



ANTELOPE VALLEY COLLEGE
DISTANCE EDUCATION AND TECHNOLOGY COMMITTEE
AGENDA

September 10, 2013
3:30 p.m. to 4:30 p.m.
L 201

To conform to the open meeting act, the public may attend open sessions

1. CALL TO ORDER AND ROLL CALL
2. OPEN COMMENTS FROM THE CHAIRS
3. OPEN COMMENTS FROM THE PUBLIC
4. APPROVAL OF MINUTES
 - a. August 27, 2013 Minutes - attachment
5. ACTION ITEMS
6. DISCUSSION ITEMS
 - a. 2013-2014 DETC Mission Statement and Goals – attachment
 - b. Institutional Effectiveness, Research & Planning Report – Dr. Meeta Goel, Dean
 - c. Student Self-Evaluation for Placement
 - AVC's Current Evaluation – SORT
 - Cerro Coso College Student Skills Quiz
 - Cerro Coso College Technical Skills Quiz
 - d. Learning Express Report – Diane Flores-Kagan
8. ADJOURNMENT

NON-DISCRIMINATION POLICY

Antelope Valley College prohibits discrimination and harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. Upon request, we will consider reasonable accommodation to permit individuals with protected disabilities to (1) complete the employment or admission process, (b) perform essential job functions, (c) enjoy benefits and privileges of similarly-situated individuals without disabilities, and (d) participate in instruction, programs, services, activities, or events.



ANTELOPE VALLEY COLLEGE
DISTANCE EDUCATION AND TECHNOLOGY COMMITTEE
MINUTES
September 10, 2013
3:30 p.m. to 4:30 p.m.
L 201

To conform to the open meeting act, the public may attend open sessions

1. CALL TO ORDER AND ROLL CALL

The Distance Education and Technology Committee (DETC) meeting of September 10, 2013, was called to order at 3:30 p.m. by Co-Chairs Dr. Nancy Bednar and Dr. Charlotte Forte-Parnell.

2. OPENING COMMENTS FROM THE CO-CHAIRS

Dr. Nancy Bednar suggested a goal of DETC should be to define what an online course is, and set the criteria. She discussed the necessity to evaluate online classes and proposed the discussion include the Academic Senate. She noted the observation form is insufficient for online classes. She addressed the need for a rubric for an evaluation form, as the current form does not work for online classes.

Dr. Charlotte Forte-Parnell gave a presentation regarding Distance Education, compiled from the 2012-2013 Data Mart Distance Education Full-Time Equivalencies, and the Fall 2012 Distance Education Student Satisfaction Survey. She thanked Dr. Meeta Goel for creating a slide presentation of the material. Dr. Parnell reported FTEs are up by 30%, and highlighted the following:

- AVC retention = 88% non-distance education courses vs. traditional retention= 84%
- AVC online retention = 80% vs. state average retention = 77%
- AVC success via online = 56% vs. state average = 72% (16% gap)

Dr. Parnell suggested review of a previously distributed handout to help determine what AVC can do as an institution to increase success. Nancy Masters, Senate Coordinator, will distribute the presentation via email. Dr. Parnell asked members to review the report and pay attention to where AVC meets and does not meet benchmarks. Members defined *success* as *completing the class with a passing grade*. Dr. Parnell noted that as money becomes available, the issues must be addressed.

Dr. Parnell reported an overall response rate among many students is satisfaction with online education at AVC. She noted the sample size is low. Dr. Parnell and Dr. Goel will work to refine areas for more in-depth responses, to determine how to best-assist assist students to be more successful and have a more positive experience in online education.

Members will review the complete report and discuss at the upcoming DETC meeting on September 24, 2013.

3. OPEN COMMENTS FROM THE PUBLIC

None.

4. APPROVAL OF MINUTES

a. August 27, 2013 Minutes – attachment

A motion was made and seconded to approve the minutes of the August 27, 2013 meeting. Motion carried.

5. ACTION ITEMS

None.

6. DISCUSSION ITEMS

A motion was made and seconded to change the agenda, to move Dr. Meeta Goel to 6.a. - the first item under Discussion. Motion carried.

a. Institutional Effectiveness, Research & Planning Report – Dr. Meeta Goel, Dean

Dr. Meeta Goel reported that although studies suggest they are fairly equal, retention and success in online learning has not caught up with traditional learning. She identified the need for contact with them, and an online orientation to determine if online learning is the best course of action of each student. Dr. Goel explained that getting educational goals for students is critical; recognizing the reason the student is enrolled, as some are after a degree.

Dr. Goel reported the data in WEAVE indicates significant work on SLOs, OOs and PLOs. She acknowledged the institutional picture, non-academic learning and connections all need improvement. Processes related to everything, including online learning needs attention. Dr. Goel added that process improvement and connections need to work and flow smoothly for accreditation.

Dr. Goel recognized faculty have done a commendable job with SLOs and PLOs. She recommended improvement in the quality of action plans and following through, and the need to continually review and improve. She recognized AVC for a good job of basics, and better than many colleges out there. She encouraged members to pay attention, and not slack off.

b. Learning Express Report – Diane Flores-Kagan

Ms. Diane Flores-Kagan distributed a flyer: Featured Resources for 2-Year Colleges. According to the Learning Express representative, the Learning Express Library is the only online program that provides totally interactive practice exams that combine state of the art technology with an educational, career-building tool. Ms. Flores-Kagan sent an announcement to faculty the first week of school, and asked members to also help publicize the program. Dr. Bednar noted the resource will help students build skills which will push them into college credit courses more quickly. Dr. Bednar suggested an email with a link to the handout would be helpful.

Ms. Flores mentioned three videos she recently purchased, and will upload into Blackboard:

- Study Skills
- Plagiarism
- Introduction to Critical Thinking

c. Student Self-Evaluation for Placement

- AVC's Current Evaluation – SORT
- Cerro Coso College Student Skills Quiz
- Cerro Coso College Technical Skills Quiz

Dr. Bednar led discussion regarding the Self-Evaluations for Placement she distributed via email earlier in the week. She compared AVC's current evaluation in comparison to Cerro Coso College's Skill Quizzes. She reminded members of the Distance Education Handbook she will edit for AVC use. More information will be forthcoming.

d. 2013-2014 DETC Mission Statement and Goals – attachment

Dr. Bednar discussed the AVC online presence, and encouraged members to look at other online colleges for ideas and comparison. She identified the need for division pages, with the Dean's name and contact information. She reported Human Resources lists the incorrect name for the Vice President of Human Resources. Discussion was made regarding control of the AVC website, and whether it should be under the Foundation or Information Technology. Dr. Bednar identified several areas that need attention and will discuss the issues with President Knudson.

8. ADJOURNMENT

A motion was made and seconded to adjourn the Distance Education and Technology Committee meeting of September 10, 2013 at 4:31 p.m.

MEMBERS PRESENT		
Dr. Nancy Bednar	Greg Krynen	Rick Shaw
Dr. Charlotte Forte Parnell	Dr. Scott Lee	John Toth
Walter Briggs	Ron Mummaw	Scott Tuss
Diane Flores-Kagan	Dr. Tom O'Neil	Mike Wilmes
Priscilla Jenison	Ken Sawicki	Sam Adams, ASO Representative
MEMBERS ABSENT		
Charles Hood	Jayne Star	

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Approved: September 24, 2013 Distance Education and Technology Committee Meeting

Background Regulation Information	
Distance Education Courses in the California Community Colleges may be offered under the following requirements:	
Regulation Language	What You Should Do
Higher Education Act (HEA) of 2008: <i>“an institution that offers distance education to have processes through which the institution establishes that the student who registers in a distance education course or program is the same student who participates in and completes the program and receives the academic credit.”</i>	Authentication (HEA): Students must regularly log in and participate in distance education courses via the college provided course management system under their own college provided identification. Accounting for the students’ presence in the course via Blackboard’s dashboard statistics is not enough to meet this requirement. Students must also participate in the course work through the course management system.
Regulation Language	What You Should Do
Title 5, section 55200. Definition and Application. <i>Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the American with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended.</i>	Accessibility (Title 5, section 55200): All course content delivered via distance education must be accessible to the visually and hearing impaired. Captioning and/or other means of providing alternative text and/or audio must be available for content that is a regular component of the course. The list below is the minimum you must do to be compliant in your courses. <ul style="list-style-type: none"> • videos with audio need to be captioned. • audio files need to have text transcripts. • images need alternative text or descriptions. • color should not be used to convey meaning. • tables should include row and column headers. Please review this link before completing the survey.
Regulation Language	What You Should Do
Title 5, section 55204. Instructor Contact. <i>In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that: (a) Any portion of a course conducted through distance education includes regular effective contact between instructor and student.</i>	Regular Effective Contact (Title 5, section 55204): REC is defined as an academic and professional matter and as such, a policy was passed by the MSJC Curriculum Committee and the Academic Senate in 2004 that requires specific forms of instructor initiated contact. This policy must be adhered to in all MSJC distance education courses. Please review MSJC Regular Effective Contact before completing the survey. MSJC REC

Accessibility Link: <http://teach.ucf.edu/pedagogy/accessibility/>

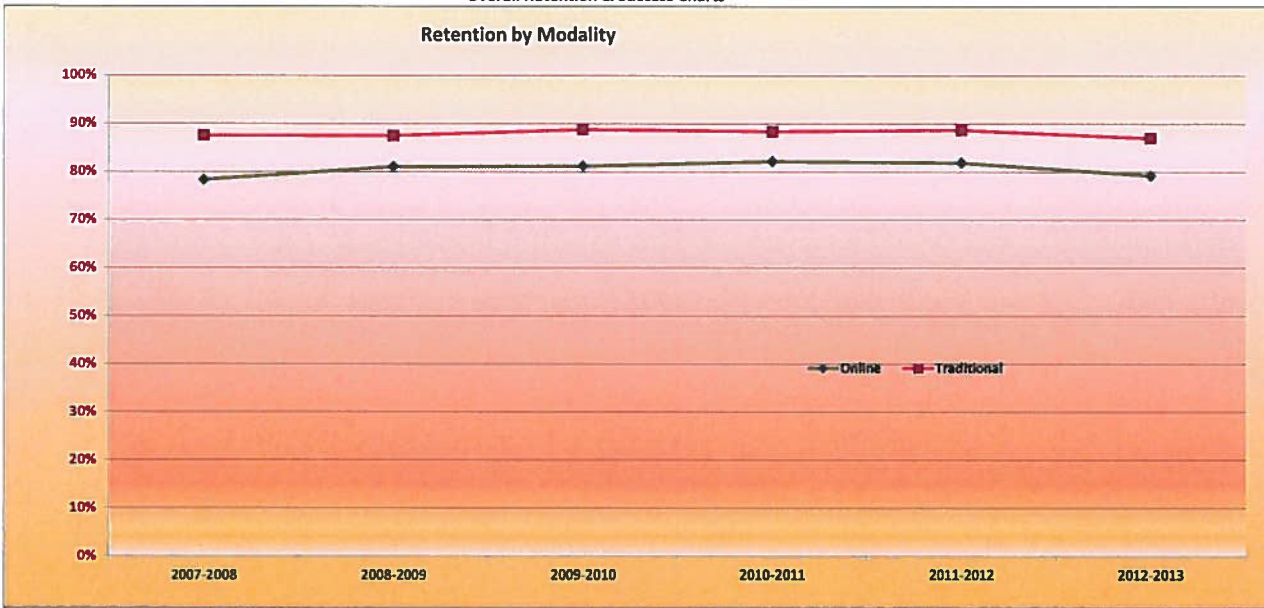
REC Link: http://msjconline.com/Regular_Effective_Contact_staff.pdf

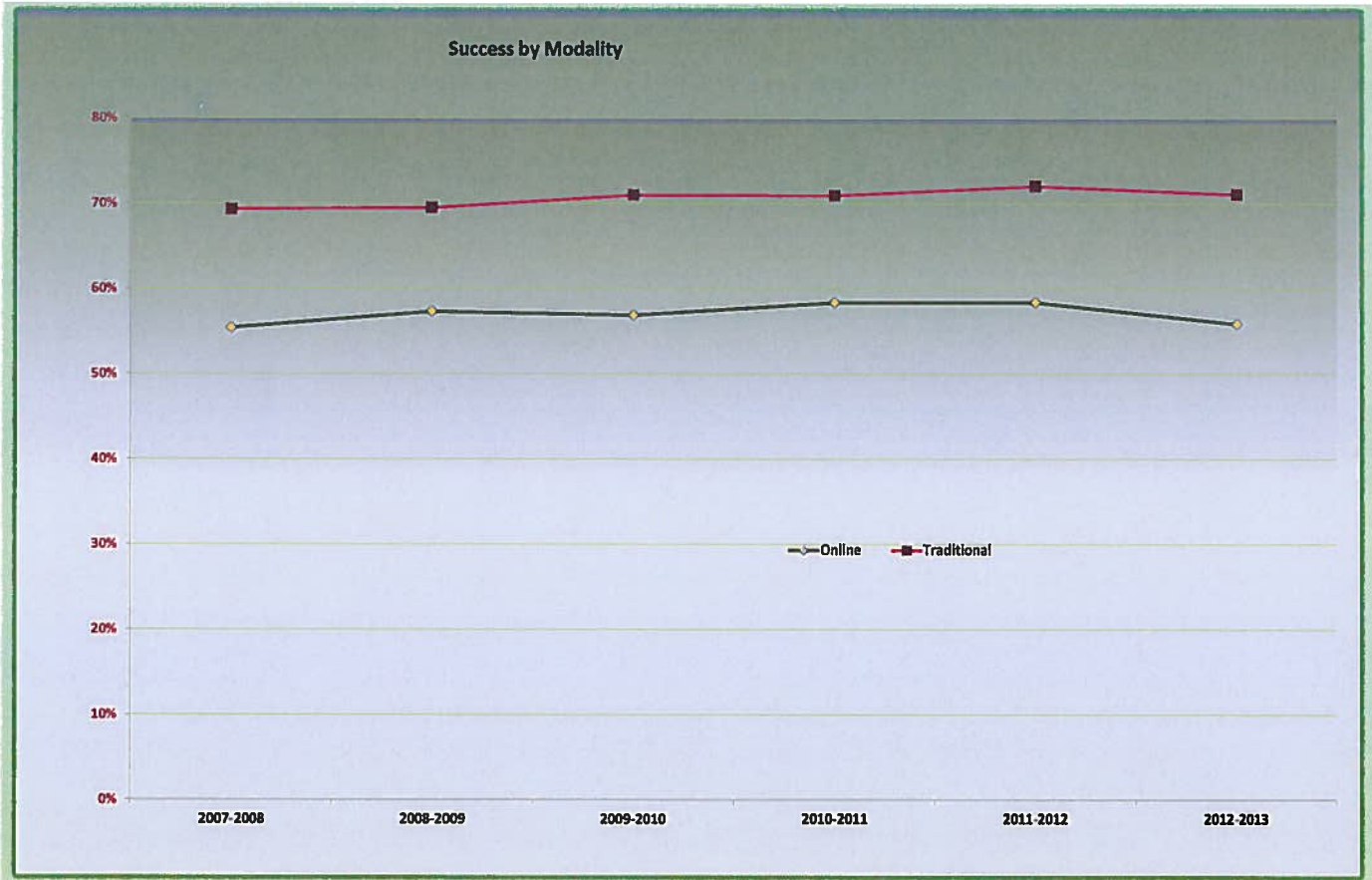
Course Compliance Self-Review: <http://my.msjc.edu/web/ol/compliance.html>

California Community Colleges Chancellor's Office
 Full-Time Equivalent Student (FTES) Distance Education (DE) Summary Report

		Annual 2010-2011	Annual 2010-2011	Annual 2010-2011	Annual 2011-2012	Annual 2011-2012	Annual 2011-2012	Annual 2012-2013	Annual 2012-2013	Annual 2012-2013
		Credit FTES	Non-Credit FTES	Total FTES	Credit FTES	Non-Credit FTES	Total FTES	Credit FTES	Non-Credit FTES	Total FTES
Antelope CCD Total		10,554.89	14.63	10,569.52	9,704.78	5.17	9,709.95	10,593.64	0.27	10,593.90
	Delayed Interaction (Internet Based)	882.52	0.00	882.52	673.45	0.00	673.45	701.44	0.00	701.44
	Non Distance Education Methods	9,635.58	14.49	9,650.07	9,031.34	5.17	9,036.51	9,892.19	0.27	9,892.46
	Two-way Interactive video and audio	0.00	0.14	0.14						
	Video one-way (e.g. ITV, video cassette, etc)	36.80	0.00	36.80						

Overall Retention & Success Charts





Retention @ AVC*

Academic Year	Subject	Online	Traditional
2007-2008	ABDY		94%
2008-2009	ABDY		94%
2009-2010	ABDY		94%
2010-2011	ABDY		93%
2011-2012	ABDY		95%
2012-2013	ABDY		93%
Academic Year	Subject	Online	Traditional
2007-2008	ACCT	71%	78%
2008-2009	ACCT	75%	77%
2009-2010	ACCT	80%	80%
2010-2011	ACCT	83%	80%
2011-2012	ACCT	84%	82%
2012-2013	ACCT	70%	82%
Academic Year	Subject	Online	Traditional
2007-2008	ACRV		96%
2008-2009	ACRV		94%
2009-2010	ACRV		95%
2010-2011	ACRV		93%
2011-2012	ACRV		86%
2012-2013	ACRV		82%
Academic Year	Subject	Online	Traditional
2007-2008	AERO		97%
2008-2009	AERO		97%
2009-2010	AERO		97%
2010-2011	AERO		97%
2011-2012	AERO		96%
2012-2013	AERO		95%
Academic Year	Subject	Online	Traditional
2007-2008	AFAB		89%

Overall Retention @ AVC:

Academic Year	Division	Online	Traditional	Academic Year	Online	Traditional
2007-2008	BUS	71%	81%	2007-2008	78%	88%
2008-2009	BUS	73%	83%	2008-2009	81%	87%
2009-2010	BUS	78%	86%	2009-2010	81%	89%
2010-2011	BUS	73%	85%	2010-2011	82%	88%
2011-2012	BUS	75%	86%	2011-2012	82%	89%
2012-2013	BUS	74%	85%	2012-2013	79%	87%
Academic Year	Division	Online	Traditional			
2007-2008	HD	82%	88%			
2008-2009	HD	85%	87%			
2009-2010	HD	81%	92%			
2010-2011	HD	83%	95%			
2011-2012	HD	83%	92%			
2012-2013	HD	78%	91%			
Academic Year	Division	Online	Traditional			
2007-2008	HS	68%	90%			
2008-2009	HS	78%	91%			
2009-2010	HS	80%	93%			
2010-2011	HS	83%	91%			
2011-2012	HS	84%	90%			
2012-2013	HS	80%	88%			
Academic Year	Division	Online	Traditional			
2007-2008	IR		94%			
2008-2009	IR		91%			
2009-2010	IR		82%			
2010-2011	IR		89%			
2011-2012	IR		84%			
2012-2013	IR		84%			
Academic Year	Division	Online	Traditional			
2007-2008	KIN	91%	90%			

*Indicates a Retention Rate

Below the College's Rate

*Indicates a Retention Rate

Above the College's Rate

2008-2009	AFAB		97%
2009-2010	AFAB		95%
2010-2011	AFAB		96%
2011-2012	AFAB		95%
2012-2013	AFAB		93%
Academic Year	Subject	Online	Traditional
2007-2008	AGRI		72%
2008-2009	AGRI		77%
2009-2010	AGRI		79%
2010-2011	AGRI		87%
2011-2012	AGRI		90%
2012-2013	AGRI		76%
Academic Year	Subject	Online	Traditional
2007-2008	AJ		92%
2008-2009	AJ		92%
2009-2010	AJ		93%
2010-2011	AJ		91%
2011-2012	AJ		91%
2012-2013	AJ		87%
Academic Year	Subject	Online	Traditional
2007-2008	ANTH		87%
2008-2009	ANTH		84%
2009-2010	ANTH		84%
2010-2011	ANTH		83%
2011-2012	ANTH		86%
2012-2013	ANTH		84%
Academic Year	Subject	Online	Traditional
2007-2008	ART		86%

2008-2009	KIN	93%	89%
2009-2010	KIN	94%	91%
2010-2011	KIN	96%	92%
2011-2012	KIN	94%	91%
2012-2013	KIN	89%	90%
Academic Year	Division	Online	Traditional
2007-2008	LA	79%	85%
2008-2009	LA	81%	84%
2009-2010	LA	79%	85%
2010-2011	LA	83%	87%
2011-2012	LA	82%	88%
2012-2013	LA	80%	86%
Academic Year	Division	Online	Traditional
2007-2008	LIB	66%	96%
2008-2009	LIB	83%	96%
2009-2010	LIB	76%	93%
2010-2011	LIB	87%	89%
2011-2012	LIB	77%	95%
2012-2013	LIB	76%	91%
Academic Year	Division	Online	Traditional
2007-2008	MS	75%	86%
2008-2009	MS	80%	87%
2009-2010	MS	80%	88%
2010-2011	MS	80%	86%
2011-2012	MS	80%	87%
2012-2013	MS	76%	86%
Academic Year	Division	Online	Traditional
2007-2008	NCR		100%

2008-2009	ART		86%
2009-2010	ART		88%
2010-2011	ART		86%
2011-2012	ART		86%
2012-2013	ART		85%
Academic Year	Subject	Online	Traditional
2007-2008	ASTR	68%	83%
2008-2009	ASTR	79%	85%
2009-2010	ASTR	92%	92%
2010-2011	ASTR		91%
2011-2012	ASTR		90%
2012-2013	ASTR		89%
Academic Year	Subject	Online	Traditional
2007-2008	ATH		90%
2008-2009	ATH		80%
2009-2010	ATH		97%
2010-2011	ATH		94%
2011-2012	ATH		91%
2012-2013	ATH		94%
Academic Year	Subject	Online	Traditional
2007-2008	AUTO		84%
2008-2009	AUTO		79%
2009-2010	AUTO		93%
2010-2011	AUTO		91%
2011-2012	AUTO		90%
2012-2013	AUTO		98%
Academic Year	Subject	Online	Traditional
2007-2008	BIOL	95%	87%
2008-2009	BIOL	81%	85%

2008-2009	NCR		100%
2009-2010	NCR		100%
Academic Year	Division	Online	Traditional
2007-2008	SS	87%	89%
2008-2009	SS	85%	89%
2009-2010	SS	83%	90%
2010-2011	SS	85%	88%
2011-2012	SS	84%	89%
2012-2013	SS	83%	87%
Academic Year	Division	Online	Traditional
2007-2008	TEC		91%
2008-2009	TEC		90%
2009-2010	TEC		93%
2010-2011	TEC		92%
2011-2012	TEC		91%
2012-2013	TEC		89%
Academic Year	Division	Online	Traditional
2007-2008	VAPA	78%	90%
2008-2009	VAPA	81%	89%
2009-2010	VAPA	81%	89%
2010-2011	VAPA	74%	89%
2011-2012	VAPA	93%	90%
2012-2013	VAPA	77%	88%

2009-2010	BIOL	84%	85%
2010-2011	BIOL	77%	84%
2011-2012	BIOL	87%	84%
2012-2013	BIOL	80%	82%
Academic Year	Subject	Online	Traditional
2007-2008	BUS	74%	80%
2008-2009	BUS	81%	83%
2009-2010	BUS	79%	88%
2010-2011	BUS	75%	88%
2011-2012	BUS	74%	89%
2012-2013	BUS	82%	87%
Academic Year	Subject	Online	Traditional
2007-2008	CA	80%	87%
2008-2009	CA	75%	86%
2009-2010	CA	83%	89%
2010-2011	CA	76%	87%
2011-2012	CA	80%	85%
2012-2013	CA	77%	85%
Academic Year	Subject	Online	Traditional
2007-2008	CFE	68%	85%
2008-2009	CFE	69%	87%
2009-2010	CFE	70%	89%
2010-2011	CFE	73%	83%
2011-2012	CFE	76%	82%
2012-2013	CFE	67%	81%
Academic Year	Subject	Online	Traditional
2007-2008	CG		92%

2008-2009	CG		91%
2009-2010	CG		96%
Academic Year	Subject	Online	Traditional
2007-2008	CHEM	64%	86%
2008-2009	CHEM	59%	83%
2009-2010	CHEM	75%	88%
2010-2011	CHEM	71%	90%
2011-2012	CHEM	79%	88%
2012-2013	CHEM	77%	85%
Academic Year	Subject	Online	Traditional
2007-2008	CHIN		90%
2008-2009	CHIN		78%
2009-2010	CHIN		82%
2010-2011	CHIN		90%
2011-2012	CHIN		82%
2012-2013	CHIN		74%
Academic Year	Subject	Online	Traditional
2007-2008	CIS	71%	82%
2008-2009	CIS	73%	85%
2009-2010	CIS	79%	86%
2010-2011	CIS	65%	84%
2011-2012	CIS	66%	82%
2012-2013	CIS	70%	79%
Academic Year	Subject	Online	Traditional
2007-2008	COMM	79%	87%
2008-2009	COMM	80%	87%

2009-2010	COMM		87%
2010-2011	COMM		90%
2011-2012	COMM		89%
2012-2013	COMM		85%
Academic Year	Subject	Online	Traditional
2007-2008	CT		89%
2008-2009	CT		83%
2009-2010	CT		89%
2010-2011	CT		91%
2011-2012	CT		87%
2012-2013	CT		93%
Academic Year	Subject	Online	Traditional
2007-2008	CULA		88%
2008-2009	CULA		84%
2009-2010	CULA		80%
Academic Year	Subject	Online	Traditional
2007-2008	DA		88%
2008-2009	DA		87%
2009-2010	DA		87%
2010-2011	DA		89%
2011-2012	DA		88%
2012-2013	DA		87%
Academic Year	Subject	Online	Traditional
2007-2008	DFST		88%
2008-2009	DFST		88%
2009-2010	DFST		88%

2010-2011	DFST		93%
2011-2012	DFST		91%
2012-2013	DFST		90%
Academic Year	Subject	Online	Traditional
2009-2010	DM		91%
2010-2011	DM		91%
2011-2012	DM		91%
2012-2013	DM		90%
Academic Year	Subject	Online	Traditional
2007-2008	DRFT		90%
2008-2009	DRFT		91%
2009-2010	DRFT		97%
2010-2011	DRFT		88%
2011-2012	DRFT		98%
2012-2013	DRFT		91%
Academic Year	Subject	Online	Traditional
2007-2008	ECON	90%	90%
2008-2009	ECON	85%	86%
2009-2010	ECON	80%	88%
2010-2011	ECON	79%	91%
2011-2012	ECON	83%	90%
2012-2013	ECON	81%	89%
Academic Year	Subject	Online	Traditional
2007-2008	ED		90%
2008-2009	ED		94%
2009-2010	ED		92%
2010-2011	ED		90%
2011-2012	ED		89%
2012-2013	ED		91%
Academic Year	Subject	Online	Traditional

2007-2008	ELEC		87%
2008-2009	ELEC		86%
2009-2010	ELEC		90%
2010-2011	ELEC		89%
2011-2012	ELEC		91%
2012-2013	ELEC		86%
Academic Year	Subject	Online	Traditional
2007-2008	ELTE		98%
2008-2009	ELTE		93%
2009-2010	ELTE		91%
2010-2011	ELTE		88%
2011-2012	ELTE		86%
2012-2013	ELTE		92%
Academic Year	Subject	Online	Traditional
2007-2008	EMT		87%
2008-2009	EMT		82%
2009-2010	EMT		89%
2010-2011	EMT		95%
2011-2012	EMT		86%
2012-2013	EMT		77%
Academic Year	Subject	Online	Traditional
2007-2008	ENGL	76%	83%
2008-2009	ENGL	78%	82%
2009-2010	ENGL	76%	82%
2010-2011	ENGL	80%	85%
2011-2012	ENGL	78%	87%
2012-2013	ENGL	75%	86%
Academic Year	Subject	Online	Traditional

2007-2008	ENGR		89%
2008-2009	ENGR		85%
2009-2010	ENGR		88%
2010-2011	ENGR		87%
2011-2012	ENGR		89%
2012-2013	ENGR		91%
Academic Year	Subject	Online	Traditional
2008-2009	ERSC		63%
2009-2010	ERSC		88%
2010-2011	ERSC		83%
2011-2012	ERSC		89%
2012-2013	ERSC		92%
Academic Year	Subject	Online	Traditional
2007-2008	ESL	97%	93%
2008-2009	ESL	96%	92%
2009-2010	ESL	95%	93%
2010-2011	ESL	94%	94%
2011-2012	ESL	96%	91%
2012-2013	ESL	94%	90%
Academic Year	Subject	Online	Traditional
2007-2008	FREN		84%
2008-2009	FREN		87%
2009-2010	FREN		81%
2010-2011	FREN		83%
2011-2012	FREN		86%
2012-2013	FREN		83%
Academic Year	Subject	Online	Traditional
2007-2008	FTEC		95%

2008-2009	FTEC		95%
2009-2010	FTEC		95%
2010-2011	FTEC		94%
2011-2012	FTEC		93%
2012-2013	FTEC		93%
Academic Year	Subject	Online	Traditional
2007-2008	FTV	77%	87%
2008-2009	FTV	81%	88%
2009-2010	FTV	81%	92%
2010-2011	FTV	74%	91%
2011-2012	FTV	91%	92%
2012-2013	FTV	75%	90%
Academic Year	Subject	Online	Traditional
2007-2008	GEOG	61%	89%
2008-2009	GEOG	76%	90%
2009-2010	GEOG	79%	91%
2010-2011	GEOG	85%	86%
2011-2012	GEOG	82%	89%
2012-2013	GEOG	80%	90%
Academic Year	Subject	Online	Traditional
2007-2008	GEOL	60%	81%
2008-2009	GEOL	83%	82%
2009-2010	GEOL	78%	87%
2010-2011	GEOL	82%	88%
2011-2012	GEOL		93%
2012-2013	GEOL		92%
Academic Year	Subject	Online	Traditional
2007-2008	GER		83%

2008-2009	GER		84%
2009-2010	GER		77%
2010-2011	GER		82%
2011-2012	GER	87%	78%
2012-2013	GER		80%
Academic Year	Subject	Online	Traditional
2007-2008	HD	82%	88%
2008-2009	HD	85%	87%
2009-2010	HD	81%	92%
2010-2011	HD	83%	95%
2011-2012	HD	83%	92%
2012-2013	HD	78%	91%
Academic Year	Subject	Online	Traditional
2007-2008	HE	91%	92%
2008-2009	HE	93%	91%
2009-2010	HE	94%	93%
2010-2011	HE	96%	92%
2011-2012	HE	94%	93%
2012-2013	HE	89%	90%
Academic Year	Subject	Online	Traditional
2007-2008	HHA		100%
Academic Year	Subject	Online	Traditional
2007-2008	HIST		91%
2008-2009	HIST	64%	90%
2009-2010	HIST	80%	91%
2010-2011	HIST	88%	89%
2011-2012	HIST	84%	90%
2012-2013	HIST	85%	88%
Academic Year	Subject	Online	Traditional

2007-2008	ID		95%
2008-2009	ID		93%
2009-2010	ID		92%
2010-2011	ID		94%
2011-2012	ID		90%
2012-2013	ID		93%
Academic Year	Subject	Online	Traditional
2007-2008	INT		86%
2008-2009	INT	86%	97%
2009-2010	INT	88%	95%
2010-2011	INT		91%
2011-2012	INT		90%
2012-2013	INT		89%
Academic Year	Subject	Online	Traditional
2007-2008	JOUR		91%
2008-2009	JOUR		93%
2009-2010	JOUR		96%
2010-2011	JOUR		94%
2011-2012	JOUR		93%
2012-2013	JOUR		95%
Academic Year	Subject	Online	Traditional
2007-2008	KIN		89%
2008-2009	KIN		89%
2009-2010	KIN		91%
2010-2011	KIN		92%
2011-2012	KIN		91%
2012-2013	KIN		91%
Academic Year	Subject	Online	Traditional
2007-2008	LAC		94%

2008-2009	LAC		91%
2009-2010	LAC		82%
2010-2011	LAC		89%
2011-2012	LAC		84%
2012-2013	LAC		84%
Academic Year	Subject	Online	Traditional
2007-2008	LATN		92%
2008-2009	LATN		94%
2009-2010	LATN		90%
2010-2011	LATN		89%
2011-2012	LATN		92%
2012-2013	LATN		93%
Academic Year	Subject	Online	Traditional
2007-2008	LIB	66%	96%
2008-2009	LIB	83%	96%
2009-2010	LIB	76%	93%
2010-2011	LIB	87%	89%
2011-2012	LIB	77%	95%
2012-2013	LIB	76%	91%
Academic Year	Subject	Online	Traditional
2007-2008	MATH	80%	86%
2008-2009	MATH	81%	87%
2009-2010	MATH	79%	88%
2010-2011	MATH	81%	86%
2011-2012	MATH	79%	87%
2012-2013	MATH	75%	85%
Academic Year	Subject	Online	Traditional
2007-2008	MGT	61%	69%

2008-2009	MGT	64%	75%
2009-2010	MGT	66%	80%
2010-2011	MGT	82%	85%
2011-2012	MGT	75%	89%
2012-2013	MGT		84%
Academic Year	Subject	Online	Traditional
2007-2008	MKTG		78%
2008-2009	MKTG		88%
2009-2010	MKTG		85%
2010-2011	MKTG		86%
2011-2012	MKTG		90%
2012-2013	MKTG		90%
Academic Year	Subject	Online	Traditional
2007-2008	MM		93%
2008-2009	MM		90%
2009-2010	MM		100%
Academic Year	Subject	Online	Traditional
2007-2008	MOA	63%	87%
2008-2009	MOA	88%	83%
2009-2010	MOA	95%	81%
2010-2011	MOA	93%	81%
2011-2012	MOA	87%	84%
2012-2013	MOA	96%	87%
Academic Year	Subject	Online	Traditional
2007-2008	MUS		91%
2008-2009	MUS		88%
2009-2010	MUS		87%

2010-2011	MUS		86%
2011-2012	MUS		87%
2012-2013	MUS		84%
Academic Year	Subject	Online	Traditional
2008-2009	MUSC		92%
2009-2010	MUSC		91%
2010-2011	MUSC		89%
2011-2012	MUSC		92%
2012-2013	MUSC		90%
Academic Year	Subject	Online	Traditional
2007-2008	NA		92%
2008-2009	NA		100%
Academic Year	Subject	Online	Traditional
2007-2008	NCR		100%
2008-2009	NCR		100%
2009-2010	NCR		100%
Academic Year	Subject	Online	Traditional
2007-2008	NF		87%
2008-2009	NF		89%
2009-2010	NF	80%	89%
2010-2011	NF	83%	87%
2011-2012	NF	88%	89%
2012-2013	NF	80%	83%
Academic Year	Subject	Online	Traditional
2007-2008	NS		97%
2008-2009	NS		99%
2009-2010	NS		99%
2010-2011	NS		99%
2011-2012	NS		99%

2012-2013	NS		99%
Academic Year	Subject	Online	Traditional
2007-2008	OT	53%	77%
2008-2009	OT	59%	82%
2009-2010	OT	69%	86%
2010-2011	OT	61%	83%
2011-2012	OT	69%	86%
2012-2013	OT	66%	85%
Academic Year	Subject	Online	Traditional
2007-2008	PHIL		86%
2008-2009	PHIL		83%
2009-2010	PHIL		85%
2010-2011	PHIL		82%
2011-2012	PHIL	75%	83%
2012-2013	PHIL	71%	78%
Academic Year	Subject	Online	Traditional
2007-2008	PHOT		93%
2008-2009	PHOT		90%
2009-2010	PHOT		84%
2010-2011	PHOT		86%
2011-2012	PHOT	97%	90%
2012-2013	PHOT	80%	81%
Academic Year	Subject	Online	Traditional
2008-2009	PHTC		86%
2009-2010	PHTC		91%
2010-2011	PHTC		93%
2011-2012	PHTC		92%
2012-2013	PHTC		90%
Academic Year	Subject	Online	Traditional

2007-2008	PHYS		85%
2008-2009	PHYS		89%
2009-2010	PHYS		76%
2010-2011	PHYS		85%
2011-2012	PHYS		91%
2012-2013	PHYS		94%
Academic Year	Subject	Online	Traditional
2007-2008	POLS	84%	89%
2008-2009	POLS	83%	90%
2009-2010	POLS	79%	90%
2010-2011	POLS	80%	89%
2011-2012	POLS	86%	89%
2012-2013	POLS	79%	89%
Academic Year	Subject	Online	Traditional
2007-2008	PSCI	75%	87%
2008-2009	PSCI	79%	83%
2009-2010	PSCI		94%
2010-2011	PSCI		90%
2011-2012	PSCI		87%
2012-2013	PSCI		90%
Academic Year	Subject	Online	Traditional
2007-2008	PSY	66%	89%
2008-2009	PSY	61%	90%
2009-2010	PSY	89%	92%
2010-2011	PSY	88%	89%
2011-2012	PSY	78%	91%
2012-2013	PSY	86%	90%
Academic Year	Subject	Online	Traditional
2008-2009	RADT		100%

2009-2010	RADT		100%
2010-2011	RADT		98%
2011-2012	RADT		100%
2012-2013	RADT		100%
Academic Year	Subject	Online	Traditional
2008-2009	RCP		100%
2009-2010	RCP		99%
2010-2011	RCP		98%
2011-2012	RCP		99%
2012-2013	RCP		98%
Academic Year	Subject	Online	Traditional
2007-2008	RE	71%	82%
2008-2009	RE	68%	81%
2009-2010	RE		86%
2010-2011	RE		83%
2011-2012	RE		85%
2012-2013	RE		86%
Academic Year	Subject	Online	Traditional
2007-2008	READ		72%
2008-2009	READ		77%
2009-2010	READ		81%
2010-2011	READ		88%
2011-2012	READ		90%
2012-2013	READ		85%
Academic Year	Subject	Online	Traditional
2007-2008	REC		94%
2008-2009	REC		95%
2009-2010	REC		98%

2010-2011	REC		99%
2011-2012	REC		98%
2012-2013	REC		97%
Academic Year	Subject	Online	Traditional
2007-2008	RT		99%
2008-2009	RT		100%
Academic Year	Subject	Online	Traditional
2007-2008	SCI		100%
2009-2010	SCI		100%
Academic Year	Subject	Online	Traditional
2007-2008	SOC	90%	89%
2008-2009	SOC	93%	87%
2009-2010	SOC	88%	89%
2010-2011	SOC	94%	88%
2011-2012	SOC	92%	88%
2012-2013	SOC	87%	85%
Academic Year	Subject	Online	Traditional
2007-2008	SPAN		85%
2008-2009	SPAN		87%
2009-2010	SPAN		88%
2010-2011	SPAN		85%
2011-2012	SPAN		89%
2012-2013	SPAN	79%	89%
Academic Year	Subject	Online	Traditional
2007-2008	THA		92%
2008-2009	THA		90%
2009-2010	THA		89%
2010-2011	THA		90%

2011-2012	THA		91%
2012-2013	THA		90%
Academic Year	Subject	Online	Traditional
2007-2008	VN		95%
2008-2009	VN		98%
2009-2010	VN		96%
2010-2011	VN		95%
2011-2012	VN		93%
2012-2013	VN		95%
Academic Year	Subject	Online	Traditional
2010-2011	WDTO		84%
2011-2012	WDTO		81%
2012-2013	WDTO		76%
Academic Year	Subject	Online	Traditional
2007-2008	WELD		93%
2008-2009	WELD		86%
2009-2010	WELD		95%
2010-2011	WELD		87%
2011-2012	WELD		88%
2012-2013	WELD		85%
Academic Year	Subject	Online	Traditional
2007-2008	WFDV		96%

Success @ AVC

Academic Year	Subject	Online	Traditional	Academic Year	Division	Online	Traditional
2007-2008	ABDY		82%	2007-2008	BUS	50%	66%
2008-2009	ABDY		86%	2008-2009	BUS	50%	68%
2009-2010	ABDY		81%	2009-2010	BUS	59%	72%
2010-2011	ABDY		83%	2010-2011	BUS	52%	70%
2011-2012	ABDY		84%	2011-2012	BUS	56%	71%
2012-2013	ABDY		83%	2012-2013	BUS	56%	69%
Academic Year	Subject	Online	Traditional	Academic Year	Division	Online	Traditional
2007-2008	ACCT	53%	66%	2007-2008	HD	44%	69%
2008-2009	ACCT	60%	65%	2008-2009	HD	62%	70%
2009-2010	ACCT	75%	66%	2009-2010	HD	57%	69%
2010-2011	ACCT	70%	66%	2010-2011	HD	53%	79%
2011-2012	ACCT	63%	63%	2011-2012	HD	55%	76%
2012-2013	ACCT	59%	68%	2012-2013	HD	64%	78%
Academic Year	Subject	Online	Traditional	Academic Year	Division	Online	Traditional
2007-2008	ACRV		80%	2007-2008	HS	47%	74%
2008-2009	ACRV		78%	2008-2009	HS	67%	76%
2009-2010	ACRV		83%	2009-2010	HS	63%	80%
2010-2011	ACRV		81%	2010-2011	HS	62%	78%
2011-2012	ACRV		73%	2011-2012	HS	66%	77%
2012-2013	ACRV		72%	2012-2013	HS	62%	74%
Academic Year	Subject	Online	Traditional	Academic Year	Division	Online	Traditional
2007-2008	AERO		90%	2007-2008	IR		57%
2008-2009	AERO		95%	2008-2009	IR		68%
2009-2010	AERO		95%	2009-2010	IR		51%
2010-2011	AERO		97%	2010-2011	IR		59%
2011-2012	AERO		94%	2011-2012	IR		64%
2012-2013	AERO		92%	2012-2013	IR		69%
Academic Year	Subject	Online	Traditional	Academic Year	Division	Online	Traditional
2007-2008	AFAB		76%	2007-2008	KIN	61%	77%
2008-2009	AFAB		90%	2008-2009	KIN	66%	78%

Overall Success @ AVC:

Academic Year	Online	Traditional
2007-2008	55%	69%
2008-2009	57%	69%
2009-2010	57%	71%
2010-2011	58%	71%
2011-2012	58%	72%
2012-2013	56%	71%

* Indicates a Success Rate

Below the College's Rate

* Indicates a Success Rate

Above the College's Rate

2009-2010	AFAB		91%	2009-2010	KIN	59%	80%
2010-2011	AFAB		88%	2010-2011	KIN	70%	81%
2011-2012	AFAB		90%	2011-2012	KIN	66%	82%
2012-2013	AFAB		89%	2012-2013	KIN	64%	81%
Academic Year	Subject	Online	Traditional	Academic Year	Division	Online	Traditional
2007-2008	AGRI		63%	2007-2008	LA	58%	63%
2008-2009	AGRI		64%	2008-2009	LA	54%	63%
2009-2010	AGRI		70%	2009-2010	LA	57%	64%
2010-2011	AGRI		78%	2010-2011	LA	59%	69%
2011-2012	AGRI		81%	2011-2012	LA	55%	71%
2012-2013	AGRI		67%	2012-2013	LA	51%	70%
Academic Year	Subject	Online	Traditional	Academic Year	Division	Online	Traditional
2007-2008	AJ		70%	2007-2008	LIB	49%	71%
2008-2009	AJ		68%	2008-2009	LIB	45%	85%
2009-2010	AJ		72%	2009-2010	LIB	48%	81%
2010-2011	AJ		72%	2010-2011	LIB	59%	83%
2011-2012	AJ		72%	2011-2012	LIB	53%	90%
2012-2013	AJ		70%	2012-2013	LIB	53%	86%
Academic Year	Subject	Online	Traditional	Academic Year	Division	Online	Traditional
2007-2008	ANTH		60%	2007-2008	MS	49%	66%
2008-2009	ANTH		55%	2008-2009	MS	54%	65%
2009-2010	ANTH		55%	2009-2010	MS	52%	67%
2010-2011	ANTH		53%	2010-2011	MS	54%	66%
2011-2012	ANTH		58%	2011-2012	MS	54%	67%
2012-2013	ANTH		55%	2012-2013	MS	51%	66%
Academic Year	Subject	Online	Traditional	Academic Year	Division	Online	Traditional
2007-2008	ART		70%	2007-2008	NCR		78%
2008-2009	ART		71%	2008-2009	NCR		84%

2009-2010	ART		70%	2009-2010	NCR		67%
2010-2011	ART		71%	Academic Year	Division	Online	Traditional
2011-2012	ART		71%	2007-2008	SS	73%	70%
2012-2013	ART		71%	2008-2009	SS	68%	69%
Academic Year	Subject	Online	Traditional	2009-2010	SS	61%	70%
2007-2008	ASTR	43%	69%	2010-2011	SS	64%	68%
2008-2009	ASTR	48%	69%	2011-2012	SS	63%	70%
2009-2010	ASTR	49%	79%	2012-2013	SS	59%	69%
2010-2011	ASTR		79%	Academic Year	Division	Online	Traditional
2011-2012	ASTR		77%	2007-2008	TEC		75%
2012-2013	ASTR		77%	2008-2009	TEC		77%
Academic Year	Subject	Online	Traditional	2009-2010	TEC		76%
2007-2008	ATH		76%	2010-2011	TEC		76%
2008-2009	ATH		76%	2011-2012	TEC		75%
2009-2010	ATH		80%	2012-2013	TEC		74%
2010-2011	ATH		79%	Academic Year	Division	Online	Traditional
2011-2012	ATH		81%	2007-2008	VAPA	53%	74%
2012-2013	ATH		93%	2008-2009	VAPA	62%	72%
Academic Year	Subject	Online	Traditional	2009-2010	VAPA	68%	72%
2007-2008	AUTO		55%	2010-2011	VAPA	62%	73%
2008-2009	AUTO		56%	2011-2012	VAPA	74%	73%
2009-2010	AUTO		65%	2012-2013	VAPA	51%	73%
2010-2011	AUTO		63%				
2011-2012	AUTO		64%				
2012-2013	AUTO		72%				
Academic Year	Subject	Online	Traditional				
2007-2008	BIOL	77%	66%				
2008-2009	BIOL	65%	63%				
2009-2010	BIOL	66%	65%				

2010-2011	BIOL	56%	65%
2011-2012	BIOL	66%	66%
2012-2013	BIOL	65%	62%
Academic Year	Subject	Online	Traditional
2007-2008	BUS	50%	65%
2008-2009	BUS	54%	69%
2009-2010	BUS	63%	73%
2010-2011	BUS	60%	73%
2011-2012	BUS	55%	75%
2012-2013	BUS	69%	71%
Academic Year	Subject	Online	Traditional
2007-2008	CA	56%	73%
2008-2009	CA	52%	75%
2009-2010	CA	62%	74%
2010-2011	CA	50%	71%
2011-2012	CA	62%	72%
2012-2013	CA	55%	71%
Academic Year	Subject	Online	Traditional
2007-2008	CFE	48%	73%
2008-2009	CFE	52%	75%
2009-2010	CFE	54%	75%
2010-2011	CFE	52%	73%
2011-2012	CFE	56%	69%
2012-2013	CFE	51%	66%
Academic Year	Subject	Online	Traditional
2007-2008	CG		75%
2008-2009	CG		73%
2009-2010	CG		76%

Academic Year	Subject	Online	Traditional
2007-2008	CHEM	41%	71%
2008-2009	CHEM	39%	68%
2009-2010	CHEM	54%	73%
2010-2011	CHEM	44%	78%
2011-2012	CHEM	47%	75%
2012-2013	CHEM	68%	72%
Academic Year	Subject	Online	Traditional
2007-2008	CHIN		76%
2008-2009	CHIN		64%
2009-2010	CHIN		59%
2010-2011	CHIN		81%
2011-2012	CHIN		74%
2012-2013	CHIN		56%
Academic Year	Subject	Online	Traditional
2007-2008	CIS	54%	69%
2008-2009	CIS	55%	65%
2009-2010	CIS	58%	72%
2010-2011	CIS	51%	70%
2011-2012	CIS	48%	74%
2012-2013	CIS	55%	68%
Academic Year	Subject	Online	Traditional
2007-2008	COMM	55%	70%
2008-2009	COMM	40%	72%
2009-2010	COMM		73%
2010-2011	COMM		75%
2011-2012	COMM		75%
2012-2013	COMM		73%
Academic Year	Subject	Online	Traditional

2007-2008	CT		73%
2008-2009	CT		72%
2009-2010	CT		73%
2010-2011	CT		80%
2011-2012	CT		73%
2012-2013	CT		79%
Academic Year	Subject	Online	Traditional
2007-2008	CULA		69%
2008-2009	CULA		60%
2009-2010	CULA		55%
Academic Year	Subject	Online	Traditional
2007-2008	DA		73%
2008-2009	DA		75%
2009-2010	DA		73%
2010-2011	DA		76%
2011-2012	DA		76%
2012-2013	DA		77%
Academic Year	Subject	Online	Traditional
2007-2008	DFST		76%
2008-2009	DFST		74%
2009-2010	DFST		73%
2010-2011	DFST		80%
2011-2012	DFST		80%
2012-2013	DFST		79%
Academic Year	Subject	Online	Traditional
2009-2010	DM		73%
2010-2011	DM		72%
2011-2012	DM		74%
2012-2013	DM		74%

Academic Year	Subject	Online	Traditional
2007-2008	DRFT		83%
2008-2009	DRFT		75%
2009-2010	DRFT		86%
2010-2011	DRFT		75%
2011-2012	DRFT		88%
2012-2013	DRFT		87%
Academic Year	Subject	Online	Traditional
2007-2008	ECON	66%	69%
2008-2009	ECON	64%	63%
2009-2010	ECON	53%	60%
2010-2011	ECON	57%	64%
2011-2012	ECON	62%	63%
2012-2013	ECON	51%	73%
Academic Year	Subject	Online	Traditional
2007-2008	ED		78%
2008-2009	ED		65%
2009-2010	ED		59%
2010-2011	ED		56%
2011-2012	ED		59%
2012-2013	ED		52%
Academic Year	Subject	Online	Traditional
2007-2008	ELEC		72%
2008-2009	ELEC		76%
2009-2010	ELEC		77%
2010-2011	ELEC		76%
2011-2012	ELEC		75%
2012-2013	ELEC		75%

Academic Year	Subject	Online	Traditional
2007-2008	ELTE		85%
2008-2009	ELTE		89%
2009-2010	ELTE		84%
2010-2011	ELTE		76%
2011-2012	ELTE		76%
2012-2013	ELTE		79%
Academic Year	Subject	Online	Traditional
2007-2008	EMT		40%
2008-2009	EMT		33%
2009-2010	EMT		35%
2010-2011	EMT		44%
2011-2012	EMT		35%
2012-2013	EMT		21%
Academic Year	Subject	Online	Traditional
2007-2008	ENGL	58%	55%
2008-2009	ENGL	56%	55%
2009-2010	ENGL	57%	56%
2010-2011	ENGL	63%	63%
2011-2012	ENGL	58%	66%
2012-2013	ENGL	57%	66%
Academic Year	Subject	Online	Traditional
2007-2008	ENGR		73%
2008-2009	ENGR		71%
2009-2010	ENGR		67%
2010-2011	ENGR		77%
2011-2012	ENGR		79%
2012-2013	ENGR		81%
Academic Year	Subject	Online	Traditional

2008-2009	ERSC		40%
2009-2010	ERSC		65%
2010-2011	ERSC		56%
2011-2012	ERSC		66%
2012-2013	ERSC		80%
Academic Year	Subject	Online	Traditional
2007-2008	ESL	58%	70%
2008-2009	ESL	44%	68%
2009-2010	ESL	51%	68%
2010-2011	ESL	43%	73%
2011-2012	ESL	45%	71%
2012-2013	ESL	33%	69%
Academic Year	Subject	Online	Traditional
2007-2008	FREN		68%
2008-2009	FREN		68%
2009-2010	FREN		73%
2010-2011	FREN		70%
2011-2012	FREN		68%
2012-2013	FREN		74%
Academic Year	Subject	Online	Traditional
2007-2008	FTEC		82%
2008-2009	FTEC		81%
2009-2010	FTEC		82%
2010-2011	FTEC		81%
2011-2012	FTEC		79%
2012-2013	FTEC		77%
Academic Year	Subject	Online	Traditional

2007-2008	FTV	51%	72%
2008-2009	FTV	63%	73%
2009-2010	FTV	68%	73%
2010-2011	FTV	62%	73%
2011-2012	FTV	77%	75%
2012-2013	FTV	56%	75%
Academic Year	Subject	Online	Traditional
2007-2008	GEOG	41%	71%
2008-2009	GEOG	50%	72%
2009-2010	GEOG	41%	64%
2010-2011	GEOG	61%	59%
2011-2012	GEOG	70%	64%
2012-2013	GEOG	59%	66%
Academic Year	Subject	Online	Traditional
2007-2008	GEOL	37%	59%
2008-2009	GEOL	56%	55%
2009-2010	GEOL	47%	69%
2010-2011	GEOL	56%	59%
2011-2012	GEOL		73%
2012-2013	GEOL		74%
Academic Year	Subject	Online	Traditional
2007-2008	GER		68%
2008-2009	GER		70%
2009-2010	GER		60%
2010-2011	GER		66%
2011-2012	GER	47%	66%
2012-2013	GER		63%
Academic Year	Subject	Online	Traditional
2007-2008	HD	44%	69%

2008-2009	HD	62%	70%
2009-2010	HD	57%	69%
2010-2011	HD	53%	79%
2011-2012	HD	55%	76%
2012-2013	HD	64%	78%
Academic Year	Subject	Online	Traditional
2007-2008	HE	61%	69%
2008-2009	HE	66%	71%
2009-2010	HE	59%	74%
2010-2011	HE	70%	72%
2011-2012	HE	66%	77%
2012-2013	HE	64%	74%
Academic Year	Subject	Online	Traditional
2007-2008	HHA		100%
Academic Year	Subject	Online	Traditional
2007-2008	HIST		72%
2008-2009	HIST	49%	71%
2009-2010	HIST	63%	74%
2010-2011	HIST	77%	71%
2011-2012	HIST	60%	73%
2012-2013	HIST	67%	73%
Academic Year	Subject	Online	Traditional
2007-2008	ID		82%
2008-2009	ID		82%
2009-2010	ID		80%
2010-2011	ID		84%
2011-2012	ID		78%
2012-2013	ID		75%

Academic Year	Subject	Online	Traditional
2007-2008	INT		76%
2008-2009	INT	61%	92%
2009-2010	INT	67%	89%
2010-2011	INT		89%
2011-2012	INT		88%
2012-2013	INT		85%
Academic Year	Subject	Online	Traditional
2007-2008	JOUR		88%
2008-2009	JOUR		86%
2009-2010	JOUR		90%
2010-2011	JOUR		88%
2011-2012	JOUR		77%
2012-2013	JOUR		84%
Academic Year	Subject	Online	Traditional
2007-2008	KIN		81%
2008-2009	KIN		81%
2009-2010	KIN		85%
2010-2011	KIN		87%
2011-2012	KIN		87%
2012-2013	KIN		87%
Academic Year	Subject	Online	Traditional
2007-2008	LAC		61%
2008-2009	LAC		68%
2009-2010	LAC		50%
2010-2011	LAC		59%
2011-2012	LAC		64%
2012-2013	LAC		69%
Academic Year	Subject	Online	Traditional

2007-2008	LATN		87%
2008-2009	LATN		93%
2009-2010	LATN		87%
2010-2011	LATN		81%
2011-2012	LATN		88%
2012-2013	LATN		89%
Academic Year	Subject	Online	Traditional
2007-2008	LIB	49%	72%
2008-2009	LIB	45%	85%
2009-2010	LIB	48%	82%
2010-2011	LIB	59%	83%
2011-2012	LIB	53%	90%
2012-2013	LIB	53%	86%
Academic Year	Subject	Online	Traditional
2007-2008	MATH	50%	64%
2008-2009	MATH	53%	65%
2009-2010	MATH	50%	66%
2010-2011	MATH	53%	65%
2011-2012	MATH	51%	65%
2012-2013	MATH	48%	65%
Academic Year	Subject	Online	Traditional
2007-2008	MGT	48%	61%
2008-2009	MGT	28%	61%
2009-2010	MGT	50%	71%
2010-2011	MGT	50%	71%
2011-2012	MGT	68%	71%

2012-2013	MGT		68%
Academic Year	Subject	Online	Traditional
2007-2008	MKTG		65%
2008-2009	MKTG		72%
2009-2010	MKTG		72%
2010-2011	MKTG		70%
2011-2012	MKTG		75%
2012-2013	MKTG		74%
Academic Year	Subject	Online	Traditional
2007-2008	MM		82%
2008-2009	MM		70%
2009-2010	MM		89%
Academic Year	Subject	Online	Traditional
2007-2008	MOA	44%	73%
2008-2009	MOA	83%	68%
2009-2010	MOA	87%	67%
2010-2011	MOA	80%	63%
2011-2012	MOA	79%	73%
2012-2013	MOA	86%	78%
Academic Year	Subject	Online	Traditional
2007-2008	MUS		73%
2008-2009	MUS		74%
2009-2010	MUS		74%
2010-2011	MUS		74%
2011-2012	MUS		75%
2012-2013	MUS		70%
Academic Year	Subject	Online	Traditional
2008-2009	MUSC		70%

2009-2010	MUSC		73%
2010-2011	MUSC		76%
2011-2012	MUSC		76%
2012-2013	MUSC		76%
Academic Year	Subject	Online	Traditional
2007-2008	NA		87%
2008-2009	NA		93%
Academic Year	Subject	Online	Traditional
2007-2008	NCR		78%
2008-2009	NCR		84%
2009-2010	NCR		67%
Academic Year	Subject	Online	Traditional
2007-2008	NF		62%
2008-2009	NF		65%
2009-2010	NF	55%	69%
2010-2011	NF	54%	65%
2011-2012	NF	66%	65%
2012-2013	NF	56%	58%
Academic Year	Subject	Online	Traditional
2007-2008	NS		89%
2008-2009	NS		94%
2009-2010	NS		94%
2010-2011	NS		94%
2011-2012	NS		93%
2012-2013	NS		95%
Academic Year	Subject	Online	Traditional
2007-2008	OT	38%	59%
2008-2009	OT	40%	62%

2009-2010	OT	47%	72%
2010-2011	OT	38%	68%
2011-2012	OT	44%	66%
2012-2013	OT	44%	65%
Academic Year	Subject	Online	Traditional
2007-2008	PHIL		69%
2008-2009	PHIL		65%
2009-2010	PHIL		65%
2010-2011	PHIL		63%
2011-2012	PHIL	51%	66%
2012-2013	PHIL	57%	64%
Academic Year	Subject	Online	Traditional
2007-2008	PHOT		77%
2008-2009	PHOT		72%
2009-2010	PHOT		71%
2010-2011	PHOT		71%
2011-2012	PHOT	67%	70%
2012-2013	PHOT	45%	64%
Academic Year	Subject	Online	Traditional
2008-2009	PHTC		64%
2009-2010	PHTC		67%
2010-2011	PHTC		71%
2011-2012	PHTC		67%
2012-2013	PHTC		70%
Academic Year	Subject	Online	Traditional
2007-2008	PHYS		65%
2008-2009	PHYS		73%

2009-2010	PHYS		60%
2010-2011	PHYS		71%
2011-2012	PHYS		82%
2012-2013	PHYS		88%
Academic Year	Subject	Online	Traditional
2007-2008	POLS	71%	75%
2008-2009	POLS	71%	76%
2009-2010	POLS	67%	77%
2010-2011	POLS	67%	72%
2011-2012	POLS	73%	75%
2012-2013	POLS	64%	74%
Academic Year	Subject	Online	Traditional
2007-2008	PSCI	56%	74%
2008-2009	PSCI	63%	71%
2009-2010	PSCI		80%
2010-2011	PSCI		80%
2011-2012	PSCI		71%
2012-2013	PSCI		75%
Academic Year	Subject	Online	Traditional
2007-2008	PSY	59%	68%
2008-2009	PSY	54%	72%
2009-2010	PSY	45%	72%
2010-2011	PSY	48%	68%
2011-2012	PSY	46%	70%
2012-2013	PSY	42%	70%
Academic Year	Subject	Online	Traditional
2008-2009	RADT		95%
2009-2010	RADT		99%

2010-2011	RADT		97%
2011-2012	RADT		100%
2012-2013	RADT		97%
Academic Year	Subject	Online	Traditional
2008-2009	RCP		99%
2009-2010	RCP		89%
2010-2011	RCP		94%
2011-2012	RCP		98%
2012-2013	RCP		95%
Academic Year	Subject	Online	Traditional
2007-2008	RE	38%	65%
2008-2009	RE	41%	62%
2009-2010	RE		70%
2010-2011	RE		67%
2011-2012	RE		69%
2012-2013	RE		68%
Academic Year	Subject	Online	Traditional
2007-2008	READ		50%
2008-2009	READ		52%
2009-2010	READ		54%
2010-2011	READ		69%
2011-2012	READ		77%
2012-2013	READ		72%
Academic Year	Subject	Online	Traditional
2007-2008	REC		68%
2008-2009	REC		69%
2009-2010	REC		79%
2010-2011	REC		71%
2011-2012	REC		79%
2012-2013	REC		65%

Academic Year	Subject	Online	Traditional
2007-2008	RT		97%
2008-2009	RT		100%
Academic Year	Subject	Online	Traditional
2007-2008	SCI		100%
2009-2010	SCI		0%
Academic Year	Subject	Online	Traditional
2007-2008	SOC	81%	67%
2008-2009	SOC	75%	64%
2009-2010	SOC	73%	71%
2010-2011	SOC	77%	71%
2011-2012	SOC	77%	69%
2012-2013	SOC	73%	66%
Academic Year	Subject	Online	Traditional
2007-2008	SPAN		72%
2008-2009	SPAN		75%
2009-2010	SPAN		78%
2010-2011	SPAN		72%
2011-2012	SPAN		76%
2012-2013	SPAN	58%	81%
Academic Year	Subject	Online	Traditional
2007-2008	THA		80%
2008-2009	THA		75%
2009-2010	THA		73%
2010-2011	THA		73%
2011-2012	THA		77%
2012-2013	THA		79%
Academic Year	Subject	Online	Traditional
2007-2008	VN		87%

2008-2009	VN		93%
2009-2010	VN		88%
2010-2011	VN		84%
2011-2012	VN		84%
2012-2013	VN		89%
Academic Year	Subject	Online	Traditional
2010-2011	WDTO		65%
2011-2012	WDTO		61%
2012-2013	WDTO		55%
Academic Year	Subject	Online	Traditional
2007-2008	WELD		76%
2008-2009	WELD		67%
2009-2010	WELD		73%
2010-2011	WELD		68%
2011-2012	WELD		74%
2012-2013	WELD		74%
Academic Year	Subject	Online	Traditional
2007-2008	WFDV		16%

Some Highlights from CCC Summary Report for All Colleges Participating in the Survey (7-16-13)

Note: AVC's response rate was 264 of the total responses (14,894) & red font indicates areas where further probing may be necessary with students (surveys, focus groups, etc.) to see if (and how) the satisfaction of those that were "Neutral" could be addressed and possibly increased for future such surveys. Items with "Neutral" ratings of 20% or greater are recommended for further examination.

#6. Have you ever taken a DE orientation course or workshop at this college?	Yes: 41%; No: 59%
#7a. Is the course or workshop required before you can take a DE course at the college or is it voluntary?	Required: 36%; Voluntary: 64%
#7b. Is it a credit course for which you receive credit or is it a workshop where no credit is issued?	Credit Course: 78%; No Credit Issued: 22%
#7c. How satisfied were you with this DE orientation course/workshop?	Satisfied: 75%; Neutral: 16%
#20. The learning activities in this course required application of problem-solving skills which facilitated my learning.	Agree: 78%; Neutral: 12%
#21. I feel this online class experience has helped improve my written communication skills.	Agree: 58%; Neutral: 22%
#22. The learning activities in this course required critical thinking which facilitated my learning.	Agree: 79%; Neutral: 13%
#23. The course syllabus facilitated my learning.	Agree: 71%; Neutral: 20%
#24. The activities in class facilitated my learning.	Agree: 73%; Neutral: 14%
#29. In this class, the teacher was an active member of the discussion group offering direction to posed comments.	Agree: 79%; Neutral: 10%
#30. I received timely feedback (within 24-48 hours) from my teacher.	Agree: 79%; Neutral: 9%
#31. I felt frustrated by the lack of feedback from my teacher.	Disagree: 71%; Neutral: 11%
#32. I was able to get individualized attention from my teacher when needed.	Agree: 68%; Neutral: 15%
#34. Although I could not see the teacher in this class, I felt his/her presence.	Agree: 67%; Neutral: 15%
#36. In this class, the online discussion board provided opportunity for problem solving with other students.	Agree: 78%; Neutral: 12%
#39. The class created a sense of community among students.	Agree: 56%; Neutral: 25%
#41. I received timely (within 24-48 hours) feedback from students in the class.	Agree: 55%; Neutral: 22%
#42. This class encouraged students to discuss ideas and concepts covered with other students.	Agree: 71%; Neutral: 15%
#44. I find working with computers very easy.	Agree: 87%; Neutral: 10%
#47. Computers make me much more productive.	Agree: 77%; Neutral: 18%
#48. Using computers makes learning more interesting.	Agree: 69%; Neutral: 24%
#52. I am very satisfied with this online course.	Satisfied: 83%; Neutral: 8%
#53. I would like to take another online course.	Agree: 82%; Neutral: 11%
#54. This DE course met my learning needs.	Agree: 85%; Neutral: 9%
#55. I would recommend this course to others.	Agree: 81%; Neutral: 10%
#56. I learned as much in this DE course as compared to a F-2-F course.	Agree: 66%; Neutral: 17%
#57. I believe DE courses are as effective as F-2-F courses.	Agree: 66%; Neutral: 20%
#58. There was an effective ratio of graded vs. ungraded work.	Agree: 58%; Neutral: 22%

Some Highlights from CCC Summary Report for All Colleges Participating in the Survey (7-16-13)-continued

#59. The class assignments reflected an appropriate level of difficulty.	Agree: 82%; Neutral: 11%
#60. This class had the ability to deepen my understanding of the topics covered.	Agree: 84%; Neutral: 10%

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- ✓ Interactive test preparation
- ✓ Instant scoring
- ✓ Diagnostic feedback
- ✓ Engaging self-paced courses
- ✓ Unlimited remote access



Advance your skills.
Advance your career.
Advance your life.



4-Year College Admissions Preparation

ACT Preparation

- ▶ ACT English Practice Tests
- ▶ ACT Math Practice Tests
- ▶ ACT Preparation Courses & Guides
- ▶ ACT Reading Practice Tests
- ▶ ACT Science Practice Tests
- ▶ ACT Writing Practice Tests

SAT* Preparation

- ▶ SAT Critical Reading Practice Tests
- ▶ SAT Math Practice Tests
- ▶ SAT Preparation Courses & Guides
- ▶ SAT Writing Multiple Choice Practice Tests
- ▶ SAT Writing Practice Essays

PSAT/NMSQT* Preparation

- ▶ PSAT/NMSQT Critical Reading Practice Tests
- ▶ PSAT/NMSQT Math Practice Tests
- ▶ PSAT/NMSQT Writing Practice Tests

TOEIC Preparation

- ▶ TOEIC Practice Tests

TOEFL iBT Preparation

- ▶ TOEFL iBT Listening Practice Tests
- ▶ TOEFL iBT Preparation Courses & Guides
- ▶ TOEFL iBT Reading Practice Tests
- ▶ TOEFL iBT Speaking Practice Tests
- ▶ TOEFL iBT Writing Practice Tests

Graduate School Entrance Exams Preparation

- ▶ GMAT Preparation
- ▶ GRE Preparation
- ▶ LSAT Practice Exams
- ▶ MAT Preparation
- ▶ MCAT Practice Exams
- ▶ PCAT Preparation



College Placement Test Preparation

Advanced Placement (AP)* Preparation

- ▶ AP Calculus AB Practice Exams
- ▶ AP Chemistry Practice Exams
- ▶ AP English Language and Composition Practice Exams
- ▶ AP European History Practice Exams
- ▶ AP U.S. Government Practice Exams
- ▶ AP U.S. History Practice Exams

CLEP* Preparation

- ▶ CLEP College Composition Modular Practice Tests
- ▶ CLEP College Mathematics Practice Tests
- ▶ CLEP Humanities Practice Tests
- ▶ CLEP Natural Sciences Practice Tests
- ▶ CLEP Social Sciences and History Practice Tests

College Placement Preparation

- ▶ ACCUPLACER Preparation
- ▶ ASSET Preparation
- ▶ COMPASS Preparation

THEA Preparation

- ▶ THEA Practice Tests



Academic Skills for College Students

Math and Reasoning Skills Improvement

- ▶ Algebra Practice
- ▶ Algebra Skills Success Courses
- ▶ Calculus Practice
- ▶ Data Analysis and Probability Practice
- ▶ Geometry Practice
- ▶ Math Fundamentals Practice
- ▶ Math Skills Success Courses
- ▶ Math Word Problems Practice
- ▶ Measurement and Conversion Practice
- ▶ Quantitative Comparison

Reading Comprehension Skills Improvement

- ▶ Reading Comprehension Courses
- ▶ Reading Comprehension Diagnostic Tests
- ▶ Reading Comprehension Practice

Vocabulary and Spelling Skills Improvement

- ▶ Synonym and Antonym Practice
- ▶ Vocabulary and Spelling Courses
- ▶ Vocabulary and Spelling Practice
- ▶ Word Analogy Practice

Writing and Grammar Skills Improvement

- ▶ Fundamentals of Writing Courses
- ▶ Grammar Practice
- ▶ Grammar Skills for Writing Courses
- ▶ Writing Practice

Science Skills Improvement

- ▶ Chemistry Practice

Social Studies Skills Improvement

- ▶ United States Constitution

Technical and Career College Skills

- ▶ Math Skills Practice
- ▶ Reading Skills Practice
- ▶ Writing Skills Practice



Career & Workplace Skills for College Students

Business Communication Skills Improvement

- ▶ Business Writing Courses
- ▶ Grammar Skills for Writing Courses
- ▶ Grammar Practice
- ▶ Vocabulary and Spelling Courses
- ▶ Vocabulary and Spelling Practice

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- ▶ Creating Great Resumes and Cover Letters
- ▶ Interviewing
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- ▶ Success on the Job

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- ▶ WorkKeys Applied Mathematics Practice Tests
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PRACTICAL STRATEGIES FOR MOTIVATING AND RETAINING E-LEARNERS

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Dr. Henne is the Dean of Online and Distributed Learning at a multi-campus community college district in California, which currently enrolls over 12,000 students each semester in online courses. She has extensive experience at the community college and university levels in creating accessible online learning environments that meet best practices in technology-based teaching, faculty development, student learning outcomes, and quality standards. Her online teaching experience includes teaching Instructional Technology at National University, and Critical Thinking and Problem Solving at DeVry Online in the College of Liberal Arts and Sciences. She also teaches Educational Psychology in the DeVry Graduate School of Education. Educated at UCLA in Higher Education Leadership (doctorate) and Business-Economic Education (masters), she is a frequent presenter at conferences, workshops, and webinars on the topics of best practices in technology-based teaching, faculty development, student success, course assessment, and quality standards.

Abstract

The question of why so many students who are enrolled in e-learning classes drop or perform more poorly than their traditional classroom counterparts is important to examine if we are to continue to advocate for growth in e-learning course and program offerings. The author has been tracking the research, the writings, and the opinions on this topic for more than a decade. This purpose of this chapter is to review and analyze what strategies have proven to be effective in improving the motivation and retention rates. Three components of the problem: student factors, institutional factors, and instructional factors are discussed; and suggested solutions are proposed. By taking a closer look at the issues, raising key questions, and exploring a variety of methods for addressing the problem, e-learning leaders will gain insight and take away suggested action steps to explore in their own institutions.

Introduction

Student retention in e-learning is a broad topic with numerous components, including student readiness, student motivation for learning, faculty preparation, institutional resources, and instructional strategies. In this chapter, we will examine the major factors that impact student motivation and retention in e-learning and present a variety of best practices that have been shown to increase course completion rates. Each section in the chapter begins by asking a key question. The responses to the key question provide

effective practical strategies that can be adapted to meet the varying needs and characteristics of higher education e-learning programs.

Leaders of successful e-learning programs look closely at their data on student retention and examine the trends, underlying causes, and factors that have positive and negative impacts on rates of retention. The focus on student retention in e-learning is significant because of the persistent gap between the retention and success rates of online students when compared with traditional oncampus students. Students enrolled in an online course (e-learning) typically have a lower rate of retention than students enrolled in a traditional oncampus course. Student success rates, which are determined by course grades of A, B, or C, are also typically lower for students enrolled in online courses. (California Community Colleges Chancellor's Office, 2011).

Retention rates are calculated based on enrollments several weeks into the start of the semester, and therefore do not usually record the number of students who drop within the first several days or first week of the course. Taking these early dropouts into account, an online course that begins on the first day with 30 students may see as few as half persisting through the end of the course. Some students who enroll do not even login and begin the course—these “no shows” as they are called, are also an issue worth examining.

In the following pages, we will take a closer look at the issues, examine what we've learned from practitioners and researchers in the field, and provide solutions for e-learning leaders to explore in their own institutions.

Key Question No 1: What are some of the most frequently reported student factors that impact online student retention?

Student Retention Factors

The degree to which a student has the following abilities, skills, motivation, and knowledge will determine whether the student is likely to be successful in e-learning. Based on a review of the information published over the past several years as well as personal experience as an online instructor in both graduate and undergraduate programs, the following have emerged as the most important attributes that a student needs to be successful in online learning:

- Ability to communicate in writing. Since the majority of coursework involves written communication through online discussions, wikis, blogs, journals, emails, the student must be able to demonstrate clarity and accuracy through correct spelling, grammar, and punctuation.
- Ability to work independently. Students who are used to relying on face-to-face instruction in a classroom setting often report a sense of isolation and a need for more individual and immediate personal contact and have a difficult time adjusting to a learning environment that depends upon their ability work by themselves and seek help when needed. (Wojciechowski and Palmer (2005).
- Availability of Time. Students often enroll in e-learning courses because their obligations to family and their work schedule prevent them from attending oncampus courses. They view e-learning as more convenient and a way to fit coursework into their busy schedules. Yet, the most frequently reported reasons for dropping an e-learning course are precisely the same reason for enrolling--personal circumstances and work schedule. (Innovations in Online Retention Webcast, 2009).
- Clear Expectations. Students who fully understand the requirements for e-learning and the specific demands of each course in which they are planning to enroll are more prepared for success (Ludwig and Dunlap 2003).
- Onscreen Reading Rate and Recall. The facility with which an e-learning student is able to read and comprehend the course material directly impacts his/her learning outcomes and ability to demonstrate learning in tests and assessments. It is impractical to print out all the onscreen material throughout the course; therefore, a successful online student is able to adapt to digital learning.
- Persistence. Students who work steadily towards completing their coursework week by week and who do not permit outside obstacles or personal challenges to deter them from completing the course, then return to enroll in more courses each semester, demonstrate the persistence that will lead to success.
- Plan for Graduation or Completion Goal – A focus on the rewards that will come with completion of the requirements for certification or a degree is a trait that successful students

possess. Students who follow an individual education plan and who have a clear path towards graduation are more likely to resist the impediments and obstacles along the way (Distance Education Report, 2009).

- Self-discipline. With the competing demands in their busy lives, online students are particularly vulnerable to distractions and obligations outside of the course. A strong work ethic and belief in their individual strengths provides a successful online learner with a buffer to overcome the potential pitfalls.
- Self-motivation. The e-learning environment requires that students have the drive to succeed. A combination of internal and external motivational forces are necessary to stay focused and on track. Successful e-learners need to be motivated self-learners (Christ and Ganey, 2007, p. 54).
- Skill in using a computer, laptop or mobile device. Although it is not necessary to be an expert with computers, e-learners must have basic skills and competencies and be able to adapt to a variety of digital tasks. Configuring the computer for e-learning and understanding the Internet connectivity requirements and peripherals such as webcams, browser plug-ins, and external storage devices or cloud storage are foundational requirements that must be in place right from the start.
- Speed and Reliability of Computer and Internet connection. E-learning courses are comprised of onscreen materials, streaming video and audio, files that need to be downloaded, assignments and exams that need to be submitted. Without a fast and reliable computer and a dependable connection to the Internet, a student's ability to meet the course requirements will be in jeopardy.
- Time-management skills. Students often enroll in e-learning courses because they have a busy schedule. Survey responses to a study of Distance Education Retention in the California Community Colleges in 2009 included comments such as: "My work schedule is heavy and a distance education course is more convenient" as one of the most frequently reported reasons for enrolling. And one of the top reasons for dropping an e-learning course was the same--a

busy schedule. (WCET Webcast 2009). Students who are unable to handle the study and work requirements often find themselves falling behind and unable to catch up. Managing time for online learning requires that students have the ability to schedule not only login time to view the e-learning course content, but also study time, and time to work on the assignments and projects. Overcoming the urge to procrastinate and knowing how to manage their time is a critical factor in student retention (Christ and Ganey, 2006, p. 177).

The bulleted list of student retention factors discussed above is arranged in alphabetical order; however, it must be noted that personal traits such as self-motivation, persistence, and self-discipline are probably the most critical and yet are the most difficult to "teach." This reality is particularly true for students who are enrolled at the higher education level. Since these personal traits are so important for being successful in e-learning, institutions must offer the student support services and implement instructional strategies that are discussed later in this chapter.

Student characteristics such as the ability to communicate in writing, the ability to work independently, onscreen reading rate and recall, and technology skills are predictable and can be measured before the class begins; and ideally before the student registers and enrolls. In fact, early intervention is highly recommended as a retention strategy. Learning readiness indicators such as SmarterMeasure™ (www.readi.info) identify these types of skills and personal traits that are necessary for online learning success. Once the individual student's readiness for e-learning has been assessed, then the remediation and supportive attention can be provided. Each student can focus on his/her own areas that need improvement as part of a personal development plan that would need to be completed prior to enrolling in an e-learning course.

Identification of factors that put students at risk for persisting in e-learning was the focus of the community colleges in the SUNY (State University of New York) and led to their creation of a database of risk factors with tips and advice. They recommended that these risk factors be addressed, as described below, prior to starting any e-learning course or program of study (Distance Education Report, 2010, 4,7).

- Academic Advising. Before registration can be completed, an advisor who has been trained in understanding e-learning requirements and student risk factors must review the student's education plan and approve it.
- Developmental needs. When two or more of the retention risk factors are present and the student's academic record shows below average grade point average and/or the student received a low score on an e-learning readiness assessment, enrollment in an online course should be contingent upon improvement.
- Technical factors. For first-time e-learning students, providing an orientation that focuses on the technical aspects of e-learning, including practicing navigating a sample course, using the course tools such as discussions, messaging, quizzes is an important factor in promoting student retention. The orientation could include information about being a successful e-learning student. Ideally, this orientation would be available as part of the pre-registration and advisement process or at least be part of the first activities once the course begins. Online student orientations can be delivered as an on-demand tutorial that students can complete at their own pace, which is more practical than scheduling face-to-face sessions. Conducting live webinar orientations is another method for providing new e-learning students with the information that will help them to be successful. These orientations could be repeated during the first or second week of the semester so that students can ask questions or brush up on some of the pointers that they may have missed.
- Time of registration – SUNY recommends that registration in online sections be blocked after the course start date. Research has shown that students who register late are less likely to be successful (Moltz, 2011). After the official start of classes, a student's registration should require that an advisor or the instructor give permission.

Once the course is underway, social, financial, and personal issues often arise that impact student retention. Students need to have access to support services such as counseling, advising, and peer mentoring that they can turn to for help with these personal challenges. Results from a Fall 2012 survey of e-learning

students revealed that, of the reasons for dropping an online course, personal reasons such as health, family, or finances were a major factor (SDCCD 2013).

Other research studies point to personal problems accounting for as much as 43 percent of the reasons for dropping. These barriers to online course completion are situational for the individual's social, economic or personal environment (Darrow 2011).

The next section in this chapter will consider what practical strategies an institution might implement to support students with personal challenges and also what strategies have proven effective for retaining e-learners in general.

Key Question No 2: What institutional factors influence online student retention and success?

Institutional Resources and Support Factors

While many of the individual student factors that impact retention are out of the control of e-learning leaders, institutions that offer e-learning do have control over the support that they provide and the ways in which they address the barriers that hamper student retention (Distance Education Report 2009, p. 2). In order for e-learning to be a successful method of educating students, the institution must strategically plan and budget for institutional resources and support. The role of e-learning in the mission and goals of the institution must be clearly defined and the institutional parameters for online operations must be established. It is necessary that the institution be prepared and equipped to offer student services to current and prospective e-learners equivalent to the range of services offered to traditional oncampus students and available beyond traditional business hours. Student services that are essential for supporting and retaining e-learners are: Admissions, Counseling/Advising, Financial Aid, Tutoring, Library, and Technical Support (Distance Education Report, November 2009). Personnel trained and dedicated to providing e-learning support need to be present.

Additional institutional factors that impact the retention of e-learners are the following:

- **Administrative Support.** Policies and procedures that clarify the role of e-learning, with designated leadership to implement, monitor, and manage the program are necessary to ensure that the e-learning students, faculty, and the staff have clear pathways and structure to be successful.

Processes and institutional expectations for all aspects of e-learning should be transparent to students before they enroll.

- **Technical Infrastructure.** A robust system of hosting, managing, and delivering the e-learning courses as well as securely authenticating the user accounts is undoubtedly necessary to prevent student frustration that can lead to dropping out of e-learning courses. In fact, Frith and Kee (2003) found that when the technical issues caused the system to be unreliable and unstable or when there was a lack of assistance in working through student technical issues with the course, students' e-learning success was negatively affected.
- **Curriculum Development.** The quality of the course curriculum in meeting student goals— whether to attain a degree, transfer from a two-year to a four-year institution, or prepare for a career—is essential for motivating and retaining e-learning students. Although the learning outcomes for e-learning and traditional oncampus instruction are equivalent, curriculum development for e-learning requires adaptations in the types of content, organization, resource materials, and assessment methods that comprise the course. Faculty who are responsible for developing, reviewing, and approving the curriculum for e-learning should have first-hand experience with teaching online in order to make informed decisions about the curriculum that comprises the courses and programs that are approved for distance education delivery.
- **Instructional Support and Training.** As we will see in the next section of this chapter, the instructional methods used by faculty are essential for motivating and retaining e-learners. Therefore, a critical component of an institution's e-learning program is providing faculty with the tools and techniques for teaching online. This support needs to begin prior to being given an assignment to teach an e-learning course. Individualized and customized assistance in designing the course, training in best practices for teaching online, and ongoing assistance with managing the e-learning environment and all aspects of student learning are vitally necessary to ensure that student retention and success strategies are being implemented.

- Learning Communities. Just as oncampus students have places set aside on campus where students can join clubs, meet to study and socialize, the e-learning environment can provide the same opportunities through social networking tools that are either built into the course delivery platform or are part of an institutional portal. Students can form study groups online, connect with other students who are pursuing the same career and educational goals, or just create contacts to be in their networks. Learning communities build a sense of connection to the institution that foster retention, persistence, and perhaps even loyalty after graduation as alumni. We will discuss the importance of learning communities within the course itself later in this chapter in the section on instructional strategies for retaining e-learners.
- Early Alert Systems. Technology systems such as Starfish (<http://www.starfishsolutions.com>) that gather student data to identify students at risk for withdrawing from class are becoming more prevalent as an e-learning retention strategy. Students who have not been logging into the e-learning courses and submitting assignments, students who are earning low grades, or students who are exhibiting other low-performance indicators will trigger an alert that can be addressed. These types of student success analytics promise to help an institution improve the rates of student retention and persistence.

The final section in this chapter will consider the instructor's role and impact on online student motivation and retention.

Key Question No. 3: What can the instructor do to improve online student motivation and retention?

Effective Practices that Make a Difference

Up to this point, the e-learning motivation and retention strategies in this chapter have focused on the student and institutional aspects for success. While the characteristics of successful e-learners and the institutional support policies and practices are most often beyond the purview of the faculty, in this next section, we will examine the critical impact that individual instructors have on the motivation and retention of their students.

It has been well established that the instructor plays a vital role in the online learning process. While it has often been said that the instructor in an e-learning course is the "guide on the side" rather than the "sage on stage," we believe that this notion that the instructor merely facilitates the course and primarily is there to answer questions from students when needed lacks a clear understanding of the importance and effectiveness of the instructor role.

As Meyer et al (2006) pointed out, while students were initially attracted to an online program because of the convenience, what kept them enrolled was the instructional quality of the program and the nature of the relationships with the online faculty.

Satisfaction with the experience of being an e-learner is directly related to these factors:

- Instructor attitude towards online learning and online learners.
- Instructor understanding of the pedagogy of online student motivation and retention.

A study by Sun et al. (2008) found that the attitudes of instructors towards online learning had an impact on students. Students were more motivated when their instructors were enthusiastic and exhibited a positive attitude about the subject matter and the students' ability to succeed. When the instructor is engaged and involved with the students as they perform the learning activities, students were more likely to be satisfied.

Faculty who are selected to teach online need to be well trained and prepared to meet the challenges of teaching online. In addition to being trained to use the course delivery system, the course management

tools, the digital media creation and other technologies, faculty need to have training in the pedagogy or andragogy of online learning and then receive support as they develop, teach, and manage their courses.

One of the benchmark works on instructional strategies that encourage and motivate students is that of Chickering and Gamson (1987). Their "Seven Principles for Good Practice" provide an excellent foundation for e-learning instructors because they directly address the techniques that foster success in the e-learning classroom.

1. Encourage contact between students and faculty. Right from the start.
2. Develop reciprocity and cooperation among students. Create a community of learners.
3. Encourage active learning and student engagement. Offer frequent opportunities to participate.
4. Give prompt feedback. Personalize the feedback to each learner. Use rubrics to streamline grading.
5. Emphasize time on task. Time plus energy equals learning.
6. Communicate high expectations. Recognize accomplishments and foster a sense of achievement and progress.
7. Respect diverse talents and ways of learning. Vary the activities and method of delivering content. (Chickering and Gamson, 1987).

Online student motivation is positively impacted when the course material is relevant, varied, interesting, challenging, and presented in a learning environment that encourages students to do their best.

An interesting piece by faculty at Park University took an in-depth look at online student motivation. In their paper they provided a chart to guide instructors with strategies to implement throughout the course, starting with the week before it starts through the final week of the course (Dennis et al. 2007).

For example, Dennis et al. (2007) propose that, in the week prior to opening day, instructors establish a preview week where students can login, view the syllabus and introductory materials with clear instructions about how the course will be conducted. If contacting students before the class is not feasible, then instructors can send students a welcome email with start-up instructions early on the first day.

Strategic Steps by the Instructor Prior to Opening Day could include:

- Post his/her photo and a friendly introduction.
- Create a thread to post weekly Teacher's Tips & Tricks and invite student sharing of their best tips.
- Create a virtual lounge—an ungraded area for students only.
- Ask students to self-assess their readiness for e-learning, their knowledge of the subject matter, their goals and areas where they would like to improve their learning skills.

Day 1 of the Course:

- Vividly describe the course's value and relevance.
- Login 2-3 times; be responsive and genuinely enthusiastic.
- Clarify expectations: Let students know the turnaround time they can expect for responding to emails and for receiving their graded assignments and exams.
- Summarize self-assessments and improvement goals; urge peer support to create a community of learners
- Recognize every student in some manner.
- Internalize caring and show sincere interest.
- Provide rubrics that clarify the grading standards for assignments and activities such as discussions.
- Clarify policies such as whether you will accept work turned in after the deadline.

End of Week 1:

- Urge formation of peer learning support teams.
- Continue to login regularly and respond to students promptly.
- Demonstrate and promote deep learning versus superficial thinking.
- Clarify course expectations, performance, and grading
- Instructor asks him/herself: What effect am I having upon my students' motivation to learn?

Weekly Strategies:

- Promote critical thinking via good questioning
- Encourage linkages with the course to life experiences and current events.
- Illustrate standards of expected performance.
- Praise. reinforce quality efforts
- Give personalized feedback to each student.

- Correct privately and respectfully.

At Midterm:

- Summarize course journey to date.
- Post and praise evidence of student learning improvement.
- Ask the students for feedback on what is/isn't working well in the course.
- Continue using a psychological lens to view each student's attitude, effort, and performance and adjust yours accordingly.

Strategies for the Final Week of the Course

- Summarize and reinforce the Core Learning Outcomes within the context of their career aspirations and to the global society.
- Urge students to explore the more complex issues and their implications on a broader scale.
- Reflect upon the lessons learned while teaching this course for future use, and ask yourself, "How can I use these experiences to improve my own teaching and learning?" (Dennis et al. 2007)

E-learning instructors need to have their own "Online Retention Toolkit"--selecting, experimenting, and creating what works for their subject matter, their style of teaching and the learning styles of their students. Instructional techniques that impact student satisfaction and motivation to complete their course and enroll in future e-learning courses are based on these proven best practices in the pedagogy of online retention.

Conclusion

Strategies for motivating and retaining e-learners have been researched, discussed, and analyzed for the past 15 years in the literature, in webinars, blogs, and at professional conferences. From our review, it is clear that e-learning can and should be redesigned to ensure that students are well prepared in advance of enrollment, that the critical institutional support structures, resources, policies, and procedures are in place, and that instructors be provided with thorough training and support throughout the course design, development, and on an on-going basis. The unique requirements of successful e-learning programs and the special needs of online students and faculty must continue to be recognized and addressed if we are to continue to make progress and be recognized without hesitation as an effective method of learning.

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List of terms Suggested for the Index

Student Motivation
Student Retention