



Instructional Support Comprehensive Program Review 2007 - 2012

Distance Education

Citrus College Mission Statement

Citrus College delivers high quality instruction to students both within and beyond traditional geographic boundaries. We are dedicated to fostering a diverse educational community and learning environment by providing an open and welcoming culture that supports successful completion of transfer, career/technical education, and basic skills development. We demonstrate our commitment to academic excellence and student success by continuously assessing student learning and institutional effectiveness.

Program/Department/Division connection to the Citrus College Mission Statment

The Distance Education program supports the Citrus College Mission by delivering high quality instruction to students attending classes in the traditional, or face-to-face mode, in a hybrid mode, as well as at a distance. The wide array of programs, degrees, certificates, and courses supports students' completion goals including transfer, career/technical education, and basic skills. Distance education courses and the Distance Education program both rely upon SLO assessment as a means to provide important data regarding student success.

Program Description:

Distance education refers to instruction that is delivered to students online. These classes have the same content and meet the same requirements as traditional classes, but provide a more flexible way for students to take courses.

To facilitate access to this option, all students are given a Citrus College email account when they register. Technical support is provided by the Distance Education office weekdays from 8:00 am to 5:00 pm, via online, telephone, and in person. Support to facilitate students' success with this instructional delivery system is provided by the Distance Education Supervisor, the faculty Distance Education Coordinator, an Information Tech Support Specialist, the Learning Center staff, and the Library/Learning Resource Center staff. If a distance education course requires on-campus testing, these tests are administered and proctored by the Citrus College Testing Center, and/or instructor.

Approximately 130 courses in 40 disciplines are approved for online instruction and approximately 100 sections are offered each semester. Eight associate degree majors may be completed 100% online: Biological and Physical Sciences, Business, Business Administration, Fine and Performing Arts, History, Language Arts, Liberal Arts, and Social and Behavioral Sciences.

The College provides a range of support services for Distance Education students including online access to library resources, tutoring, counseling, and bookstore. This program also provides Blackboard support for all face- to- face courses.



Distance Education

I.A Executive Summary

The Distance Education program has begun to recover since the class reductions due the state recession. The program continues to represent roughly 10-11% of course offerings. The DE Faculty Coordinator's position was increased to 40% reassignment which has helped to: provide additional support to faculty teaching in this modality; enhanced peer review during the evaluation process; and to begin development of the DE Faculty Handbook and student and faculty training.

The program and DE Committee were very excited to analyze program success and retention data, and success data in particular will continue to receive attention and efforts for improvement. The program will develop new measures to improve data and looks forward to tracking improvements in success rates once the Handbook and training are fully implemented.

I.A Executive Data Summary

- Infographic (quick glance)
- 5 year trend
- Demographics (gender / ethnicity / age)
- Program success rate / persistence / completion

The data are included in Appendix A at the end of the document.



Distance Education

II. Program Performance and Outcomes

- Assess program level SLOs
- Modify program SLOs as necessary

Program Learning Outcomes Assessment Reflection

I. SLOs	II. Means of Assessment and Criteria for Success	III. Summary of Data Collected	IV. Use of Results and Future Plans
Identify the SLOs that have been developed for the program	Identify the means of assessment and criteria for success for each SLO	Summarize the data collected for the SLO	Discuss how assessment has been used to implement change or strengthen what is working well
The DE program supports students, faculty, and/or staff by enabling them to:			
1. Utilize current Blackboard, distance education platforms, as well as other technology available to effectively enhance distance education courses as well as face-to-face courses.	The student survey will be modified and inclusive of demographic questions.	The survey has been modified and will be utilized for the first time Spring 2014.	Results will be collected and analyzed and survey will be repeated.
2. Attain online degrees and certificates in a timely fashion.	During the following academic year, the number of DE students who utilize the online orientation		

	will be tracked. (in coordination with Office of Institutional Research)		
3. Utilize online student support services including but not limited to counseling, admissions and records, financial aid and tutoring.			

III.A Data: Your staff (who serves?) Summary

Include how you coordinate and collaborate with other offices and areas (Instruction, Student Services, Research, TeCS, Fiscal Services, etc.)

Bev Van Citters – Faculty Coordinator - The DE Faculty Coordinator is the chair of the DE Committee and serves on various technology committees including the CITC [College Information Technology Committee], Gizmos, Academic Senate, Steering, and Ed Programs. Serves as co-chair with CIO on Accreditation Standard IIC-Technology

Lari Kirby – DE Supervisor – The Supervisor oversees daily operations of distance education office and staff and coordinates efforts in the distance education office to support management, faculty and staff in the use of Blackboard; participates in on-campus activities/committees such as the CITC, EPC, DE, Accreditation Committee; represents Citrus as well as the Distance Education program at various functions such as H.S. Counselor’s breakfast and Open House activities for the community; serves as a member on current Transfer Center Grant.

Chuong Tran – Information Tech Support Specialist II (DE) - The Information Tech Support Specialist is responsible for the BlackBoard platform; daily technical support for students and faculty; provides BlackBoard training to faculty; assists students with technical issues; collaborates with DE Coordinator with Bb reports; maintains Bb database, and troubleshoots any issues that occur; prepares and updates the DE course list on Sharepoint each session.

Dana Hester – Dean, Social & Behavioral Sciences and Distance Education – The dean provides administrative support for the program and guides program review, planning, hiring, and resource requests.

III.B Data: Whom do you serve?

- **demographics** - The DE program serves all enrolled students as well as providing support for face-to-face classes through Blackboard. Please see the tables in Appendix A for specific demographic enrollment data.

- **eligibility** (who is eligible to receive your services?) – All matriculated students are eligible to receive services. All faculty are also eligible to receive support for Blackboard/LMS.
- **Accessibility** - the program has a commitment to meeting accessibility standards through the LMS and campus support.

III.C Data: Success Rates (tables, interpretation and reflection)

Please see Appendix A for data tables – general enrollment summary, and success/retention data.

There is a general decrease in enrollment across the 5-year analysis for the DE program. This is primarily due to the state budget crisis and limited classes for the college as a whole.

Generally as a program, the retention across all semesters is slightly below the Citrus average (within 5%), but above state averages. There are some interesting trends in success. Students age 50+ tend to have higher success rates than all other age groups. African American, and in some semesters Hispanic students tend to have lower success rates; sometimes the rates are 10% or more below the DE program average. There is little to no difference between genders in success or retention.

The DE program will work with the Office of Institutional Research to develop analyses to track success in the future for the demographic groups mentioned above. We will add optional demographic questions to the DE student survey to try to match requests/recommendations with demographic groups, while maintaining the anonymity of student responses. The training programs that we will be implementing for students and faculty should help to improve success rates across the board, but we will continue to track the success data in each annual report.

III.D Data: Compliance (minimum requirements of the law; initiatives since last program review)

DE Site Review rubrics are used for site reviews addressing areas such as accessibility, communication, and student-faculty engagement.

The LMS that we currently use, Blackboard, has many practices in place that enable our course materials to be ADA compliant. We are also addressing compliance through the Faculty Handbook and faculty training.

Currently, all DE approved curriculum includes statements about how the course will meet accessibility requirements.



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IV.A Response to Previous Five Year Recommendations/Goals

First cycle: consolidate large numbers of recommendations to a “hand full” rather than a “truck full”

Recommendation	Met	Not Met
<p>Recommendation: All Citrus courses should have an active Blackboard shell.</p> <p>Response: The DE committee and instructional deans will work on a plan to encourage all faculty to make the shells active, use the gradebook, and post a syllabus.</p>	<p>2010 – all courses are assigned a shell; approximately 70% of all courses make it active</p>	<p>Some work yet to be done – target is F14.</p>
<p>Recommendation: As the support for training, use, and maintenance of the learning management systems grows, additional support staff will be needed. In particular, an instructional designer will help with the training of faculty and students.</p> <p>Response: Technical support and pedagogical support needs will increase as the program grows and develops over the next several years.</p>		<p>The dean and faculty coordinator will work to determine needs and develop a job description. Target – F14/SP15</p>
<p>Recommendation: DE students would benefit from access to an on-call counselor service (live-chat).</p> <p>Response: In developing online counseling services – we are able to support off-campus appointments through phone calls and also encrypted email conversations.</p>		<p>Dana Hester; Lucinda Over responsible – will work on plan over the next 5 years; to integrate with master technology plan.</p>

<p>Recommendation: The faculty DE coordinator needs to have 40% reassignment (an increase of 20%) in order to meet the increased need for review of both DE and FtF classes.</p> <p>Response:</p>	Completed – 2013	
<p>Recommendation: Training modules and a DE Handbook need to be developed to support the growth in coursework utilizing blackboard; needs to include online pedagogy, general use of Blackboard or current LMS, assessment, and accessibility.</p> <p>Response: DE Committee is currently developing the DE Handbook for faculty; DE coordinator is also working on preliminary development of faculty training modules.</p>		Responsible parties are the dean and faculty DE coordinator – estimated completion SP 15.

IV.B Actionable Improvement Plan(s) (a.k.a. Recommendations/Goals/Objectives)

During the next five years, we would like to accomplish:

Should there be more prompting? i.e.: measure of success, impact on students, etc. ?

Year	Recommendations	Persons Responsible
2013-14	Complete and distribute DE Faculty Handbook	Faculty Coordinator/Dean
	Complete Faculty Training Modules to include online teaching/pedagogy; assessment; and accessibility.	Faculty Coordinator/Dean
	Develop policy/administrative practice for Regular and Effective Contact	Faculty Coordinator/Dean
	Get training for Information Tech Support Specialist II	DE Supervisor
2014-15	Write job description for instructional designer	Faculty Coordinator/Dean
	Complete any SARA requirements	Faculty Coordinator/Dean
	Offer campus-wide LMS training – gradebook in particular	Faculty Coordinator/Dean
2015-16	Pursue hiring Instructional Designer	Dean
2016-17	Analyze training – make revisions	Faculty Coordinator/Dean
	Begin LMS review/analysis	Faculty Coordinator/Dean
2017-18	Analyze/review Handbook – make revisions	Faculty Coordinator/Dean



Distance Education

V.A Current (Annual) Resource Requests

(Identification of positions / facility / equipment and use – justification in annual program reviews?)

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Attend Online Teaching Conference	Gain knowledge of advances in field – helps to support positive changes within the program – SLOs 1, 2, and 3. Also to help with training and handbook.	~\$1000.00 for two people	EMP – program goals 1 & 2. SP – 1.1.2	2, 3
Training for Info. Tech. Support Spec.	Will enable the specialist to be more independent in identifying and solving technical LMS issues and to facilitate faculty and student training.	~\$7-8,000	EMP – program goals 1 & 2. SP – 1.1.2	2, 3

Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority

Computers / Software (TeCS)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Purchase of a Microsoft	Tablet will enable specialist to test and	~\$1000	EMP –	2, 3

Surface Tablet for Info. Tech. Support Spec.	create solutions to technical issues which faculty and students encounter. – SLOs 1, 2, and 3.		program goals 1 & 2. SP – 1.1.2	
Purchase of a Chrome Book for Info. Tech. Support Spec.	Chrome Book will enable specialist to test and create solutions to technical issues which faculty and students encounter. – SLOs 1, 2, and 3.	~\$300	EMP – program goals 1 & 2. SP – 1.1.2	2, 3
Purchase of a MacBook Air 13" for Info. Tech. Support Spec.	MacBook Air will enable specialist to test and create solutions to technical issues which faculty and students encounter. – SLOs 1, 2, and 3.	~1000	EMP – program goals 1 & 2. SP – 1.1.2	2, 3
Upgrade Info. Tech. Support Specialist's computer to a Windows 8, 64bit, 8GB system.	This upgrade will improve the computing performance and responsiveness of the specialist.	~1300	EMP – program goals 1 & 2. SP – 1.1.2	2, 3

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

General Budget Guidelines

Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (ie training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)
- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.
- Identify unit cost (cost per item) and the number of units desired in requests.
- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request \$30,000 for a classroom set of equipment (one item for each student), if \$15,000 were available, would it be possible for two students to share an item? Is the request "All or nothing"?

Budget Priorities:

When establishing priority, consider the following:

Priority 1: This item is mandated by law, rule, or district policy.

Priority 2: This item is essential to program success.

Priority 3: This item is necessary to maintain / improve program student learning outcomes.

Link to Planning Key

SP: Strategic Plan (Indicate Annual Implementation Plan sections)

EMP: Educational and Facilities Master Plan

ILO: Institutional Learning Outcomes

O: Other – Indicate other institutional plan
Human Resources Plan
Institutional Advancement Plan
Sustainability Plan
Technology Plan

V.B Long Term Budget Recommendations

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority
Instructional Designer – possibly salary, re-assignment, or stipend	Will help to achieve SLOs 1, 2, and 3. And will also help to support all 5-year goals.	EMP – program goals 1 & 2. SP – 1.1.2	2, 3

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority
Enhanced testing center hours – at least one night and a Saturday each week.	Will help to achieve SLOs 1, 2, and 3	EMP – program goals 1 & 2.	2, 3

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority
Recording site for 3-5 minute video production (dedicated office with dressed scenery)	Will help to achieve SLOs 1, 2, and 3	CI	EMP – program goals 1 & 2.	2, 3
Enhanced testing center hours – at least one night and a Saturday each week.	Will help to achieve SLOs 1, 2, and 3	ED	EMP – program goals 1 & 2.	2, 3

Computers / Software (TeCS)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Hardware/software to record 3-5 minute videos	Will help to achieve SLOs 1, 2, and 3	~\$1000.00	EMP – program	2, 3

(iPad or equivalent with iMovie)			goals 1 & 2.	
Audio/video/chat asynchronous software package – possibly to integrate with LMS (site license)	Will help to achieve SLOs 1, 2, and 3		EMP – program goals 1 & 2.	2, 3
Keystroke authentication software package	Will help to achieve SLOs 1, 2, and 3		EMP – program goals 1 & 2.	2, 3

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

FTES Summary – DE Program

	Credit	Non-Credit	Total												
Summer	Summer 2008			Summer 2009			Summer 2010			Summer 2011			Summer 2012		
Citrus College Total	1,162	9	1,171	1,005	380	1,385	857	102	959	646	0	646	594	0	594
Non Distance Education	897	9	905	838	380	1,218	731	102	834	553	0	553	533	0	533
Distance Education	265	0	265	167	0	167	126	0	126	93	0	93	61	0	61
Fall	Fall 2008			Fall 2009			Fall 2010			Fall 2011			Fall 2012		
Citrus College Total	5,360	280	5,640	5,115	169	5,284	4,858	195	5,053	4,726	47	4,773	4,425	34	4,458
Non Distance Education	4,851	280	5,131	4,630	169	4,799	4,421	195	4,616	4,369	47	4,416	4,075	34	4,108
Distance Education	508	0	508	485	0	485	437	0	437	357	0	357	350	0	350
Winter	Winter 2008			Winter 2009			Winter 2010			Winter 2011			Winter 2012		
Citrus College Total	799	14	813	773	27	800	517	15	532	702	0	702	544	29	573
Non Distance Education	595	14	610	558	27	586	385	15	400	568	0	568	456	29	485
Distance Education	203	0	203	214	0	214	131	0	131	134	0	134	88	0	88
Spring	Spring 2008			Spring 2009			Spring 2010			Spring 2011			Spring 2012		
Citrus College Total	4,251	535	4,787	5,025	309	5,333	4,445	205	4,650	5,029	116	5,145	4,697	60	4,757
Non Distance Education	3,778	535	4,313	4,526	309	4,834	4,063	205	4,268	4,588	116	4,704	4,304	60	4,364
Distance Education	473	0	473	499	0	499	382	0	382	441	0	441	394	0	394

Enrollment, Success, and Retention – DE Program

Summer		Summer 2008			Summer 2009			Summer 2010			Summer 2011			Summer 2012		
		Enrollment	Retention Rate	Success Rate												
Citrus College Total		8,963	100%	83%	7,312	95%	79%	5,952	94%	81%	4,387	96%	83%	4,028	92%	81%
Non Distance Education Total		6,526	100%	86%	5,775	96%	82%	4,830	95%	84%	3,569	97%	85%	3,445	93%	83%
Distance Education Total		2,437	100%	75%	1,537	91%	68%	1,122	90%	68%	818	93%	72%	583	86%	68%
Age	19 or younger	593	100%	76%	361	93%	67%	234	94%	69%	194	96%	80%	123	92%	73%
	20 to 24	1,114	100%	73%	674	91%	66%	521	89%	65%	326	91%	67%	291	85%	64%
	25 to 49	682	100%	77%	474	89%	69%	341	89%	72%	280	94%	71%	161	83%	72%
	50 or older	48	100%	81%	28	82%	75%	26	85%	65%	18	83%	78%	8	100%	75%
Ethnicity	African-American	163	100%	61%	107	91%	53%	63	92%	54%	64	94%	59%	45	78%	60%
	American Indian/Alaskan Native	11	100%	64%	8	88%	25%	2	100%	0%	3	100%	100%	2	100%	100%
	Asian	303	100%	80%	77	94%	88%	82	88%	65%	100	91%	76%	68	96%	79%
	Hispanic	753	100%	69%	533	89%	63%	385	88%	66%	405	92%	67%	312	85%	64%
	Multi-Ethnicity				6	100	100	6	83%	33%	22	95%	73%	25	92%	84%

					%	%										
	Pacific Islander	17	100%	65%	14	100%	71%	5	100%	80%	2	100%	50%	2	100%	100%
	Unknown	392	100%	79%	452	93%	71%	331	90%	66%	29	90%	72%	17	82%	65%
	White Non-Hispanic	798	100%	81%	340	90%	70%	248	93%	79%	193	95%	83%	112	87%	71%
Gender	Female	1,504	100%	75%	891	90%	67%	638	89%	66%	486	93%	70%	343	88%	68%
	Male	838	100%	75%	615	92%	68%	458	91%	72%	322	92%	74%	237	84%	68%
	Unknown	95	100%	79%	31	90%	58%	26	81%	65%	10	80%	60%	3	67%	67%

Success = Percent of students with A, B, C grades

Retention = Percent of students with non W grades

Fall		Fall 2008			Fall 2009			Fall 2010			Fall 2011			Fall 2012		
		Enrollment	Retention Rate	Success Rate												
Citrus College Total		39,366	92%	66%	37,069	94%	70%	35,801	94%	71%	33,561	94%	71%	32,138	94%	73%
Non Distance Education Total		34,767	93%	68%	32,878	94%	72%	31,905	95%	72%	30,364	94%	73%	29,038	94%	74%
Distance Education Total		4,599	87%	54%	4,191	90%	60%	3,896	91%	59%	3,197	88%	60%	3,100	87%	61%
Age	19 or younger	1,011	87%	46%	911	90%	56%	788	92%	52%	648	89%	54%	521	91%	58%
	20 to 24	2,081	87%	52%	1,837	90%	58%	1,715	90%	61%	1,364	88%	60%	1,386	87%	63%
	25 to 49	1,407	87%	60%	1,355	89%	63%	1,290	91%	61%	1,090	87%	61%	1,116	85%	60%
	50 or older	98	86%	71%	88	92%	77%	103	92%	72%	95	89%	74%	77	86%	78%
	Unknown	2	100%	0%												
Ethnicity	African-American	292	84%	42%	237	92%	50%	293	89%	38%	216	87%	44%	196	80%	46%
	American Indian/Alaskan Native	48	92%	54%	19	84%	74%	23	83%	35%	9	78%	44%	14	79%	50%
	Asian	475	89%	64%	237	89%	67%	382	93%	74%	396	90%	68%	362	91%	75%
	Hispanic	1,658	85%	49%	1,293	89%	57%	1,608	90%	54%	1,446	86%	55%	1,468	87%	58%

	Multi-Ethnicity				14	86%	43%	60	95%	70%	112	86%	60%	119	86%	61%
	Pacific Islander	30	83%	53%	14	100%	64%	9	100%	78%	9	89%	89%	8	75%	25%
	Unknown	759	88%	52%	1,358	90%	59%	311	94%	75%	135	89%	61%	99	88%	67%
	White Non-Hispanic	1,337	88%	59%	1,019	90%	66%	1,210	90%	62%	874	90%	68%	834	88%	65%
Gender	Female	2,839	87%	54%	2,563	90%	60%	2,391	91%	58%	1,901	88%	60%	1,900	87%	62%
	Male	1,671	87%	53%	1,528	89%	59%	1,414	91%	60%	1,245	88%	59%	1,155	87%	60%
	Unknown	89	94%	49%	100	88%	61%	91	97%	81%	51	88%	67%	45	87%	71%

Success = Percent of students with A, B, C grades

Retention = Percent of students with non W grades

Winter		Winter 2008			Winter 2009			Winter 2010			Winter 2011			Winter 2012		
		Enrollment	Retention Rate	Success Rate												
Citrus College Total		6,933	94%	77%	6,581	94%	78%	4,102	94%	80%	5,609	93%	80%	4,157	95%	81%
Non Distance Education Total		5,025	96%	82%	4,522	95%	81%	2,876	95%	83%	4,333	95%	84%	3,345	96%	84%
Distance Education Total		1,908	90%	64%	2,059	91%	72%	1,226	92%	73%	1,276	86%	68%	812	90%	71%
Age	19 or younger	448	90%	61%	591	92%	72%	293	88%	69%	299	89%	70%	192	95%	78%
	20 to 24	855	90%	63%	908	90%	70%	579	93%	73%	609	83%	65%	376	88%	68%
	25 to 49	585	89%	67%	531	91%	73%	337	92%	75%	347	88%	71%	228	89%	68%
	50 or older	20	80%	70%	29	90%	72%	17	94%	94%	21	95%	90%	16	94%	81%
Ethnicity	African-American	120	84%	48%	135	88%	61%	62	85%	58%	85	86%	53%	50	82%	60%
	American Indian/Alaskan Native	13	100%	38%	11	91%	64%	3	100%	100%	3	67%	33%	1	100%	100%
	Asian	234	92%	79%	229	94%	83%	85	95%	79%	156	81%	69%	128	89%	76%
	Hispanic	667	88%	59%	775	89%	67%	397	91%	69%	560	85%	65%	352	90%	64%
	Multi-Ethnicity							12	100%	75%	20	95%	95%	43	88%	74%

	Pacific Islander	15	93%	60 %	9	67%	67%	6	83%	50%	11	100 %	91%	1	100 %	100 %
	Unknown	205	90%	65 %	323	91%	71%	355	92%	74%	105	86%	66%	37	95%	78%
	White Non-Hispanic	654	91%	67 %	577	93%	76%	306	92%	79%	336	89%	75%	200	93%	79%
Gender	Female	1,226	89%	64 %	1,234	91%	72%	708	91%	72%	727	87%	68%	456	89%	69%
	Male	663	91%	64 %	768	91%	72%	482	93%	74%	520	85%	68%	348	91%	73%
	Unknown	19	84%	53 %	57	82%	65%	36	89%	75%	29	83%	59%	8	100 %	63%

Success = Percent of students with A, B, C grades

Retention = Percent of students with non W grades

Spring		Spring 2008			Spring 2009			Spring 2010			Spring 2011			Spring 2012		
		Enrollment	Retention Rate	Success Rate												
Citrus College Total		33,830	93%	66%	36,229	93%	67%	32,019	94%	70%	37,089	94%	69%	34,086	94%	71%
Non Distance Education Total		29,946	94%	68%	31,719	94%	68%	28,609	95%	72%	33,131	94%	71%	30,510	95%	72%
Distance Education Total		3,884	88%	55%	4,510	90%	57%	3,410	90%	59%	3,958	90%	60%	3,576	91%	61%
Age	19 or younger	822	85%	48%	899	90%	53%	710	92%	57%	669	91%	59%	674	93%	55%
	20 to 24	1,818	87%	53%	2,111	90%	56%	1,526	90%	57%	1,885	90%	58%	1,615	91%	62%
	25 tp 49	1,167	91%	62%	1,415	90%	61%	1,091	90%	63%	1,334	89%	62%	1,198	91%	62%
	50 or older	77	88%	74%	85	94%	65%	83	94%	75%	70	87%	70%	89	90%	67%
Ethnicity	African-American	287	87%	45%	280	91%	52%	189	86%	41%	311	86%	38%	230	90%	48%
	American Indian/Alaskan Native	32	91%	41%	37	92%	51%	18	100%	72%	18	83%	50%	13	100%	54%
	Asian	451	91%	68%	494	90%	68%	214	93%	72%	448	92%	73%	443	95%	79%
	Hispanic	1,297	87%	52%	1,608	88%	51%	988	90%	55%	1,689	90%	55%	1,644	90%	55%
	Multi-Ethnicity							20	85%	55%	82	83%	55%	131	88%	50%
	Pacific Islander	26	92%	42%	34	100%	47%	21	95%	62%	15	100%	73%	4	75%	50%

				%		%					%					
	Unknown	481	86%	49%	734	91%	60%	1,145	91%	59%	277	92%	67%	165	92%	69%
	White Non-Hispanic	1,310	88%	58%	1,323	90%	59%	815	91%	64%	1,118	91%	66%	946	92%	65%
Gender	Female	2,358	87%	57%	2,722	89%	57%	2,023	90%	58%	2,307	90%	59%	2,129	91%	61%
	Male	1,484	88%	52%	1,688	90%	56%	1,303	91%	61%	1,584	90%	60%	1,404	92%	61%
	Unknown	42	90%	40%	100	94%	71%	84	92%	63%	67	91%	75%	43	91%	72%

Success = Percent of students with A, B, C grades

Retention = Percent of students with non W grades

