

Distance Education Report

*Fiscal Years
1995-96 through 2005-06*

July 2007



California
Community
Colleges

System
Office

**Academic
Affairs
Division**



Members of the Board

Kay L. Albiani

Rose
Castillo Guilbault

Barbara Davis-Lyman

Barbara W. Gothard

Benita D. Haley

Randal J. Hernandez

Bridget Howe

Lance T. Izumi

Kristin
Jackson Franklin

John W. Koeberer

Pauline Larwood

Deborah Malumed

Margaret
Quiñones-Perez

Gary Reed

Carolyn Russell

J. Alfred Smith, Sr.

Tanna Thomas

Officers of the Board

Officers of the Board

Kay Albiani, *President*
Lance T. Izumi, *Vice President*

Deborah Malumed, *CPEC Representative*

System Office

Marshall Drummond
Chancellor

Steven Bruckman
Executive Vice Chancellor/General Counsel

Carole Bogue-Feinour
Vice Chancellor for Academic Affairs

Tod Burnett
*Vice Chancellor for
Strategic Planning and Communications*

Marlene Garcia
Vice Chancellor for Governmental Relations

Linda Michalowski
*Vice Chancellor for
Student Services and Special Programs*

Patrick Perry
*Vice Chancellor for
Technology, Research, and Information Services*

Erik Skinner
Vice Chancellor for Fiscal Policy

Jose Millan
Vice Chancellor for Economic and Workforce Development

California Community Colleges

Distance Education Report

*Fiscal Years
1995-96 through 2005-06*

July 2007



Prepared by
Ken Nather
Specialist, Academic Planning & Development
Academic Affairs Division
Instructional Programs and Services Unit
California Community Colleges System Office
1102 Q Street
Sacramento, CA 95814-6511
916.322.9048
916.445.6268 (Fax)
knather@cccco.edu



**Academic
Affairs
Division**

Carole Bogue-Feinour

Vice Chancellor

Academic Affairs

LeBaron Woodyard

Dean

Instructional Programs and Services

Ken Nather

Program Specialist

Academic Planning and Development

Stephanie Ricks-Albert

Program Assistant



Introduction.....	i
Executive Summary	iii
Background	v
Update on Distance Education in the California Community Colleges	
Analysis of Management Information System Data ...	1
Analysis of Institutional Survey Data	51
Overview of Student and Faculty Satisfaction Survey Redesign	59
List of Tables	61
List of Charts.....	63

Table
of
Contents

Serving the educational needs of over 2.5 million students, California has the largest community college system in the nation. To meet changing state demographics and address the educational needs of the students served by this system, more and more community colleges are offering courses through distance education (DE).

The *Distance Education Report - Fiscal Years 1995-96 through 2005-06* includes information from the System Office Management Information System (MIS) and the Annual Institutional Survey submitted by the colleges to the System Office.

Using data as defined by Title 5 regulations and in accordance with *Standing Order 409*, the first distance education report, issued in August 2001, spanned the five-year period of 1995 - 2000. The original study recognized the extent to which distance education was offered within the California Community College system. Biannually, the report is updated to include data from the prior two fiscal years. This current report adds the most recent two fiscal years and, in conjunction with previous updates presented to the Board in May of 2003 and May 2005, results in an eleven-year cumulative study of DE within the community colleges. The system-wide data provide information about the students served through DE, including the age, ethnicity, gender, and disabilities of students enrolled in these courses. This report also includes information about student access, enrollment, and course completion rates.



Introduction



Executive Summary

Serving the educational needs of over 2.5 million students, California has the largest community college system in the nation. To meet changing state demographics and educational needs of the students served by this system, more and more community colleges are offering courses through distance education.

The Board of Governors approved regulations allowing California's community colleges to explore and develop educational initiatives using advanced communication and computing technologies to address student access issues related to geographical, cultural, or facility barriers. The Board's actions permitted colleges and districts, during the evaluation period, to design and offer distance education (DE) courses and programs beyond those previously authorized.

This report is an update to the nine-year study last submitted to the Board of Governors in May 2005 that highlights the development and implementation of DE within the California Community College system. This update adds two years to the nine-year study for a total of eleven years of data. This report captures the system-wide management information system (MIS) data and institutional survey data that has been submitted for the fiscal years 2004-05 and 2005-06 and adds that data to the data reported in May 2005.

This report contains data on DE activity in the California Community College system for the period covering 1995 through 2006. Since all data are derived from the System Office MIS, this report contains data reported by Data Element Dictionary (DED) codes. Clarification is required regarding the term "course sessions" used in this report. A course session is roughly equivalent to a course section when used throughout this report.

Specific charts and tables illustrate how:

- There has been an 808 percent increase in DE course sessions since 1995-96, the first year of reporting covered by these data. Since 2003-04, DE credit and noncredit course sessions have grown by 27 percent. DE course sessions have sustained an average annual growth rate of 23 percent during the 11-year period.

- There has been a 552 percent increase in the DE student headcount from 54,524 (1995-1996) to 301,073 (2005-06). The percentage of student enrolled in DE course sessions rose from 2.52 percent of total student headcount to 11.81 percent of that total in the eleven-year period of the study. Within the past two academic years covered by this report, DE student headcount has grown by 40 percent.
- Internet-based instruction has outpaced telecourses as the primary distance education delivery mode. Since 2001-02, the number of Internet-based courses has increased by 5,715 course sessions to a total of 17,115 course sessions offered during 2005-06. In the last two fiscal years alone, Internet-based course sessions have more than doubled, growing from 8,735 in 2003-04 to the most recent 17,115 reported for 2005-06. During the same period of time, telecourses decreased by 158 course sessions from 3,895 in 2001-02 to 3,433 in 2005-06.
- In 2005-06, asynchronous Internet-based instruction (DED code 72) accounted for 14,715 course sessions being delivered as distance education, followed by telecourses (DED code 63) with 2,798. Synchronous Internet-based instruction (DED code 71) is the third highest delivery mode for DE with 1,541 course sessions reported in 2005-06.
- Of the 21,906 DE course sessions offered in 2005-06, 16,725 course sessions (14,715 asynchronous and 1,541 synchronous) were delivered using the Internet. This represents 76 percent of the total number of DE course sessions offered in that fiscal year.
- In 2005-06, DE student headcount represented 11.81 percent of total student headcount. The average annual rate at which DE student headcount has grown was 18.73 percent for the period of 1995-96 through 2005-06. At the current rate of expansion, DE student headcount will reach the 15 percent of total student headcount in Fiscal Year 2008-09.
- Distance education success rates have stabilized at 57 percent the past five years, having risen from a low of 52 percent in 1995-96. This upward trend has narrowed the gap between student success rates in distance education and non-distance education from 13 percentage points in 1995-96 to six percentage points in 2005-06.
- Institutions are gradually adding full degree and certificate programs to their distance education offerings, making these degree and certificate programs more readily accessible to students. In 2000-01, the first year in which these data were collected through the Annual Institutional Surveys, nine of the 101 responding colleges indicated they offered a full degree or certificate program through distance education. In 2004-05, 20 of the 57 respondents offered full degree and certificate programs using distance education. That number grew to 21 of the 59 respondents in 2005-06.



Background

For fifteen years prior to 1994, the California Community Colleges had provided students DE opportunities that were limited to courses transferable to baccalaureate institutions. The 1994 regulations allowed the California Community Colleges to explore and develop educational initiatives using advanced communication and computing technologies to address student access issues related to geographical, cultural, or facility barriers. The Board of Governors also established a distance education technical advisory committee to evaluate the status of DE in the system.

A report presented to the Board of Governors in August 2001 focused on the issues that were needed to support DE systemwide. The report also included information about student access, enrollment, and course completion, as well as student and faculty satisfaction with this instructional delivery mode. In the wake of the review process, there were changes to title 5 regulations in the area of DE that were adopted and implemented.

On March 11, 2002, the Board of Governors approved title 5 regulations for expansion of distance education (DE) to non-transferable credit and noncredit independent study courses. The Board of Governors also directed continuance of the review and collection of DE data that began in 1994. These data, updated biannually, reflect the age, ethnicity, gender, and type of disability of the students enrolled in all DE courses.

The 2002 regulatory changes also allowed DE courses to be considered as equivalent to a regular course rather than solely as independent study for the purposes of computing Full-time Equivalent Student (FTES) apportionment. Distance education continues to grow to include more course sessions, more students and more services. This report captures the Management Information System data and institutional survey data that were submitted for the fiscal years 2004-05 and 2005-06. This current report however, spans an eleven-year timeframe, 1995-96 through 2005-06.

Student Access to Instruction

Student access to instruction more than tripled in credit and noncredit course offerings. Examination of the number of DE courses offered during the evaluation period reveals steady growth in this area. From the fall of 1995-1996 through the spring semester of 2005-06, the number of DE course sessions increased from 2,710 to 21,906, an increase of 19,196 course sessions in an eleven-year period.

As the number of DE course sessions has grown, so has the DE student headcount. The total student headcount in DE courses grew from 54,524 in the 1995-96 academic year to 301,073 in 2005-06, an increase of 246,549. The significant growth in the number of DE courses reflects the development of Internet-based courses in the past several academic years. In fiscal year 2005-06, the total number of all Internet course sessions offered for both credit and noncredit rose steadily each year to the current total of 17,115.

Analysis of Management Information System Data

For purposes of this report a distinction needs to be made between a course, course section, and course session. The distinction is made when courses and course sections are coded using the Data Element Dictionary (DED). The DED definitions are as follows:

- A **course** is a unique offering by a college, which has a unique course outline that has been approved by a local college's curriculum committee (e.g., Bio. 1: Principles of Biology).
- A **course section** is an individual course offering at the local college (e.g., Bio. 1-04, which would denote the fourth section of Bio. 1 being offered in a particular term).
- A **course session** represents a unique instructional occurrence within a course section. There are two types of course sessions identified in the DED. Type "A" is the standard type of course session. Type "C" is a course session that is used to assign students from the primary course section to smaller class sizes (e.g., to schedule two or more laboratory course sessions for students in the same Bio. 1 lecture section, the college may offer two sections, Bio 1-04A and Bio 1-04B to allow for smaller laboratory class sizes for students from the same Biology lecture course).

In this report, a course session is roughly equivalent to a course section because a course session captures all student enrollments and presents a more precise count of course offerings throughout the system. Over the eleven years of MIS data in this study, 1995-96 to 2005-06, the Type "A" DE course sessions account for an average of 88 percent of all course sessions.



Update on
Distance
Education
in the
California
Community
Colleges

Growth in Distance Education Instruction

Table 1 compares the total number of DE courses, sections, and sessions developed for all disciplines delivered between 1995 and 2006.

Table 1
Comparison of Growth in Distance Education
1995 - 2006

Academic Year	Total Courses	Total Sections	Total Course Sessions
1995-96	1,562	2,138	2,710
1996-97	2,024	3,253	3,907
1997-98	2,322	3,779	4,555
1998-99	2,888	4,193	4,959
1999-00	3,979	5,549	6,052
2000-01	5,179	7,555	8,534
2001-02	6,268	9,420	10,511
2002-03	7,853	11,120	12,113
2003-04	8,524	12,452	13,346
2004-05	10,327	15,876	16,846
2005-06	12,744	20,521	21,906

Chart 1 displays the growth of DE credit and noncredit course sessions. Since the last report update in 2003-04, DE credit and noncredit course sessions have grown by 64 percent, growing from 13,346 in 2003-04 to 21,906 in 2005-06, an increase of 8,560 course sessions. DE credit and noncredit course sessions have sustained an average annual growth rate of 24 percent during the 11-year period.

Chart 1
Growth of Distance Education Total Course Sessions
Credit and Noncredit in the California Community Colleges
1995 - 2006

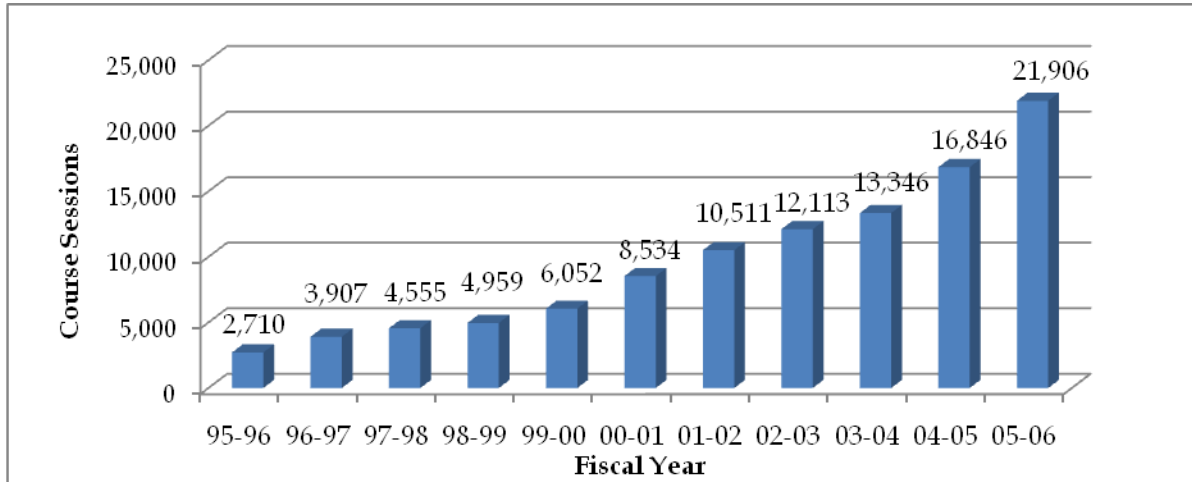


Table 2 represents the small growth of DE noncredit course sessions, which did not exist prior to 1994. In 1995-1996, DE represented 0.12 percent of all noncredit course sessions. This number grew by over 200 percent to 0.38 percent in 2001-02. The number of DE noncredit course sessions declined in the past two years of the report, while that the number has increased for traditional education noncredit course sessions.

Table 2
Distance Education Noncredit and
Traditional Noncredit Course Sessions
1995 - 2006

Fiscal Years	Distance Education Noncredit Course Sessions	Traditional Education Noncredit Course Sessions
1995-96	44	37,225
1996-97	82	39,418
1997-98	97	43,017
1998-99	106	44,926
1999-00	211	47,607
2000-01	301	46,695
2001-02	189	50,097
2002-03	41	49,881
2003-04	26	45,634
2004-05	21	47,428
2005-06	18	51,050

Number of Distance Education Course Sessions

This section describes the number of distance education (DE) credit and noncredit course sessions and type of delivery methods used by colleges in the evaluation period.

Table 3 provides information on offerings in DE for credit transferable, credit non-transferable, and noncredit sessions compared to the total number of DE sessions during the eleven-year evaluation period. The number of all DE sessions in 1995-1996 was 2,710 and the total number of session offerings in 2005-06 was 21,906. The number of credit non-transferable sessions was 353 in 1995-96 and grew to 3,132 in 2005-06. Credit transferable DE sessions have grown from 2,313 sessions in 1995-96 to 18,756 in 2005-06. Credit transferable DE sessions represent more than 85 percent of all DE course session offerings. In 1995-96, 44 noncredit sessions increased to 301 in 2000-01, but noncredit DE has declined to the most recent 18 noncredit sessions offered in 2005-06.

Table 3
Distance Education Sessions
1995 - 2006

Academic Year	Course Sessions Offered	Credit Transferable Sessions	Credit Non-Transferable Sessions	Noncredit Sessions
1995-96	2,710	2,313	353	44
1996-97	3,907	3,389	436	82
1997-98	4,555	3,912	546	97
1998-99	4,959	4,217	636	106
1999-00	6,052	4,898	943	211
2000-01	8,534	6,977	1,256	301
2001-02	10,511	8,958	1,364	189
2002-03	12,113	10,325	1,747	41
2003-04	13,346	11,450	1,870	26
2004-05	16,846	14,466	2,359	21
2005-06	21,906	18,756	3,132	18

Table 4 compares the growth of DE and traditional credit course sessions and the percentage of the total course sessions by year. DE course sessions grew from 0.63% to 3.97% of all course sessions between 1995-96 and 2005-06.

Table 4
Distance Education and Traditional Education Course Sessions
1995 - 2006

Fiscal Years	Distance Education	Traditional Education	Percentage
1995-96	2,710	427,054	0.63%
1996-97	3,907	454,766	0.86%
1997-98	4,555	481,171	0.95%
1998-99	4,959	496,941	1.00%
1999-00	6,052	505,863	1.19%
2000-01	8,534	521,328	1.64%
2001-02	10,511	544,812	1.93%
2002-03	12,113	536,241	2.21%
2003-04	13,346	489,127	2.66%
2004-05	16,846	513,315	3.18%
2005-06	21,906	529,935	3.97%

Types of Distance Education Courses

Table 5 provides data on the ten types of DE courses by delivery method as defined in the MIS Data Element Dictionary (DED) codes. Internet-based instructional delivery (DED Codes 61, 71 and 72) has now clearly out-paced televised instruction (DED Codes 51, 52 and 63) as the predominant delivery mode for DE in the community college system. Televised instruction accounted for 2,143 course sessions in 1995-1996 and for 3,443 course sessions in the 2005-06 academic year. The total number of DE course sessions delivered entirely, or predominately (i.e., more than 51%) over the Internet rose from nine in the 1995-1996 academic year to 17,115 in 2005-06.

Asynchronous Internet-based instructional delivery (DED Code 72) now accounts for 14,715 course sessions being delivered via distance education, followed by one-way video instruction (DED Code 63) with 2,798. Synchronous Internet-based instruction (DED Code 71) is the third highest delivery mode for DE, with 1,541 course sessions reported in 2005-06. Of the 21,906 DE course sessions offered in 2005-06, 16,725 course sessions (14,715 asynchronous and 1,541 synchronous) were delivered using the Internet. This represents 76 percent of the total number of DE course sessions offered in that fiscal year.

Other technologies used in the CCC system to deliver instruction include correspondence, audiocassette, radio, and other media not specified. In 1995-1996, the total count of DE course sessions offered using these media (former DED Codes 30, 51, 53, 54, 70 and 81) was 522. This number has risen to 1,358 in 2005-06 in the revised corresponding DED Codes 50, 54, 62 and 64.

Table 5
Number of Distance Education Course Sessions by Type of Delivery Method
1995 - 2006

Fiscal Years	DED #51	DED #52	DED #53	DED #54	DED #30	DED #60	DED #70	DED #80	DED #81	
1995-96	18	36	4	15	327	9	154	2,143	4	
1996-97	31	76	9	41	487	7	319	2,932	5	
1997-98	127	84	9	42	648	45	325	3,268	7	
1998-99	207	103	7	55	902	328	342	2,986	29	
1999-00	213	229	0	130	1,222	1,101	348	2,710	99	
2000-01	293	424	2	202	1,626	1,836	362	3,467	322	
Fiscal Year*	DED #50	DED #51	DED #52	DED #54	DED #61	DED #62	DED #63	DED #64	DED #71	DED #72
2001-02	2,281	247	351	340	2,902	547	3,297	428	91	27
2002-03	1,309	465	366	337	726	20	2,814	136	956	4,980
2003-04	908	455	182	239	663	38	2,703	86	808	7,264
2004-05	860	400	182	126	559	36	3,009	99	1,138	10,437
2005-06	1,062	462	173	124	859	18	2,798	154	1,541	14,715

Table 5a contains the data for the Full-Time Equivalent Student (FTES) generated by DE course sessions. Following the trend of the course session data, asynchronous Internet-based course sessions (DED Code 72) generated 42,309.60 FTES in 2005-06, followed by telecourses (DED Code 63) with 6,325.83 FTES. The third highest generator of FTES is in the synchronous Internet-based course sessions (DED Code 71) with 4,594.91, making Internet based instruction, whether synchronous or asynchronous, the highest level of FTES (46,904.51) in a distance education modality. For all distance education delivery modes, the FTES total for 2005-06 was 58,135.26 or 5.18 percent of the total FTES of 1,121,711.97 for traditional and distance education course sections offered in 2005-06.

Table 5a
Number of Full-time Equivalent Student (FTES)
Generated by Distance Education Course Sessions by Type of Delivery
2001 - 2006

Fiscal Year*	DED #50	DED #51	DED #52	DED #54	DED #61	DED #62	DED #63	DED #64	DED #71	DED #72	TOTAL FTES
2001-02	4,102.39	357.00	582.56	1,023.74	5,493.16	298.38	6,712.42	1,001.33	350.05	87.12	20,008.15
2002-03	2,677.05	832.74	616.15	1,512.41	526.01	78.56	5,736.95	485.17	3,355.56	9,526.47	25,347.07
2003-04	1,793.59	815.07	432.81	855.25	1,411.87	204.59	6,271.82	180.15	2,876.64	15,699.75	30,541.54
2004-05	2,131.46	517.27	390.32	291.34	436.25	165.21	5,689.12	304.68	4,494.26	25,043.89	39,463.80
2005-06	2,274.48	608.33	346.61	346.24	803.52	116.32	6,325.83	409.42	4,594.91	42,309.60	58,135.26

MIS Data Element Dictionary Definitions for Distance Education Delivery Methods
Prior to July 1, 2002

- 51 = Two-way interactive video and audio
- 52 = One-way interactive video and two-way interactive audio
- 53 = Two-way interactive audio only
- 54 = Other simultaneous interactive medium not coded above
- 30 = Session under supervision of instructor not available by line-of-sight using medium where the content varies depending upon student response without the immediate involvement of the instructor (e.g., various types of instructional software, Computer-Assisted Instruction (CAI); digitized visual, audio or text selected in response to student input; or specially-structured audio tapes, etc.)
- 60 = Text one-way (e.g., newspaper, correspondence, electronic file, Internet, etc.)
- 70 = Audio one-way (e.g., audio cassette, radio, etc.)
- 80 = Video one-way (e.g., ITV, video cassette, etc.)
- 81 = Other passive medium not coded above

* *The new Data Element Dictionary (DED) implemented on July 1, 2002, for distance education are listed below, includes codes that were converted with the same definition and the establishment of two new codes. The two new codes established are 71 & 72 specifically to identify Internet-based courses. Please note that during the conversion of these DED codes that any data that were submitted or resubmitted after July 1, 2002, to the System Office MIS unit were automatically converted to the new codes.*

MIS Data Element Dictionary Definitions for Distance Education Delivery Methods
After July 1, 2002

Distance Education, Delayed Interaction (Code converted as follows)

Current Code 50 (Previously Code 30) Session under supervision of instructor not available by line-of-sight using medium where the content varies depending upon student response without the immediate involvement of the instructor (e.g., various types of instructional software, computer assisted instruction; digitized visual, audio or text selected in response to student input; or specially structured audio tapes, web-enhanced television, etc.)

Distance Education, Simultaneous Interaction (DED code remains the same)

Session under supervision of instructor not available by line-of-sight using medium that provides an immediate opportunity for exchange between participants (any technology that allows immediate two-way interaction, e.g., satellite, video conferencing)

- 51 Two-way interactive video and audio
- 52 One-way interactive video and two-way interactive audio
- 53 Two-way interactive audio only
- 54 Other simultaneous interactive medium not coded above

Distance Education, Passive Medium (DED codes were converted as follows:)

Session under supervision of instructor not available by line-of-sight using one-way medium where the medium used precludes simultaneous interaction.

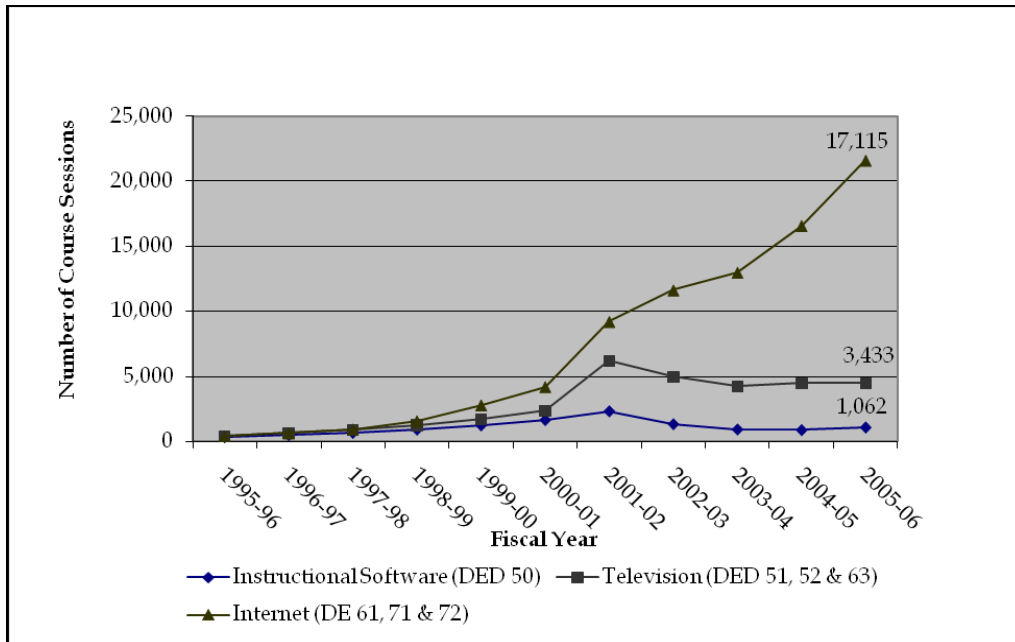
Current 61	(Previously Code 60)	Text one-way (e.g., newspaper, correspondence, etc.)
Current 62	(Previously Code 70)	Audio one-way (e.g., audio cassette, radio, etc.)
Current 63	(Previously Code 80)	Video one-way (e.g., ITV, video cassette, etc.)
Current 64	(Previously Code 81)	Other passive medium not coded above

Distance Education, Internet-based (DED Codes newly established)

- 71 Simultaneous Interaction: Session under supervision of instructor not available by line-of-sight using the Internet with immediate opportunity for exchange between participants.
- 72 Delayed Interaction: Session under supervision of instructor not available by line-of-sight using the Internet without the immediate involvement of the instructor.

Chart 2 displays trends for three types of course delivery methods: video-based telecourses (DED Codes 51, 52 and 63); Internet-based instruction (DED Codes 61, 71 and 72); and, computer assisted instruction (DED CODE 50). Video-based instruction courses offered primarily in the “one-way video” format have increased by 95 course sessions from 2003-04 to 2005-06, whereas Internet-based courses increased by 96 percent, adding 8,380 course sessions during the same time frame.

Chart 2
Comparison of Three Types of Distance Education Courses by MIS Code
 1995 - 2006



Enrollment and Completion Rates

This section describes the overall student headcount, enrollment and completion rates of all students by age, type of disability, ethnicity, and gender.

Table 6 summarizes the unduplicated headcount (i.e., each student is counted only once for the particular academic time frame, in this case, the fiscal year) of students enrolled in DE and traditional education and the percent represented by DE students. There was an increase in the DE student headcount from 54,524 (1995-1996) to 301,073 (2005-06). The percentage of students enrolled in DE course sessions compared to all students enrolled in the community colleges rose from 2.52 percent to 11.81 percent in the eleven-year period of the study. Within the past two academic years covered by this report, DE student headcount has grown by 40 percent.

Table 6
Total Student Headcount in All Distance Education and
Traditional Education Course Sessions
(Unduplicated headcount)
1995 - 2006

Fiscal Year	Distance Education	Traditional Education	Total	Percent of Total Headcount
1995-96	54,524	2,108,121	2,162,645	2.52%
1996-97	67,509	2,230,404	2,297,913	2.94%
1997-98	75,941	2,335,600	2,411,541	3.15%
1998-99	87,302	2,425,560	2,512,862	3.47%
1999-00	104,153	2,528,266	2,632,419	3.96%
2000-01	124,024	2,625,818	2,749,842	4.51%
2001-02	152,690	2,782,766	2,935,456	5.20%
2002-03	194,250	2,789,854	2,984,104	6.51%
2003-04	215,459	2,505,649	2,721,108	7.92%
2004-05	252,708	2,262,296	2,515,004	10.05%
2005-06	301,073	2,248,348	2,549,421	11.81%

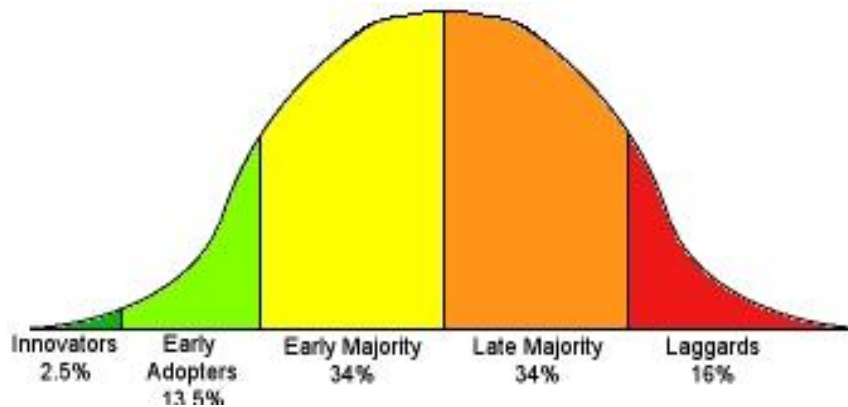
Of interest in viewing student headcount is the comparison of student headcount trends between DE course sessions and traditional education course sessions. Since 1995-96, the number of students enrolled in DE course sessions has increased in each year of the report period. In contrast, total student headcount sustained an annual increase through 2002-03; however, since that time, total student headcount has declined. The decline softened in the past fiscal year (2005-06) to only .62 percent. The eleven-year trend for student headcount shows an average annual increase of 18.73 percent in DE student headcount compared to an average annual increase of .82 percent in traditional education student headcount.

Table 7
Total Student Headcount Trends in
Distance Education and Traditional Education
Course Sessions
(Unduplicated headcount)
1995-2006

Fiscal Year	DE			Traditional		
	Headcount	Annual Variance (+ or -)	Percentage Change	Headcount	Annual Variance (+ or -)	Percentage Change
1995-96	54,524			2,108,121		
1996-97	67,509	12,985	23.82%	2,230,404	122,283	5.80%
1997-98	75,941	8,432	12.49%	2,335,600	105,196	4.72%
1998-99	87,302	11,361	14.96%	2,425,560	89,960	3.85%
1999-00	104,153	16,851	19.30%	2,528,266	102,706	4.23%
2000-01	124,024	19,871	19.08%	2,625,818	97,552	3.86%
2001-02	152,690	28,666	23.11%	2,782,766	156,948	5.98%
2002-03	194,250	41,560	27.22%	2,789,854	7,088	0.25%
2003-04	215,459	21,209	10.92%	2,505,649	-284,205	-10.19%
2004-05	252,708	37,249	17.29%	2,262,296	-243,353	-9.71%
2005-06	301,073	48,365	19.14%	2,248,348	-13,948	-0.62%
Average Percentage Change			18.73%			0.82%

When viewing Tables 6 and 7 together, the DE student headcount appears to be following the classic diffusion of innovation trend first formulated by researcher Everett M. Rogers in 1960 and more recently updated in 1995. Two of the components of Rogers' principles of diffusion of innovation are individual innovativeness and the rate of adoption. Individual innovativeness suggests that individuals react differently to change based on a stable trait or predisposition. He has developed a classification scheme of potential adopters based on their receptivity. The figure below is a visual representation of these data.

Figure 1
Individual Innovativeness Distribution
(Rogers, 1995)



The individual innovativeness theory is based on who adopts the innovation and when. A bell-shaped curve is often used to illustrate the percentage of individuals that adopt an innovation. The first category of adopters is innovators (2.5%). These are the risk-takers and pioneers who lead the way. The second group is known as the early adopters (13.5%). They climb on board the train early and help spread the word about the innovation to others. The third and fourth groups are the early majority and late majority. Each constitutes 34 percent of the potential adopting population. The innovators and early adopters convince the early majority. The late majority waits to make sure that adoption is in their best interests. The final group is the laggards (16%). These are the individuals who are highly skeptical and resist adopting until absolutely necessary. In many cases, they never adopt the innovation.

The theory of rate of adoption suggests that the adoption of innovations is best represented by an s-curve on a graph. The theory holds that adoption of an innovation grows slowly and gradually in the beginning. It will then have a period of rapid growth that will taper off and become stable and eventually decline. The point at which the rate of adoption begins to accelerate is the point at which both the innovators and early adopters have completed incorporating the innovation into regular practice and the early majority begins to adopt the innovation. This transition occurs somewhere around 15 percent.¹

In 2005-06, the DE student headcount represented 11.81 percent of total traditional education headcount as shown in Table 6. The average annual rate at which DE students are enrolled in DE courses was 18.73 percent for the period of 1995-96 through 2005-06. At the current rate of expansion, DE student headcount will reach the 15 percent threshold in 2008-09. Should the rate of adoption follow Rogers' model, the community college system will experience a period of rapid expansion of DE student headcount at that time.

¹ Rogers, E. M. (1995). *Diffusion of Innovations* (4th Edition). New York: The Free Press.

Chart 3 displays the overall growth of DE student headcount in all DE courses. Much of the growth can be attributed to more students taking courses through the Internet. There is an average annual increase in DE student headcount of 19 percent. For every year since 1995-96, the DE student headcount increased more than 24,000 each year. In the past two fiscal years alone (FY 2004-05 and 2005-06), 85,614 additional students enrolled in DE course sessions since fiscal year 2003-04.

Chart 3
Growth of All Distance Education Student Headcount
(Unduplicated Headcount)
1995 - 2006

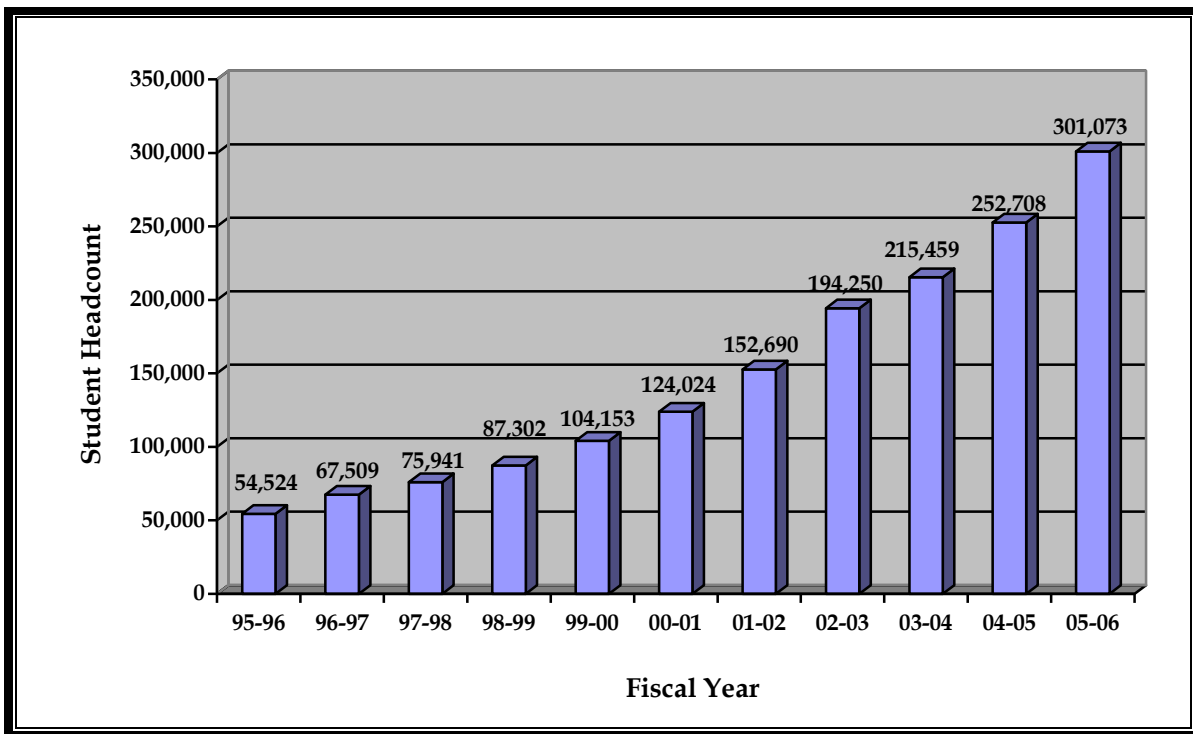


Table 8 shows the number of student enrollments in noncredit education, both in DE and traditional education formats. Noncredit DE course session headcount has declined to 311 in 2005-06, representing only .0004 percent of the total noncredit course offerings. DE noncredit student headcount has been on the decline since peaking at 2,967 in 1998-99.

Table 8
Total Student Headcount in Distance Education Noncredit and
Traditional Education Noncredit Sessions
(Unduplicated headcount)
1995 - 2006

Fiscal Years	Distance Education Noncredit	Traditional Education Noncredit	Distance Education Percent of Total Noncredit
1995-96	327	478,918	0.06%
1996-97	132	518,077	0.02%
1997-98	607	551,888	0.11%
1998-99	2,967	576,667	0.51%
1999-00	2,097	658,995	0.32%
2000-01	2,036	678,157	0.30%
2001-02	2,430	727,898	0.33%
2002-03	315	770,707	0.0004%
2003-04	728	717,671	0.001%
2004-05	174	725,338	0.0002%
2005-06	311	711,177	0.0004%

Table 9 shows the overall success rates for DE and traditional education credit course sessions. Over the past 11 years, DE student success rates have continued to increase and in 2005-06 were within six percentage points of the success rate for traditional education student enrollments (57 percent versus 63 percent).

(Note: *The number of students in Table 8 is a duplicated head count including performance in multiple course sessions with a grade of "C" or better. Students receiving a grade of "D" or lower were not counted as a successful completion.*)

Chart 4 displays the comparison of success rates between DE students and traditional education students in credit courses. The distance education success rate plateaued in the last five years. The DE students' success rate hovered at 57 percent since 2001-02. This rate compares to a success rate of 64 percent for traditional education students through 2004-05. The success rate for students enrolled in traditional education courses dropped to 63 percent in 2005-06. During the eleven-year period of this report, the gap between the DE success rate and the traditional education success rate was reduced from 13 percent in 1995-96 to six percent in 2005-06.

Chart 4
Success Rates in
Credit Distance Education and Traditional Education
1995 - 2006

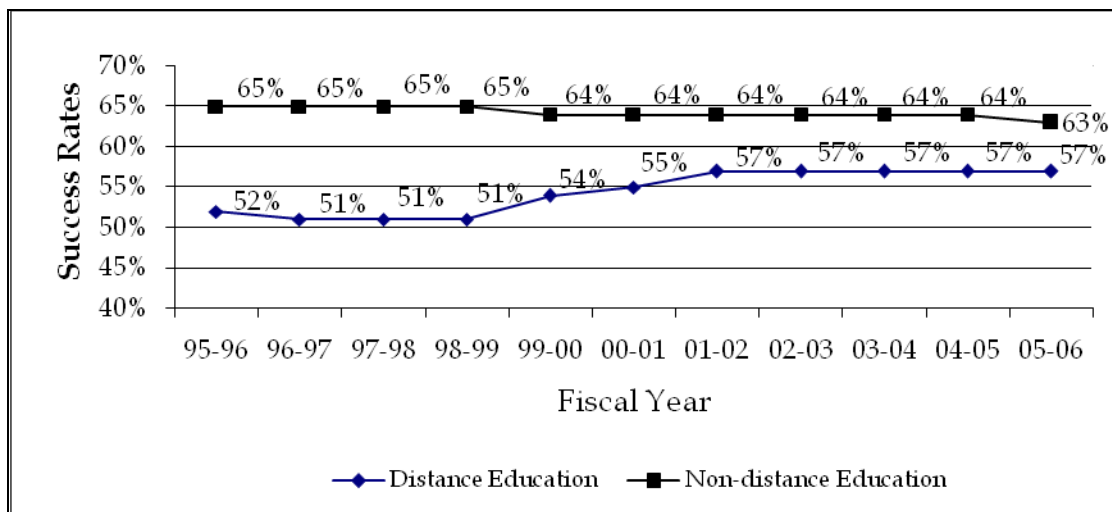


Table 10 describes the completion rates for DE and traditional education students in noncredit courses. Over the past five years, the DE noncredit completion rate averaged 99 percent. Traditional education noncredit completion rate in 2005-06 was 95 percent; however, because the noncredit DE enrollments represent so few students, no real comparisons can be made between the DE and traditional education instructional delivery systems.

Table 10
Overall Completion Rates for
Distance Education and Traditional Education Noncredit
(Duplicated headcount)
 1995 - 2006

Noncredit Distance Education Sessions

Student Outcome	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Completed	3,677	3,424	3,953	4,247	1,129	1,018	3,025	312	724	250	351
Not Completed	1	21	6	14	1,531	1,622	52	3	4	4	4
Total	3,678	3,445	3,959	4,261	2,660	2,640	3,077	315	728	254	355
Rate of Completion	99%	99%	99%	99%	42%	39%	98%	99%	99%	98%	99%

Noncredit Traditional Education Sessions

Student Outcome	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Completed	1,373,042	1,444,830	1,590,752	1,709,797	1,937,265	2,043,194	2,106,752	2,195,170	2,080,475	2,165,451	2,243,626
Not Completed	108,751	119,439	132,399	156,937	179,700	167,004	172,939	149,188	128,273	148,410	122,803
Total	1,481,793	1,564,269	1,723,151	1,866,734	2,116,965	2,210,198	2,279,691	2,344,258	2,208,748	2,313,861	2,266,429
Rate of Completion	93%	92%	92%	92%	92%	92%	92%	94%	94%	94%	95%

Enrollment and Completion Rates in Distance Education Course Sessions by Age

This section describes both the enrollment and completion rates in all DE credit courses by age. The number of students is a duplicated head count in multiple course sessions.

Table 11 shows the enrollments and completion rates by age. There are nine age groups including an unknown category. The largest category of student enrollments in 2005-06 is the 20-24 year old age group with 206,494. The highest rate of completion of 67percent is reported for students that are 40+ years old. Increased completion rates have been reported for all age categories during the eleven-year period. The 18 and younger age group demonstrated the most significant improvement in the rate of completion, increasing 16 percent, from 45 percent in 1995-96 to 61 percent in 2005-06. The second highest improvement in the completion rate was for 18 and 19 year olds. This age group reported a 41 percent completion rate in 1995-96 and a 50 percent completion rate in 2005-06, a nine percent improvement. The only age group showing a slight drop in the rate of completion was the 50+ group slightly declining from a 68 percent completion rate in 1995-96 to 67 percent in 2005-06.

Table 11
Student Enrollment and Completion Rate by Age in
Distance Education Credit Course Sessions
(Duplicated Headcount)
1995 - 2006

Age	Student Outcome	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
<18	Completed	1,134	1,531	1,872	2,670	3,278	4,018	5,273	6,084	6,318	7,587	9,527
	Not Completed	1,392	1,705	2,113	2,378	2,464	2,997	3,788	4,440	4,367	4,929	6,162
	Total	2,526	3,236	3,985	5,048	5,742	7,015	9,061	10,524	10,685	12,516	15,689
	Rate of Completion	45%	47%	47%	53%	57%	57%	58%	58%	59%	61%	61%
18 & 19	Completed	6,385	7,556	9,155	10,865	12,762	17,759	22,835	30,568	35,801	46,362	57,330
	Not Completed	9,021	10,895	13,257	15,202	15,421	20,115	23,853	30,696	36,480	44,709	56,391
	Total	15,406	18,451	22,412	26,067	28,183	37,874	46,688	61,264	72,281	91,070	113,721
	Rate of Completion	41%	41%	41%	42%	45%	47%	49%	49%	50%	51%	50%
20 - 24	Completed	13,335	15,152	17,115	19,873	23,792	32,788	43,875	59,718	69,226	86,468	106,963
	Not Completed	16,043	17,818	20,481	23,714	26,360	35,220	43,095	57,574	65,218	79,086	99,531
	Total	29,378	32,970	37,596	43,587	50,152	68,008	86,970	117,292	134,444	165,554	206,494
	Rate of Completion	45%	46%	46%	46%	47%	48%	50%	51%	51%	52%	52%
25 - 29	Completed	8,979	9,920	11,316	11,767	13,991	18,119	24,384	32,019	35,815	43,109	52,165
	Not Completed	8,279	9,226	10,093	10,874	12,282	14,644	18,140	24,147	26,479	30,681	38,403
	Total	17,258	19,146	21,409	22,641	26,273	32,763	42,524	56,166	62,294	73,790	90,568
	Rate of Completion	52%	52%	53%	52%	53%	55%	57%	57%	57%	58%	58%
30 - 34	Completed	7,577	8,124	8,427	9,405	10,890	14,600	19,568	25,940	26,726	30,691	34,864
	Not Completed	5,570	5,903	6,076	6,673	7,516	9,576	11,702	15,260	15,973	17,657	21,207
	Total	13,147	14,027	14,503	16,078	18,406	24,176	31,270	41,200	42,699	48,348	56,071
	Rate of Completion	58%	58%	58%	58%	59%	60%	63%	63%	63%	63%	62%
35 - 39	Completed	6,433	6,627	7,590	8,223	9,516	12,476	16,343	19,897	19,807	22,625	26,089
	Not Completed	4,007	4,596	4,726	5,328	5,636	6,827	8,257	10,253	10,287	11,663	14,508
	Total	10,440	11,223	12,316	13,551	15,152	19,303	24,600	30,150	30,094	34,288	40,597
	Rate of Completion	62%	59%	62%	61%	63%	65%	66%	66%	66%	66%	64%
40 - 49	Completed	7,279	8,559	9,498	10,449	12,998	17,069	22,928	28,507	29,763	33,227	38,013
	Not Completed	4,032	4,920	5,596	6,493	7,301	9,307	11,011	13,624	14,813	16,240	18,579
	Total	11,311	13,479	15,094	16,942	20,299	26,376	33,939	42,131	44,576	49,467	56,592
	Rate of Completion	64%	64%	63%	62%	64%	65%	68%	68%	67%	67%	67%
50 +	Completed	2,088	2,451	2,994	3,660	4,490	6,441	8,276	9,900	11,203	13,508	16,831
	Not Completed	1,000	1,389	1,770	2,077	2,555	3,194	4,078	5,212	5,977	6,673	8,350
	Total	3,088	3,840	4,764	5,737	7,045	9,635	12,354	15,112	17,180	20,181	25,181
	Rate of Completion	68%	64%	63%	64%	64%	67%	67%	66%	65%	67%	67%
Unknown	Completed	33	24	10	23	77	168	513	534	397	323	93
	Not Completed	20	19	6	10	63	79	359	377	322	216	49
	Total	53	43	16	33	140	247	872	911	719	539	142
	Rate of Completion	62%	56%	63%	70%	55%	68%	59%	59%	55%	60%	65%

Chart 5 contains the graphic representation of each of the age groups as a portion of the whole.

Chart 5
Comparisons of Distance Education Student Enrollments by Age
(Duplicated Headcount)
1995 - 2006

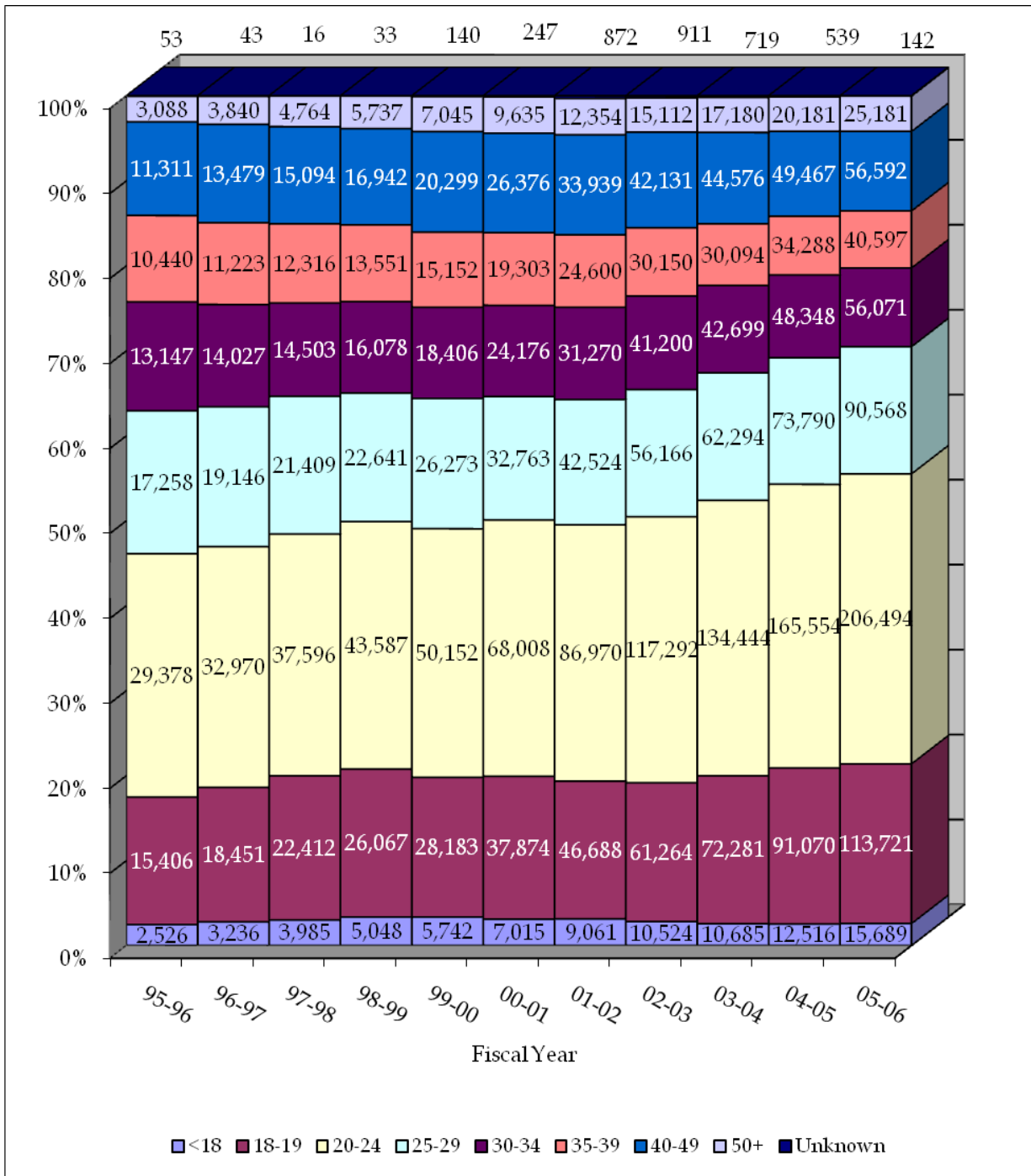


Table 12 shows the enrollments and completion rates by age for DE noncredit course sessions. There are nine age groupings including an unknown category. In 2005-06, the largest category of students enrolled in DE noncredit course sessions was the 50+ age group (103 student enrollments). Completion rates for all age groups enrolled in DE noncredit course sessions have remained steady over the past four years. However, overall student enrollment in DE noncredit course sessions is so small as to render any hypothesis on the validity of this instructional delivery system insignificant. The decline in student enrollments corresponds with the decline in the number of noncredit DE course sessions offered, which were only 18 in 2005-06.

Table 12
Student Enrollment and Completion Rate by Age in Distance Education Noncredit Course Sessions
(Duplicated Headcount)
1995 - 2006

Age	Student Outcome	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
<18	Completed	404	717	478	406	119	17	140	66	135	0	1
	Not Completed	0	0	0	1	40	34	137	0	0	0	0
	Total	40	717	478	407	159	51	277	66	135	0	1
	Rate of Completion	100%	100%	100%	100%	75%	33%	51%	100%	100%	N/A	100%
18 & 19	Completed	1,019	3,554	3,113	2,609	349	91	99	5	13	4	25
	Not Completed	0	0	0	4	287	323	106	0	0	1	0
	Total	1019	3554	3113	2,613	636	414	205	5	13	5	25
	Rate of Completion	100%	100%	100%	99.8%	54.9%	22%	48%	100%	100%	80%	100%
20 - 24	Completed	843	3,291	2,701	2,682	524	138	154	20	26	28	76
	Not Completed	0	0	2	2	588	630	118	0	0	0	0
	Total	843	3,291	2,703	2,684	1112	768	272	20	26	28	76
	Rate of Completion	100%	100%	99.9%	99.9%	47%	18%	57%	100%	100%	100%	100%
25 - 29	Completed	360	1,157	933	982	257	99	1,513	18	49	11	53
	Not Completed	0	3	1	4	199	191	1,593	0	0	0	0
	Total	360	1,160	934	986	456	290	3,106	18	49	11	53
	Rate of Completion	100%	99.7%	99.9%	99.6%	56.3%	34%	49%	100%	100%	100%	100%
30 - 34	Completed	323	839	682	628	242	125	969	30	83	23	40
	Not Completed	0	6	2	1	101	130	811	0	0	0	0
	Total	323	845	684	629	343	255	1,780	30	83	23	40
	Rate of Completion	100%	99.2%	99.7%	99.9%	70.5%	49%	54%	100%	100%	100%	100%
35 - 39	Completed	260	645	643	581	196	98	757	23	73	21	28
	Not Completed	0	0	0	0	94	98	858	0	1	0	0
	Total	260	645	643	581	290	196	1,615	23	74	21	28
	Rate of Completion	100%	100%	100%	100%	67.6%	50%	47%	100%	99%	100%	100%
40 - 49	Completed	322	712	705	739	308	215	544	37	120	37	29
	Not Completed	0	3	1	1	147	143	600	0	1	1	0
	Total	322	715	706	740	455	358	1,144	37	121	37	29
	Rate of Completion	100%	99.5%	99.9%	99.9%	67.7%	60%	48%	100%	99%	97%	100%
50 +	Completed	146	286	272	377	238	172	12	75	207	124	99
	Not Completed	1	6	0	1	75	73	32	3	2	2	4
	Total	147	292	272	378	313	245	44	78	209	126	103
	Rate of Completion	99.9%	97.9%	100%	99.9%	76%	71%	27%	96%	99%	98%	96%
Unknown	Completed	0	0	0	0	55	63	143	38	18	2	0
	Not Completed	0	0	0	0	0	0	131	0	0	0	0
	Total	0	0	0	0	55	63	274	38	18	2	0
	Rate of Completion	N/A	N/A	N/A	N/A	100%	100%	52%	100%	100%	100%	N/A

Enrollment and Completion Rates in Distance Education Course Sessions by Type of Disability

This section describes both the enrollment and completion rates in DE credit and noncredit course sessions by disability. The number of students is a duplicated headcount in multiple course sessions. Table 13 shows the enrollments and completion rates by disability for DE credit course sessions. There are nine disability groupings. The largest category of students enrolled in DE credit course sessions is the Learning Disabled group, with 5,731 student enrollments in 2005-06. The next highest category of students enrolled is in the Mobility Impaired Learner category, with 3,679 student enrollments. All categories of disabled students showed increases in completion rates over the eleven-year study period. Speech/Language Impaired Learners represented the smallest group, with 80 student enrollments in this category in 2005-06. The largest increase in completion rate is in the Speech/Language Impaired Learner category that showed an increase of 35 percentage points since 1995-96 followed closely by the Acquired Brain Injury Learner, increasing 31 percent.

Table 13
Student Enrollment and Completion Rate by Type of Disability in Distance Education Credit Course Sessions
(Duplicated headcount)
1995 - 2006

Disability	Student Outcome	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Acquired Brain Injury Learner	Completed	44	60	44	72	96	98	140	169	190	218	340
	Not Completed	137	119	136	142	108	112	137	169	197	261	274
	Total	181	179	180	214	204	210	277	338	387	479	614
	Rate of Completion	24%	34%	24%	37%	47%	47%	51%	50%	49%	46%	55%
Developmentally Delayed Learner	Completed	5	28	33	26	25	48	99	102	92	126	174
	Not Completed	79	77	119	75	57	84	106	159	130	199	310
	Total	84	105	152	101	82	132	205	261	222	325	484
	Rate of Completion	6%	27%	22%	26%	31%	36%	48%	39%	41%	39%	36%
Hearing Impaired Learner	Completed	27	23	50	72	68	96	154	211	252	362	352
	Not Completed	76	77	67	133	89	109	118	156	273	285	373
	Total	103	100	117	205	157	205	272	367	525	647	725
	Rate of Completion	26%	23%	43%	35%	43%	47%	57%	57%	48%	56%	49%
Learning Disabled Learner	Completed	513	577	625	792	792	1,156	1,513	1,825	2,015	2,425	2,828
	Not Completed	941	881	970	1,058	1,114	1,225	1,593	1,777	1,986	2,389	2,903
	Total	1,454	1,458	1,595	1,850	1,906	2,381	3,106	3,602	4,001	4,814	5,731
	Rate of Completion	35%	40%	39%	43%	43%	49%	49%	51%	50%	50%	49%
Mobility Impaired Learner	Completed	426	382	514	462	543	830	969	1,287	1,460	1,716	1,919
	Not Completed	629	566	706	688	520	793	811	1,033	1,282	1,446	1,760
	Total	1,055	948	1,220	1,150	1,063	1,623	1,780	2,320	2,742	3,162	3,679
	Rate of Completion	40%	40%	42%	40%	51%	51%	54%	55%	53%	54%	52%
Other Disabled Learner	Completed	226	290	294	356	423	615	757	1,108	1,462	1,915	1,527
	Not Completed	587	492	506	783	580	818	858	1,245	1,706	2,101	1,630
	Total	813	782	800	1,139	1,003	1,433	1,615	2,353	3,168	4,016	3,157
	Rate of Completion	28%	37%	37%	31%	42%	43%	47%	47%	46%	48%	48%
Psychological Disabled Learner	Completed	131	168	135	169	267	341	544	672	805	1,191	1,527
	Not Completed	272	227	347	350	278	455	600	834	971	1,188	1,630
	Total	403	395	482	519	545	796	1,144	1,506	1,776	2,379	3,157
	Rate of Completion	33%	42%	28%	33%	49%	43%	48%	45%	45%	50%	48%
Speech/Language Impaired Learner	Completed	9	6	21	20	13	6	12	14	27	32	47
	Not Completed	29	16	56	20	31	14	32	31	36	26	33
	Total	38	22	77	40	44	20	44	45	63	58	80
	Rate of Completion	24%	28%	27%	50%	30%	30%	27%	31%	43%	55%	59%
Visually Impaired Learner	Completed	33	57	65	57	75	110	143	178	191	230	328
	Not Completed	132	84	61	66	77	121	131	159	188	226	309
	Total	165	141	126	123	152	231	274	337	379	456	637
	Rate of Completion	20%	40%	37%	46%	49%	48%	52%	53%	50%	50%	51%

Table 14 shows the enrollments and completion rates by disability for DE noncredit course sessions. There are nine disability groupings. In the 2005-06-report period, only seven students were reported as enrolled in four disabled student categories (three were Acquired Brain Injury Learners, three were Hearing Impaired Learner and one learner was Visually Impaired). This number reflects a trend in the decline in the number of disabled student enrollments in non-credit DE course sessions. In the prior year (2004-05), there were only ten disabled student enrollments in five of the nine categories. This level of enrollments contrasts with a total disabled student enrollment in distance education noncredit course sessions of 345 in 2001-02.

Table 14
Student Enrollment and Completion Rate by
Type of Disability in Distance Education Noncredit Course Sessions
(Duplicated headcount)
1995 - 2006

Disability	Student Outcome	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Acquired Brain Injury Learner	Completed	32	58	71	35	8	0	16	1	0	3	2
	Not Completed	0	0	0	0	14	16	1	0	0	0	1
	Total	32	58	71	35	22	16	17	1	0	3	3
	Rate of Completion	100%	100%	100%	100%	36.7%	0%	94%	100%	N/A	100%	67%
Developmentally Delayed Learner	Completed	25	61	46	52	31	16	11	0	0	1	0
	Not Completed	0	0	0	0	10	2	0	0	0	0	0
	Total	25	61	46	52	41	18	11	0	0	1	0
	Rate of Completion	100%	100%	100%	100%	76%	89%	100%	N/A	N/A	100%	N/A
Hearing Impaired Learner	Completed	18	38	40	34	12	1	12	1	1	2	3
	Not Completed	0	0	0	0	10	7	0	0	0	0	0
	Total	18	38	40	34	22	8	12	1	1	2	3
	Rate of Completion	100%	100%	100%	100%	55%	12%	100%	100%	100%	100%	100%
Learning Disabled Learner	Completed	98	321	398	345	66	26	177	5	0	0	0
	Not Completed	0	0	2	1	95	105	6	0	0	0	0
	Total	98	321	400	346	161	131	183	5	0	0	0
	Rate of Completion	100%	100%	99%	99%	41%	20%	97%	100%	N/A	N/A	N/A
Mobility Impaired Learner	Completed	90	201	167	168	41	9	46	4	3	3	0
	Not Completed	0	0	0	1	24	30	1	0	0	0	0
	Total	90	201	167	169	65	39	47	4	3	3	0
	Rate of Completion	100%	100%	100%	99%	63%	23%	98%	100%	100%	100%	N/A
Other Disabled Learner	Completed	30	57	96	44	15	14	29	3	1	1	0
	Not Completed	0	0	0	0	10	12	1	0	0	0	0
	Total	30	57	96	44	25	26	30	3	1	1	0
	Rate of Completion	100%	100%	100%	100%	60%	54%	97%	100%	100%	100%	100%
Psychological Disabled Learner	Completed	32	52	161	68	15	5	39	0	1	0	0
	Not Completed	0	0	1	0	29	34	2	0	0	0	0
	Total	32	52	162	68	44	39	41	0	1	0	0
	Rate of Completion	100%	100%	99%	100%	34%	13%	95%	N/A	100%	N/A	N/A
Speech/Language Impaired Learner	Completed	4	5	6	1	0	1	1	0	0	0	0
	Not Completed	0	0	0	0	1	0	0	0	0	0	0
	Total	4	5	6	1	1	1	1	0	0	0	0
	Rate of Completion	100%	100%	100%	100%	0%	100%	100%	N/A	N/A	N/A	N/A
Visually Impaired Learner	Completed	30	31	18	12	6	0	3	1	0	0	1
	Not Completed	0	0	0	0	4	1	0	0	0	0	0
	Total	30	31	18	12	10	1	3	1	0	0	1
	Rate of Completion	100%	100%	100%	100%	60%	0%	100%	100%	N/A	N/A	100%

Enrollment and Completion Rates in Distance Education Course Sessions by Ethnicity

This section describes both the enrollment and completion rates in distance education (DE) credit and noncredit course sessions by ethnicity. The number of students is a duplicated head count in multiple course sessions.

Table 15 shows the enrollments and completion rates by ethnicity (as defined by the System Office MIS Division) for DE credit course sessions. There are eight ethnicity groupings. The largest category of student enrollments in DE credit course sessions is White (278,173 in 2005-06). This is followed by Hispanics, with 119,771 in the same report year. Of the readily identified ethnic groups, the group with the highest completion rate is Asian/Pacific Islander at 62 percent completion, followed by White at 60 percent completion, Filipinos at 55 percent, Native American at 50 percent, Hispanics at 50 percent, and Blacks at 44 percent in FY 2005-06.

Table 15
Student Enrollment and Completion Rate by Ethnicity in Credit Course Sessions
(Duplicated Headcount)
1995 - 2006

Ethnicity	Student Outcome	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Asian/ Pacific Islander	Completed	6,724	7,475	8,302	9,703	12,462	15,655	20,503	26,010	29,696	35,985	44,052
	Not Completed	4,313	4,638	5,276	6,520	8,274	10,686	12,905	16,348	18,985	22,123	26,918
	Total	11,037	12,113	13,578	16,223	20,736	26,341	33,408	42,358	48,681	58,108	70,970
	Rate of Completion	61%	62%	61%	60%	60%	59%	61%	61%	61%	62%	62%
Black	Completed	5,107	5,149	5,945	6,128	6,701	9,384	12,232	15,420	15,756	18,398	22,759
	Not Completed	7,076	7,335	8,282	8,717	8,342	10,735	12,994	17,379	17,379	21,994	29,172
	Total	12,183	12,484	14,227	14,845	15,043	20,059	25,226	32,799	33,135	40,392	51,931
	Rate of Completion	42%	41%	42%	41%	45%	47%	48%	47%	48%	46%	44%
Filipino	Completed	1,514	1,509	1,591	1,892	2,309	3,043	4,001	5,824	6,992	8,845	10,892
	Not Completed	1,247	1,555	1,793	1,938	2,111	2,712	3,751	4,940	5,605	6,811	8,907
	Total	2,761	3,064	3,384	3,830	4,420	5,755	7,752	10,764	12,597	15,656	19,799
	Rate of Completion	55%	50%	47%	49%	52%	53%	52%	54%	56%	56%	55%
Hispanic	Completed	7,234	8,346	9,788	11,020	13,031	18,627	26,301	36,222	39,231	48,959	60,027
	Not Completed	9,064	10,696	12,028	13,730	14,201	20,966	26,605	35,393	39,385	47,105	59,744
	Total	16,298	19,042	21,816	24,750	27,232	39,593	52,906	71,615	78,616	96,064	119,771
	Rate of Completion	44%	44%	45%	45%	48%	47%	50%	51%	50%	51%	50%
Native American	Completed	661	659	825	895	923	1,309	1,759	2,195	2,701	4,667	5,835
	Not Completed	959	1,074	1,173	1,137	1,133	1,368	1,722	2,100	2,544	4,249	5,868
	Total	1,620	1,733	1,998	2,032	2,056	2,677	3,481	4,295	5,245	8,916	11,703
	Rate of Completion	41%	38%	41%	44%	45%	49%	51%	51%	51%	52%	50%
Other	Completed	882	1,063	1,274	1,363	1,694	2,053	2,552	3,477	4,056	5,239	6,511
	Not Completed	1,052	1,254	1,465	1,561	1,610	1,936	2,180	2,907	3,333	4,191	5,321
	Total	1,934	2,317	2,739	2,924	3,304	3,989	4,732	6,384	7,389	9,430	11,832
	Rate of Completion	46%	46%	47%	47%	52%	51%	54%	54%	55%	56%	55%
White	Completed	29,182	33,370	37,193	41,063	46,648	63,057	82,725	104,964	117,892	139,536	166,783
	Not Completed	24,038	27,619	31,071	34,453	35,404	45,137	56,185	72,397	81,015	92,507	111,390
	Total	53,220	60,989	68,264	75,516	82,052	108,194	138,910	177,361	198,907	232,043	278,173
	Rate of Completion	55%	55%	55%	54%	57%	58%	60%	59%	59%	60%	60%
Unknown/ Declined to State	Completed	1,939	2,373	3,059	4,871	8,026	10,380	13,922	19,055	18,732	23,981	27,115
	Not Completed	1,615	2,300	3,030	4,693	8,523	8,419	7,941	10,079	11,080	14,358	18,163
	Total	3,554	4,673	6,089	9,564	16,549	18,799	21,863	29,134	29,812	38,339	45,278
	Rate of Completion	55%	51%	50%	51%	49%	55%	64%	65%	63%	63%	57%

Table 16 contains the enrollment and completion rates by ethnicity for DE noncredit course sessions. There are eight ethnicity groupings. In FY 2005-06, the largest category of student enrollments in DE noncredit course sessions is Hispanic at 134 followed by White with 84, and Asian/Pacific Islander with 66.

Table 16
Student Enrollment and Completion Rate by Ethnicity in Noncredit Course Sessions
(Duplicated Headcount)
1995 - 2006

Ethnicity	Student Outcome	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Asian/Pacific Islander	Completed	249	909	566	534	213	210	241	18	290	67	66
	Not Completed	0	6	0	0	84	76	5	1	0	1	0
	Total	249	915	566	534	297	286	246	19	290	68	66
	Rate of Completion	100%	99%	100%	100%	72%	73%	98%	99%	100%	99%	100%
Black	Completed	131	385	392	368	97	49	63	23	22	0	7
	Not Completed	0	0	0	1	45	41	2	0	0	0	0
	Total	131	385	392	369	142	90	65	23	22	0	7
	Rate of Completion	100%	100%	100%	99%	68%	46%	97%	100%	100%	N/A	100%
Filipino	Completed	85	180	158	125	34	19	34	3	5	2	1
	Not Completed	0	0	0	0	12	27	0	0	0	0	0
	Total	85	180	158	125	46	46	34	3	5	2	1
	Rate of Completion	100%	100%	100%	100%	74%	41%	100%	100%	100%	100%	100%
Hispanic	Completed	1,504	4,745	3,485	3,430	886	393	1,226	126	169	73	134
	Not Completed	1	15	1	3	294	323	8	0	0	0	0
	Total	1,505	4,760	3,486	3,433	1,180	716	1,234	126	169	73	134
	Rate of Completion	99%	99%	99%	99%	75%	55%	99%	100%	100%	100%	100%
Native American	Completed	46	167	141	136	29	8	26	3	0	3	3
	Not Completed	0	0	0	1	12	25	0	0	0	0	0
	Total	46	167	141	137	41	33	26	3	0	3	3
	Rate of Completion	100%	100%	100%	99%	71%	24%	100%	100%	N/A	100%	100%
Other	Completed	44	187	158	163	39	19	61	7	13	4	1
	Not Completed	0	0	0	0	38	35	3	0	0	0	0
	Total	44	187	158	163	77	54	64	7	13	4	1
	Rate of Completion	100%	100%	100%	100%	51%	35%	95%	100%	100%	100%	100%
White	Completed	1,450	4,128	4,262	3,806	855	216	1,294	97	171	71	81
	Not Completed	0	0	5	8	1,016	1,033	32	2	4	3	3
	Total	1,450	4,128	4,267	3,814	1,871	1,249	1,326	99	175	74	84
	Rate of Completion	100%	100%	99%	99%	46%	17%	98%	98%	98%	96%	94%
Unknown/ Declined to State	Completed	168	500	365	442	135	104	80	35	54	48	30
	Not Completed	0	0	0	1	30	62	2	0	0	0	0
	Total	168	500	365	443	165	166	82	35	54	48	30
	Rate of Completion	100%	100%	100%	99%	82%	63%	98%	100%	100%	100%	100%

Enrollment and Completion Rates in Distance Education Course Sessions by Gender

This section describes both the enrollment and completion rates in DE credit courses by gender. The number of student enrollments is a duplicated head count in multiple course sessions.

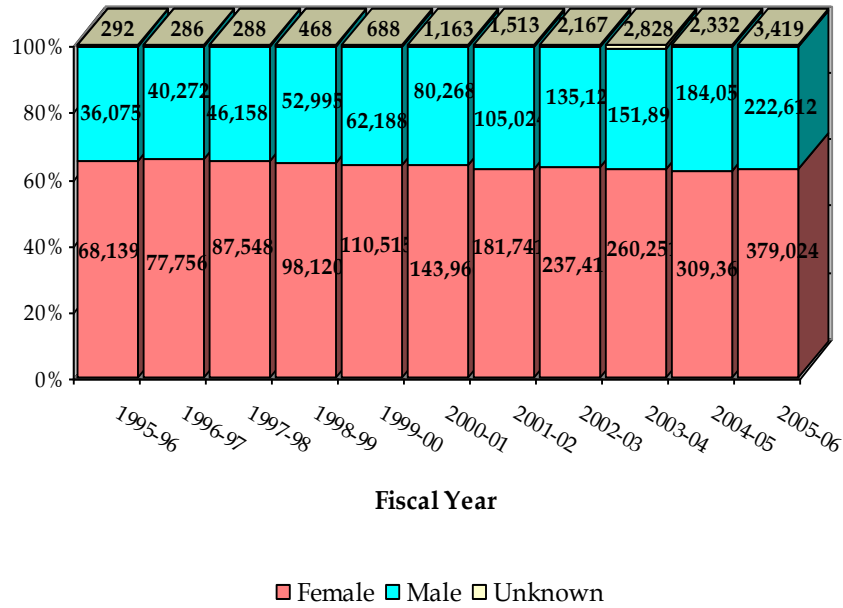
Table 17 contains the enrollment and completion rates by gender for DE credit course sessions. Females represent the larger category of student enrollments in DE credit course sessions. There were 70 percent more female student enrollments in DE credit course sessions than males. Females consistently complete at a slightly higher rate than their male counterparts. In 2005-06, females had an average completion rate of 57 percent compared to 56 percent for their male counterparts.

Table 17
Student Enrollment and Completion Rate by
Gender in Distance Education Credit Course Sessions
(Duplicated Headcount)
1995 - 2006

Gender	Student Outcome	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Female	Completed	35,280	40,022	45,566	51,146	59,474	80,632	104,831	137,168	149,873	179,070	216,025
	Not Completed	30,960	35,835	40,083	45,075	49,042	63,334	76,910	100,249	110,378	130,294	162,999
	Total	68,139	77,756	87,548	98,120	110,515	143,966	181,741	237,417	260,251	309,364	379,024
	Rate of Completion	52%	52%	52%	52%	54%	56%	58%	58%	58%	58%	57%
Male	Completed	17,797	19,741	22,234	25,516	31,963	42,163	58,292	74,835	83,646	103,396	123,829
	Not Completed	18,278	20,531	23,924	27,479	30,225	38,105	46,732	60,291	68,247	80,661	98,783
	Total	36,075	40,272	46,158	52,995	62,188	80,268	105,024	135,126	151,893	184,057	222,612
	Rate of Completion	49%	49%	48%	48%	51%	53%	56%	55%	55%	56%	56%
Unknown	Completed	166	181	177	273	357	643	872	1,164	1,537	1,433	2,021
	Not Completed	126	105	111	195	331	520	641	1,003	1,291	899	1,398
	Total	292	286	288	468	688	1,163	1,513	2,167	2,828	2,332	3,419
	Rate of Completion	52%	63%	62%	58%	52%	55%	58%	54%	54%	61%	59%

Chart 6 displays the relationship of female to male enrollment in DE credit course sessions.

Chart 6
Female and Male Enrollment in Credit Distance Education
(Duplicated Headcount)
1995 - 2006



Analysis of Institutional Survey Data

Update of Responses from the Institutional Surveys Fiscal Years 2004-05 and 2005-06

In fiscal year 1997-98, the System Office began collecting data on the status of distance education in the community college system. This data was originally included in the first Distance Education Report for fiscal years 1995-96 through 1999-00. In 2005, the survey results for the prior two fiscal years (2002-03 and 2003-04) were included in the last report to the Board of Governors. The following is a summary of the results for the most recent two fiscal years (2004-05 and 2005-06).

In reviewing the data for both fiscal years, the responding community college sites continue to support and sustain distance education activities. Not all colleges regularly respond to the annual survey and, therefore, this report only contains partial data for the system. In fiscal year 2004-05, 54 of the 57 locations indicated that they offer distance education courses and 57 of the 59 campuses responding in fiscal year 2005-06 indicated the same.

The primary mode of training faculty at the colleges continues to be through the faculty's own initiative followed by Flexible Calendar Program sessions which focus on developing a distance education course. When developing, teaching and delivering distance education courses, colleges rank student learning as the most important element.

Technology support costs for distance education courses now ranks highest of all cost categories compared to costs for traditional modes of instruction. Once technology is implemented for DE, institutions find that associated technology costs for DE sessions are higher than technology costs for traditional sessions. All other costs associated with DE sessions (i.e., faculty salaries, instructional supplies, curriculum course development and course production) are the same as those costs associated with traditional course sessions. Finally, institutions continue to add full degree and certificate programs to their distance education offerings making these programs more readily accessible to students whose preferred mode of learning is through technologically mediated instruction.



**Update on
Distance
Education
in the
California
Community
Colleges**

Annual Distance Education Institutional Survey

1. Does your campus offer distance education courses

	2004-05	2005-06
Yes	54	57
No	3	2
TOTAL	57	59

2. Do you target marketing/recruiting for distance education courses to any of the following groups? (Do not include schedule distribution; list only activities outside of the regular class schedule distribution.)

	2004-05	2005-06
Yes	6	3
No	51	56
TOTAL	57	59

Targeted marketing/recruitment groups. (Check all that apply.)

	2004-05	2005-06
Asian, Pacific Islanders	0	0
Black/ African American	0	0
Latino/Hispanic	4	1
Disabled Students	3	0
Nontraditional Students	7	4
ESL Students	1	0
Low Income Student	0	0
Single Parents	2	1

3. How does your college train its distance education faculty? In developing and implementing distance education courses faculty use: (Check all that apply.)

	2004-05	2005-06
Faculty's own initiative (seminar, course, etc.)	52	51
Funded Education	9	4
Flex session on how to develop distance ed. courses	43	47
Distance ed. course development manual	16	14
Faculty release time to learn skills for development of distance education courses	13	8
Faculty trained at California Virtual Campus (CVC) regional centers	28	10
Faculty trained by the @One Training Program	19	23
Faculty are provided training to ensure access for the disabled?	35	36
Other	26	32
We do not have a faculty training program	0	3

4. Has your college collaborated with other colleges to develop, teach, or deliver distance education courses?

	2004-05	2005-06
Yes	25	22
No	32	37
TOTAL	57	59

	2004-05	2005-06
Course Material	10	10
Curriculum Development	9	5
Shared Equipment/Facility	12	9
Shared Delivery Technology	19	17
Course Development	3	8
Shared Faculty	8	8
Faculty Training	14	15
CVC Regional participant	10	4

5. Is your college aware of the distance education resources available through the CVC Regional centers?

	2004-05	2005-06
Yes	55	54
No	2	5
TOTAL	57	59

	2004-05	2005-06
Training	47	35
Course Hosting	16	9
On-line resources	37	32
Consultation	21	8
Technical Support	17	8
Student Services	5	6

6. How do distance education students communicate with their instructors at your college? (Check all that apply.)

	2004-05	2005-06
Regular Mail (Postal Services)	31	24
Telephone during Class	15	15
Video Conference	17	14
E-mail	56	58
Face-to-face on Campus	53	51
Telephone (Personal Calls)	50	49
Voice Mail	54	47
Internet	53	56
No Contact	0	0
FAX	34	29
Other	10	13

7. How important are the following with regard to developing, teaching and delivering distance education courses at your college?
(Rate each issue on a scale from 1 (least important) to 5 (most important).)

2004-05	1	2	3	4	5
Faculty compensation	3	6	22	11	14
Faculty training	0	1	4	10	42
Teaching load	1	6	19	16	14
Student learning	0	0	3	4	50
Articulation/Transfer	1	2	13	16	25
Regular personal contact between student and faculty	2	2	6	11	35
State apportionment formula	4	5	19	6	22
Institutional fund/resources distribution	4	2	18	15	17
Equipment/facility	0	2	14	20	20
Scheduling	1	7	22	17	9
Class size	1	6	20	18	12
Copy right/intellectual property right	3	5	11	21	16
Curriculum development/approval	0	3	5	11	38
Technical support	1	1	7	12	35
CVU/CVC Help desk	27	10	9	7	2
Other	0	0	0	3	4

2005-06	1	2	3	4	5
Faculty compensation	8	6	17	15	11
Faculty training	1	2	4	10	41
Teaching load	4	6	15	20	12
Student learning	2	0	1	5	50
Articulation/Transfer	2	1	11	12	32
Regular personal contact between student and faculty	5	0	9	12	32
State apportionment formula	8	7	10	12	21
Institutional fund/resources distribution	3	8	19	12	15
Equipment/facility	1	5	20	13	19
Scheduling	6	4	15	17	15
Class size	1	6	23	16	12
Copy right/intellectual property right	7	11	15	14	11
Curriculum development/approval	1	4	3	13	37
Technical support	1	3	6	16	32
CVU/CVC Help desk	25	11	7	5	5
Other	1	0	1	3	6

8. What access do the students taking distance education courses have to the following services and facilities?

2004-05	Walk-in	Dial	Kiosks Telephone Portal	Internet
Library	1	30	6	56
Writing Lab	53	10	2	21
Transfer Center	57	24	4	27
Counseling	57	30	5	42
EOPS	57	30	5	27
Financial Aid	57	33	9	41
Tutoring	57	17	1	24
Orientation	53	9	1	41
Career Service	57	24	4	29
Job Placement	55	21	2	0
Science Laboratories	54	3	0	27
DSPS	56	24	4	29
Admission	57	29	13	53
Course Registration	57	39	12	52

2005-06	Walk-in	Dial	Kiosks Telephone Portal	Internet
Library	4	27	6	55
Writing Lab	56	7	1	16
Transfer Center	58	20	3	24
Counseling	58	25	6	39
EOPS	59	22	4	19
Financial Aid	59	26	5	40
Tutoring	59	14	1	25
Orientation	54	11	0	43
Career Service	57	16	2	18
Job Placement	55	15	0	0
Science Laboratories	57	6	0	24
DSPS	59	20	3	22
Admission	58	27	13	57
Course Registration	57	31	16	58

9. What is the faculty selection process for distance education courses at your college?

	2004-05	2005-06
Parallels that for campus-based courses	55	54
Differs from campus-based courses	2	5
Is not formalized	0	0
TOTAL	57	59

10. Do you do a cost/benefit analysis when deciding whether to develop distance education courses?

	2004-05	2005-06
Formal Analysis	28	29
Informal Analysis	29	30
No Analysis Developed	0	0
TOTAL	57	59

11. How do start-up costs for distance education compare with traditional modes of instruction?

2004-05	None	Lower	Same	Higher
Equipment replacement/upgrade	0	1	20	36
Technology support	0	0	11	46
Faculty development	0	0	23	34
Faculty salary/benefit	0	1	53	3
Instruction supply	1	21	32	3
Curriculum course development	0	0	39	18
Course production	0	1	30	26

2005-06	None	Lower	Same	Higher
Equipment replacement/upgrade	1	8	24	26
Technology support	1	2	13	43
Faculty development	0	0	24	35
Faculty salary/benefit	1	2	53	3
Instruction supply	1	26	32	0
Curriculum course development	1	1	44	13
Course production	2	1	27	29

12. How do continuing costs for distance education compare with traditional modes of instruction?

2004-05	None	Lower	Same	Higher
Equipment replacement/upgrade	0	3	24	30
Technology support	0	0	18	39
Faculty development	0	1	38	18
Faculty salary/benefit	0	1	54	2
Instruction supply	1	21	33	2
Curriculum course development	0	0	52	7
Course production	0	4	40	13

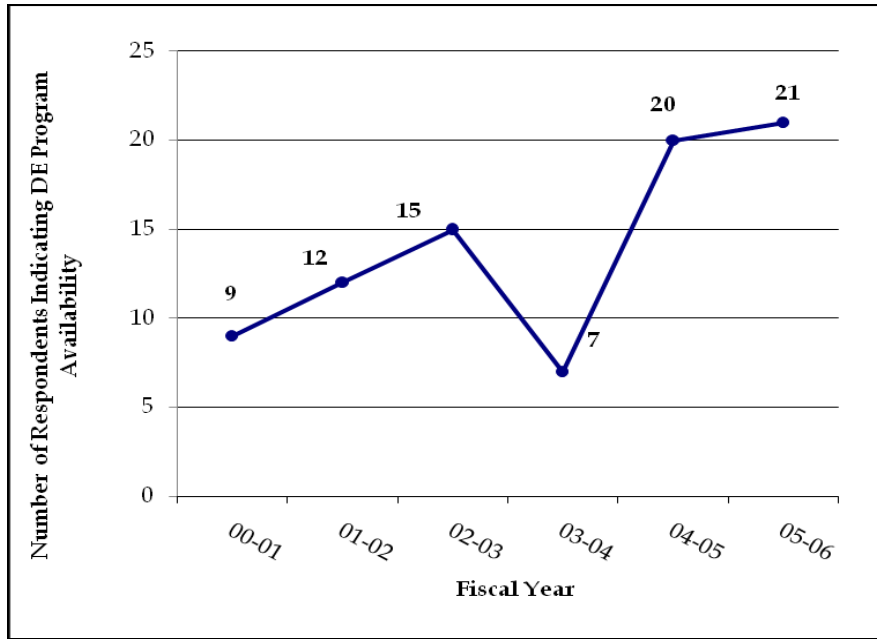
2005-06	None	Lower	Same	Higher
Equipment replacement/upgrade	1	6	31	21
Technology support	1	4	17	37
Faculty development	1	1	40	17
Faculty salary/benefit	1	1	55	2
Instruction supply	1	22	33	3
Curriculum course development	1	1	53	4
Course production	2	5	35	17

13. In (fiscal year) did your college offer a degree or certificate program in distance education?

Response	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Yes	9	12	15	7	20	21
No	92	88	75	41	37	38
Total	101	100	90	48	57	59

Chart 7 provides an overview of the growth in the number of full degree and certificate programs offered using distance education for the colleges responding to the Annual Institutional Surveys issued between 2000 and 2006.

Chart 7
Growth in Distance Education
Full Degree and Certificate Programs
2000 - 2006



Overview of Student and Faculty Satisfaction Survey Redesign



The System Office implemented the Student and Faculty Satisfaction Surveys for Distance Education (DE) in fiscal year 1998-99. The surveys were conducted in response to a request from the former advisory committee known as the Distance Education Technical Advisory Committee (DETAC) to include an assessment of distance education from the user community within the system. The data for FY 1998-99 and 1999-00 were included in the original report.

In FY 2000-01, the System Office revised the survey instruments to permit electronic delivery. The Surveys were posted to the System Office web site twice during the academic year: once in the fall semester and again during the spring semester. Students and faculty could access the surveys for a 60-day period at the end of each semester by going to the web site and answering the questions. At the conclusion of each semester, the results were tallied, analyzed and included in the biannual DE report.

During the past two fiscal years (2004-05 and 2005-06), in an attempt to streamline the survey process, Chancellor's Office staff worked closely with DETAC to further revise the survey instruments addressed above and revamp the survey distribution process.

In the prior version of the Faculty Satisfaction Survey, the instrument contained 26 questions that required responses to 114 data collection elements (i.e., a single question that required a response to several elements within the same question). The Student Satisfaction Survey contained ten questions requiring 91 data collection element responses.

As noted above, Chancellor's Office staff distributed the surveys through electronic mail notices to the local campus Distance Education (DE) Coordinators. The DE Coordinators, in turn, notified faculty to complete a survey for each DE course they taught in a given semester and to ask their students enrolled in those DE courses to complete a Student Satisfaction survey. The surveys were made available on the Chancellor's Office web for approximately 60 days (30 days before the end of the semester and 30 days following the completion of the semester). At the conclusion of that timeframe, the surveys were closed and the data collected.

The length of the surveys and the distribution method proved cumbersome to everyone involved. Local college terms of instruction vary throughout the state. Since the surveys were usually released in late October for the fall semester and mid-March for the spring semester, some colleges did not distribute the surveys because their term was either just beginning or concluding, depending on the schedule. DE Coordinators that were able to forward the surveys to faculty for completion and distribution to students were unable to follow up to determine if the surveys were ever completed as requested. It was found that faculty and students either received the surveys too late in the term to complete them or found them too lengthy. Further, the Chancellor's Office was not able to determine how many of the colleges actually circulated the surveys as requested.

In response to these issues, DETAC formed a subcommittee that worked closely with Chancellor's Office staff to streamline the process and refine the surveys. As a result, the Faculty Satisfaction Survey now has 15 questions requiring response to 68 data collection elements and the Student Satisfaction Survey has been expanded to include 18 questions that gauge perceived level of student satisfaction in 32 data collection elements. The questions in each survey have been designed to allow colleges to incorporate the questions in any local campus survey released for each course. The intention is to reduce the number of surveys faculty and students are asked to complete and hopefully to increase the number of responses received each term.

Regarding the distribution process, the surveys have been designed to include a data collection element that identifies the term during which a DE course was either taught or taken. Term identification allows the surveys to be available on the Chancellor's Office web pages year-round. DE Coordinators can direct faculty to the surveys prior to the beginning of any DE course and ask the faculty member to include the link in his or her course syllabus. Locally, DE Coordinators can circulate reminders to faculty to ask students to complete the online surveys, and they can access the results of the surveys more readily for use in their own local planning.

The final version of the revised surveys was made available on the Chancellor's Office DE web page in October 2005. The System Office also notified DE Coordinators and provided them an opportunity to review the new surveys during a lunchtime session delivered through CCC Confer. During the development of the revised survey instrument and distribution process, the surveys were suspended from use. Therefore, results from the surveys for the last two fiscal years will not be included in this report. The next report, scheduled to be released in May 2009 will contain an analysis of the responses to the Faculty and Student Satisfaction Surveys for fiscal years 2007-08 and 2008-09.



List of Tables

- Table 1 Comparison of Growth in Distance Education, 1995 - 2006
- Table 2 Distance Education Noncredit and Traditional Education Noncredit Course Sessions, 1995 - 2006
- Table 3 Distance Education Sessions, 1995 - 2006
- Table 4 Distance Education and Traditional Education Course Sessions, 1995 - 2006
- Table 5 Number of Distance Education Courses by Type of Delivery Method, 1995 - 2006
- Table 5a Number of Full-time Equivalent Student (FTES) Generated by Distance Education Course Sessions by Type of Delivery Method, 2001 - 2006
- Table 6 Total Student Headcount in All Distance Education and Traditional Education Course Sessions, (Unduplicated Headcount), 1995 - 2006
- Table 7 Total Student Headcount Trends in Distance Education and Traditional Education Course Sessions (Unduplicated Headcount), 1995-2006
- Table 8 Total Student Headcount in Distance Education Noncredit and Traditional Education Noncredit Course Sessions (Unduplicated Headcount), 1995 - 2006
- Table 9 Success Rates for Credit Distance Education and Traditional Education Course Sessions (Duplicated Headcount), 1995 - 2006
- Table 10 Overall Completion Rates for Distance Education and Traditional Education Noncredit (Duplicated Headcount), 1995 - 2006
- Table 11 Student Enrollment and Completion Rate by Age in Distance Education Credit Course Sessions (Duplicated Headcount), 1995 - 2006
- Table 12 Student Enrollment and Completion Rate by Age in Distance Education Noncredit Course Sessions (Duplicated Headcount), 1995 - 2006
- Table 13 Student Enrollment and Completion Rate by Type of Disability in Distance Education Credit Course Sessions, (Duplicated Headcount), 1995 - 2006

- Table 14 Student Enrollment and Completion Rate by Type of Disability in Distance Education Noncredit Course Sessions, (Duplicated Headcount), 1995 - 2006
- Table 15 Student Enrollment and Completion Rate by Ethnicity in Credit Course Sessions (Duplicated Headcount), 1995 - 2006
- Table 16 Student Enrollment and Completion Rate by Ethnicity in Noncredit Course Sessions (Duplicated Headcount), 1995 - 2006
- Table 17 Student Enrollment and Completion Rate by Gender in Distance Education Credit Course Sessions (Duplicated Headcount), 1995 - 2006



List of Charts

- Chart 1 Growth of Distance Education Total Course Sessions Credit and Noncredit in the California Community, 1995-2006
- Chart 2 Comparisons of Three Types of Distance Education Courses by MIS Code, 1995 - 2006
- Chart 3 Growth of All Distance Education Student Headcount, (Unduplicated Headcount), 1995 - 2006
- Chart 4 Success Rates in Credit Distance Education and Traditional Education, 1995 - 2006
- Chart 5 Comparisons of Distance Education Student Enrollments by Age, (Duplicated Headcount), 1995 - 2006
- Chart 6 Female and Male Enrollment in Credit Distance Education, (Duplicated Headcount), 1995 - 2006
- Chart 7 Growth in Distance Education Full Degree and Certificate Programs, 2000 - 2006