



ALAMO COLLEGES DISTRICT
St. Philip's College

Distance Education Identification Report

A Descriptive Analysis of Distance Education Trends from Fall 2018 through Spring 2026

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Prepared by

Tara Mishra, Ed.D.
Director of Teaching with Technology
Instructional Innovation Center

In Collaboration With: Belinda Esqueda
Academic Programs Coordinator
Center for Distance Learning

Anabel Jorge
Distance Learning Support Specialist
Center for Distance Learning

Rayan Yassminh, Senior Statistical Specialist
Office of Institutional Planning, Research, and Effectiveness



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INTRODUCTION

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 2020, 45.5% of higher education students in the United States were taking exclusively distance learning courses. Another 28.5% of students were taking at least some distance learning courses (Duffin, 2022)¹. The college offers Associate of Arts, Associate of Arts in Teaching, Associate of Science, Associate of Applied Science, and Certificates. Seventeen programs are 100% online and eighteen are a combination of hybrid and distance education.

Driven by best practices and research and embraced by cross-campus collaborative efforts, the College has in place the support services and systems needed to ensure the delivery of high-quality online, hybrid, and remote distance learning opportunities and instruction. To demonstrate effectiveness, in the fall of 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. In the fall of 2019, the college received the nationally recognized Quality Matters certification mark, and at this 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.

¹ From U.S. student distance learning enrollment 2012-2020, by Erin Duffin, May 18, 2022, Retrieved September 13, 2022 from, <https://www.statista.com/statistics/944245/student-distance-learning-enrollment-usa/>

PURPOSE

The purpose of this report is to present comprehensive quantitative data regarding the growth and development of online and hybrid courses, with particular emphasis on trends in student enrollment in college-level coursework, dual-credit programs, and early college high school initiatives. The report also examines course completion rates and the range of support services available to students. In addition, the institution has identified distance education courses for review and conducted a comprehensive assessment of these offerings.

The awareness phase provided the institution with an opportunity to share the identification and descriptive analysis of relevant data with both internal and external constituencies. This process supported the documentation and benchmarking of institutional performance and provided a foundation for informed decision-making. The data reviewed in this report further supported the development of targeted improvement strategies tailored to individual educational programs and divisions.

The Center for Distance Learning (CDL) and Instructional Innovation Center (IIC) demonstrate several significant strengths that support the institution's distance education initiatives. These strengths include highly experienced and knowledgeable staff; a longstanding record of effective collaboration with faculty, staff, and students; professional development and training opportunities aligned with national, state, and district standards; and strong administrative support, including access to essential funding and institutional resources.

DISTANCE EDUCATION DELIVERY, SUPPORT, AND COMPLIANCE

Distance Education Courses and Programs

Distance Learning is a form of education, where students work interactively with faculty and other students via the use of a combination of communication tools which include but are not limited to: e-mail, electronic forums, video conferencing, chat rooms, bulletin boards, audio conferencing, telecourses and other forms of computer-based and telecommunication. Students with scheduling or distance problems can benefit, as can employees, because distance learning can be more flexible in terms of time and can be delivered virtually anywhere. Distance Learning Courses are the same as on campus courses in terms of academic quality, credit hours, transferability, and cost. Instructors will guide students through the format and usage of technologies used to deliver their courses.

SPC offers distance education through three primary delivery formats: Hybrid/Blended, Internet-Based (100% Online), and Video Tape/Digital Video Disc (DVD)/Broadcast Television.

For purposes of this report, these delivery formats are defined as follows:

Internet-Based (100% Online): A course delivered entirely online through the Canvas Learning Management System (LMS), without regularly scheduled on-campus class meetings. Instruction may be asynchronous, allowing students to access course materials and complete assignments at different times, or synchronous, requiring participation in scheduled virtual class sessions. Certain requirements, such as orientation, examinations, laboratory experiences, or other designated activities, may require in-person participation. Students generally access their courses through the ACES Portal and, when applicable, participate in virtual class meetings through Zoom.

Hybrid/Blended: A course that combines online instruction with regularly scheduled face-to-face, on-campus instruction. The proportion of online and in-person instruction varies by course. For example, students may attend a scheduled on-campus class meeting each week while completing additional instructional activities, assignments, and learning experiences online.

Video Tape/Digital Video Disc (DVD)/Broadcast Television: A delivery format in which instructional content is provided through prerecorded educational videos distributed via videotape, DVD, or broadcast television. This format enables students to access course instruction through recorded media rather than through regularly scheduled traditional classroom instruction.

CENTER FOR DISTANCE LEARNING

The mission of the Center for Distance Learning (CDL) is to provide comprehensive services, resources, and support to current and prospective distance education students. The CDL offers assistance through online, email, telephone, in-person, and virtual modalities and serves as a liaison between academic and administrative departments to ensure equitable access to resources that support student success.

The CDL provides administrative, technical, academic, and student support, including accessibility services, assistive technology, online identity verification, faculty training, and coordination of distance learning technology. The Center also connects students with essential institutional services such as registration, advising, financial aid, counseling, library resources, tutoring, bookstore services, and technical support.

The CDL website serves as a central resource for distance education information and support, including:

- Online Learning Orientation (OLRN) assistance
- Zoom and virtual support
- Canvas LMS navigation and academic assistance
- Workshops, training, outreach, and college event information
- Email, telephone, in-person, and computer laboratory support
- ACES Portal assistance with registration, grades, and student email
- Microsoft Office 365, OneDrive, Word, Excel, and PowerPoint support
- BioSig-ID Online Identity Authentication assistance

The CDL collaborates closely with the Instructional Innovation Center (IIC) to support effective distance and face-to-face instruction. The IIC provides faculty development, instructional design, educational technology guidance, and support for developing high-quality instructional materials and learning experiences.

Together, the CDL and IIC promote student access, faculty preparedness, instructional quality, and continuous improvement by supporting effective teaching practices, appropriate technology integration, and the academic and technological needs of students in online, hybrid, and other distance education formats.

DISTANCE LEARNING COMPLIANCE

To support compliance with regulations and best practices that enhance student experiences and promote sustainable development, support, and maintenance of distance learning courses and programs, the college adheres to various laws and accrediting standards. This includes the standards established by The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for Distance and Correspondence Education, as well as the Texas Higher Education Coordinating Board's (THECB) Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs (refer to Appendix 3). These guidelines serve as the minimum standards for our distance learning offerings.

The ***Alamo Colleges Online (ACOL)*** Policy E.1.9 (refer to Appendix 1) outlines a vital aspect of upholding the quality of online programs: the evaluation process. All faculty members teaching online, hybrid, and web-enhanced courses are expected to adhere to best practices established by the Quality Matters™ (QM™) Program review and the teaching and learning quality standards set forth by the Sloan Consortium.

To promote the implementation of effective teaching and learning practices and policies, a structured review process has been established to adhere to the alignment standards set forth by the QM™ Program. The QM™ Program is a nationally recognized, faculty-centered peer review process designed to certify the quality of online course design and its components. This review process serves as a research-based evaluation tool to (1) assess the quality of course design, (2) enhance student learning, and (3) provide guidance for ongoing improvements.

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

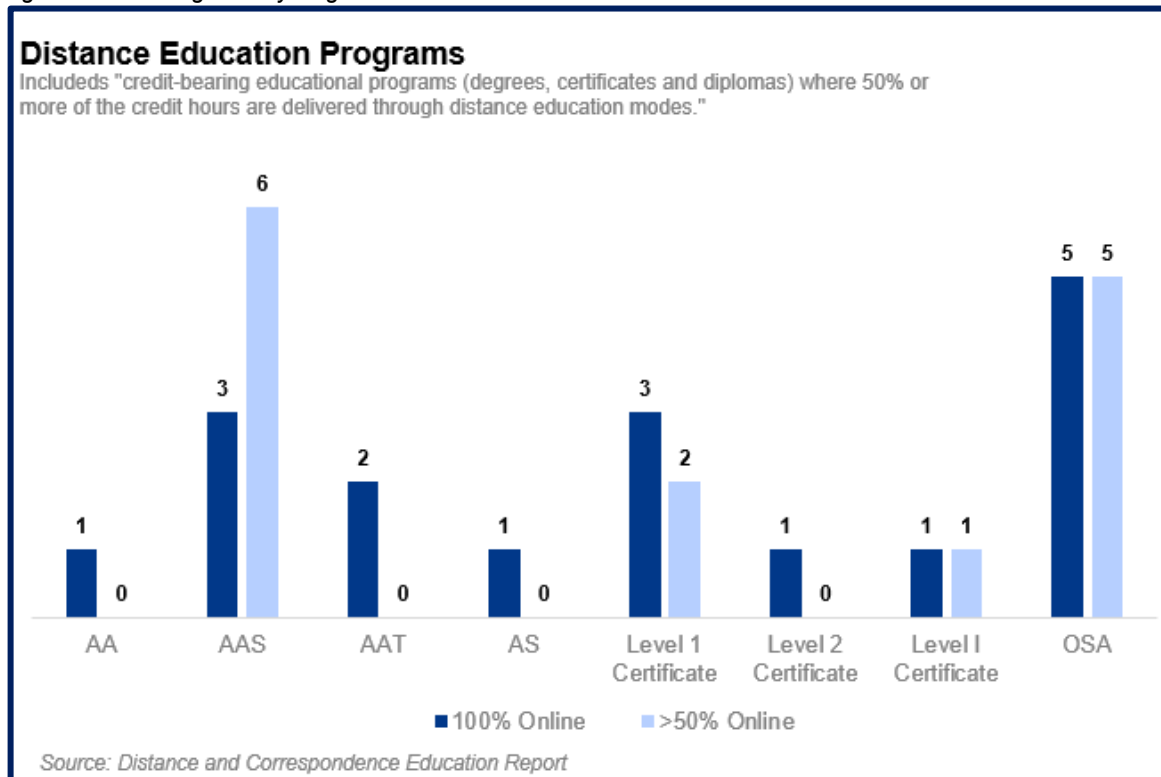
St. Philip's College upholds the ***State Authorization Reciprocity Agreement (SARA)***, a national initiative aimed at enhancing access to online courses while ensuring adherence to compliance standards set by state regulatory agencies. SARA enables institutions to offer online courses beyond their home state by obtaining and maintaining state approvals through an efficient process.

Institutions that are authorized by their respective states to participate in SARA must possess appropriate accreditation and meet academic and financial criteria established to safeguard and benefit students. To maintain compliance with SACSCOC accreditation standards and District Policy, the college has established a Distance Learning Compliance Committee. This committee meets several times each year to assess the status of online enrollments, programs, technology, online student support, and faculty development for online instruction.

DATA ANALYSIS / ASSESSMENT

Figure 1 This document presents a visual representation of the number of distance education programs categorized by degree type, including Associate of Arts (AA), Associate of Applied Science (AAS), Associate of Arts in Teaching (AAT), Associate of Science (AS), and Certificates (CERT) and Occupational Skills Award (OSA). There are a total of nineteen programs offered entirely online, along with eight programs that utilize a combination of hybrid and distance education instruction.

Figure 1 – DE Programs by Degree and Certificate



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

STUDENT ENROLLMENT

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 2026.

Figure 2 – DE Student Enrollment Fall & Spring

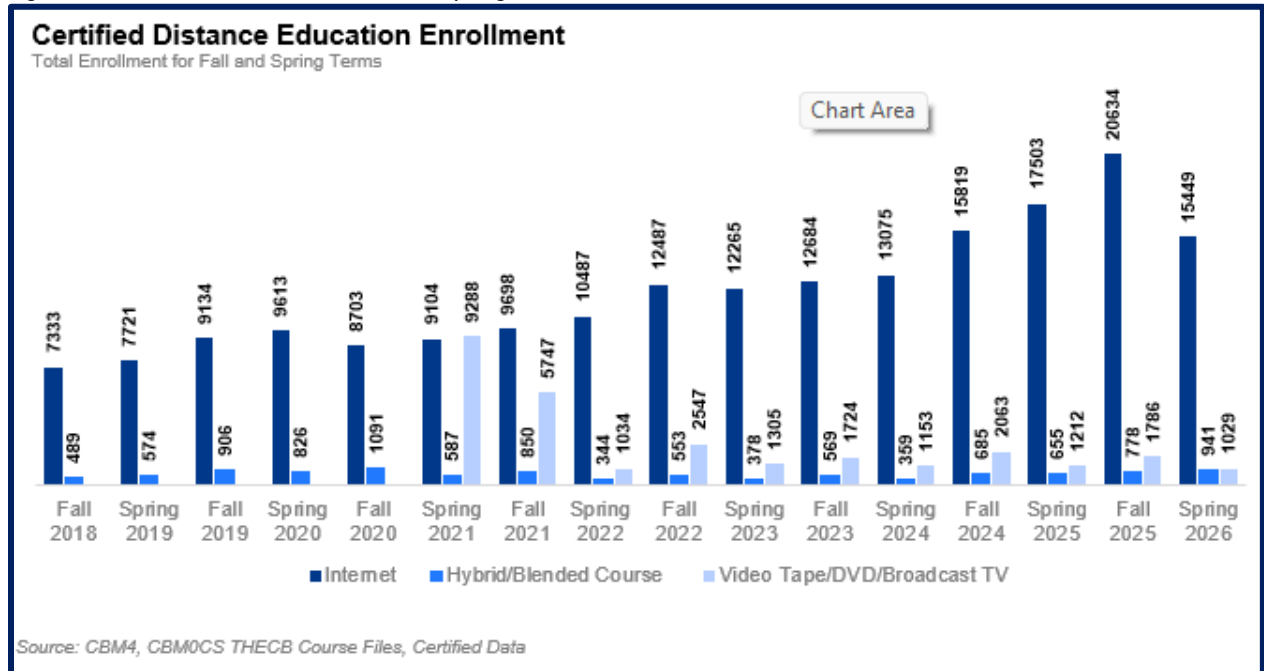


Figure 3 indicates that SPC experienced an increase in student enrollment in distance education courses during each semester from Summer 2021 to Summer 2025.

Figure 3 – DE Enrollment Summer

Certified Distance Education Enrollment			
Term	Internet	Hybrid/Blended Course	Video Tape/DVD/Broadcast TV
Summer 2021	4631	70	2231
Summer 2022	5345	205	246
Summer 2023	6053	84	127
Summer 2024	6563	78	103
Summer 2025	9477	138	191

Source: CBM4, CBM0CS THECB Course Files, Certified Data

DISTANCE EDUCATION COMPLETION RATES

The Distance Education Completion Rates represent the percentage of students who remain enrolled in a course without withdrawing. The institution regularly evaluates Student Productive Grade Rates (PGR), which indicate the proportion of students who successfully complete a course with a grade of A, B, or C.

Student achievement in PGR is closely correlated with overall course performance, as successful completion is vital for students' progression toward graduation, entry into the workforce, or advancement to further education. St. Philip's College continuously monitors the PGR completion rates for Dual Enrollment (DE) students. The minimum threshold goal for PGR Student Achievement at St. Philip's College can be accessed through the relevant link on the institution's website.

<https://www.alamo.edu/spc/about-spc/strategic-plan/mission-vision-and-values/student-achievement-goals/>

Figure 4 demonstrates that the DE Successful Completion Rates surpassed the minimum threshold goal for PGR Student Achievement at St. Philip's College for all semesters during the reporting period from Fall 2018 to Spring 2026.

Figure 4: DE Successful Completion Rates Fall & Spring Semesters

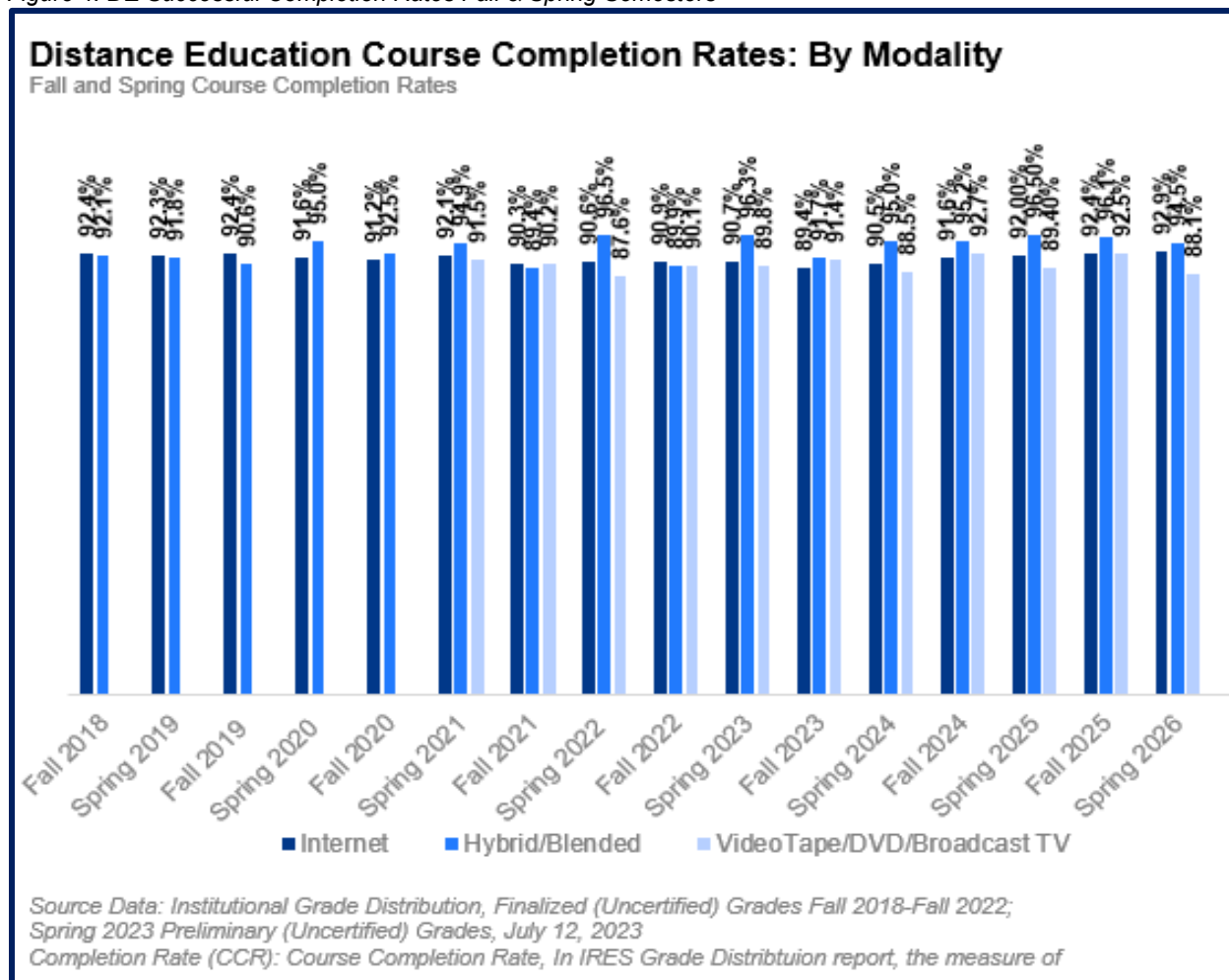
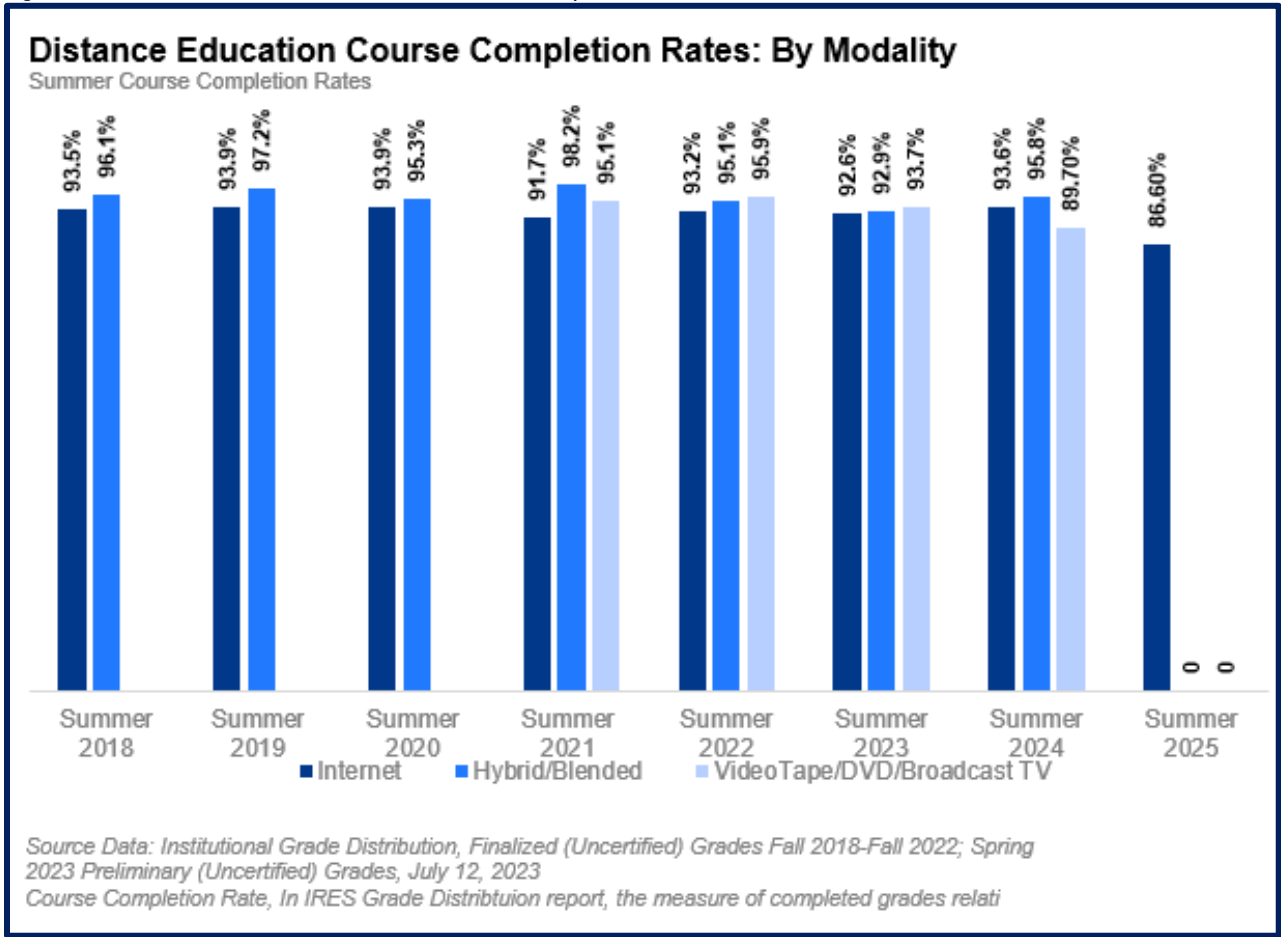


Figure 5: Distance Education Successful Course Completion Rates



CORE CLASS SECTION INFORMATION

The core curriculum, as established by Alamo Colleges and the Texas Higher Education Coordinating Board (THECB), includes courses designed to enhance essential intellectual competencies in Reading, Writing, Speaking, Listening, and Critical Thinking. The Distance Education delivery modality at St. Philip's College is in accordance with the policies of Alamo Colleges and THECB, providing an important avenue for students to meet the core curriculum requirements necessary for earning college degrees and certificate programs.

Analysis of the data for Distance Education (DE) core classes from Fall 2018 through Spring 2026, as illustrated in Figure 6, demonstrates a significant increase in utilization over this six-year period, particularly with Internet and Hybrid course formats.

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

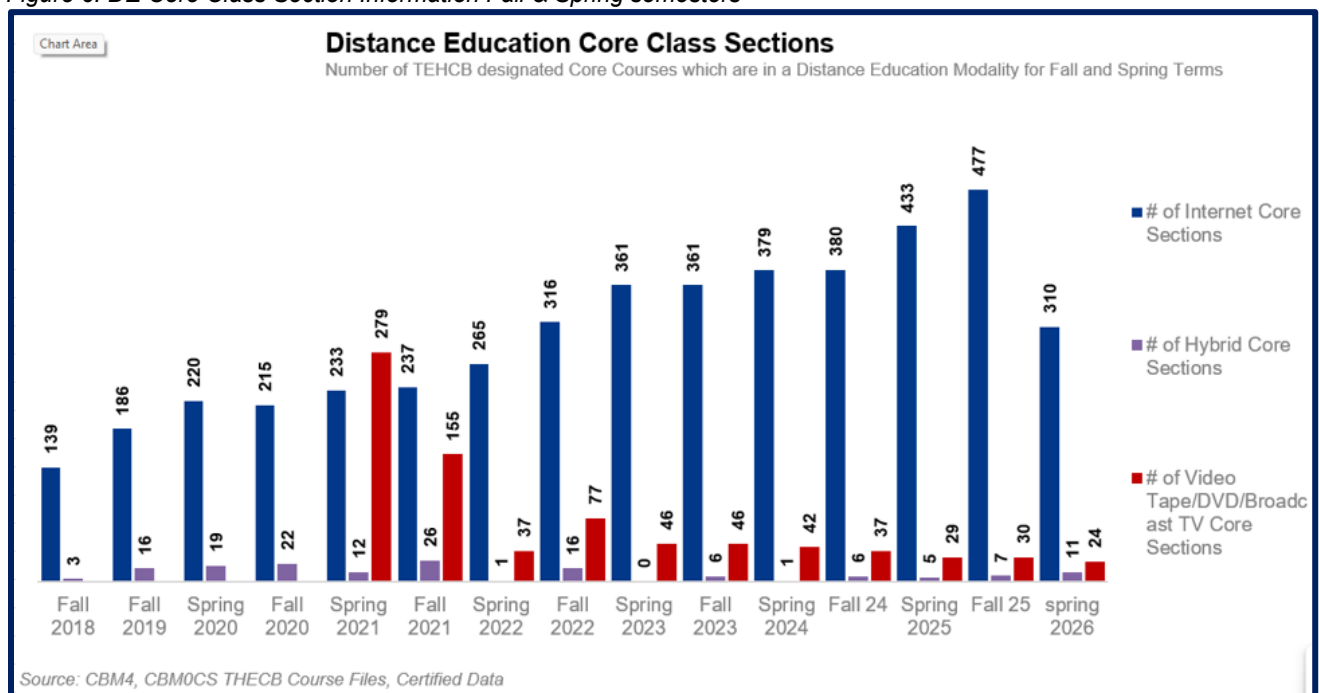


Figure 7 provides an overview of student enrollment in Core Courses from Summer 2018 to Summer 2025. Notably, the Video Tape/DVD/Broadcast Distance Education category became a significant method of course delivery beginning in Summer 2018 and continued through Summer 2025.

Figure 7: DE Core Class Section Information, Summer semesters

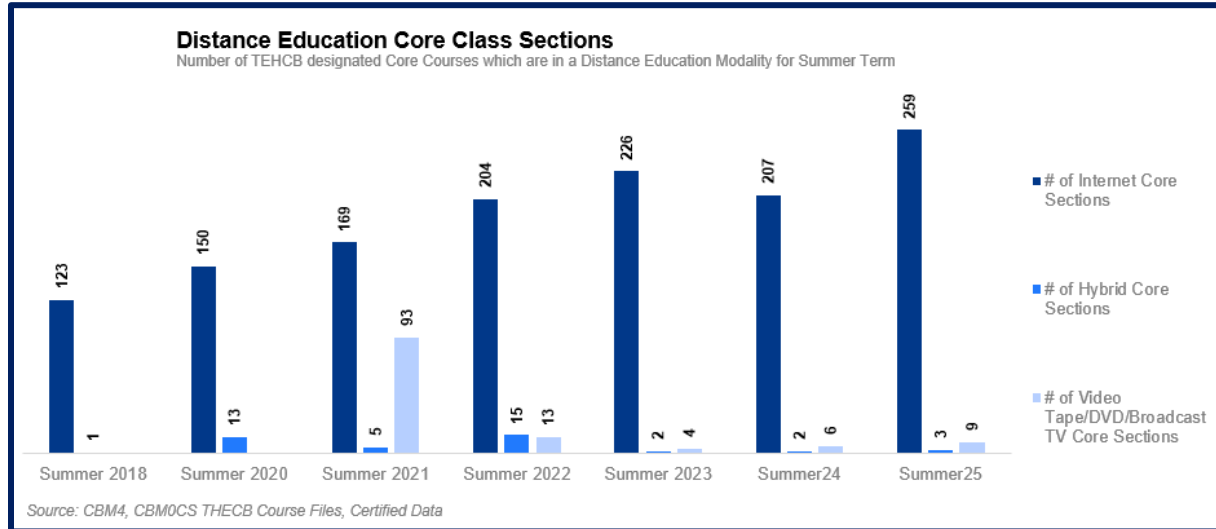
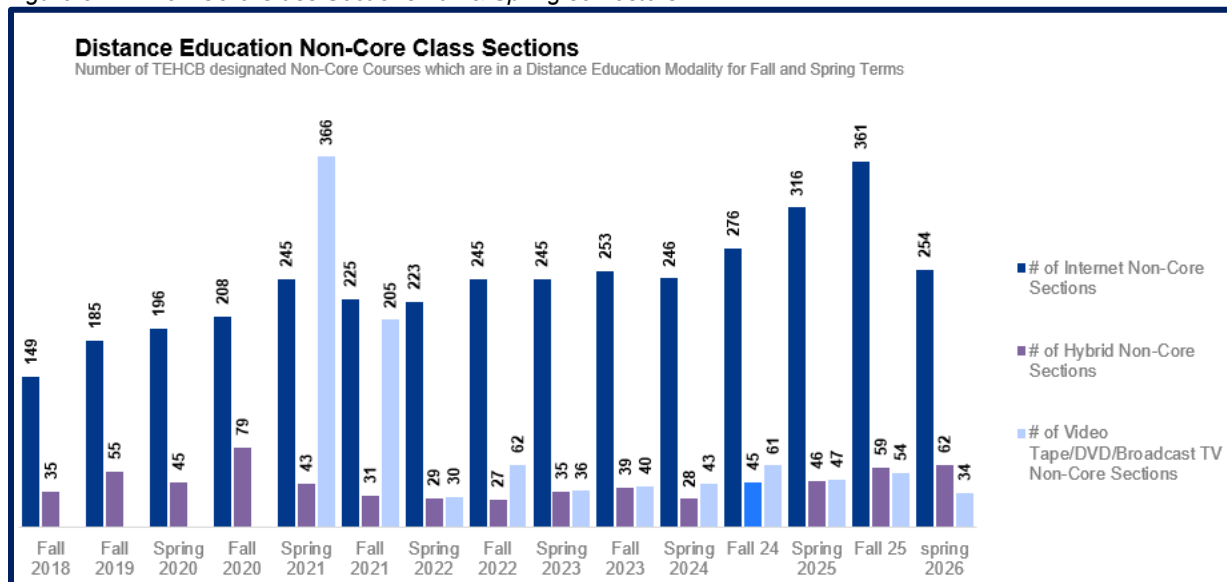


Figure 8 DE Non-Core courses during the six-year performance period for Fall & Spring are depicted in

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



CERTIFIED DISTANCE EDUCATION CLASS SECTIONS

Figures 9 and 10 offer a comprehensive overview of Certified Data. This data has been subjected to a thorough review process in which State and institutional mandated outcome data were verified for accuracy. The Certification of Accuracy of Data form has been signed to confirm the integrity of this data.

The information presented in Figures 9 and 10 reflects data reported to the Texas Higher Education Coordinating Board (THECB) and has undergone a verification process at St. Philip's College, ensuring it is finalized for each term or academic year. Figure 9 illustrates an increase in the utilization of DE Class sections during the Fall and Spring semesters, demonstrating growth from Fall 2018 to Spring 2026. Figure 10 illustrates the growth trends observed during the Summer semesters from 2018 to 2025.

Figure 9: Certified DE Class Sections Fall & Spring semesters

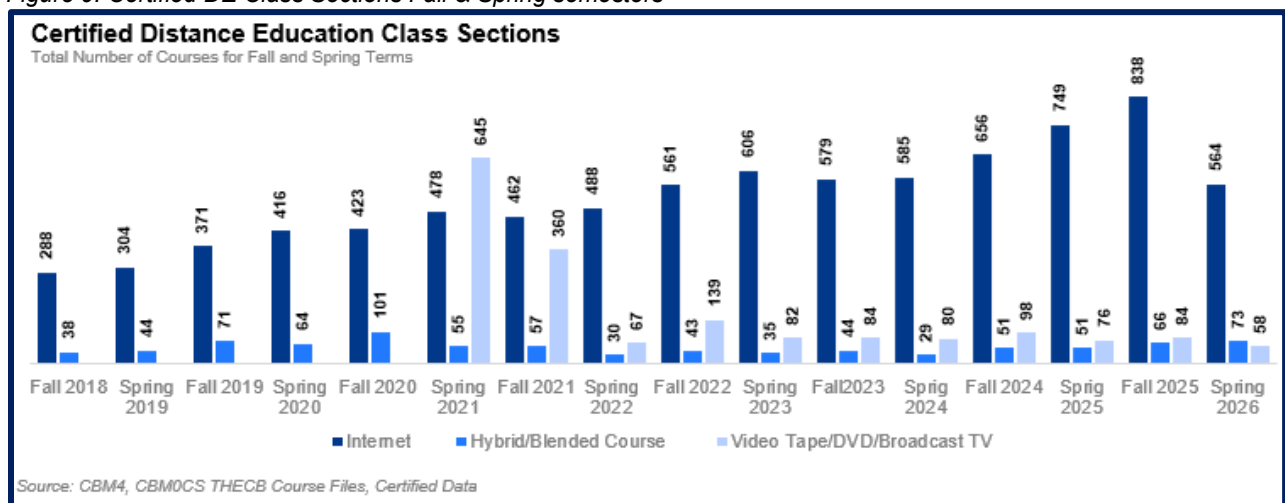
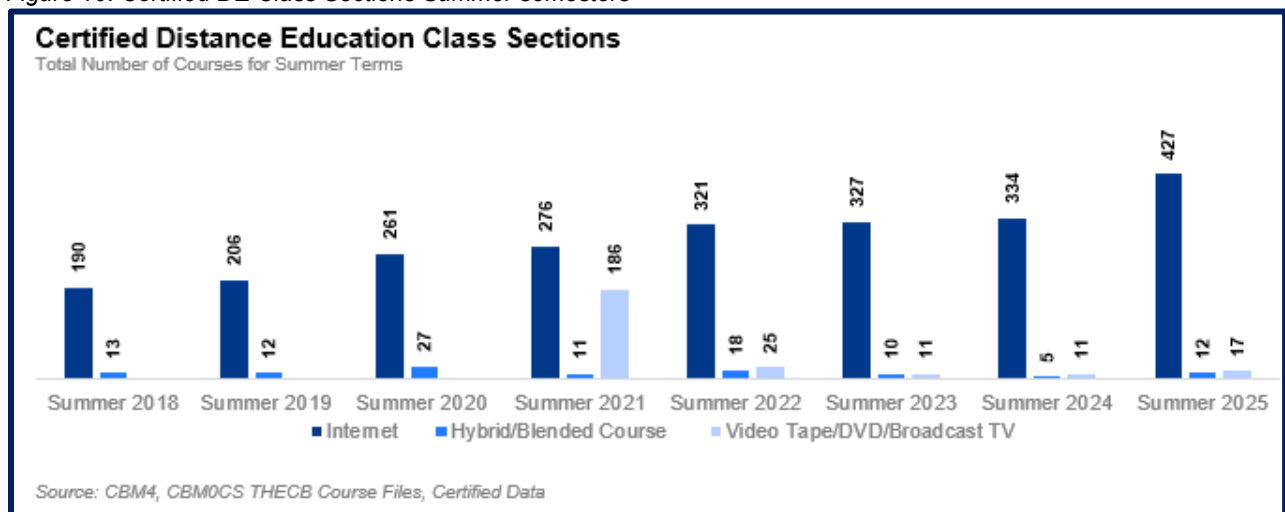


Figure 10: Certified DE Class Sections Summer semesters



DUAL CREDIT, EARLY COLLEGE HIGH SCHOOL (ECHS), AND P-TECH

St. Philip's College Early College High School (ECHS) and Dual Credit programs collaborate with various high schools throughout San Antonio and the surrounding areas. Participation in the ECHS programs is enhanced through the use of dual enrollment. ECHS students can begin their college coursework as early as the ninth grade, allowing them to complete a greater number of college courses within a four-year timeframe. Traditional dual enrollment programs typically restrict students to a maximum of two college courses per semester during the 11th and 12th grades.

Enrollment data indicates that Hybrid/Blended courses are utilized significantly less frequently than Internet-based courses. In the initial years of this five-year assessment (2018-2026), Dual Credit enrollment and P-TECH was observed to be higher than both Early College High School and Academy enrollment. However, starting from Fall 2018 through Spring 2026, the utilization of Distance Education began to surpass Dual Credit enrollment.

By the Fall 2018 and Spring 2026 semesters, the DE department played a crucial role in supporting the continuity of academic operations and provided a platform to facilitate student success amidst the challenges presented by the Covid-19 pandemic. The following charts illustrate the trends for Dual Credit, Early College High School, Academy programs, and P-TECH.

Figure 11: Dual Credit Enrollment for Fall, Spring, and Summer semesters (Duplicated)

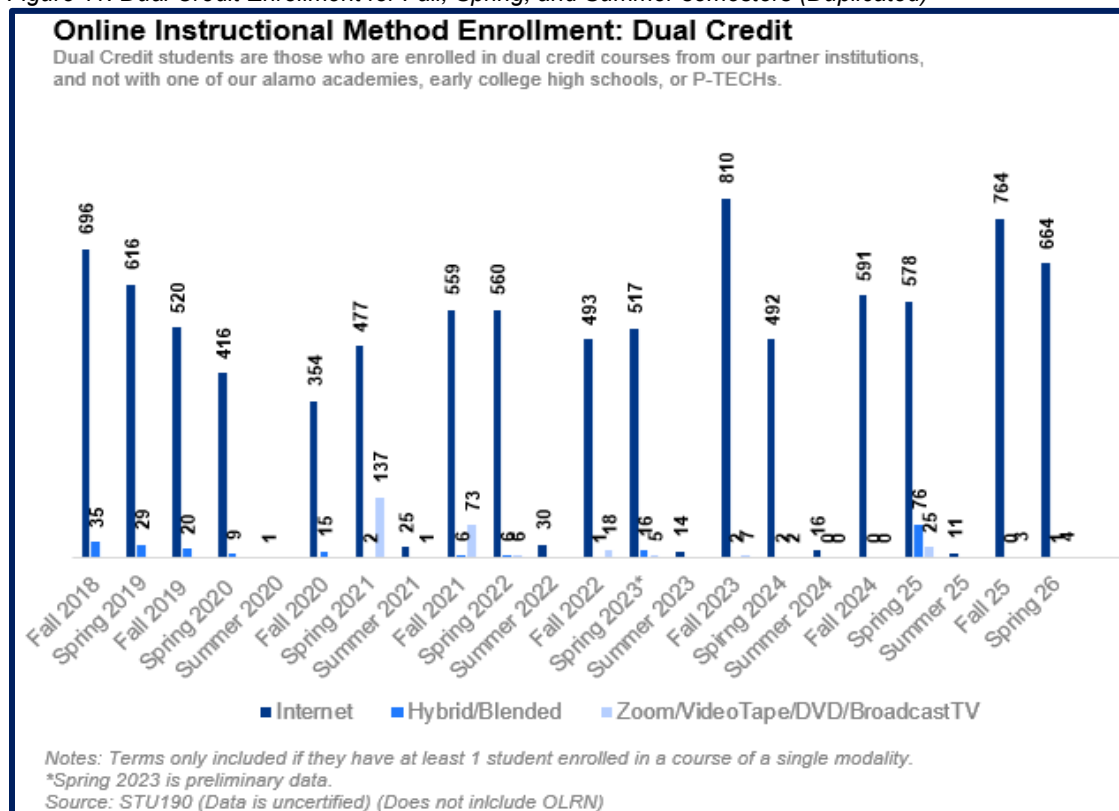


FIGURE 12: Method Enrollment: P-TECH

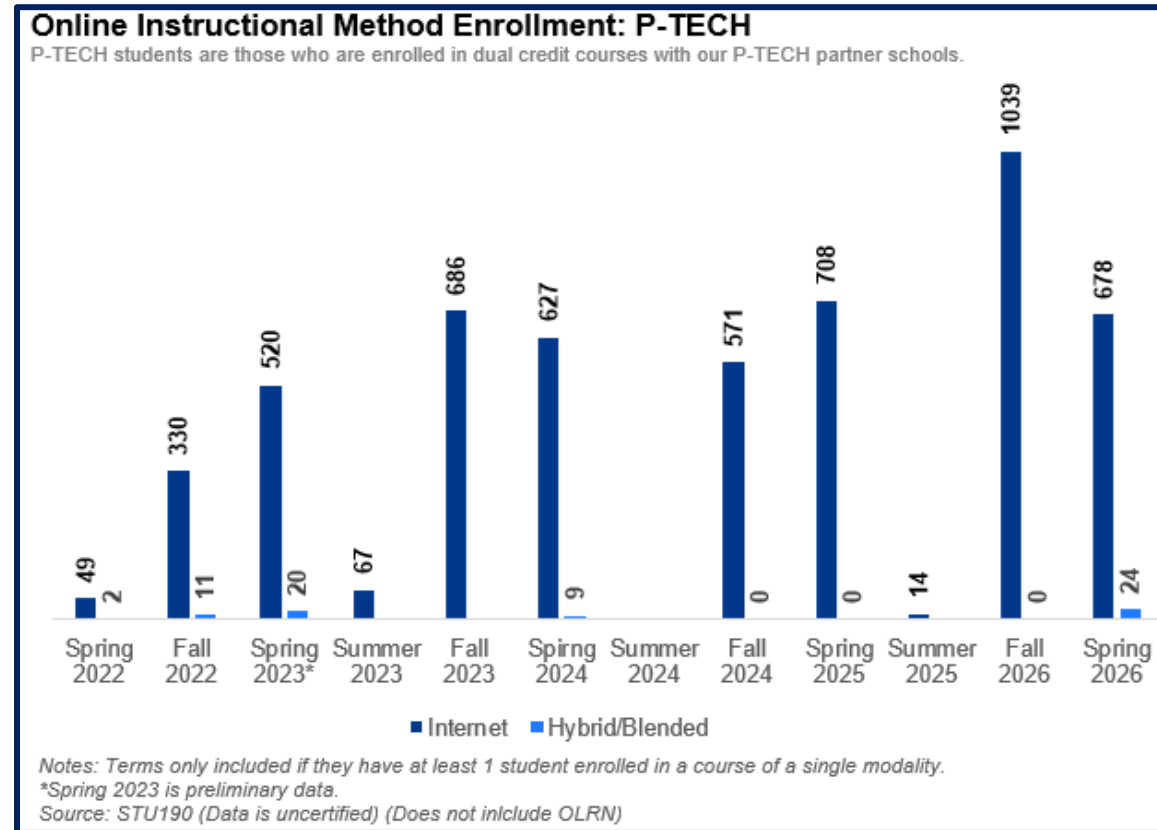


FIGURE 13: Enrollment: Early College High School

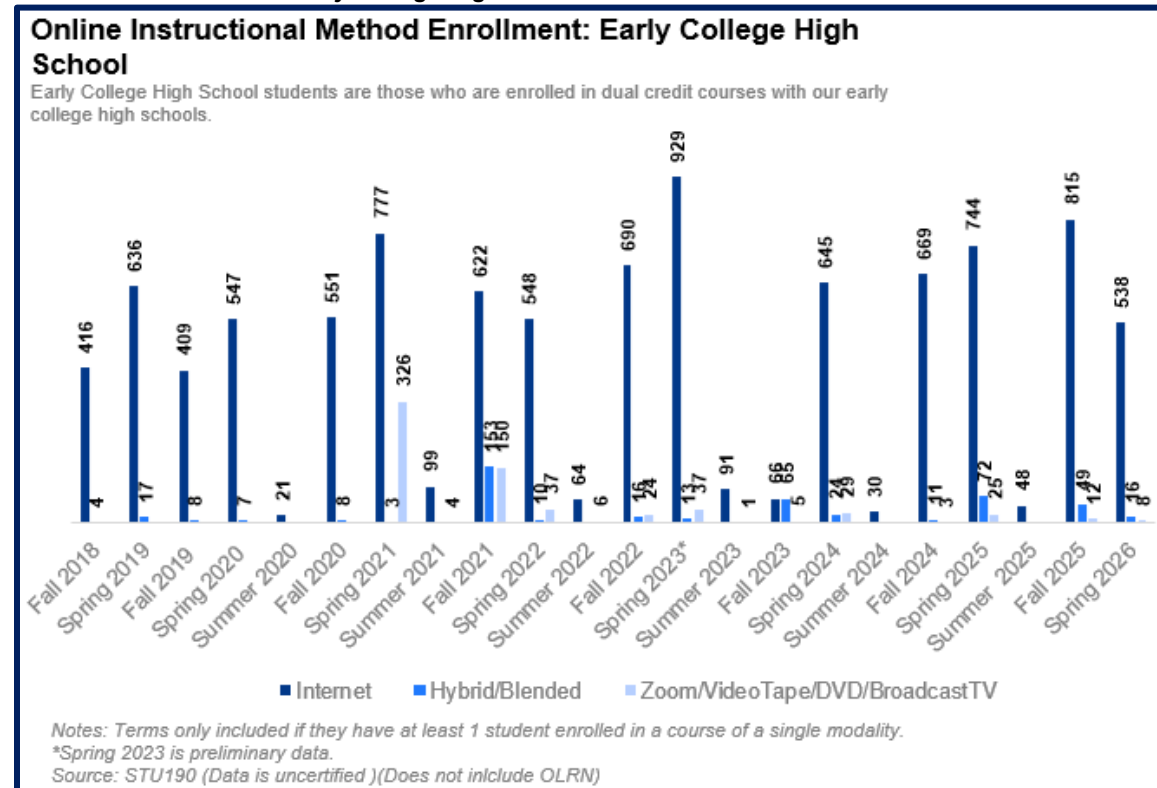
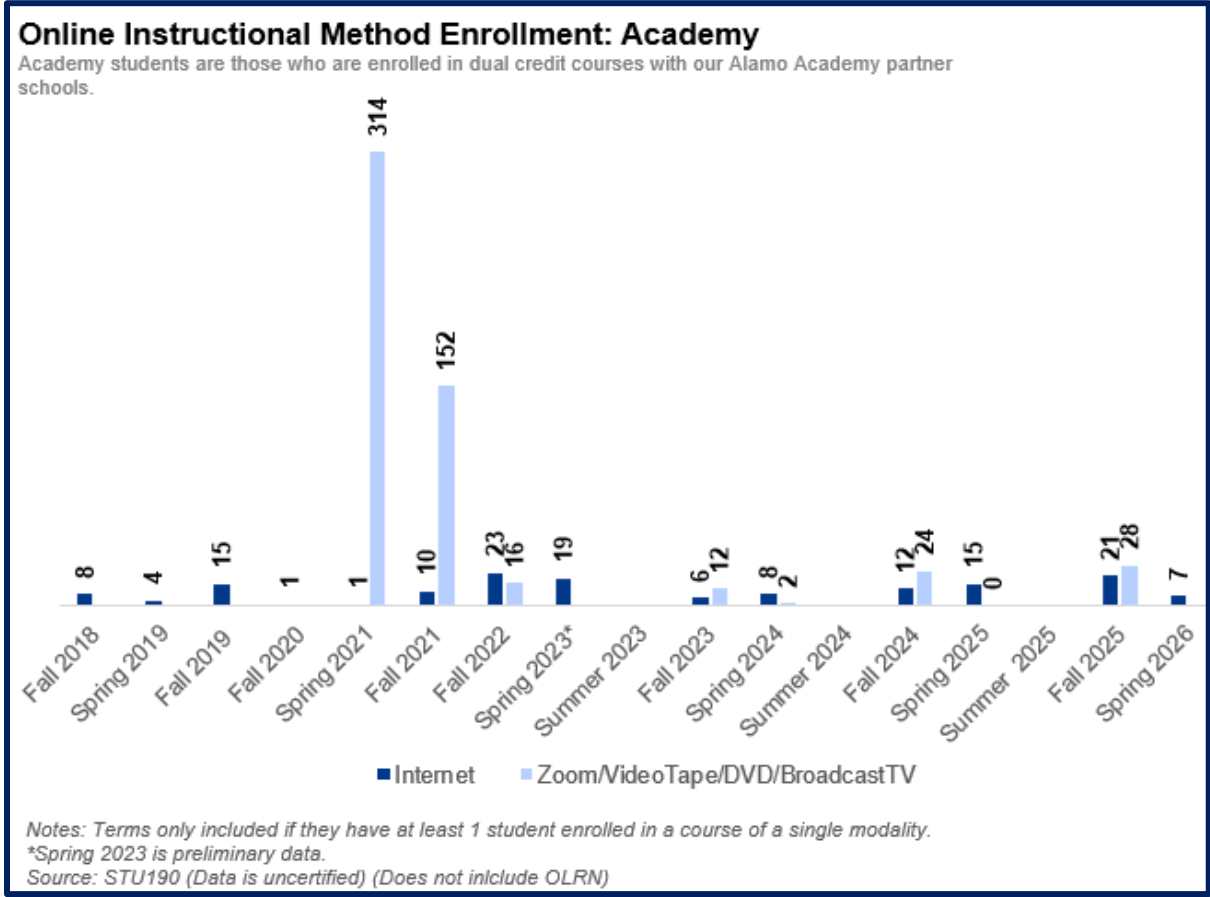


FIGURE 14: Enrollment: Academy



THE ORIENTATION TO ONLINE LEARNING (OLRN)

The Orientation to Online Learning (OLRN) course is designed to provide students with the essential skills needed to enroll in, navigate, and succeed in online courses. The OLRN curriculum includes training on the Learning Management System, various online communication platforms (such as Zoom), and guidance for addressing technology-related inquiries and software applications (including Microsoft Office 365). Furthermore, it assists students in identifying valuable resources such as tutoring, library services, and academic support.

The St. Philip's College Center for Distance Learning oversees the management of OLRN courses and is responsible for addressing all inquiries from both students and faculty. Each semester, multiple sections of the OLRN course are offered. Students may register for this complimentary, non-credit course (OLRN 0001) through their academic advisor or opt for self-registration, following the same process as for any other course. Figures 15, 16, and 17 provide a visual representation of OLRN enrollment, illustrating actual enrollment figures by semester for Fall, Spring, and Summer sessions from 2018 to 2025.

FIGURE 15: OLRN FALL TERM ENROLLMENTS

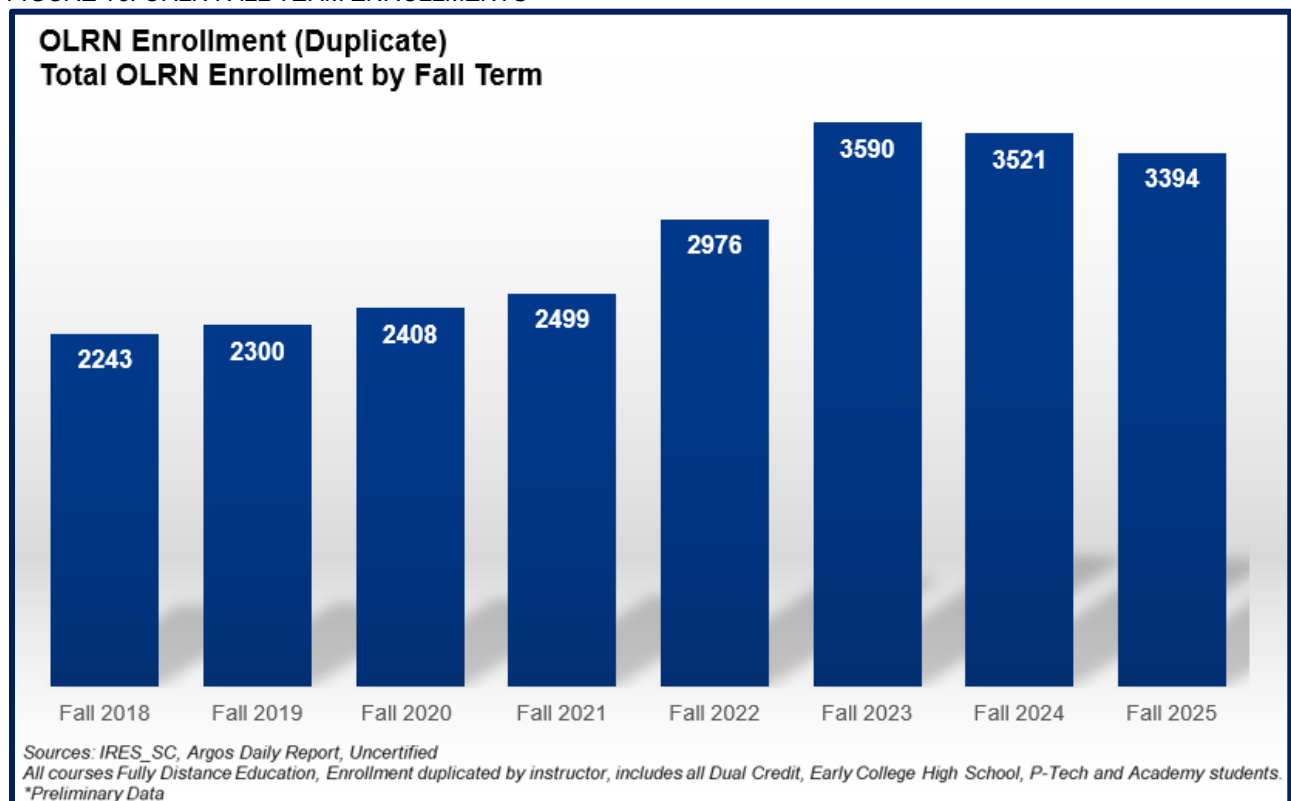


Figure 16: ORLN Spring Term Enrollments

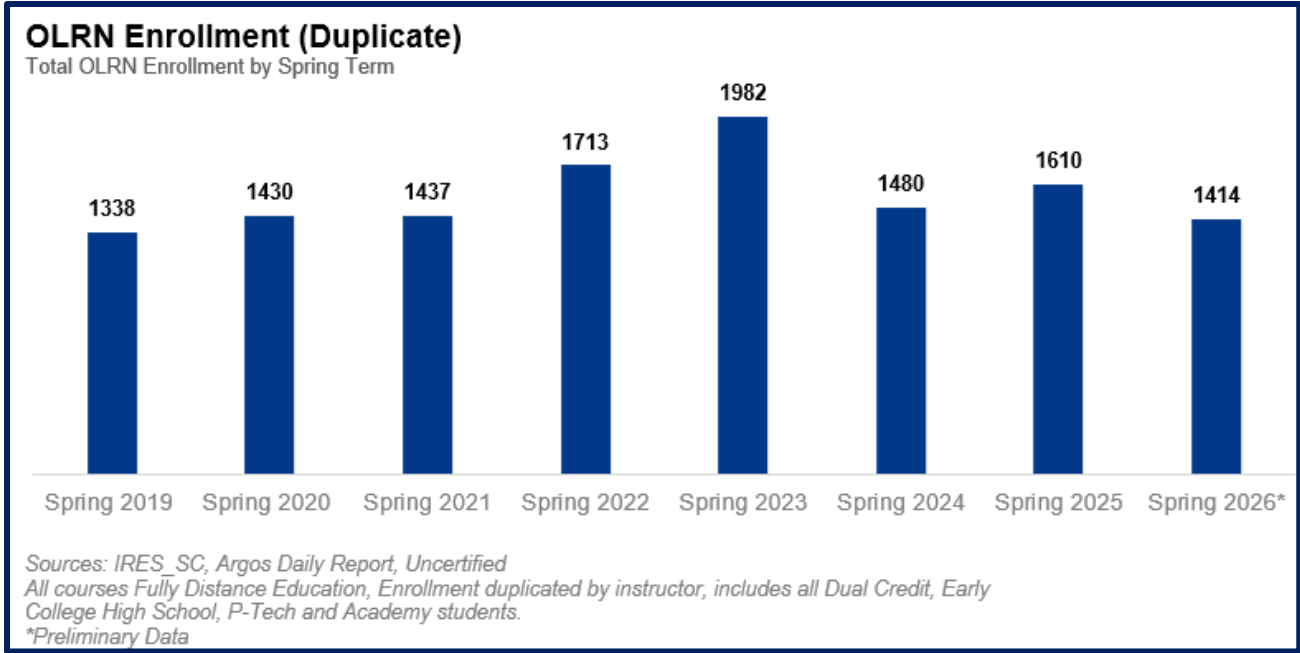
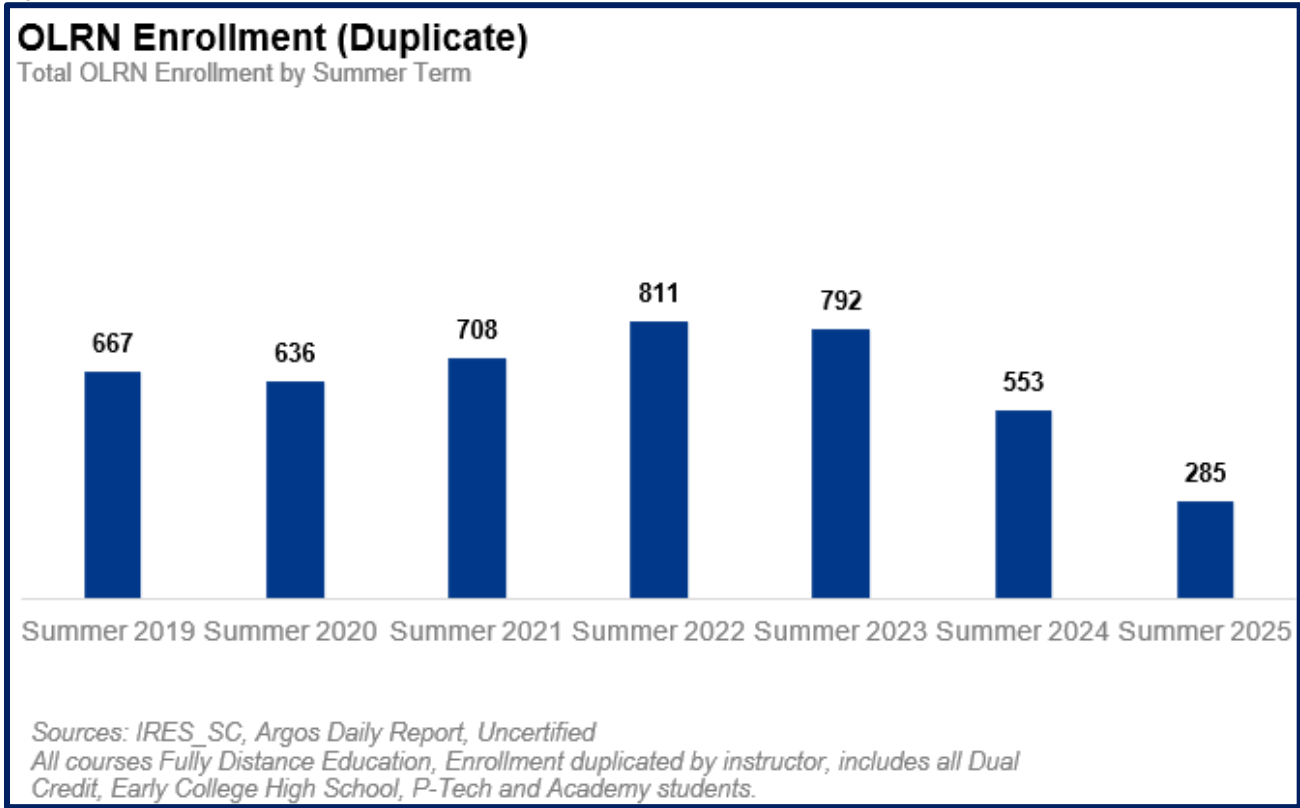


Figure 17: ORLN Summer Term Enrollments



DISTANCE EDUCATION AWARENESS

For this report, internal factors comprise members of the SPC community, while external factors encompass individuals and entities outside the organization. The findings will be disseminated and presented internally to relevant stakeholders, including both academic and non-academic divisions. Additionally, this report will be presented at external venues, including but not limited to local, state, regional, and national conferences.

INTERNAL

Clear and comprehensive information regarding student support for distance education programs is available on the college's websites for students who are enrolled in or considering these programs or courses. This includes details on admissions, tuition, materials, technical requirements, learning expectations, and available support, such as:

- An online orientation that prepares students for distance learning and evaluates their readiness.
- Accessible technical support offered through in-person assistance, Zoom meetings, and telephone consultations to aid distance education students, along with available resources.
- Continuous support for faculty and staff through workshops and presentations delivered in both classroom settings and via Zoom, focusing on distance education resources.

EXTERNAL

From Fall 2018 to Spring 2026, faculty and staff participated in and/or delivered presentations at various national, state, and local conferences, including Canvas (LMS), the Texas Distance Learning Association, the Online Learning Consortium, as well as college and district workshops.

DISTANCE EDUCATION CONTINUOUS IMPROVEMENTS

The Center for Distance Learning will implement a Student Satisfaction Survey on a recurring basis each fall and spring semester to systematically assess the quality and effectiveness of services, resources, and support provided to students engaged in distance education. The survey is designed to gather valuable feedback regarding students' academic experiences, access to support services, engagement with instructional technologies, and overall satisfaction with the learning environment.

The information collected through this process will serve as a critical component of the Center's continuous improvement efforts. Survey results will be used to identify areas of strength, uncover opportunities for enhancement, and inform data-driven decision-making aimed at improving student success, engagement, and retention. Additionally, findings will support the development and implementation of targeted strategies and initiatives that promote excellence in online and distance learning.

To ensure transparency and accountability, survey results and key findings will be shared with both internal and external stakeholders, including institutional leadership, faculty, staff, accrediting bodies, and other relevant partners. The Center for Distance Learning remains committed to using student feedback as an essential tool for fostering a high-quality, student-centered educational experience and advancing the overall effectiveness of distance education programs.

SUMMARY

This report is structured around four key areas for assessing trends in Distance Education (DE): Identification, Assessment, Awareness, and Continuous Improvement. The findings indicate that the College consistently exceeded the Program Growth Rate (PGR) target of seventy percent throughout each semester within this reporting period. Furthermore, it is essential to emphasize that the growth of DE at SPC plays a significant role in the college's ability to fulfill its institutional mission. DE is crucial in supporting SPC faculty, staff, and students in their learning and in obtaining the educational credentials necessary for achieving Student Success and Performance Excellence.

Distance Education plays a vital role in the academic framework at St. Philip's College. As detailed in this report, Distance Education courses and programs offer students flexible learning opportunities. This flexibility proved to be especially essential during the spring of 2020, when the coronavirus pandemic began to impact educational systems across the United States. Supporting student success is imperative for the continued advancement of our distance education programs and courses. The Center for Distance Learning is committed to delivering innovative and resourceful solutions to foster an enriching educational environment for both distance education faculty and students.

As new pedagogical strategies and technological applications are developed, ongoing professional development opportunities will play a crucial role in fostering continuous growth and support for faculty, staff, and students through training initiatives.

The Distance Education Compliance Committee, along with the Center for Distance Learning, the Instructional Innovation Center, and the Office of Institutional Planning, Research and Effectiveness, will continue to ensure that the institution's Distance Education program undergoes regular and systematic review and enhancement. The insights presented in this report empower college leadership to monitor the growth and effectiveness of its Distance Education initiatives, to identify successful programs, and develop strategies for the ongoing improvement of 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.

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 website.



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.guidetoonschools.com/online-schools/st-philip-s-college?lvi=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/spc/about-spc/college-offices/planning-research-and-effectiveness/)
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 is expressed as a percentage $(A+B+C+D+F+IP+I+P/\text{Total Enrollment})$. (Source: IRES "Quick Links" https://www.alamo.edu/spc/about-spc/college-offices/planning-research-and-effectiveness/)
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/spc/about-spc/college-offices/planning-research-and-effectiveness/)
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/spc/about-spc/college-offices/planning-research-and-effectiveness/)
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: IPRE
Duplicate Enrollment	Indicates enrollment by the same student in more than one course. (Source: IRES "Quick Links" https://www.alamo.edu/spc/about-spc/college-offices/planning-research-and-effectiveness/)

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 “Quick Links” https://www.alamo.edu/spc/about-spc/college-offices/planning-research-and-effectiveness/)
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: <i>Texas Higher Education Coordinating Board Distance Education Policies</i> , 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 may have mandatory face-to-face sessions totaling no more than 15 percent of the instructional time. (Source: <i>Texas Higher Education Coordinating Board Distance Education Policies</i> , 2015, <i>THECB Web site</i> - http://www.txhighereddata.org/ then go to <i>Resources/glossary</i> , 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: <i>Distance Learning web page</i> , 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/student-achievement-goals/
Section Count	The sum of course sections. A specific course is offered for credit. Sections range from one to four semester credit hours (SCH). (Source: IRES “Quick Links” https://www.alamo.edu/spc/about-spc/college-offices/planning-research-and-effectiveness/)

Successful Rates	In IRES Grade Distribution report, the measure of success grades relative to total enrollment is expressed as a percentage (A+B+C/Total Enrollment) (Source: IRES “Quick Links” https://www.alamo.edu/spc/about-spc/college-offices/planning-research-and-effectiveness/)
Trends	A reporting technique that measures one or more variables over a specified period of time to identify changes. (Source: IRES “Quick Links” https://www.alamo.edu/spc/about-spc/college-offices/planning-research-and-effectiveness/)
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 before the FTIC term, excluding dual credit terms. (Source: IRES “Quick Links” https://www.alamo.edu/spc/about-spc/college-offices/planning-research-and-effectiveness/)