ALAMO COLLEGES DISTRICT
St. Philip's College

Distance Education Identification Report

A Descriptive Analysis of Distance Education Trends from Fall 2016 through Spring 2023 St. Philip's College

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INTRODUCTION BACKGROUND

St. Philip's College (SPC) began offering distance education courses in 1997 with three pioneering faculty. Within a year of distance learning's introduction at SPC, 20 courses were offered, all the product of innovation, collaboration, training, technical expertise, and administrative support.

In 2021, 30.3% of higher education students in the United States were taking exclusively distance learning courses. Another 27.9% of students were taking at least some distance learning courses (Statista, 2023). SPC offers Associate of Arts, Associate of Arts in Teaching, Associate of Science, Associate of Applied Science, and Certificates. Sixteen programs are 100% online and five programs are a combination of hybrid and DE instruction.

Driven by best practices and research and embraced by cross-campus collaborative efforts, SPC has in place the support services and systems needed to ensure the delivery of high-quality online, hybrid, HyFlex, and remote distance learning opportunities and instruction. To demonstrate effectiveness, in fall 2018, and with collaborations with the College's student support areas, the Center for Distance Learning (CDL) and the Instructional Innovation Center (IIC) led a rigorous review process that examined critical student support components set forth by the Quality Matters Online Learner Support Certification requirements. This year the IIC celebrates its 25th anniversary. In fall 2019, the college received the nationally recognized Quality Matters certification mark, and at which time, SPC was listed as the third community college in the nation to earn this type of program certification. The nationally recognized award highlights the college's commitment to providing students with an exceptional online learning experience.

The strengths of both the CDL and IIC also include an experienced and well- seasoned staff; a long, positive history of interaction between the centers and faculty, staff, and students; training opportunities measured by national, state, and district standards; and administrative support and funding.

SPC's distance learning initiatives are funded almost exclusively by a Title III grant from the U.S. Department of Education. SPC's eligibility for these grants stems from its status as a historically black college. The funds are used to support in faculty training/ course development, purchase software and technology applications, and administrative/personnel costs.

1 From *U.S. student distance learning enrollment 2012-2021*, May 18, 2023, Retrieved August 25, 2023 from, https://www.statista.com/statistics/944245/student-distance-learning- enrollment-usa/

PURPOSE

As part of its preparation for the SACSCOC 2015 On-Site visit and the SACSCOC 2016 Special Committee visit, St. Philip's College conducted a four-phase process: Identification, Assessment, Awareness, and Continuous and Customized Improvement based on findings.

The purpose of the report is to provide descriptive, quantitative data on the growth of online and hybrid courses, specifically trends in student enrollment in college level and dual credit and early college high school courses, course completion rates, and support for students. The institution identified distance education courses, followed by a descriptive assessment on courses identified.

The awareness phase allowed the institution to share the identification and descriptive assessment of data with internal and external constituencies to document and benchmark performance. Finally, data reviewed in this report allowed for customized improvement in each educational program and division.

DISTANCE EDUCATION DELIVERY, SUPPORT, AND COMPLIANCE
DISTANCE EDUCATION COURSES AND PROGRAMS

Distance Education (DE) at SPC serves a vital role in delivering college degrees and certifications to students within the San Antonio metropolitan area. The DE program was instrumental in employing measures for the institution's ways to mitigate disruptions to program delivery during the COVID 19 Pandemic. The DE platforms enabled social distancing and facilitated delivery of courses and programs. The DE teaching and learning formats included three access methods: Hybrid/Blended, Internet based (i.e., 100% Online), and High Flex Course. For this report, the following definitions are provided.

- An **online internet class** is taught completely online using the Canvas Learning Management System (LMS), with no classes scheduled on-campus. Courses may be offered asynchronously with people logged in at different times. Another option is for much of the course to be offered synchronously--at scheduled times. The online internet class offering may require students to come to campus for an orientation, testing or labs, or complete another in-person requirement. In general, attending class is simply a matter of logging into class through their ACES portal to access their Canvas course and/or Zoom meeting with their instructor.
- A **hybrid class** is a cross between a traditional on-campus class and an online class. Some of the class will be done online, but there are regularly scheduled on-campus meetings as well. For example, students may meet once a week on campus and the rest of student learning will take place online.
- A **HyFlex class** is delivered both in person and online at the same time where students choose if they want to sit in the class or join remotely. HyFlex stands for Hybrid-Flexible. This modality requires at least one camera in the classroom. The professor can set parameters with this modality and make their courses HyFlex during the entire semester or course duration and they can limit the option. One example of this can be a requirement of the students coming into class in person during test days.

CENTER FOR DISTANCE LEARNING

The Center for Distance Learning (CDL) mission is to provide services and support to online students. The CDL supports distance students via online, email, phone, or in person. The Center also works as a liaison between various institutional departments to assure distance learning opportunities for students are appropriately supported. These services include administrative support, technical expertise, assistive software, process for verifying Student identity for an online examination, faculty training and development, and a robust online infrastructure capacity (i.e., enrollment and registration, advising, financial aid, counseling, library, special student services, bookstore, academic tutoring, and technical support).

The CDL maintains a website for students taking or considering taking distance learning courses. The site also serves as a central repository for distance learning student support services to:

- Assist students with completion of the "Orientation to Online Learning" (OLRN) Course.
- Assist students via email, telephone, walk-in, computer laboratory and Zoom meetings.
- Provide academic support with Canvas.
- Assist with ACES Portal (registration, view grades, and email).
- Provide student assistance by e-mail, phone, walk-ins or Zoom Conferencing.
- Assist with accessing MS Office 365 and OneDrive (ACES Portal).
- Provide basic assistance with accessing Word, Excel, and PowerPoint.
- Troubleshoot issues with BioSig-ID Online ID Authentication.

The CDL also coordinates closely with the Instructional Innovation Center (IIC). The IIC is a resource center dedicated to training and supporting faculty in the development of quality instructional materials and delivery strategies to enhance teaching and learning. The IIC provides curricular and technological support and guidance for faculty to assure appropriate training for faculty who teach face to face and distance course. The IIC also provides training, professional development, and in person and virtual consultations to promote a dynamic and supportive culture of learning for faculty, staff, and students. Links to technology applications and teaching and learning also are available. Facilitation of Institution-Wide events, training and certifications included the following events:

- **Distance Learning Certification (DLC)** – conducted 2 courses in the Fall 2021 and graduated 13 faculty and staff members. The DLC is a required course for faculty teaching online and hybrid courses. The training covers the pedagogy and best practices for teaching online, as well as the development of a course. The training also includes a course readiness review to ensure that faculty are ready to deliver online courses. IIC will launch the Advanced Distance Learning Certification October 1, 2022. This program will be a more advanced course with various instructional technology enhancement to add to the participants' online courses.
- **Master Teacher Program** – conducted a course and graduated 26 institution faculty and staff members. This program is a co-facilitated course that supports effective student-centered pedagogies and scholarly approaches to teaching and learning and technological applications. The Master Teacher Program is offered once in the Fall and once in the Spring each year. The IIC launched a new and improved Master Teacher

course August 2022. This included more up to date research with innovative articles and resources for faculty and staff. The new course also offers innovative classroom tools and best practice for teaching and learning. The IIC has revamped the renewal process during the summer of 2022. The IIC team created a recap course for faculty and staff to enroll in if they are already Master Teacher certified. The other 4 options for faculty and staff have to renew their certification are as follows:

Option 1: Attend and engage in twelve (12) hours of Professional Development in Teaching and Learning from the last 2 years.

Option 2: Provide evidence of six (6) earned graduate hours in education or your teaching discipline.

Option 3: Present at two state or national conferences.

Option 4: Investigate an identified classroom learning issue, prepare a proposal, and record a brief podcast based on the study.

Option 5: Enroll in the "Master Teacher Recap" course to refresh your learning in the full Master Teacher program.

In Fall 2023 the IIC opened the Renewal Canvas Course ongoing for faculty and staff to upload their documentation for Options 1 – 4. All Master Teacher graduates now have the ability to upload their documents every two years to renew their certification.

The IIC coordinates, and implements professional development events throughout the year to support distance education, including the following:

- **All College Meeting/Call to Conversation**. This event takes place twice a year. Both Fall and Spring semester, the IIC hosts and offers support to Faculty, staff during this event.
- **Employee Development Day.** Every other year in October, the faculty and staff participate in professional development hosted by IIC. This event provides a full day of professional development workshop sessions
- **New Faculty Training.** This is a new event that began in the Fall of 2022 and was hosted by the IIC team. New hired full-time faculty and part-time faculty participate in a full day of training and professional development. Faculty gain hands on training and tools for working on their syllabi and Canvas courses. They also tour the IIC and learn how the IIC can support them in preparing for their courses.
- **Fiesta Teaching with Technology**. This event takes place during Fiesta week in April each year. During this event numerous activities take place, such as professional development sessions, podcasts, demonstration of IIC technology and equipment including 3D printers, Glowforge laser printer, virtual reality and augmented reality.
- **Good to Great.** This event is hosted by IIC and it is held twice a year, once in the Fall and once in the Spring. The event is primarily for the leadership of St. Philip's College and the IIC team offers technical support for this event.
- **Administrative Professional Workshop.** During this event Administrative Professionals partake in trainings and workshops to enhance their job skills. This event continues to grow each year with adding more and improved workshops/presentations for the participants.
- **IT Workshops.** The IT workshops were launched in the summer of 2022. These are asynchronous two-week workshops offered to faculty to incorporate instructional

technology in their courses. If participants complete all three Soft Chalk, Canvas Studio, and Study Mate they receive a digital IT badge.

- **Microlectures.** During the summer of 2022 the IIC launched new microlectures for faculty and staff. IIC has partnered with Alamo Colleges District partners IIC continues to provide these workshops for the Fall, Spring and Summer semesters.
- **Routine Walk-in Technical Support and Consultations.** IIC offers technical support and training for faculty and staff who walk in Monday through Friday year-round. The IIC team offers support for faculty on software, hardware, Canvas, 3D printers, Glowforge laser printer, virtual reality and augmented reality, video and audio production, and much more.
- **Summer Splash.** This event is an open house for faculty and staff that promotes services and training provided to faculty and staff. A tour is provided to see the 3D printers, equipment, and resources. In the summer of 2023 the IIC added Zoom and in person workshops for faculty and staff to this event.

DISTANCE LEARNING COMPLIANCE

To support compliance and best practices to enhance student experiences and to curate sustainable practices for the development, support, and maintenance of distance learning courses and programs, the college follows various laws, regulations, and accreditor standards to ensure quality and accessible courses and programs. They include: Standards set forth by the Southern Association of Colleges and Schools (SACSCOC) Distance and Correspondence Education – Policy Statement and Best Practices for Electronically Offered Degree and Certificate programs and the Texas Higher Education Coordinating Board's (THECB) Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs, (see Appendix 3) as minimum standards for distance learning courses and programs.

The Alamo Colleges Online (ACOL), Policy E.1.9 (see Appendix 1) -a critical component of maintaining quality online programs is the evaluation process. All faculty teaching online, hybrid, and web enhanced courses will follow best practices based on the Quality Matters™ (QM™) Program review and the teaching and learning quality standards set forth by the Sloan Consortium.

To ensure the adoption of effective teaching and learning practices and policies, a review process is in place to meet the alignment standards outlined by the QM™ Program. The QM™ Program, a nationally recognized, faculty-centered, peer review process designed to certify the quality of online course design and components. The review process is a researched-based evaluation tool used to: (1) assess quality course design, (2) promote student learning, and (3) inform and guide changes toward continual improvement.

The Sloan Consortium assists institutions and faculty members in improving the quality of online education using a Quality Scorecard for the Administration of Online Programs. The benchmark standards for online teaching and learning are: (1) Course Development and Instructional Design, (2) Course Structure, (3) Teaching and Learning, (4) Social and Student Engagement, and (5) Assessment and Instructor Feedback.

SPC maintains the State Authorization Reciprocity Agreement (SARA), a national initiative to provide more access to online courses while maintaining compliance standards with state regulatory agencies. SARA allows institutions to provide online courses outside of their own state borders by seeking and maintaining state approvals via a streamlined process. Institutions approved by their states to participate in SARA must be appropriately accredited and meet academic and financial requirements designed to protect and benefit students.

To maintain compliance with all aspects of SACSCOC accreditation and District Policy, the college established a Distance Learning Compliance Committee. The committee meets several times a year to review the status of online enrollments, programs, technology, online student support, and online faculty development.

DATA ANALYSIS / ASSESSMENT
ENROLLMENT

Figure 1 provides a graphical description of the numbers of distance education programs by degree type including Associate of Arts (AA), Associate of Arts in Teaching (AAT), Associate of Science (AS), Associate of Applied Science (AAS), and Certificates (CERT) and Occupational Skills Award (OSA). Twenty-eight. Sixteen programs are 100% online and five programs are a combination of hybrid and DE instruction.

Figure 1 – DE Programs by Degree and Certificate

Distance Education Programs

Includeds "credit-bearing educational programs (degrees, certificates and diplomas) where 50% or more of the credit hours are delivered through distance education modes."

	AA	AAT	AS	AAS	CERT	OSA
100% Online	1	2	1	7	7	10
>50% Online	0	0	0	3	8	10

■ 100% Online   ■ >50% Online

Source: Distance and Correspondence Education Report
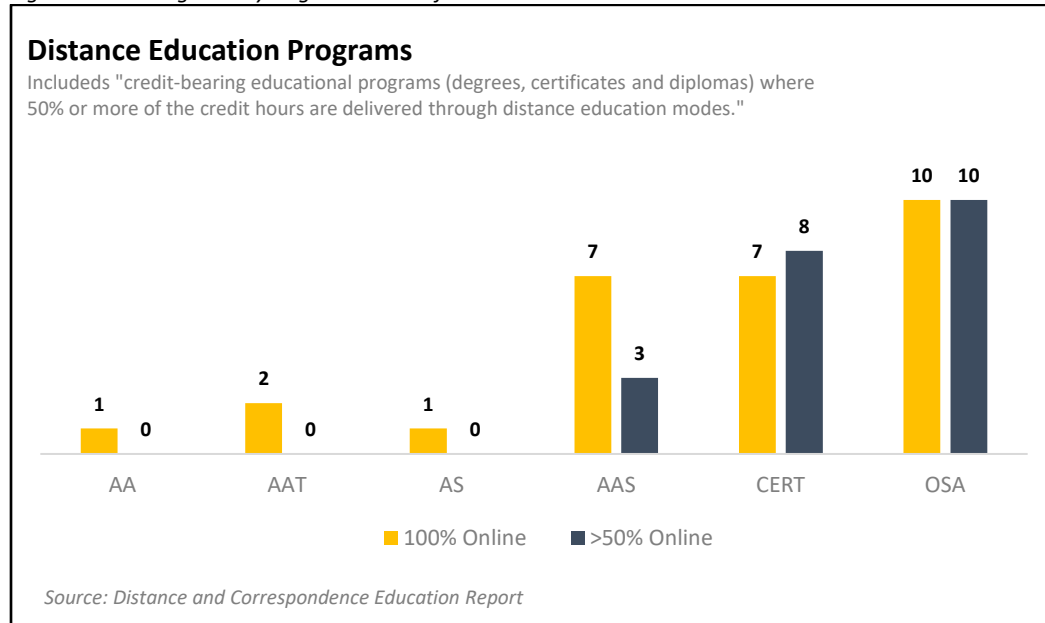
Figure 2 confirms the SPC experienced growth in student enrollment in distance education courses for Fall and Spring semesters from the period Fall 2018 to Spring 2023.

Figure 2 – DE Student Enrollment Fall & Spring

Certified Distance Education Enrollment

Total Enrollment for Fall and Spring Terms

	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
Internet	7333	7721	9134	9613	8703	9104	9698	10487	12487	12265
Hybrid/Blended Course	489	574	906	826	1091	587	850	344	553	378
Video Tape/DVD/Broadcast TV						9288	5747	1034	2547	1305

■ Internet   ■ Hybrid/Blended Course   ■ Video Tape/DVD/Broadcast TV

Source: CBM4, CBM0CS THECB Course Files, Certified Data

Figure 3 confirms SPC experienced a growth in student enrollment in distance education courses during the each of the Summer semesters from Summer 2018 to Summer 2022. Factors that contributed to the increase in enrollment include the Covid-19 pandemic, access to relevant, affordable and flexible education and training, and the opportunity to serve those who cannot be accommodated in on-campus classes for reasons such as, family and work obligations, age, time, and logistical challenges.

Figure 3 – DE Student Enrollment Summer

Certified Distance Education Enrollment
Total Enrollment for Summer Terms

Source: CBM4, CBM0CS THECB Course Files, Certified Data
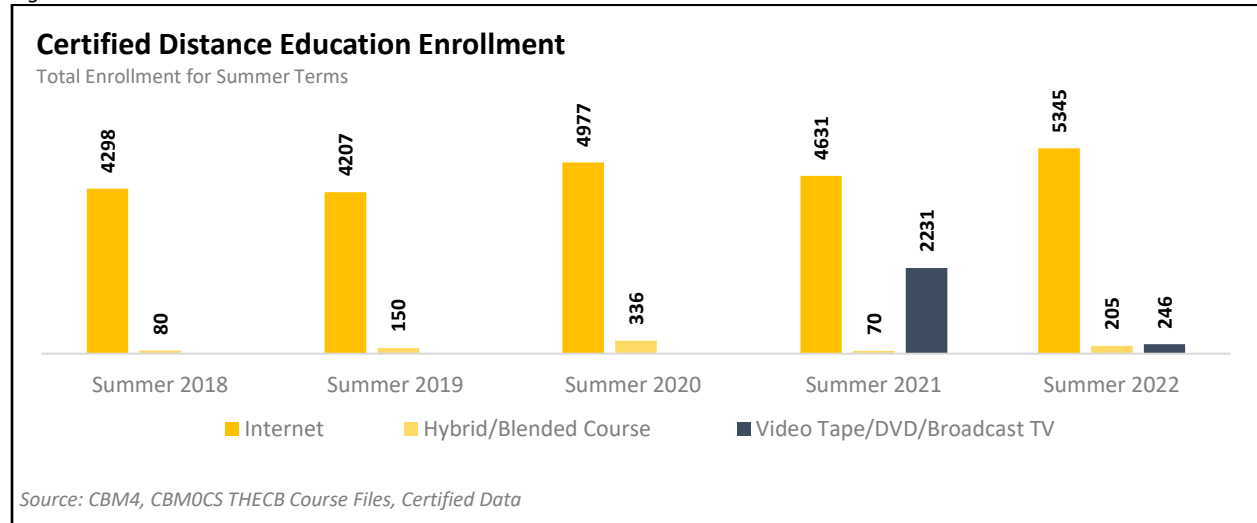
DISTANCE EDUCATION COMPLETION RATES

The DE completion rates are a measure of students who did not drop from a class. The Institution regularly evaluates student Productive Grade Rates (PGR) which is the percentage of students who successfully complete the course with an A, B, or C grade.

The PGR of student achievement is directly tied to student performance in courses since successfully completing coursework helps prepare students for graduation, entering the workforce, or continuing their education. St. Philip's College collects PGR completion rates of DE students. The PGR Student Achievement minimum threshold goal at St. Philip's College is referenced at this website link on the institution's website. https://www.alamo.edu/spc/about-spc/strategic- plan/mission-vision-and-values/student-achievement-goals/

Figure 4 and **Figure 5** reveal the DE Successful Completion Rates exceeded the PGR Student Achievement minimum threshold goal at St. Philip's College during all semesters within the Fall 2018 through Spring 2023 reporting period.

Figure 4: DE Successful Completion Rates Fall & Spring semesters

Distance Education Succesful Successful Completion Rates: By Modality
Fall and Spring Successful Course Completion Rates

Semester	Internet	Hybrid/Blended	VideoTape/DVD/Broadcast TV
Fall 2018	79.5%	83.6%	
Spring 2019	78.7%	83.6%	
Fall 2019	78.0%	82.9%	
Spring 2020	80.4%	84.9%	
Fall 2020	70.6%	59.0%	
Spring 2021	74.4%	85.3%	80.6%
Fall 2021	77.1%	81.0%	79.2%
Spring 2022	78.2%	90.1%	73.2%
Fall 2022	77.6%	81.4%	72.7%
Spring 2023*	77.4%	90.2%	74.8%

Source Data: Institutional Grade Distribution, Finalized (Uncertified) Grades Fall 2018-Fall 2022; Spring 2023 Preliminary (Uncertified) Grades, July 12, 2023
Success Rate (PGR): Productive Grade Rate, Reported in the IRES grade distribution report, succes

Figure 5: DE Successful Completion Rates for Summer

Distance Education Successful Course Completion Rates: By Modality

Summer Successful Course Completion Rates

	Summer 2018	Summer 2019	Summer 2020	Summer 2021	Summer 2022
Internet	84.6%	86.0%	87.2%	80.7%	84.4%
Hybrid/Blended	92.2%	96.3%	90.5%	86.0%	93.7%
VideoTape/DVD/Broadcast TV				89.8%	84.1%

■ Internet   ■ Hybrid/Blended   ■ VideoTape/DVD/Broadcast TV

Source Data: Institutional Grade Distribution, Finalized (Uncertified) Grades Fall 2018-Fall 2022; Spring 2023
Preliminary (Uncertified) Grades, July 12, 2023
Success Rate (PGR): Productive Grade Rate, Reported in the IRES grade distribution report, succes

CORE CLASS SECTION INFORMATION

Core curriculum, as guided by Alamo Colleges and the Texas Higher Education Coordinator Board (THECB), consists of courses in the basic intellectual competencies of Reading, Writing, Speaking, Listening, and Critical Thinking. The St Philip's College DE delivery modality supported Alamo Colleges and the THECB policies as an essential way for students to meet core course curriculum requirements for award of college degrees and certificate programs.

Analysis of the data for DE core classes for Fall 2018 through Spring 2023 depicted in **Figure 6** indicates DE experienced growth in usage for the five-year period using the DE formats of Internet and Hybrid Courses. Notable was the capabilities of DE in maintaining continuity of operations from Spring 2019 through Spring 2022 during the height of the beginning of the COVID 19 Pandemic when social distancing was widely used to mitigate Covid 19 Pandemic social distancing concerns.

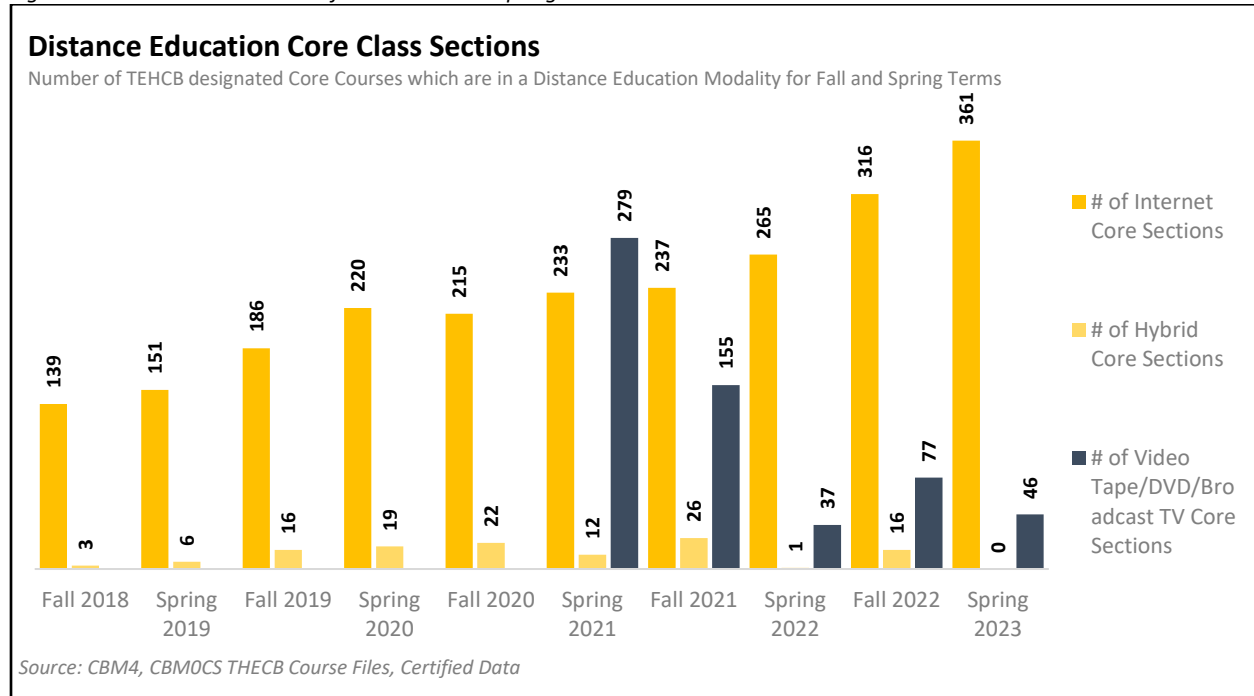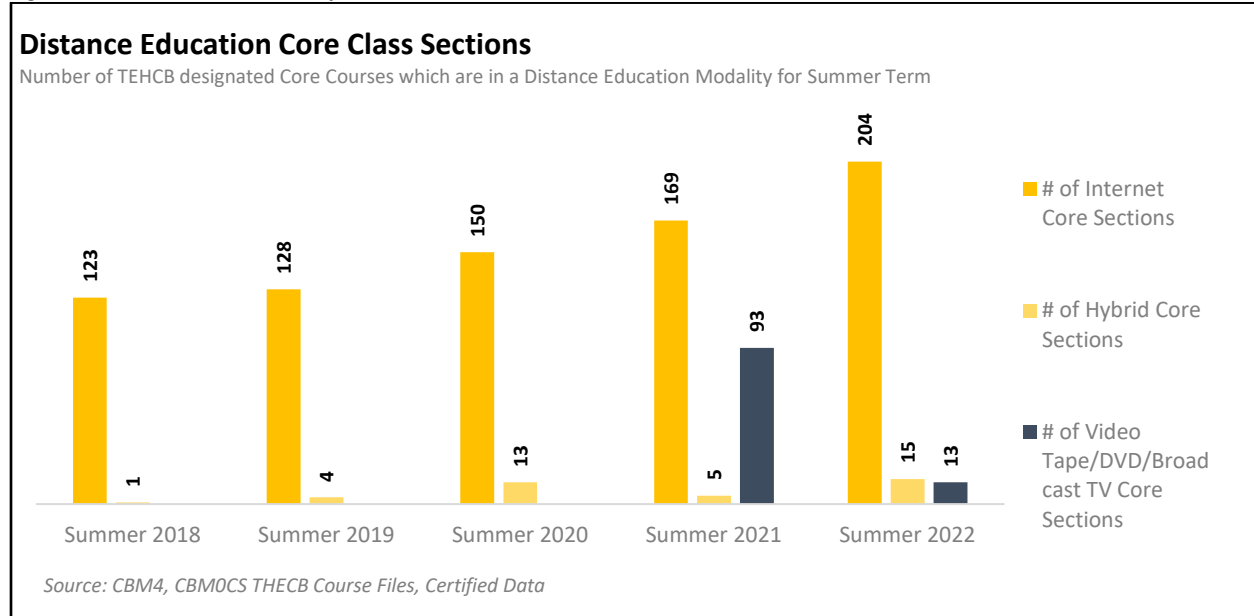*Figure 6: DE Core Class Section Information Fall & Spring semesters*

Distance Education Core Class Sections
Number of TEHCB designated Core Courses which are in a Distance Education Modality for Fall and Spring Terms

Source: CBM4, CBM0CS THECB Course Files, Certified Data

Figure 7 provides an overview of student enrollment in Core Courses for Summer 2018 through Summer 2022. The usage of the category of Video Tape/DVD/Broadcast DE became prominent beginning Spring 2019 through Spring 2023 as method of course delivery.

Figure 7: DE Core Class Section Information Summer semesters

Distance Education Core Class Sections

Number of TEHCB designated Core Courses which are in a Distance Education Modality for Summer Term

Source: CBM4, CBM0CS THECB Course Files, Certified Data

- # of Internet Core Sections
- # of Hybrid Core Sections
- # of Video Tape/DVD/Broadcast TV Core Sections

DE Non-Core courses during the five-year performance period for Fall & Spring is depicted in **Figure 8**.

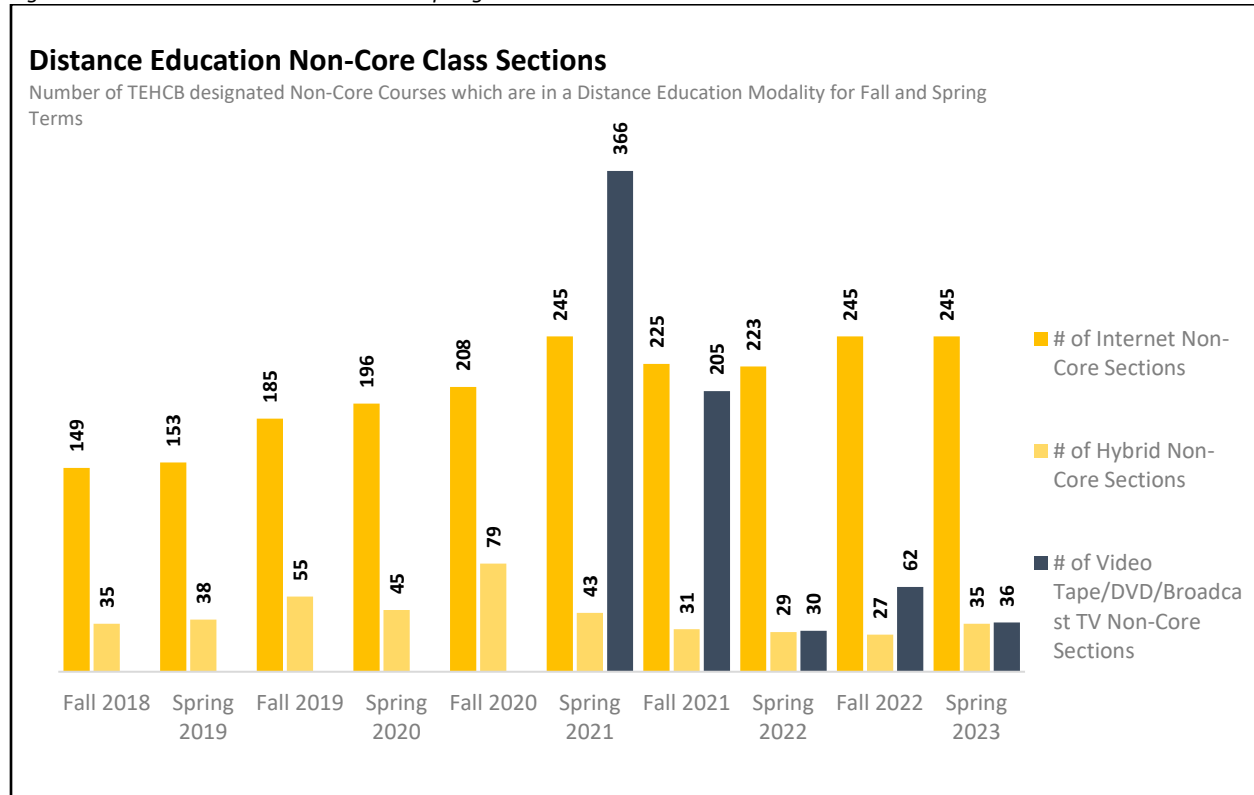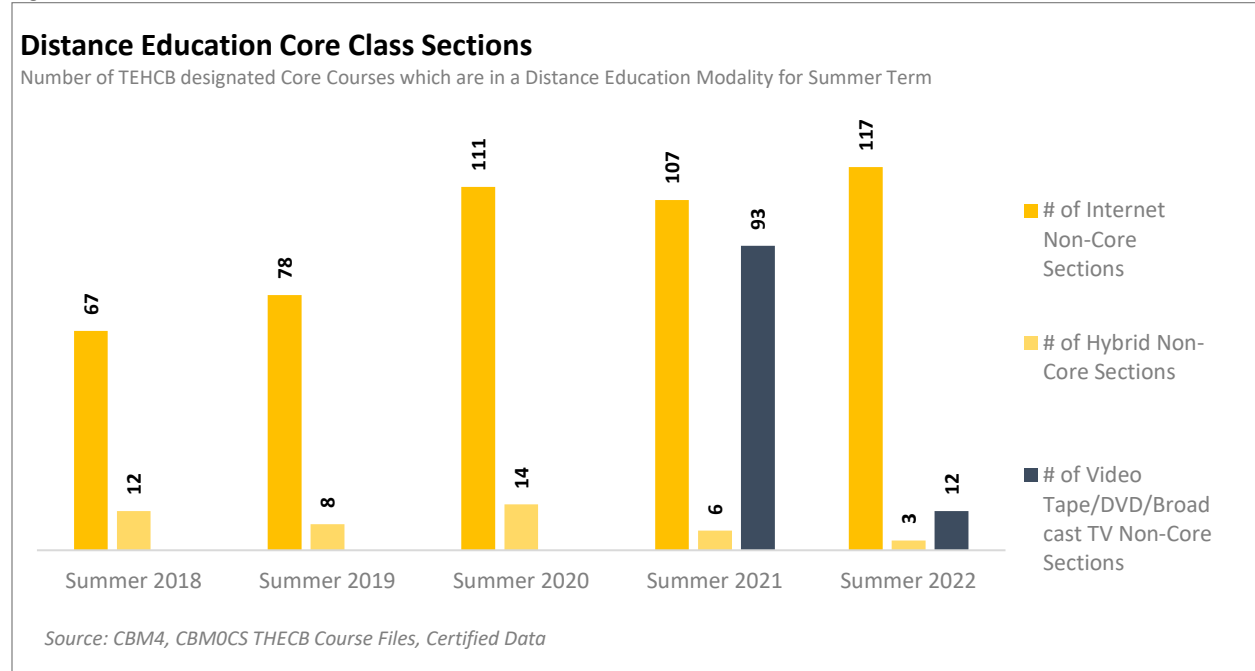*Figure 8: DE Non-Core Class Section Fall & Spring semesters*

Distance Education Non-Core Class Sections

Number of TEHCB designated Non-Core Courses which are in a Distance Education Modality for Fall and Spring Terms

- # of Internet Non-Core Sections
- # of Hybrid Non-Core Sections
- # of Video Tape/DVD/Broadcast TV Non-Core Sections

Figure 9 shows a growth in DE Non-Core courses for the Summer 2018 through Summer 2022. A substantial growth in the combined numbers of DE platforms for Non-Core courses was noted for Summer semesters from Summer 2018 through Summer 2022.

Figure 9: DE Non-Core Class Section Information Summer semesters

Distance Education Core Class Sections
Number of TEHCB designated Core Courses which are in a Distance Education Modality for Summer Term

Legend:
- # of Internet Non-Core Sections
- # of Hybrid Non-Core Sections
- # of Video Tape/DVD/Broadcast TV Non-Core Sections

	Summer 2018	Summer 2019	Summer 2020	Summer 2021	Summer 2022
# of Internet Non-Core Sections	67	78	111	107	117
# of Hybrid Non-Core Sections	12	8	14	6	3
# of Video Tape/DVD/Broadcast TV Non-Core Sections				93	12

Source: CBM4, CBM0CS THECB Course Files, Certified Data

CERTIFIED DISTANCE EDUCATION CLASS SECTIONS

Figure 10 and **Figure 11** provide an overview of Certified Data. This data has undergone the process of reviewing State and institutional mandated outcome data for accuracy and signing the Certification of Accuracy of Data form indicating that the data is accurate. The data presented in **Figure 10** and **Figure 11** is data reported to the THECB (Texas Higher Education Coordinating Board) that has gone through a verification process at the St. Philips College and has been finalized per term, or academic year.

Figure 10 shows a growth in usage of DE Class sections for Fall and Spring semesters what experienced a growth increase for Fall and Spring semesters from Fall 2018 to Spring 2023.

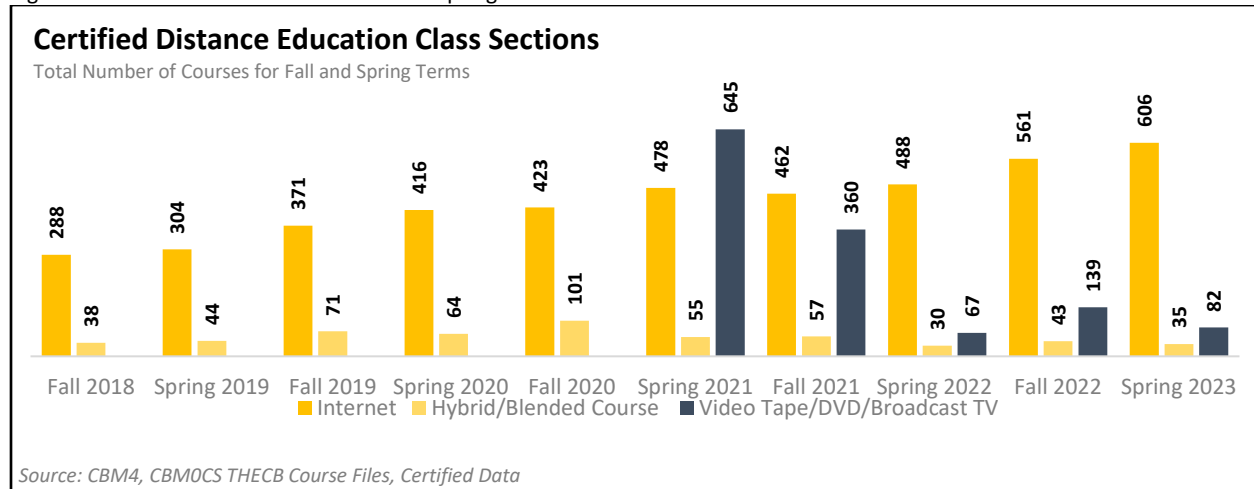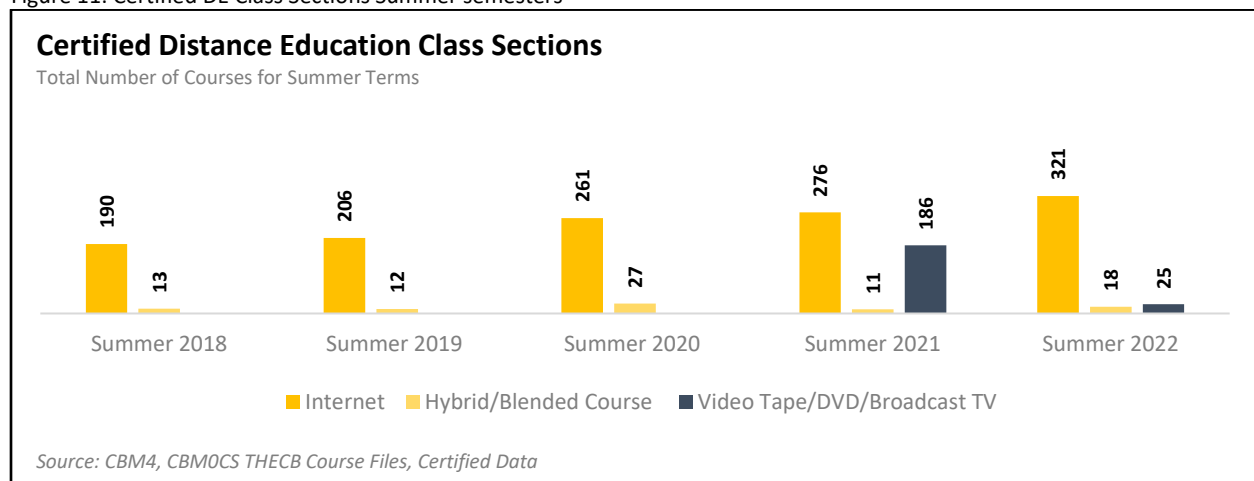Figure 10: Certified DE Class Sections Fall & Spring semesters

Certified Distance Education Class Sections
Total Number of Courses for Fall and Spring Terms

Source: CBM4, CBM0CS THECB Course Files, Certified Data

Figure 11 shows growth for Summer semesters from Summer 2018 to Summer 2022.

Figure 11: Certified DE Class Sections Summer semesters

Certified Distance Education Class Sections
Total Number of Courses for Summer Terms

Source: CBM4, CBM0CS THECB Course Files, Certified Data

DUAL CREDIT VS. EARLY COLLEGE HIGH SCHOOL (ECHS)

St. Philip's College ECHS and Dual Credit programs are affiliated with multiple high schools across the San Antonio and surrounding regions. Successful access for participants of the ECHS programs is improved using DE. The ECHS students participate as early as the ninth grade and complete more college courses in a four-year period. A traditional dual enrollment program usually limits students to no more than two college courses per semester in the 11th and 12th grades.

Figure 12-14 illustrate the enrollment of students into Dual Credit, Early College High School, and Academy courses for the period Fall 2018 to Fall 2022; Spring 2018 to Spring 2022; and Summer 2020, Summer 2022 respectively.

Enrollment data indicates usage of Hybrid/Blended courses are substantially less frequently utilized as compared to Internet based courses. Early years in this five-year assessment (2018-2023) illustrate that Dual Credit enrollment was higher than Early College High School enrollment and Academy enrollment. However, utilization of Distance Education began to exceed Dual Credit enrollment in Fall 2022 through Spring 2023.

By Fall 2022 and Spring 2023 semesters, DE played an important role in maintaining continuity of academic operations and provided a venue to ensure Student Success despite the challenges of operating during the Covid 19 Pandemic. The following charts illustrates the trend for Dual Credit, Early College High School, and Academy.

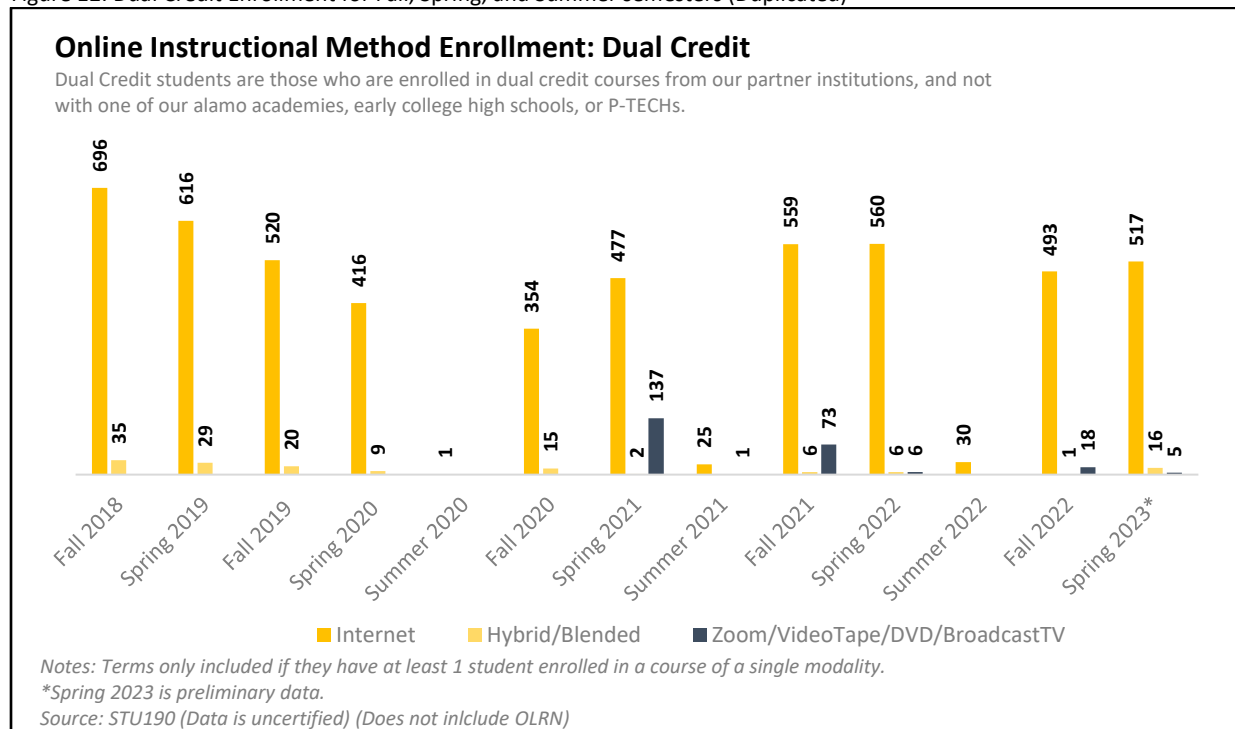Figure 12: Dual Credit Enrollment for Fall, Spring, and Summer semesters (Duplicated)

Online Instructional Method Enrollment: Dual Credit

Dual Credit students are those who are enrolled in dual credit courses from our partner institutions, and not with one of our alamo academies, early college high schools, or P-TECHs.

Legend: Internet | Hybrid/Blended | Zoom/VideoTape/DVD/BroadcastTV

Notes: Terms only included if they have at least 1 student enrolled in a course of a single modality.
*Spring 2023 is preliminary data.
Source: STU190 (Data is uncertified) (Does not inlclude OLRN)

Figure 13: Early College High School Enrollment Fall, Spring, and semesters (Duplicated)

Online Instructional Method Enrollment: Early College High School

Early College High School students are those who are enrolled in dual credit courses with our early college high schools.

Internet   *Hybrid/Blended*   *Zoom/VideoTape/DVD/BroadcastTV*

Notes: Terms only included if they have at least 1 student enrolled in a course of a single modality.
*Spring 2023 is preliminary data.
Source: STU190 (Data is uncertified)(Does not inlclude OLRN)

Figure 14: Academy Enrollment Fall and Spring semesters (Duplicated)

Online Instructional Method Enrollment: Academy

Academy students are those who are enrolled in dual credit courses with our Alamo Academy partner schools.

Internet   *Zoom/VideoTape/DVD/BroadcastTV*

Notes: Terms only included if they have at least 1 student enrolled in a course of a single modality.
*Spring 2023 is preliminary data.
Source: STU190 (Data is uncertified) (Does not inlclude OLRN)
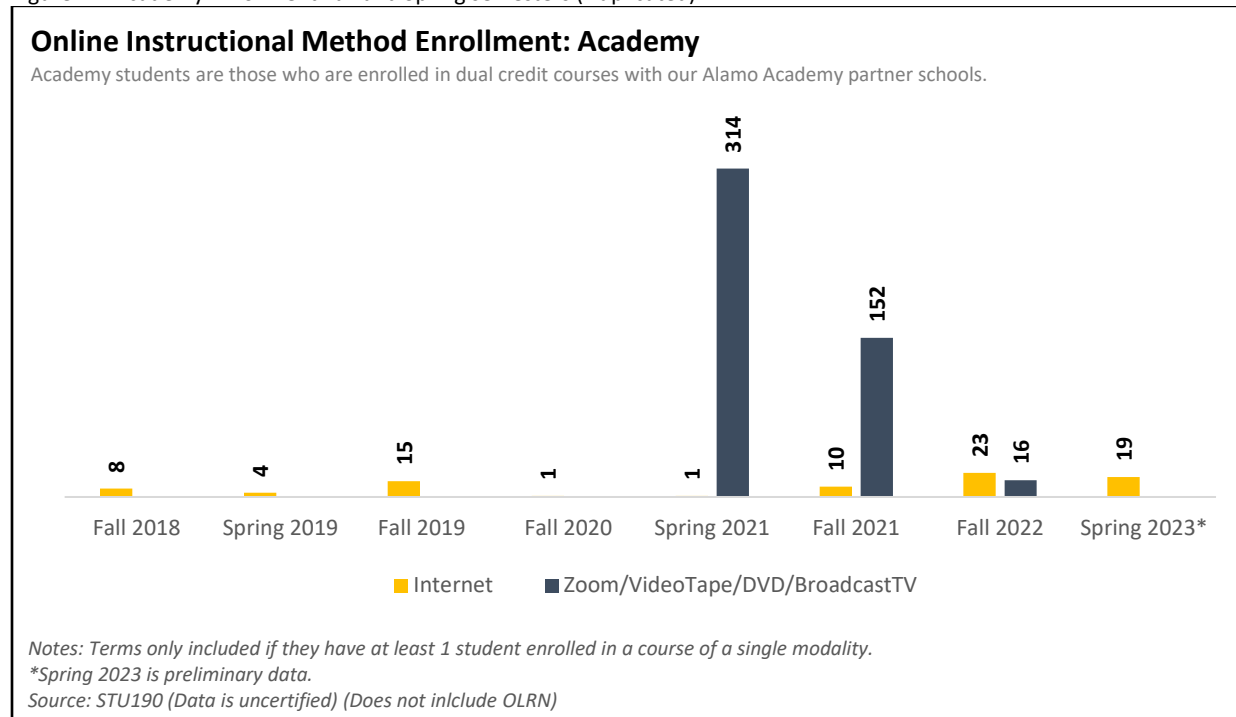
ORIENTATION TO ONLINE LEARNING (OLRN) COURSE

The ORLN course prepares students to enroll, navigate and succeed in online courses. The OLRN instructs students on usage of the Learning Management System, online communications systems (e.g. Zoom), obtain help with technology and software applications (e.g. Microsoft Office 365), and locate helpful student services information (e.g. tutoring, library, academic and student support). The St. Philips College Center for Distance Learning staff manages OLRN courses and respond to all inquiries from students and faculty. Each semester several OLRN course sections are made available. Students register for the free through their student advisor or they can self-register on their own., non-credit OLRN 0001 course the same way they register for any other course. Figures 15, 16 and 17 provides a graphical depiction of ORLN enrollment depicting actual enrollment by semester for Fall, Spring and Summer from 2018 to 2023.

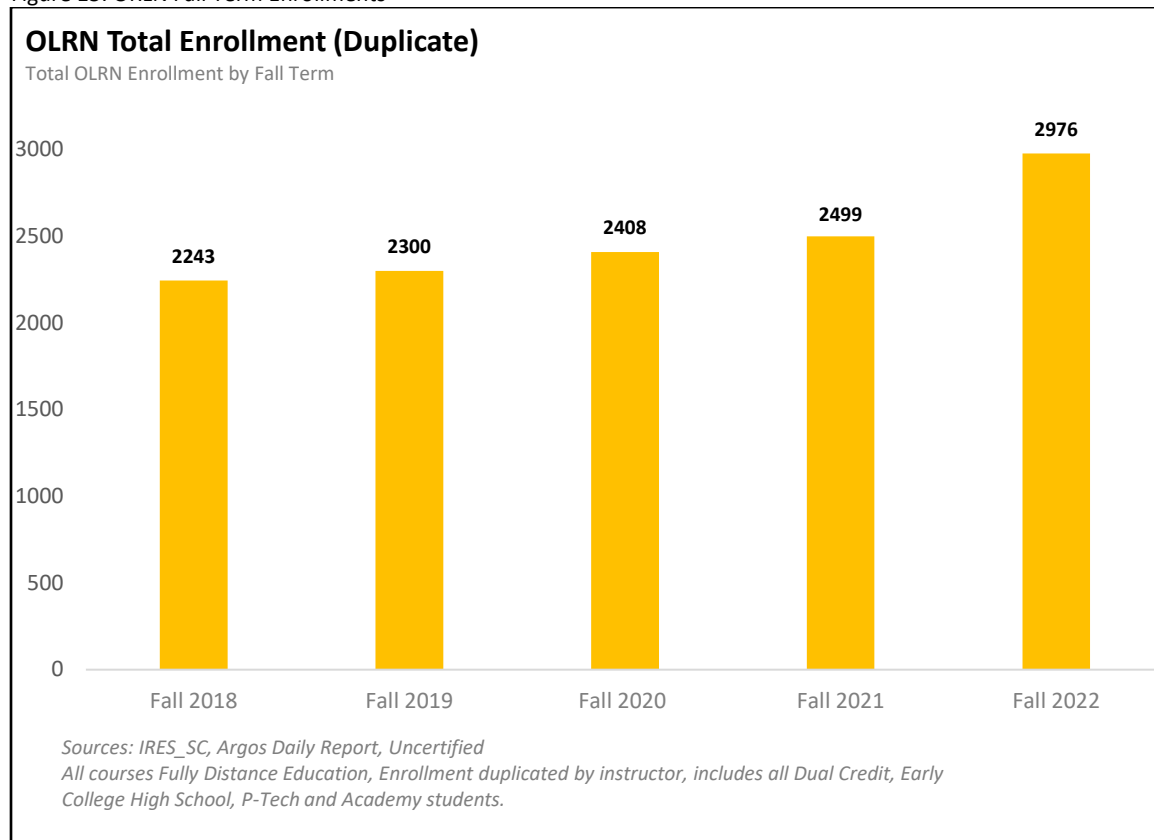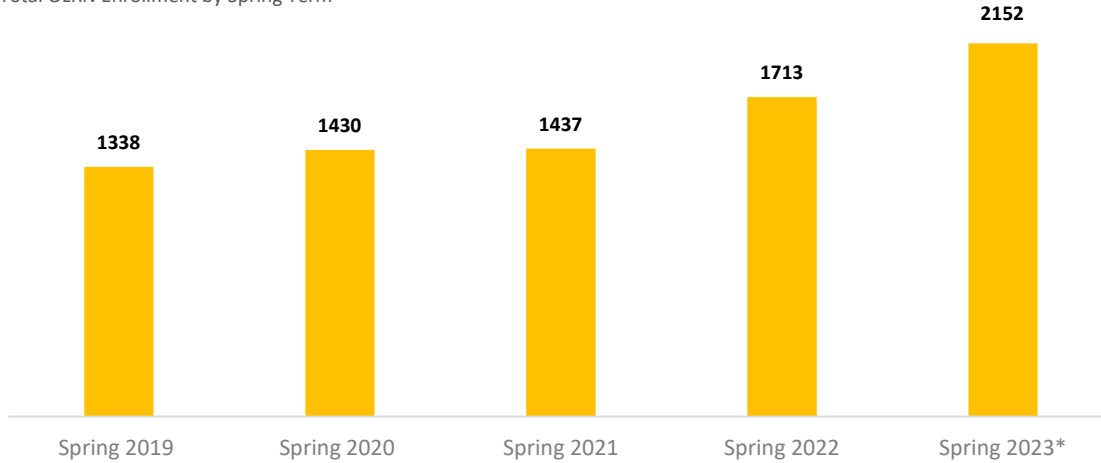Figure 15: ORLN Fall Term Enrollments

OLRN Total Enrollment (Duplicate)
Total OLRN Enrollment by Fall Term

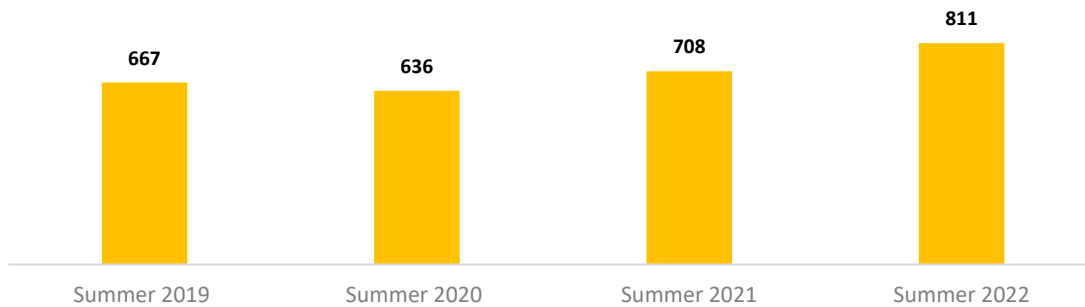*Sources: IRES_SC, Argos Daily Report, Uncertified*
All courses Fully Distance Education, Enrollment duplicated by instructor, includes all Dual Credit, Early College High School, P-Tech and Academy students.

Figure 16: ORLN Spring Term Enrollments

OLRN Enrollment (Duplicate)
Total OLRN Enrollment by Spring Term

Sources: IRES_SC, Argos Daily Report, Uncertified
All courses Fully Distance Education, Enrollment duplicated by instructor, includes all Dual Credit, Early
College High School, P-Tech and Academy students.
*Preliminary Data

Figure 17: ORLN Summer Term Enrollments

OLRN Enrollment (Duplicate)
Total OLRN Enrollment by Summer Term

Sources: IRES_SC, Argos Daily Report, Uncertified
All courses Fully Distance Education, Enrollment duplicated by instructor, includes all Dual Credit, Early
College High School, P-Tech and Academy students.

DISTANCE EDUCATION AWARENESS

For this report, internal factors consist of members within the SPC community and external factors include those outside the organization. Internal dissemination and presentation of the findings are shared with internal constituencies, to include academic and non-academic areas/divisions. This report will also be shared at external venues, to include but not limited to dissemination at local, state, regional and national conferences.

INTERNAL

Clear and accurate student support information regarding distance education programs is provided on the college's websites for students enrolled in or considering distance education programs or courses (i.e., admissions, tuition, materials, technical requirements, learning expectations, and support) which includes the following:

- An online orientation to instruct learners and assess readiness for distance learning.
- Open door Face-to-Face, zoom meeting and telephone technical support is provided to assist distance education students.
- Support to faculty and staff with information related to distance education through classroom and Zoom workshops and presentations.

EXTERNAL

From Fall 2018 to Spring 2023, faculty and staff attended and/or presented at national, state, and/or local conferences such as Canvas, the Texas Distance Learning Association, Online Learning Consortium, and college/district workshops.

DISTANCE EDUCATION CONTINUOUS IMPROVEMENTS

The Center for Distance Learning will launch a Student Satisfaction Survey beginning in late October, 2022 and continue each fall and spring semesters. The purpose of the survey is to analyze various student support components and students' academic experiences. This analysis will help to identify strengths and areas for improvement, along with determining actions that can be taken to maintain high levels of satisfaction and improved distance education experiences. The results will be shared with internal and external constituents.

The CDL recognizes the need for a Distance Education Student Handbook. A Handbook is currently under construction to contain guidelines and support services for students enrolled in distance education courses and programs. The Handbook will be posted on the Center for Distance Learning website.

SUMMARY

This report is structured around four domains for measuring tends in DE which include: Identification, Assessment, Awareness, and Continuous Improvement. Findings from the study revealed that SPC successfully exceeded the PGR goal of seventy percent throughout each semester identified in this reporting period. It is also important to note that growth of DE at SPC plays a significant role in allowing the college to accomplishing the mission of the institution. The role that DE plays in the abilities of SPC faculty, staff, and students to learn and obtain educational credentials crucial to Student Success and Performance Excellence.

Distance Education is a significant part of the academic landscape at St. Philip's College. As illustrated in this report, Distance Education courses and programs provide students with flexible learning opportunities. This became especially important in the spring of 2020 when the coronavirus pandemic began to disrupt education in the United States. Student support and success are crucial for continued growth in distance education programs and courses. The Center for Distance Learning will continue to provide innovative and creative resources to facilitate a culture of education for distance education faculty and students.

As pedagogical strategies and technological applications continue to emerge, opportunities for professional development will continue contribute to the continuum of growth and support through training opportunities faculty, staff, and students.

The Distance Education Compliance Committee, staff of the Center for Distance Learning, the Instructional Innovation Center, along with the Office of Institutional Planning, Research and Effectiveness will continue to ensure that the institution's DE program is regularly and systematically reviewed and improved. The findings in this report enable college leadership to continue to track the growth and effectiveness of its DE programs, to highlight successful programs, and to implement strategies and ways to improve all programs at St. Philip's College.

APPENDIX 1

ALAMO COLLEGE ONLINE LEARNING POLICY

E.1.9 (Policy) Online Learning
Responsible Department: Vice Chancellor for Academic Success
Board Adoption: 1-21-14
Last Board Action: 1-21-14
Last Amended: 11-15-16

The Alamo Colleges recognize the value of online learning and are committed to providing learners of diverse backgrounds with access to programs and services that will prepare students to lead in a global society. The Alamo Colleges' Online Program is committed to providing a high-quality educational experience that aligns with best practices in electronically delivered and technology enabled teaching and learning.

The faculty across the Alamo Colleges will collaborate in the development and distribution of specific procedures related to distance education, online learning (fully at a distance, hybrid, or web enhanced), faculty certification, student orientation, appropriate notification of presence to state authorities, and all other relevant areas. The academic oversight of curriculum and instruction rests with faculty at the respective colleges.

An Advisory Committee of faculty from across the colleges will collaborate on procedures and guidelines to facilitate the development of fully online courses, certificates, and degree programs. Online learning shall be governed by this policy, related procedures, and other publications and guidelines produced by ACOL in collaboration with the established Advisory Committee of faculty from across the colleges.

https://www.alamo.edu/siteassets/district/about-us/leadership/board-of-trustees/policies/section-e-instruction/e.1.9-online-learning-policy.pdf

APPENDIX 2

INSTITUTIONAL MEMBERSHIPS AND COLLEGE RANKING

As a member of NC-SARA, St. Philip's College ensures that it meets requirements related to students who reside outside of Texas and who are enrolled in our online courses. The college submits annual reports to NC-SARA with the number of out- of-state students enrolled in our online classes.

As a member of OLC, St. Philip's College has access to up-to-date and high-quality faculty and staff development resources such as webinars, courses, publications, and conferences related to distance education. The following is an excerpt from the organization's web site.

As a member of ITC, St. Philip's College has access to professional development, collaborative opportunities, research, and innovative practices in distance education. ITC is an affiliated council of the American Association of Community Colleges (AACC). ITC also tracks federal legislation that affects distance learning and conducts annual professional development meetings.

Additionally, several faculty and staff are members of the Texas Distance Learning Association (TxDLA) and participate in annual conferences, webinars, or professional development programs.

SR Education Group named St. Philip's College # 10 with the 2020 Best Online Community Colleges in Texas. Eligible schools were ranked according to their scores, and scores were calculated according to an internal formula that incorporates retention rate, online enrollment percentage, and the number of online associate degrees offered.
https://www.guidetoonlineschools.com/online-schools/st-philip-s-college?lvl=32

Niche rankings are based on rigorous analysis of key statistics from the U.S. Department of Education and millions of reviews. St. Philip's College was rank the #11 best community college in Texas.
https://www.niche.com/colleges/st-philips-college/

APPENDIX 3

GLOSSARY

Alamo Colleges	The collective reference to all five colleges within the Alamo Community College District. The term Alamo Colleges includes Northeast Lakeview College, Northwest Vista College, Palo Alto College, San Antonio College and St. Philip's College. For additional information visit the Alamo Colleges at http://www.alamo.edu.Source: IRES https://www.alamo.edu/siteassets/spc/about-spc/college- offices/planning--research/documents/glossaryofterms.pdf
Certified Distance Education Class Sections	Certified Distance Education Class Sections are those sections in which the data has undergone the process of reviewing State and County mandated outcomes for accuracy and signing the Certification of Accuracy of Data form indicating that the data is accurate.
Completion Rates	In IRES Grade Distribution report, the measure of completed grades relative to total enrollment expressed as a percentage (A+B+C+D+F+IP+I+P/Total Enrollment). Source: IRES https://www.alamo.edu/siteassets/spc/about-spc/college- offices/planning--research/documents/glossaryofterms.pdf
Core Curriculum	The common part of every undergraduate curriculum that introduces students to a broad range of areas beyond their major and helps students develop basic intellectual competencies in reading, writing, speaking, listening, critical thinking, and computer literacy. In Texas the core curriculum usually consists of 42-48 semester credit hours of course work distributed among the disciplines of communication, mathematics, the natural sciences, the arts and humanities, and the social and behavioral sciences. State law mandates the transfer of core curriculum courses between all public institutions of higher education. Source: IRES https://www.alamo.edu/siteassets/spc/about-spc/college- offices/planning--research/documents/glossaryofterms.pdf
Core Course	A course that is part of the 2019-2020 St. Philip's College Core Curriculum. Source: https://myspccatalog.alamo.edu/content.php?catoid=177&navoid=10919
Distance Education	The formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50 percent) of instruction. Source: IRES https://www.alamo.edu/siteassets/spc/about-spc/college- offices/planning--research/documents/glossaryofterms.pdf

Dual Enrollment or Dual Credit	The simultaneous enrollment of a student at a high school and in a college course which is offered through regular campus schedule or at the high school. Source: IPR https://www.alamo.edu/siteassets/spc/about-spc/college-offices/planning--research/documents/glossaryofterms.pdf
Duplicate Enrollment	Indicates enrollment by the same student in more than one course.
Enrollment Data	Data representing the number of students enrolled in each course section. Enrollment data used in this report includes duplicate numbers in that individual students may be enrolled in more than one distance education course section. An IRES report that provides same day, year- to-year enrollment comparisons by college and term. Source: IRES https://www.alamo.edu/siteassets/spc/about-spc/college- offices/planning--research/documents/glossaryofterms.pdf
Hybrid Course	A distance education course in which a majority (more than 50 percent but less than 85 percent) of the planned instruction occurs when the students and instructor(s) are not in the same place. (Source: Texas Higher Education Coordinating Board Distance Education Policies, 2015)
Non-Core Course	A course that is not part of the 2019-2020 St. Philip's College Core Curriculum. Source: https://myspccatalog.alamo.edu/content.php?catoid=177&navoid=10919
Online Course	A fully distance education course which may have mandatory face-to- face sessions totaling no more than 15 percent of the instructional time. (Source: Texas Higher Education Coordinating Board Distance Education Policies, 2015, THECB Web site - http://www.txhighereddata.org then go to Resources/glossary, retrieval date – August 14, 2019)
Orientation to Online Learning (OLRN)	The OLRN 0001 course is required of all students who are new to online courses. The free, self-paced, online course familiarizes students with the learning management system, Canvas, and presents topics to help students succeed in their online courses. Source: Distance Learning web page, https://www.alamo.edu/spc/academics/distance-learning/
Productive Grade Rate (PGR)	Productive Grade Rates (PGR) of student achievement are directly tied to student performance in courses since successfully completing coursework helps prepare students for graduation, entering the workforce, or continuing their education. The Institution regularly evaluates productive grade rate (the percentage of students who successfully complete the course with an A, B, or C grade) and the PGR Student Achievement minimum threshold goal at St. Philip's

College is 70%. https://www.alamo.edu/spc/about-spc/strategic-plan/mission-vision-and-values/student-achievement-goals/

Section Count	The sum of course sections. A specific course offered for credit. Sections range from one to four semester credit hours (SCH). Source: IRES https://www.alamo.edu/siteassets/spc/about-spc/college- offices/planning--research/documents/glossaryofterms.pdf
Successful Rates	In IRES Grade Distribution report, the measure of success grades relative to total enrollment expressed as a percentage (A+B+C/Total Enrollment) Source: IRES https://www.alamo.edu/siteassets/spc/about- spc/college-offices/planning--research/documents/glossaryofterms.pdf
Trends	A reporting technique that measures one or more variables over a specified period of time to identify changes. Source: IPRE https://www.alamo.edu/siteassets/spc/about-spc/college- offices/planning--research/documents/glossaryofterms.pdf
True First Time in College	The IRES methodology used to calculate first-time-in-college students with no previous Alamo Colleges academic history. IRES uses the standard THECB FTIC methodology to establish the base FTIC Cohort, then checks to see that the student is not in any other term prior to the FTIC term, excluding dual credit terms. Source: IRES https://www.alamo.edu/siteassets/spc/about-spc/college- offices/planning--research/documents/glossaryofterms.pdf