

REEDLEY COLLEGE SP 2007 – SPRING 2010 DISTANCE EDUCATION COMPARED TO TRADITIONAL CLASSES STUDENT HEADCOUNT, RETENTION, SUCCESS												
	DISTANCE ED				TRADITIONAL				OVERALL			
TERM	#SEC	COUNT	RETEN	SUCC	#SEC	COUNT	RETEN	SUCC	#SEC	COUNT	RETEN	SUCC
SP07	71	1,671	78.2	50.3	389	10,809	85.9	58.2	460	12,480	84.9	57.1
FA07	92	1,713	76.5	51.2	415	12,863	86.7	59.2	507	14,576	85.5	58.3
SP08	95	1,785	78.5	54.0	387	10,927	87.3	60.3	482	12,712	86.1	59.4
FA08	96	2,785	80.1	54.9	406	13,977	87.8	60.4	502	16,762	86.5	59.5
SP09	105	2,829	81.5	55.2	396	12,980	88.1	60.5	501	15,809	86.9	59.6
FA09	127	3,175	81.7	53.7	399	14,916	89.6	61.6	526	18,091	88.2	60.2
SP10	115	3,125	82.3	55.0	363	12,956	88.9	61.6	478	16,081	87.6	60.3
<b>TOTAL</b>	<b>701</b>	<b>17,083</b>	<b>80.3</b>	<b>53.8</b>	<b>2,755</b>	<b>89,428</b>	<b>87.8</b>	<b>60.3</b>	<b>3,456</b>	<b>106,511</b>	<b>86.6</b>	<b>59.3</b>

Data Source: RC Office of Institutional Research; SCCCD\_ATERMs file

Note: Count = Headcount enrollment and are duplicated students, retention and success rates are percentages.

Distance Learning courses have seen a steady increase in all areas over the past 3.5 years. Section counts have increased 62.0% from 71 to 115 and duplicated enrollment has increased 87.0%. Retention rates have shown a steady gain of 4.1% and success rates have increased 4.7% over time. While success and retention rates are lower than their traditional in-class counterparts, these increases are all much higher than the overall total increases discussed in a later paragraph indicating continued improvement. Additionally, the average number of students enrolled per section has increased from 23.5 to 27.1, perhaps indicating need, accessibility, and desirability.

Traditional in-class course sections report similar, although slower growth, trends. The retention and success rates are slightly higher than the overall totals, indicating that these classes maintain a higher rate than their Distance Education counterparts. The number of sections decreased over time by 6.7% from 389 sections in spring 2007 to 363 in spring 2010. Enrollment headcount, however, increased by 19.8%. Retention rates increased 3.0% and success rates increased by 3.4%.

Overall, the Distance Education courses and their counterparts have enjoyed a steady increase in enrollment, retention and success. Headcount enrollment has increased by 28.9%, retention has increased 2.7%, and success rates have increased 3.2%.

	Distance Education	Traditional	DE and FTF Combined
<b>African-American/non-Hispanic</b>	3.68	2.98	3.09
<b>American Indian/Alaskan Native</b>	1.41	1.21	1.24
<b>Asian/Pacific Islander</b>	5.99	5.20	5.32
<b>Hispanic</b>	34.56	46.32	44.43
<b>Race/ethnicity unknown</b>	10.44	10.15	10.20
<b>White/non-Hispanic</b>	43.92	34.15	35.72

Data Source: RC Office of Institutional Research; SCCCD\_ATERMs file; presented as percentages

The student population that engages in Distance Education (DE) courses is different than those who do not. While the DE and FTF (face-to-face) data indicate a typical Reedley college student population, the strictly online courses reverse the Hispanic and White non-Hispanic students with less than normal Hispanic students participating.

	Distance Education	Traditional	DE and FTF Combined
<b>19 or Less</b>	19.2	41.1	37.6
<b>20-24</b>	40.4	37.8	38.3
<b>25-29</b>	16.4	8.6	9.9
<b>30-34</b>	9.2	4.2	5.0
<b>35-39</b>	5.2	2.8	3.2
<b>40-49</b>	6.9	3.9	4.4
<b>50+</b>	2.7	1.5	1.7

Data Source: RC Office of Institutional Research; SCCCD\_ATERMs file; presented as percentages

The age category demographic indicates an older than average age grouping for students in Distance Learning courses. Interestingly, when looking at these courses with their in-class traditional counterparts, the overall age groupings are slightly different than that of the typical Reedley college student. RC students are typically younger and reflect the above traditional and combined columns with most students fitting into the 24 or younger age groups. In the table above, over the 3.5 years, the difference between the traditional and DE student in the two youngest categories is a full 19.3%.

	Distance Education	Traditional	DE and FTF Combined
<b>Female</b>	67.4	58.2	59.7
<b>Male</b>	32.3	41.6	40.1
<b>Unknown</b>	0.3	0.2	0.2

Data Source: RC Office of Institutional Research; SCCCD\_ATERMs file; presented as percentages

Once again the Distance Education student is different than the typical student. In this case, the DE student is predominantly more female. While RC typically has more female students than male, when comparing the DE to the FTF courses, the averages show an increase of 9.2% for females and a decrease of -9.3% for males in the gender gap.