

A Note about Distance Education Modality Comparison Data for the 2021 Cycle

The Distance Ed data look different this cycle than they have in previous cycles. To account for COVID-19 impacts, the data were divided into three periods of time, representing three discrete phases of our pre-COVID/COVID operations:

- Fall 2018 to Fall 2019 (pre-COVID)
- Spring 2020 to Fall 2020 (COVID with scheduled modalities)
- Spring 2021 (COVID with new modalities)

There may be between one and three separate distance ed data files in your department folder, depending on whether your department had scheduled distanced instruction prior to COVID-19.

- **Fall 2018 to Fall 2019 (pre-COVID):** These data are available only to departments with online or hybrid sections. These data look like the usual distance ed data, with a course-level comparison between distanced (online + hybrid) sections versus traditional face-to-face sections.
- **Spring 2020 to Fall 2020 (COVID with scheduled modalities):** These data are available only to departments with *scheduled* online or hybrid sections. While this file also looks like the usual distance ed data, please note that the comparison is only between sections that were scheduled to be taught distanced versus sections that were scheduled to be taught face-to-face, regardless of the sections' actual instructional modalities.

What we have listed as “distance” cover only those sections that were listed in the Schedule of Classes as being online or hybrid during those terms. “Traditional” are courses that were listed in the Schedule of Classes as face-to-face. From March 2020 through fall 2020, the college did not record the instructional modality that was actually used due to our COVID pivot.

Spring 2021 (COVID with new modalities): These data are available to nearly all departments. Since few face-to-face sections made a conventional “distance vs. traditional” comparison impossible, we present a comparison across all of the distance ed modalities: online, hybrid, and synchronous, which we further broke down into fully synchronous and partially synchronous.

Please note that we withheld data for sections where enrollment was 10 or fewer.