



# **Online Student Data Summary Report 2007 - 2008**

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**October 2008**

## Online Course Offerings, FTES and Success Rates

Online course offerings have increased dramatically over time. In Fall 2007, there were 112 online courses, compared to 65 in Fall 2002, which represents a 72% increase. The number of online sections offered has increased by 86% in Fall semesters (from 84 in Fall 2002 to 156 in Fall 2007) and by 128% in Spring semesters (from 82 in Spring 2003 to 187 in Spring 2008). The number of instructors teaching online courses nearly doubled from 42 in Fall 2002 to 82 in Fall 2007, and increased by 107% from 42 in Spring 2003 to 87 in Spring 2008. By increasing the number of online sections offered, along with the number of instructors, the average online class size has remained fairly stable (see Table 1). Please note that these counts include all fully-online and hybrid-online courses.

<b>Table 1. Online Courses, Sections, Instructors and Class Size</b>				
	<b>Fall 2002</b>	<b>Fall 2007</b>	<b>Spring 2003</b>	<b>Spring 2008</b>
# Online Courses	65	112	62	112
# Online Sections	84	156	82	187
# Online Instructors	42	82	42	87
Average Online Class Size	32	33	31	30
Average Face-to-Face Class Size	28	27	28	26

The total FTES generated by all online courses, including both fully-online and hybrid, has also increased rather dramatically. The total online FTES of 1,582.24 for the 2007-08 academic year represents a 9.4% increase over the 1,446.19 FTES in 2006-07 (see Table 2).

<b>Table 2. Online FTES 1999-2008</b>	
1999-2000	213.37
2000-2001	354.50
2001-2002	512.37
2002-2003	544.63
2003-2004	738.52
2004-2005	1,001.46
2005-2006	1,272.46
2006-2007	1,446.19
2007-2008	1,582.24

Successful course completion rates in all online courses have increased from 56.42% in Fall 2002 to 59.62% in Fall 2007, and from 54.66% in Spring 2003 to 60.94% in Spring 2008, which represent increases of 3.2% and 6.3%, respectively. And, while the successful course completion rates are considerably lower for all online vs. non-online courses, this disparity is becoming less pronounced over time. For example, in Fall 2002, the overall online course completion rate of 56.42% was 14% lower than the 70.40% for all non-online courses. However, this difference was reduced slightly to 12% in Fall 2007, with 59.62% successful grades in all online courses compared to 71.78% in all non-online courses. The difference was further reduced in the spring semesters, from -15.42% in Spring 2003 to -11.64% in Spring 2008 (see Tables 3a and 3b).

<b>Table 3a. Course Completion Rates for Online Courses</b>				
<b>Grades</b>	<b>Fall 2002</b>	<b>Fall 2007</b>	<b>Spring 2003</b>	<b>Spring 2008</b>
# Successful grades*	1,512	3,071	1,396	3,432
# Unsuccessful grades	490	1,037	469	1,224
# Withdrawals	678	1,043	689	976
Total grades	2,680	5,151	2,554	5,632
% Successful grades	56.42%	59.62%	54.66%	60.94%
% Unsuccessful grades	18.28%	20.13%	18.36%	21.73%
% Withdrawals	25.30%	20.25%	26.98%	17.33%

\* Successful grades include A, B, C or CR. Unsuccessful grades include D, F, NC, I and RD

<b>Table 3b. Course Completion Rates for Non-Online Courses</b>				
<b>Grades</b>	<b>Fall 2002</b>	<b>Fall 2007</b>	<b>Spring 2003</b>	<b>Spring 2008</b>
# Successful grades*	32,259	36,439	33,335	37,305
# Unsuccessful grades	7,347	8,688	8,008	8,449
# Withdrawals	6,219	5,635	6,227	5,645
Total grades	45,825	50,762	47,570	51,399
% Successful grades	70.40%	71.78%	70.08%	72.58%
% Unsuccessful grades	16.03%	17.12%	16.83%	16.44%
% Withdrawals	13.57%	11.10%	13.09%	10.98%
% Difference in Successful Grades Online vs. Non-Online	-13.98%	-12.16%	-15.42%	-11.64%

\* Successful grades include A, B, C or CR. Unsuccessful grades include D, F, NC, I and RD

In order to get a more comparable view of success in the online courses, success rates were calculated for those online courses where the same course was also offered in the traditional face-to-face format. The success rates in this subset of online courses were then compared with the success rates in the comparable face-to-face classes. As can be seen in the table below, success rates in online courses are lower than in comparable courses offered face-to-face, and this difference is more pronounced than that seen in the analysis above (see Table 4). While successful completion rates are approximately 20% lower in online vs. comparable face-to-face courses, the retention rates, the number of students who remain enrolled through the end of the class, are only 10% to 12% lower in online courses.

<b>Table 4. Comparison of Successful Course Completion Rates, Retention and Withdrawal in Online Classes and Comparable Face-to-Face Classes in 2007-08</b>			
<b>Successful Grades<sup>1</sup></b>	<b>Online<sup>2</sup></b>	<b>Face-to-Face</b>	<b>Difference</b>
Fall 2007	51.4%	71.1%	-19.7%
Spring 2008	52.7%	71.7%	-19.0%
<b>Unsuccessful Grades<sup>1</sup></b>			
Fall 2007	25.7%	17.8%	7.9%
Spring 2008	26.4%	17.0%	9.4%
<b>Withdrawal<sup>1</sup></b>			
Fall 2007	22.9%	11.1%	11.8%
Spring 2008	20.9%	11.3%	9.6%
<b>Retention<sup>1</sup></b>			
Fall 2007	77.1%	88.9%	-11.8%
Spring 2008	79.1%	88.7%	-9.6%

<sup>1</sup>Successful grades include A, B, C or CR. Unsuccessful grades include D, F, NC, I and RD. Withdrawal grades include W and MW. Retention includes all grades except W and MW.

<sup>2</sup>Note: This analysis excludes all HIT and CIM classes since these classes are only offered online and therefore have no comparable face-to-face classes.

## Students in HIT/CIM vs. Non-HIT/CIM Online Courses

The student population enrolled in HIT/CIM courses online is clearly an older group than those enrolled in other online courses. In Spring 2008, whereas 32% of students enrolled in non-HIT/CIM online courses were age 26 or older, 86% of students in online HIT/CIM courses were in this age range. While a majority of both groups of students is continuing at the college, a slightly larger percentage of those enrolled in HIT/CIM courses represents new students. Also, more HIT/CIM students are enrolled in 6 or more online units (55% in Fall 2007 and 53% in Spring 2008) compared to non-HIT/CIM students (23% in Fall 2007 and 22% in Spring 2008), and most of them (87% in Fall 2007 and 84% in Spring 2008) are enrolled exclusively in online courses, compared to the approximately 67% of non-HIT/CIM students who are also enrolled in face-to-face courses (see Tables 5a and 5b).

	Fall 2007		Spring 2008	
	HIT/CIM	Non-HIT/CIM	HIT/CIM	Non-HIT/CIM
Age 26 or Older	88.6%	31.4%	86.2%	32.0%
Age 25 or Younger	11.4%	68.6%	13.8%	68.0%
Continuing Students	59.0%	69.9%	72.6%	82.3%
New Students	41.0%	30.1%	27.4%	17.7%
5 or Fewer Online Units	45.2%	77.0%	46.7%	77.8%
6 or More Online Units	54.8%	23.0%	53.3%	22.2%
Online Only	87.4%	32.7%	84.4%	32.2%
Online & Face-to-Face	12.6%	67.3%	15.6%	67.8%

	Fall 2007		Spring 2008	
	HIT/CIM	Non-HIT/CIM	HIT/CIM	Non-HIT/CIM
Age 26 or Older	708	775	729	912
Age 25 or Younger	91	1,692	117	1,938
Continuing Students*	438	1,424	539	1,825
New Students*	304	612	203	393
5 or Fewer Online Units	361	1,900	395	2,216
6 or More Online Units	438	567	451	634
Online Only	698	806	714	917
Online & Face-to-Face	101	1,661	132	1,933
<b>Total</b>	<b>799</b>	<b>2,467</b>	<b>846</b>	<b>2,850</b>

\*Note: Dual-enrolled, transfer and returning students are not included in this analysis, hence the counts do not add up to the totals.