
11	107	Auto	12	2014	2015	$21,600.00	2
						$131,450.00	

Lab Replacement Schedule F2016/Sp2017							
Bldg	**Room**	**Program**	**Qty.**	**End of Life**	**Replace Yr.**	**Estimated Total**	**Priority**
5	200N	Library Classroom	38	2014	2016	$57,000.00	5
8	103	Auto	4	2016	2016	$6,000.00	1
2	116	C ALT	24	2014	2016	$36,000.00	2
2	225	Student Services	13	2015	2016	$15,600.00	3
1	219B	Career Total	25	Varied	2016	$33,500.00	3
						$148,100.00	

Appendix D

Appendix E

Outcomes
Faculty Survey on Online Instruction
Fall 2012

Survey for Online Teaching:

- 10 questions
- 62 respondents
- Not all questions answered by all 62.

Questions:

1. How often do you currently use WebAccess?
2. How do you use WebAccess?
3. What type of orientation do you do for your students to prepare them for your online or hybrid course?
4. Do you feel like you are aware of and understand Section 508 guidelines for online materials?
5. How do you assess and evaluate your course in terms of organization and clarity of directions?
6. What tools are you currently using to create online course materials?
7. What sort of training would you like to attend for WebAccess?
8. What type of operating systems are you familiar with?
9. What sort of assistance with your WebAccess use would be helpful to you?
10. What types of workshops for applications/software for desktop/laptop would be helpful?

Noteworthy:

- WEBACCESS usage: Of those surveyed: 39.3 % of those surveyed do NOT use WebAcess at all. (why and what more can be done to raise that number)
- How is WEBACCESS being used: Online: 24.6 %; Web assisted 32.8%
- Orientation to Online/Hybrid class F2F: 34.5 %; Online: 25.9 %(a need for more training on how to do that for those offering online classes/or means for a general online class orientation for students)
- Section 508 which refers to accessibility issues and online courses:57.4 % do not know what 508 is. This demonstrates a need for more training by Disabled Resources Center and integration of all courses.
- Course Evaluation: Data shows a variety of means, some in combination with others. Suggests a need for a standardization which would assist in Accreditation Data and DE planning.

Tools and future Training:

- Most often used 'tool' is Power Point and or Keynote
- Most requested training at the very basic level which would agree with the data above and demonstrate more could be using if more training were offered. Additionally there is a need for advanced trainings which would increase the depth of usage and provide a basis of users who could assist those still at the beginning stages of usage.
- Operating System question demonstrates a fairly equal use of PC and Apple
- Other trainings/workshops: the responses show that there is an interest in training for other applications that can enhance learning for our student. Using technologies that are more than text based, such as audio and video would address various learning styles and methods of our students.
- There is also a great desire for information and training on Best Practices with the various technologies, so the Pedagogy/Andragogy part of Teaching and learning both for online and in the F2F classroom is also desired by the respondents at 46 percent rate in the data.

Final Summary: There is much work to do and the need for the CTTL is evident.

Goal 1:Get the CTTL open and available as a PLACE for Faculty and Staff.
Goal 2:Increase usage of Web Access to 80 percent by end of 2013.
This can be achieved through workshops offered through the spring and Fall semester in addition to Flex day activity.
Goal 3: Set a calendar of trainings for Web Access, other apps especially audio and video and Best Practices are top priorities.

Appendix H

Technology Advisory Committee
2012-2013

Bridget Fischer, Social Science/Creative Arts Faculty Division Faculty –Co-Chair

Raymond Hernandez, Dean SMT Division—Co-Chair

Sarah Perkins, Vice-President Instruction

John Mosby, Dean Enrollment Services

Tom Broxholm, Business Division Faculty

Liz Gaudet, District Web Programmer Analysts

Alma Cervantes, Business Division Faculty

Don Carlson, Dean-Business Division

Cindy Moss, Faculty Science Math Technology

Kevin Chak, Skyline Bookstore Manager

Judith Lariviere, Counseling Division Faculty

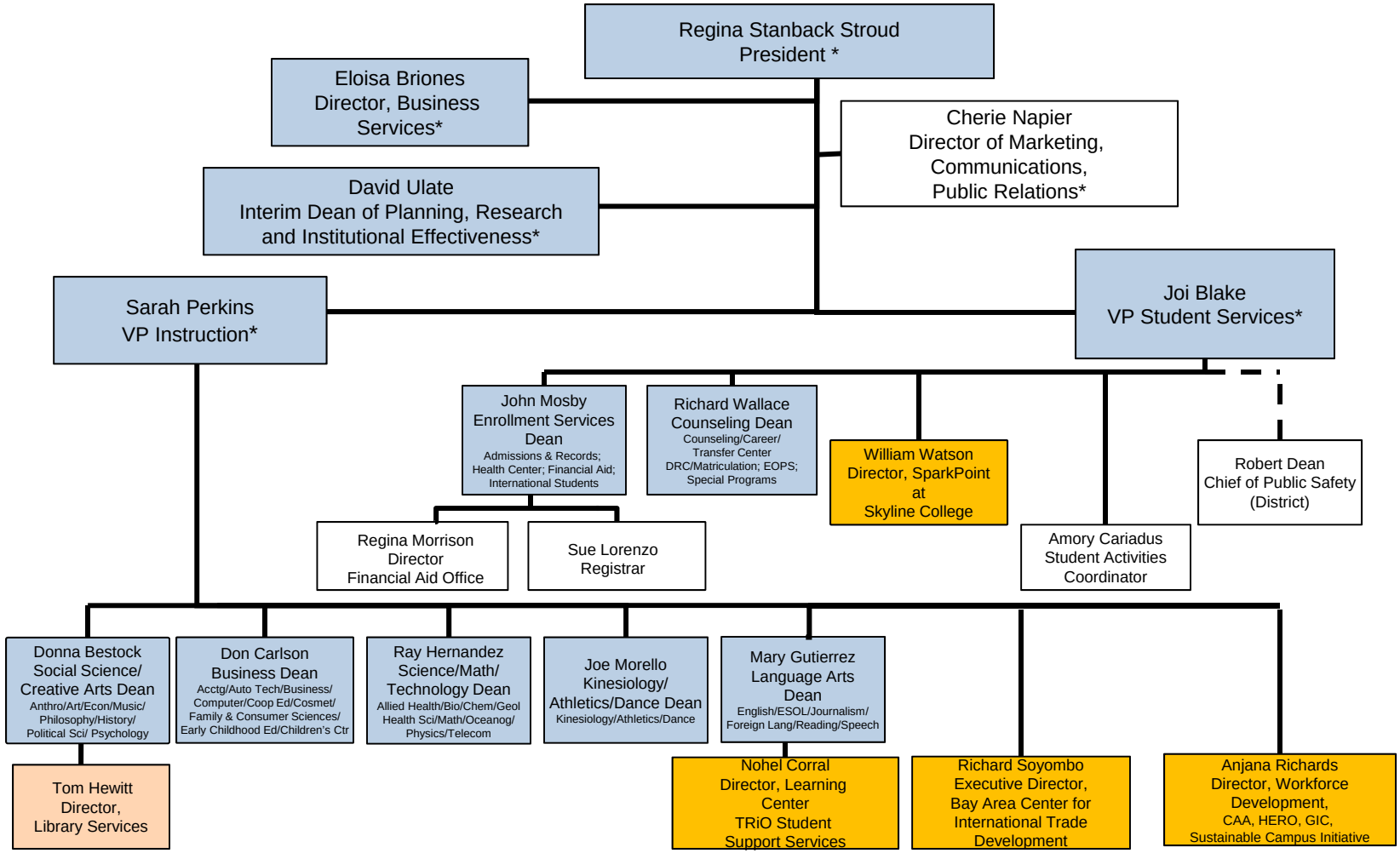
Jim Petromilli – Skyline College Consultant

Christopher Weidman, Classified Representative

Jude Navari, Social Science/Creative Arts Division Faculty

Gary Nicols, Language Arts Division Faculty

Organizational Chart



Administrators on Management Salary Schedule, Fund 1	Certificated Supervisors
Grant funded	Classified Supervisors

- *Denotes members of Cabinet*

Revised:
1/24/2013

Appendix R:
Distance Education Student Profile

Unique Headcount by Term

Fall 2009	Fall 2010	Fall 2011	Spring 2010	Spring 2011	Spring 2012
1,776	1,788	2,145	1,783	1,998	2,219

Unique Headcount by Gender

	2009/10	2010/11	2011/12
Female	1,873	1,989	2,301
Male	1,102	1,179	1,327
Unreported	79	68	69

Percent Headcount by Gender

	2009/10	2010/11	2011/12
Female	30%	32%	37%
Male	31%	33%	37%
Unreported	37%	31%	32%

Unique Headcount by Ethnicity

	2009/10	2010/11	2011/12
African American	118	134	157
American Indian/Alas	13	12	10
Asian	830	885	909
Filipino	491	524	575
Hispanic	450	463	554
White	750	696	843
Unknown	402	522	649

Percent Headcount by Ethnicity

	2009/10	2010/11	2011/12
African American	29%	33%	38%
American Indian/Alas	37%	34%	29%
Asian	32%	34%	35%
Filipino	31%	33%	36%
Hispanic	31%	32%	38%
White	33%	30%	37%
Unknown	26%	33%	41%

Unique Headcount by Age

	2009/10	2010/11	2011/12
Under 18	7	15	11
18-22	884	1,116	1,225
23-28	1,098	1,037	1,213
29-39	623	638	767
40-49	236	257	276
50-59	160	123	141
60+	33	37	47

Percent Headcount by Age

	2009/10	2010/11	2011/12
Under 18	21%	45%	33%
18-22	27%	35%	38%
23-28	33%	31%	36%
29-39	31%	31%	38%
40-49	31%	33%	36%
50-59	38%	29%	33%
60+	28%	32%	40%

Unique Headcount by Status

	2009/10	2010/11	2011/12
Continuing	2,216	2,489	2,806
Currently K-12	21	40	42
First-Time	54	44	78
First-Time Transfer	295	253	303
Returning	253	236	279
Returning Transfer	215	174	189

Percent Headcount by Status

	2009/10	2010/11	2011/12
Continuing	30%	33%	37%
Currently K-12	20%	39%	41%
First-Time	31%	25%	44%
First-Time Transfer	35%	30%	36%
Returning	33%	31%	36%
Returning Transfer	37%	30%	33%

Unique Headcount by Educational Goal

	2009/10	2010/11	2011/12
Earn AA/AS & Transfer to 4 yr.	976	1,133	1,408
Transfer to 4yr w/out AA/AS	483	510	598
Earn AA/AS w/out Transfer	168	191	240
Earn 2yr Certif w/out Transfer	28	29	34
Earn Voc Certif w/out Transfer	54	67	85
4yr stu taking class for 4yr college	494	417	380
Acquire Job Skills/New Career	191	197	207
Update Job Skills/Job Advance	135	134	167
Complete Credits for HS Diploma	13	24	23
Educational Development	157	166	149
Formulate Career Plans/Goals	50	43	50
Improve Basic Skills	45	43	25
Maintain Certificate/License	31	50	50
Undecided/Unreported	228	232	279

Percent Headcount by Educational Goal

	2009/10	2010/11	2011/12
Earn AA/AS & Transfer to 4 yr.	28%	32%	40%
Transfer to 4yr w/out AA/AS	30%	32%	38%
Earn AA/AS w/out Transfer	28%	32%	40%
Earn 2yr Certif w/out Transfer	31%	32%	37%
Earn Voc Certif w/out Transfer	26%	33%	41%
4yr stu taking class for 4yr college	38%	32%	29%
Acquire Job Skills/New Career	32%	33%	35%
Update Job Skills/Job Advance	31%	31%	38%
Complete Credits for HS Diploma	22%	40%	38%
Educational Development	33%	35%	32%
Formulate Career Plans/Goals	35%	30%	35%
Improve Basic Skills	40%	38%	22%
Maintain Certificate/License	24%	38%	38%
Undecided/Unreported	31%	31%	38%

Appendix S:
Skyline College Success and Retention for Online Courses

		Enrollments	Success Count	Success Rate	Retention Count	Retention Rate
Online Courses	2009/10	4,538	2,689	59%	3,630	80%
	2010/11	4,734	2,695	57%	3,714	79%
	2011/12	5,468	3,116	57%	4,344	79%

Appendix T:
Comparative Analysis of Success and Retention in Online vs. Face-to-Face

Table 10 - Overall Enrollment Counts, Success and Retention Rates for 2009/10-2011/12

		Enrollments	Success Count	Success Rate	Retention Count	Retention Rate
Online Courses	2009/10	4,538	2,689	59%	3,630	80%
	2010/11	4,734	2,695	57%	3,714	79%
	2011/12	5,468	3,116	57%	4,344	79%
Face to Face Courses	2009/10	48,652	34,233	70%	41,048	84%
	2010/11	47,611	32,678	69%	39,434	83%
	2011/12	46,999	32,935	70%	39,369	84%

Appendix T:
Comparative Analysis of Success and Retention in Online vs. Face-to-Face

Table 11 - By Program - Enrollment Counts, Success and Retention Rates 2009/10-2011/12 (fall and spring semesters)*

Program	Year	Enrollment Count		Success Rates		Retention Rates	
		Distance Education Courses	Non-Distance Education Courses	Distance Education Courses	Non-Distance Education Courses	Distance Education Courses	Non-Distance Education Courses
Accounting*	2009/10	266	962	65%	67%	81%	82%
	2010/11	281	902	62%	58%	76%	76%
	2011/12	351	812	62%	61%	78%	75%
Art*	2009/10	81	1,512	67%	79%	89%	88%
	2010/11	122	1,561	62%	79%	85%	87%
	2011/12	282	1,451	51%	78%	78%	86%
Biological Sciences*	2009/10	74	2,394	57%	72%	77%	84%
	2010/11	177	2,407	57%	68%	71%	82%
	2011/12	229	2,414	68%	68%	82%	82%
Business*	2009/10	803	1,103	65%	67%	87%	83%
	2010/11	708	1,139	59%	67%	85%	81%
	2011/12	732	1,188	54%	68%	74%	83%
CAOT*	2009/10	674	1,008	60%	76%	84%	93%
	2010/11	623	966	57%	72%	82%	88%
	2011/12	568	901	58%	73%	87%	88%
Computer Science	2009/10	36	115	44%	72%	50%	77%
	2010/11	34	104	38%	78%	47%	83%
	2011/12	2	77	50%	69%	50%	75%
Counseling	2009/10	N/A	2,050	N/A	85%	N/A	94%
	2010/11	N/A	1,296	N/A	75%	N/A	89%
	2011/12	N/A	1,331	N/A	75%	N/A	90%
Dance*	2009/10	N/A	798	N/A	77%	N/A	85%
	2010/11	N/A	709	N/A	77%	N/A	82%
	2011/12	34	717	53%	79%	79%	87%
DSP&S	2009/10	13	258	62%	69%	77%	93%
	2010/11	N/A	86	N/A	78%	N/A	90%
	2011/12	N/A	91	N/A	79%	N/A	86%
Early Childhood Education*	2009/10	23	1,699	57%	73%	91%	87%
	2010/11	60	1,553	48%	74%	80%	88%
	2011/12	40	1,494	40%	74%	78%	84%
Economics	2009/10	147	718	65%	69%	82%	83%
	2010/11	152	797	57%	69%	80%	86%
	2011/12	142	765	48%	66%	77%	81%
English*	2009/10	321	3,923	62%	67%	72%	82%
	2010/11	333	3,914	61%	64%	69%	78%
	2011/12	431	4,043	56%	65%	71%	80%

** Indicates a program offering a degree and/or certificate where 50 percent or more of required units are available through courses approved for distance learning mode.*

Appendix T:
Comparative Analysis of Success and Retention in Online vs. Face-to-Face

Table 10 - Overall Enrollment Counts, Success and Retention Rates for 2009/10-2011/12

		Enrollments	Success Count	Success Rate	Retention Count	Retention Rate
Online Courses	2009/10	4,538	2,689	59%	3,630	80%
	2010/11	4,734	2,695	57%	3,714	79%
	2011/12	5,468	3,116	57%	4,344	79%
Face to Face Courses	2009/10	48,652	34,233	70%	41,048	84%
	2010/11	47,611	32,678	69%	39,434	83%
	2011/12	46,999	32,935	70%	39,369	84%

Table 11 - Enrollment Counts and Success and Retention Rates, by Program, for Distance Education and Non-Distance Education Courses *(Continued)*, 2009/10-2011/12 (fall and spring semesters)*

Program	Year	Enrollment Count		Success Rates		Retention Rates	
		Distance Education Courses	Non-Distance Education Courses	Distance Education Courses	Non-Distance Education Courses	Distance Education Courses	Non-Distance Education Courses
Foreign Languages*	2009/10	N/A	915	N/A	77%	N/A	85%
	2010/11	N/A	970	N/A	76%	N/A	85%
	2011/12	551	191	75%	77%	83%	87%
History*	2009/10	222	2,629	58%	63%	81%	80%
	2010/11	252	2,721	53%	60%	76%	78%
	2011/12	270	2,636	53%	64%	77%	80%
Health Sciences	2009/10	78	604	72%	79%	91%	90%
	2010/11	128	357	78%	79%	92%	88%
	2011/12	120	537	68%	82%	83%	92%
Paralegal*	2009/10	N/A	290	N/A	76%	N/A	85%
	2010/11	35	204	51%	66%	74%	83%
	2011/12	21	213	43%	70%	43%	80%
Library Science	2009/10	N/A	33	N/A	91%	N/A	97%
	2010/11	N/A	48	N/A	75%	N/A	79%
	2011/12	N/A	65	N/A	75%	N/A	75%
Mathematics*	2009/10	344	4,378	41%	61%	60%	79%
	2010/11	324	4,480	43%	58%	60%	78%
	2011/12	347	4,455	41%	63%	66%	81%
Music*	2009/10	296	1,458	49%	74%	81%	82%
	2010/11	306	1,493	52%	73%	79%	81%
	2011/12	262	1,438	47%	75%	80%	83%
Philosophy*	2009/10	44	669	55%	66%	86%	83%
	2010/11	43	687	47%	69%	70%	85%
	2011/12	72	577	44%	65%	69%	81%
Physical Education (Kinesiology)*	2009/10	33	4,166	49%	81%	58%	89%
	2010/11	134	4,107	58%	79%	79%	87%
	2011/12	247	3,938	70%	82%	84%	89%
Psychology*	2009/10	471	2,050	68%	66%	87%	87%
	2010/11	468	2,135	68%	64%	90%	85%
	2011/12	658	2,094	68%	61%	88%	82%
Sociology	2009/10	98	546	60%	57%	88%	82%
	2010/11	110	569	61%	52%	88%	74%
	2011/12	137	468	60%	55%	89%	78%

** Indicates a program offering a degree and/or certificate where 50 percent or more of required units are available through courses approved for distance learning mode.*

Appendix T:
Comparative Analysis of Success and Retention in Online vs. Face-to-Face

Table 11 - By Program - Enrollment Counts, Success and Retention Rates 2009/10-2011/12 (fall and spring semesters)*

Program	Year	Enrollment Count		Success Rates		Retention Rates	
		Distance Education Courses	Non-Distance Education Courses	Distance Education Courses	Non-Distance Education Courses	Distance Education Courses	Non-Distance Education Courses
Accounting*	2009/10	266	962	65%	67%	81%	82%
	2010/11	281	902	62%	58%	76%	76%
	2011/12	351	812	62%	61%	78%	75%
Art*	2009/10	81	1,512	67%	79%	89%	88%
	2010/11	122	1,561	62%	79%	85%	87%
	2011/12	282	1,451	51%	78%	78%	86%
Biological Sciences*	2009/10	74	2,394	57%	72%	77%	84%
	2010/11	177	2,407	57%	68%	71%	82%
	2011/12	229	2,414	68%	68%	82%	82%
Business*	2009/10	803	1,103	65%	67%	87%	83%
	2010/11	708	1,139	59%	67%	85%	81%
	2011/12	732	1,188	54%	68%	74%	83%
CAOT*	2009/10	674	1,008	60%	76%	84%	93%
	2010/11	623	966	57%	72%	82%	88%
	2011/12	568	901	58%	73%	87%	88%
Computer Science	2009/10	36	115	44%	72%	50%	77%
	2010/11	34	104	38%	78%	47%	83%
	2011/12	2	77	50%	69%	50%	75%
Counseling	2009/10	N/A	2,050	N/A	85%	N/A	94%
	2010/11	N/A	1,296	N/A	75%	N/A	89%
	2011/12	N/A	1,331	N/A	75%	N/A	90%
Dance*	2009/10	N/A	798	N/A	77%	N/A	85%
	2010/11	N/A	709	N/A	77%	N/A	82%
	2011/12	34	717	53%	79%	79%	87%
DSP&S	2009/10	13	258	62%	69%	77%	93%
	2010/11	N/A	86	N/A	78%	N/A	90%
	2011/12	N/A	91	N/A	79%	N/A	86%
Early Childhood Education*	2009/10	23	1,699	57%	73%	91%	87%
	2010/11	60	1,553	48%	74%	80%	88%
	2011/12	40	1,494	40%	74%	78%	84%
Economics	2009/10	147	718	65%	69%	82%	83%
	2010/11	152	797	57%	69%	80%	86%
	2011/12	142	765	48%	66%	77%	81%
English*	2009/10	321	3,923	62%	67%	72%	82%
	2010/11	333	3,914	61%	64%	69%	78%
	2011/12	431	4,043	56%	65%	71%	80%

** Indicates a program offering a degree and/or certificate where 50 percent or more of required units are available through courses approved for distance learning mode.*

Table 11 - Enrollment Counts and Success and Retention Rates, by Program, for Distance Education and Non-Distance Education Courses *(Continued)*, 2009/10-2011/12 (fall and spring semesters)*

Program	Year	Enrollment Count		Success Rates		Retention Rates	
		Distance Education Courses	Non-Distance Education Courses	Distance Education Courses	Non-Distance Education Courses	Distance Education Courses	Non-Distance Education Courses
Foreign Languages*	2009/10	N/A	915	N/A	77%	N/A	85%
	2010/11	N/A	970	N/A	76%	N/A	85%
	2011/12	551	191	75%	77%	83%	87%
History*	2009/10	222	2,629	58%	63%	81%	80%
	2010/11	252	2,721	53%	60%	76%	78%
	2011/12	270	2,636	53%	64%	77%	80%
Health Sciences	2009/10	78	604	72%	79%	91%	90%
	2010/11	128	357	78%	79%	92%	88%
	2011/12	120	537	68%	82%	83%	92%
Paralegal*	2009/10	N/A	290	N/A	76%	N/A	85%
	2010/11	35	204	51%	66%	74%	83%
	2011/12	21	213	43%	70%	43%	80%
Library Science	2009/10	N/A	33	N/A	91%	N/A	97%
	2010/11	N/A	48	N/A	75%	N/A	79%
	2011/12	N/A	65	N/A	75%	N/A	75%
Mathematics*	2009/10	344	4,378	41%	61%	60%	79%
	2010/11	324	4,480	43%	58%	60%	78%
	2011/12	347	4,455	41%	63%	66%	81%
Music*	2009/10	296	1,458	49%	74%	81%	82%
	2010/11	306	1,493	52%	73%	79%	81%
	2011/12	262	1,438	47%	75%	80%	83%
Philosophy*	2009/10	44	669	55%	66%	86%	83%
	2010/11	43	687	47%	69%	70%	85%
	2011/12	72	577	44%	65%	69%	81%
Physical Education (Kinesiology)*	2009/10	33	4,166	49%	81%	58%	89%
	2010/11	134	4,107	58%	79%	79%	87%
	2011/12	247	3,938	70%	82%	84%	89%
Psychology*	2009/10	471	2,050	68%	66%	87%	87%
	2010/11	468	2,135	68%	64%	90%	85%
	2011/12	658	2,094	68%	61%	88%	82%
Sociology	2009/10	98	546	60%	57%	88%	82%
	2010/11	110	569	61%	52%	88%	74%
	2011/12	137	468	60%	55%	89%	78%

** Indicates a program offering a degree and/or certificate where 50 percent or more of required units are available through courses approved for distance learning mode.*

There are no printed board reports for the following information items:

13-2-1C	Udacity – Next Steps
13-2-2C	Certificate of Participation – Construction and Renovation
13-2-3C	Hiring Policy/Committee Procedures, Political Beliefs as Protected Class
13-2-4C	Staffing Needs

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
BOARD GOALS FOR 2012-13

1. Maintain fiscal stability; continue to scrutinize programs and services to assure that they are most relevant to and aligned with the District's core mission of transfer, career-technical education and basic skills; develop strategies and actions to manage the effects of the State's budget deficit on our District. Reduce operational costs to the greatest extent possible; continue efforts to build energy efficient infrastructure and facilities; and adopt green/clean and sustainable practices. Expand efforts to create programs and services that provide additional unrestricted income for the District to be used to enhance student instruction and support services. *As a result of prudent financial planning in combination with two key economic events (achieving basic aid status and dissolution of RDAs), the Board was able to offer its employees a 2.81% total compensation increase for the 2012-13 fiscal period. In addition, the year-end operating deficit was considerably less than anticipated and one-time funds – largely due to RDA distributions – provided our District with a healthy reserve cushion for the coming year.*

   Regarding sustainable practices, each college established a representative "Sustainability Committee" and is currently in the process of producing a comprehensive sustainability plan including goals and a time frame to accomplish those goals. More specifically, certain projects/activities include vehicle charging stations, upgrading boiler plants to reduce carbon emissions, enhanced online HVAC monitoring systems, procurement of "green" custodial supplies and a pilot composting program in food services as well as the installation of "hydration stations" throughout the District to refill used water bottles. Facilities also led a Sustainability and Green Building Practices workshop last February.

2. Aggressively protect local control and retention of property taxes by maintaining a presence in Sacramento; good communication with our local legislators; participation in the Oversight Committees overseeing the wind down of Redevelopment Agencies; and monitoring the District's progression towards becoming a Self Supported District. *Staff has continued to actively engage many influential parties (e.g., state and locally elected officials, State Chancellor, etc.) as well as form a coalition with other self-supported districts to both anticipate and combat any detrimental legislation or regulations that would impede or adversely impact our unique districts.*

3. Continue work on managing enrollments and on the consolidation, retooling or reduction of programs to maximize the number of students served even in a time of declining funding. Seek out, implement and expand cost effective means to improve access and higher education opportunities for our community and students. Use the Board's adopted "Core Values" statement (adopted in December, 2009) as a guide for all program/budget modifications and adjustments. Use Measure G Funds to expand instructional opportunities and related student services for students. *Although our basic aid status places less emphasis on the importance of the numbers of students served, the Board has directed staff to continue generating our level of full time equivalent students near our current maximum funded base allocation. Growth is aligned with student demand which is presently being reexamined as part of a comprehensive community needs assessment more fully addressed in Board Goal #5. Additionally, staff has continued to ensure class sections are optimized to take full advantage of faculty productivity. Annually, in December, the Board receives a report on the utilization of Measure G funds that illustrates the expanded course offerings at each college as well as a variety of student needs and services that were delivered from that source of funds. Staff is projecting that Measure G monies have been used vigilantly thereby extending the four year funding initiative by one additional year into 2015.*

4. Evaluate the impact of the State's adoption of the "Student Success" Task Force recommendations on District programs and student services. Define Student Success for our District and Colleges. *In September 2012, related legislation was signed by the Governor (e.g., Student Success Act of 2012 – Sen. Lowenthal). That Act focused on student services support around assessment, orientation and student education plans – including student success scorecards primarily on underrepresented students. Our three colleges are currently in the process of restructuring certain segments of student services to accommodate these new requirements. The Act also requires the development of a standardized placement exam for use at all 112 colleges. Staff is planning to meet with the Governor's staff to address the possibility of a mechanized assessment tool delivered online through a provider such as Udacity. The District Research Council has identified a common definition for student success. The District Research Council will use a cohort model to examine student success rates. Research will begin in the coming academic year.*

5. Conduct a Community Needs Assessment to identify residents' needs for educational programs. Conduct an Environmental Scan of county employers to determine emerging job opportunities that require postsecondary training programs. *Staff developed a comprehensive outline for the "Needs Assessment" that consists of four tasks: community wide needs assessment; survey of high school faculty and counselors; student surveys; and a business needs assessment. During the year, a community wide telephone survey was completed. Those results are currently being tabulated and the findings will be delivered to the Board later this Spring. Staff also designed a business needs assessment consisting of 4 to 5 focus groups of industry professionals in a variety of industries such as health care, biotech and accounting/financial services. Thus far, staff has conducted two health care focus groups and two more are planned in late February. Similar to the phone survey, the results will be shared with the Board soon thereafter. Staff is scheduling the accounting/financial services and biotech focus groups in March. Student surveys will follow subsequently.*

6. Through the SMCCCD Accreditation Coordinating Council (ACC), support the accreditation process by providing district-wide coordination and district level support for the college accreditation teams. Keep apprised of accreditation progress by way of periodic briefings and presentations from the ACC. Through the state chancellor's office, advocate for accreditation policy that ensures due process for all institutions. *The District Accreditation Coordinating Council (DACC) – representing the three colleges and district staff – met last February and September to ensure they were on-track and well-coordinated with each other. That team also provided updates to the Board in April and September on their progress to date. DACC will meet again, in late February 2013, to ensure they are well-prepared for the colleges comprehensive visits this coming October. DACC also hosts a website that serves as a repository for all accreditation related documentation/evidence for the three colleges. Since late 2012, the Chancellor's Council meetings have been solely devoted to the topic of Accreditation and are attended by the college's ALOs and researchers.*

7. Develop efficient, financially feasible and collaborative strategies to ensure that faculty and staff are kept current with the pedagogy, technology and other activities that are critical to student success and organizational excellence. *The District established a new ad-hoc committee called the Long Range Instructional & Institutional Equipment Planning Team. The membership consists of the Executive Vice Chancellor, the Vice Chancellor of Facilities, Operations and Planning, the Vice Presidents of Instruction, and the Vice Presidents of Student Services, the Chief Technology Officer, and the Director of Information Technology Services. This group meets quarterly to review equipment replacement needs and to set priorities based on available resources. The District has set aside $2.4 million for each of the next 5 years for instructional equipment replacement. Many faculty and staff have been using various products*

from Adobe. By negotiating a site license for the entire set of products with Adobe, the District reduced its annual costs for licensing and now is able to install Adobe products on every computer used by faculty, staff and students.

At the district level, Structured Training for Online Teaching (STOT) has been the primary mechanism to educate our faculty to develop and teach online courses. STOT curriculum was developed by a taskforce of district faculty and distance education staff. Furthermore, the STOT curriculum is approved by the District Academic Senates. Graduates of the STOT Program are qualified to design and deliver online courses using the district's current distance education platform – WebAccess. To date, STOT has graduated 162 faculty members – 60% began teaching online upon graduation. The course completion rate has been above 95%.

In 2012, the district's Distance Education Advisory Committee completed a new Distance Education Strategic Plan, which is currently being implemented in coordination with colleges' respective distance education committees.

8. Broaden global perspective and enrich our cultural and educational diversity by fostering institutional relationships abroad; attracting international students to our campuses; and offering teach/study abroad opportunities for faculty and students. Concentrate outreach and recruitment activities in countries and regions sending the largest number of international students to the U.S. Use revenue from international tuition to provide additional classes and services for students. As international education is defined and continues to grow at the Colleges, leverage the experiences of our international students to globalize our curriculum. Determine other implications of a larger international student population on District programs and services. *The District's International Education Advisory Committee and its related taskforces have worked collaboratively on a number of strategies to enhance and build the international program. Staff has developed high school partnerships abroad, provided training to professionals from foreign colleges and hosted several visits for foreign delegations. Our faculty have taught and/or visited foreign colleges and universities. The number of international students has increased to nearly 300 as of spring 2013 – an increase of 130% from the previous year. District staff coordinated recruitment and marketing efforts as well as developed and implemented many strategies to attract international students. Surveys indicate that our students learned about our colleges as a result of our recruitment efforts and have been satisfied with both the academic and student services provided by our colleges. In addition, the District has developed a revenue model that allocates non-resident (international) tuition back to the colleges to enable them to increase sections for the benefit of all students and to provide professional development activities for faculty and staff.*

9. Explore options to complete the District's Facilities Master Plan. Continue to pursue all available options to replace funds lost by the State's abandonment of approved capital projects due to non-authorization of state education bonds for the past six years. *The state did not pursue a system-wide bond in 2012, nor have they provided funds to support new capital projects within our District. While the need for significant capital funds still exist, a survey reflected suboptimal voter support for such an initiative and, accordingly, staff did not act to recommend that the Board pursue a local bond during the 2012 election period.*

10. Support the Foundation's efforts in cultivating alumni to increase the donor base and support. *A Communications Associate was retained by the Foundation to assist in the development of a robust alumni philanthropic program. Furthermore, the Foundation purchased and implemented an e-mail marketing module for the purpose of communicating with alumni. In addition, the Foundation collaborated with District IT staff to merge select historical student information into an alumni database. The Foundation was able to reach approximately 70,000*

former students and provide them a newsletter, announcements, and giving opportunities to support students in need. In the coming year, the Foundation plans to expand that effort to engage current students who will hopefully become future alumni donors and will focus on cultivating high profile, high wealth alumni.

11. Pursue relief from regulations that unnecessarily impose high costs or inefficiencies for College and District operations, and that don't further our educational mission and values.
While informal conversations have taken place with both the State Chancellor and the California Community College League Board, no formal action has been taken on this goal.