COLLEGE OF THE CANYONS

Analysis of Alternative Delivery Modes
Fall Terms: 2011-2015

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COLLEGE OF THE CANYONS

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Introduction

At the request of the Distance and Accelerated Learning department, the Office of Institutional Research, Planning and Institutional Effectiveness compared alternative instructional delivery methods (accelerated online, full semester online, accelerated hybrid, full semester hybrid, accelerated face-to-face, Personalized Accelerated Learning (PAL), and College Now (CNOW) to courses taught in a traditional format (i.e., face-to-face). This is a follow-up report to the "Analysis of Alternative Delivery Modes: Fall Terms 2007-2011" report (Meuschke, Parker, and Gribbons, 2012).

In addition to full semester length online and hybrid classes, College of the Canyons has several accelerated learning programs, including the Personalized Accelerated Learning program (PAL), GO, and Weekend College. PAL consists of back-to-back short-term English and math classes, GO is a program in which students can complete a course in five weeks online, and Weekend College is an accelerated hybrid program that affords busy adults with a flexible option for completing their general education courses. See Appendix A for a detailed list of courses and their delivery mode(s).

This study seeks to assess patterns in alternative instructional delivery methods and how they compare to courses taught in a traditional learning format. More specifically, this study is designed to answer the following 13 questions:

1. What are the overall retention and success rates for Fall 2011 – Fall 2015 by instructional delivery method?

   - Accelerated online

   - Full semester online

   - Accelerated hybrid

   - Full semester hybrid

   - Accelerated face-to-face

   - Full semester face-to-face

   - College Now (CNOW)

   - Personalized Accelerated Learning (PAL)

2. What are the overall retention and success rates for Fall 2011 – Fall 2015 for each alternative instructional delivery mode compared to the same courses taught in a traditional format?

3. What are the retention and success rates for all online classes (accelerated and full semester) compared to the same courses offered in a face-to-face format (accelerated and full semester)?

4. What are the retention and success rates for all hybrid classes (accelerated and full semester) compared to the same courses offered in a face-to-face format (accelerated and full semester)?

5. What are the median class sizes for Fall 2011 – Fall 2015 by instructional delivery method?

6. What are the median class sizes for Fall 2011 – Fall 2015 for each alternative instructional delivery mode compared to the same courses taught in a traditional format?

7. What is the gender distribution for students taking 100 percent online classes compared to the college population as a whole, for Fall 2011 – Fall 2015?

8. What is the age distribution for students taking 100 percent online classes compared to the college population as a whole, for Fall 2011 – Fall 2015?

9. Are students taking classes at the Canyon Country campus more or less likely to also enroll in hybrid classes? Are students taking classes at Valencia Campus more or less likely to also enroll in hybrid?

10. Are there differences in prior achievement of students enrolling in 100% online classes?

11. Of the students taking 100 percent online classes, what is the percentage of students enrolling exclusively in 100 percent online classes for Fall 2011-Fall 2015?

12. Of the students enrolled in 100 percent online classes, what percentage also enrolled in face-to-face and/or hybrid classes during the same semester for Fall 2011-Fall 2015?

13. What is the percentage of students taking at least one 100 percent online class who reside outside and inside of the district?

Methods

To conduct the analysis, Fall 2011, 2012, 2013, 2014, and 2015 enrollment data were obtained from the College's 320 file and were matched with the student ID file. Data were then merged with the College's grade files (USX referential file) and student demographic files (UST referential file) for Fall 2011, 2012, 2013, 2014, and 2015. Local cumulative grade point average data was obtained from MIS. To perform the analyses data were analyzed using the Statistical Package for the Social Science (SPSS, 2015) and Excel (2013).

Note: PACE was discontinued after Fall 2013

Definitions:

Throughout this report, the following definitions are used:

- *Accelerated Online*: defined as a short-term class that is 100 percent online and offered in a shorter time frame than the semester length courses, including GO!

- *Full Semester Online*: defined as a class that meets online for the length of a semester.

- *Accelerated Hybrid*: defined as a short-term hybrid course that meets occasionally face-to-face in a classroom at scheduled times, but has much of the coursework done in an online or alternative format in a shorter time frame than semester length courses, including the Weekend College program.

- *Full Semester Hybrid*: defined as courses meeting occasionally face-to-face in a classroom at scheduled times, but have much of the coursework done in an online or alternative format for the length of a semester.

- *Accelerated Face-to-Face*: defined as courses meeting face-to-face in a shorter time frame than semester length courses during the semester.

- *Full Semester Face-to-Face (Traditional Format)*: defined as courses taught face-to-face over the length of a semester.

- *Personalized Accelerated Learning (PAL)*: defined as back to back short-term (eight-week) math and English courses, in which students can complete their math and English course work at a faster pace and personalize their learning experience. More specifically, students enter as a cohort and take two math and two English courses back-to-back and have the same instructor and classmates for both courses.

- *College Now (CNOW):* defined as college classes designed for high school students.

- ***Course Retention*** is defined as the percent of students <u>retained</u> in courses out of total enrolled in courses: Numerator = Number of students (duplicated) with A, B, C, D, F, I, CR/P, FW, NC/NP; Denominator = Number of students (duplicated) with A, B, C, D, DR, F, I, W, CR/P, FW, NC/NP. (This report uses the RP Group definition, which facilitates statewide comparisons.)

- ***Course Success***: defined as the percent of students <u>successful</u> in courses out of total enrolled in courses: Numerator = Number of students (duplicated) with A, B, C, CR/P; Denominator = Number of students (duplicated) with A, B, C, D, F, FW, CR/P, NC/NP, W, I. (This analysis uses the RP Group definition, which facilitates statewide comparisons.)

Note: Analysis excludes CWEE, Noncredit, ISA, and Nursing courses.

Results

The first research question was: *What are the overall retention and success rates for Fall 2011 – Fall 2015 by instructional delivery method: accelerated online, full semester online, accelerated hybrid, full semester hybrid, accelerated face-to face, full semester face-to-face, and PAL.* Overall, accelerated face-to-face, PAL and full semester face-to-face courses had the highest course retention and success rates. See Tables 1 and 2 for details.

Table 1 Overall Retention Rates: Fall 2011-Fall 2015 (Percentage). Notes: 1) Includes all courses taught within each delivery mode. 2) College Now was not offered until Fall 2014.

Instructional Delivery Method	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Accelerated Online	85%	86%	86%	87%	87%
Full Semester Online	84%	79%	80%	83%	82%
Accelerated Hybrid	86%	88%	83%	83%	83%
Full Semester Hybrid	87%	87%	84%	80%	81%
Accelerated Face-to-Face	95%	90%	90%	92%	91%
Full Semester Face-to-Face	92%	90%	89%	88%	89%
PAL	97%	93%	92%	96%	95%
CNOW	--	--	--	74%	95%

Table 2 Overall Success Rates: Fall 2011-Fall 2015 (Percentage). Notes: 1) Includes all courses taught within each delivery mode. 2) College Now was not offered until Fall 2014.

Instructional Delivery Method	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Accelerated Online	65%	71%	66%	67%	67%
Full Semester Online	63%	61%	60%	64%	67%
Accelerated Hybrid	69%	72%	62%	67%	67%
Full Semester Hybrid	63%	69%	64%	64%	65%
Accelerated Face-to-Face	83%	75%	75%	79%	77%
Full Semester Face-to-Face	69%	75%	73%	73%	74%
PAL	83%	76%	78%	83%	86%
CNOW	--	--	--	57%	81%

The second research question was: *What are the overall retention and success rates for Fall 2011 – Fall 2015 for each alternative instructional delivery mode compared to the same courses taught in a traditional format?* Compared to all types of online and hybrid format courses, traditional format courses have higher retention rates; however, accelerated face-to-face (including PAL) courses tend to have higher retention rates compared to traditional format courses. The same

pattern is seen with success rates. Notably, the gap between success rates of accelerated online and traditional format classes narrowed in the Fall 2014 and 2015 semesters (two percent and three percent, respectively); however, there is a six percent decrease in success for accelerated face-to-face classes between Fall 2011 and Fall 2015. See Tables 3 and 4 for details.

Table 3 Course Retention Rate by Instructional Delivery Method: Fall 2011-Fall 2015 (Percentage). Notes: 1) Only includes same courses taught in each delivery mode. For example, if ENGL-101 was taught in an Accelerated Hybrid and Traditional format, then it was included in the comparison for those delivery modes. 2) College Now was not offered until Fall 2014.

Instructional Delivery Method	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Accelerated Online	84%	87%	87%	87%	88%
Traditional Format	95%	93%	91%	88%	91%
Full Semester Online	84%	78%	80%	83%	81%
Traditional Format	92%	90%	89%	88%	91%
Accelerated Hybrid	84%	88%	83%	83%	81%
Traditional Format	93%	91%	89%	86%	89%
Full Semester Hybrid	86%	87%	81%	77%	81%
Traditional Format	92%	88%	88%	85%	88%
Accelerated Face-to-Face	92%	91%	90%	89%	88%
Traditional Format	93%	89%	88%	86%	88%
PAL	97%	93%	92%	96%	95%
Traditional Format	89%	89%	88%	86%	88%
CNOW	--	--	--	74%	95%
Traditional Format	--	--	--	86%	92%

Table 4 Course Success Rate by Instructional Delivery Method: Fall 2011-Fall 2015 (Percentage). Notes: 1) Only includes same courses taught in each delivery mode. For example, if ENGL-101 was taught in an Accelerated Hybrid and Traditional format, then it was included in the comparison for those delivery modes. 2) College Now was not offered until Fall 2014.

Instructional Delivery Method	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Accelerated Online	65%	72%	67%	68%	70%
Traditional Format	75%	74%	72%	70%	73%
Full Semester Online	63%	60%	60%	64%	65%
Traditional Format	73%	74%	72%	72%	79%
Accelerated Hybrid	66%	70%	62%	67%	64%
Traditional Format	77%	72%	71%	69%	74%
Full Semester Hybrid	62%	72%	62%	60%	65%
Traditional Format	74%	72%	72%	65%	72%
Accelerated Face-to-Face	74%	71%	72%	75%	68%
Traditional Format	75%	73%	70%	68%	77%
PAL	83%	76%	78%	83%	81%

Instructional Delivery Method	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Traditional Format	59%	66%	66%	65%	68%
CNOW	--	--	--	57%	86%
Traditional Format	--	--	--	66%	73%

The third research question was: *What are the retention and success rates for all online classes (accelerated and full semester) compared to the same courses offered in a face-to-face format (accelerated and full semester)?* Overall, course retention and success rates were *higher* for *face-to-face* courses, with the exception of Fall 2015. In Fall 2015, retention rates were slightly higher in online classes. Specifically, retention rates for online classes were four to nine percentage points lower than face-to-face classes between Fall 2011 and Fall 2014. Success rates for online classes were seven to 11 percentage points lower than face-to-face classes between Fall 2011 and Fall 2015. See Figures 1 and 2 for details.
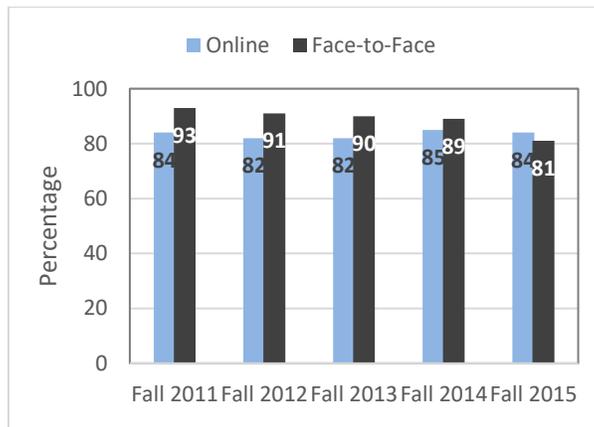
Figure 1 Comparison of Course Retention for all Online Courses and Face-to-Face: Fall 2011-Fall 2015 (Percentage).
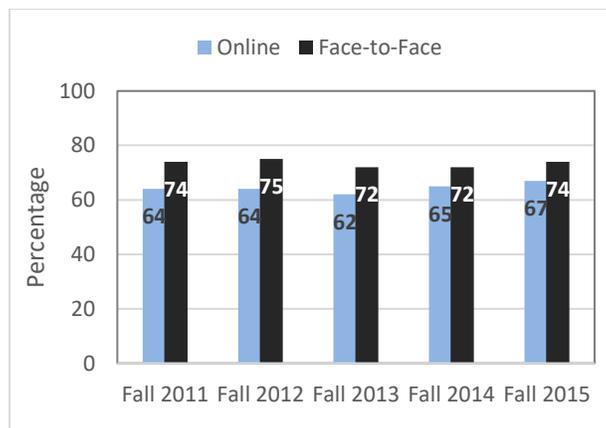
Figure 2 Comparison of Course Success for all Online Courses and Face-to-Face: Fall 2011-Fall 2015 (Percentage).

The fourth research question was: *What are the retention and success rates for all hybrid classes (accelerated and full semester) compared to the same courses offered in a face-to-face format (accelerated and full semester)?* The overall course retention rates for face-to-face courses were

higher than hybrid courses for all terms. With the exception of Fall 2012, success rates tend to be higher for face-to-face classes compared to hybrid classes. See Figures 3 and 4 for detailed results.
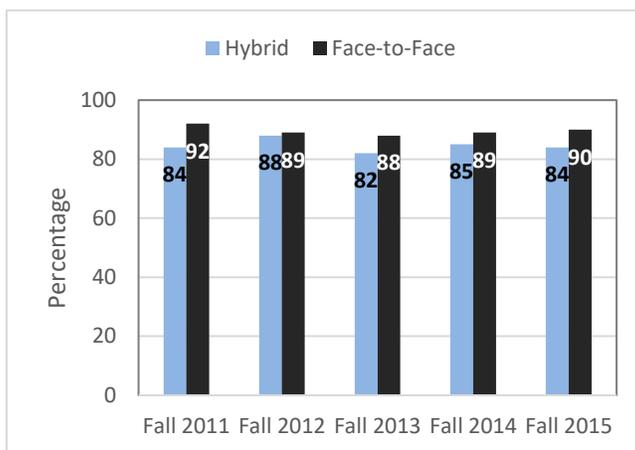
Figure 3 Comparison of Course Retention for Hybrid and Face-to-Face Courses: Fall 2011-Fall 2015 (Percentage).
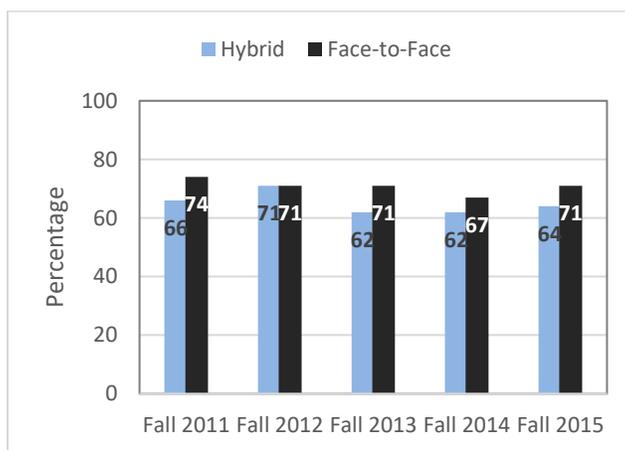
Figure 4 Comparison of Course Success for Hybrid and Face-to-Face Courses: Fall 2011-Fall 2015 (Percentage).

The fifth research question was: *What are the median class sizes for Fall 2011 – Fall 2015 by instructional delivery method?* Overall, accelerated face-to-face classes and CNOW had the lowest median class size. For the other instructional delivery methods, median class sizes in Fall 2011, 2012, 2013, and 2014 were similar. See Table 5 for details.

Table 5 Median Class Size: Fall 2011-Fall 2015. Notes: 1) Includes all courses taught within each delivery mode. 2) College Now was not offered until Fall 2014.

Instructional Delivery Method	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Accelerated Online	33	31	29	29	29
Accelerated Hybrid	34	30	32	29	24
Full Semester Hybrid	27	29	28	28	26
Full Semester Online	33	32	30	30	29
Full Semester Face-to-Face	33	31	31	30	30

Instructional Delivery Method	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Accelerated Face-to-Face	17	23	17	21	21
PAL	31	29	31	33	30
CNOW	--	--	--	24	23

Table 6 Fall 2011-Fall 2015. Notes 1: Only includes same courses taught in each delivery mode. For example, if ENGL-101 was taught in an Accelerated Hybrid and Traditional format, then it was included in the comparison for those delivery modes. Note 2: Uses end-of-term enrollment. 3: College Now was not offered until Fall 2014.

The sixth research question was: *What are the median class sizes for Fall 2011 – Fall 2015 for each alternative instructional delivery mode compared to the same courses taught in a traditional*

Instructional Delivery Method	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Accelerated Online	33	32	30	30	30
Traditional Format	36	34	33	32	32
Full Semester Online	34	32	31	31	30
Traditional Format	35	34	33	32	32
Accelerated Hybrid	33	35	32	30	25
Traditional Format	34	33	33	31	31
Full Semester Hybrid	28	29	28	28	27
Traditional Format	30	33	33	32	32
Accelerated Face-to-Face	24	28	21	24	28
Traditional Format	32	32	31	30	31
PAL	31	33	33	33	32
Traditional Format	35	33	33	32	32
CNOW	--	--	--	33	23
Traditional Format	--	--	--	31	32

format? Overall, *traditional format* courses have slightly *higher* median class sizes compared to each alternative instructional delivery mode. See Table 6 (above) for details.

The seventh research question was: *What is the gender distribution for students taking 100 percent online classes compared to the college population as a whole for Fall 2011 – Fall 2015?*

Similar to the college as a whole, a higher percentage of female students enroll in 100 percent online classes. See Figure 5 for details.
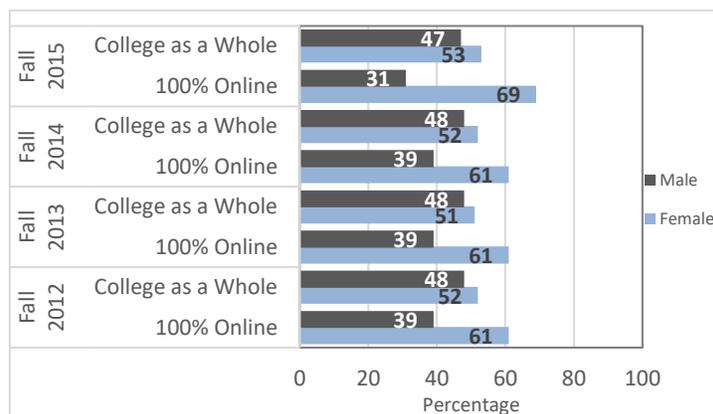
Figure 5 Gender Distribution: Fall 2011-2015 (Percentage).

The eighth research question was: *What is the age distribution for students taking 100 percent online classes compared to the college population as a whole for Fall 2011 - Fall 2015?* Overall, enrollment in 100 percent online classes is largely made up of students age 19 or less to 29, which is similar to the college as a whole. Students age 19 years or less taking 100 percent online classes represent a smaller percentage of the student population compared to the same age group for the college as a whole. For the most recent fall term (2015) students age 19 or less represented 37 percent of the college student population compared to 17 percent of 100 percent online students. A higher percentage of students age 20-24 account for the 100 percent online student population compared to the college as a whole for Fall 2011-2014. In Fall 2015, a slightly higher percentage (3 percent) of students age 20-24 accounted for the college as a whole. The percentage of students age 25 and older taking 100 percent online classes compared to the college as a whole is disproportionately higher. See Table 7 for details.

Table 7 Age Distribution: Fall 2011-Fall 2015 (Percentage).

Age	Fall 2011 100% Online	Fall 2011 College as a Whole	Fall 2012 100% Online	Fall 2012 College as a Whole	Fall 2013 100% Online	Fall 2013 College as a Whole	Fall 2014 100% Online	Fall 2014 College as a Whole	Fall 2015 100% Online	Fall 2015 College as a Whole
19 or less	22%	37%	23%	36%	25%	37%	28%	38%	17%	37%
20-24	45%	38%	45%	39%	42%	38%	41%	38%	36%	39%
25-29	13%	10%	14%	10%	14%	10%	14%	11%	20%	11%
30-34	7%	5%	6%	5%	6%	5%	6%	4%	9%	4%

35-39	4%	3%	3%	3%	4%	3%	3%	3%	5%	2%
40-49	7%	5%	6%	4%	6%	4%	5%	4%	9%	4%
50+	3%	3%	3%	3%	3%	3%	3%	3%	4%	3%

The ninth research question was: *Are students taking classes at the Canyon Country Campus more or less likely to also enroll in hybrid classes? Are students taking classes at Valencia Campus more or less likely to also enroll in hybrid?* Overall, students taking classes at both the Canyon Country and Valencia Campuses between Fall 2011 and Fall 2015 were just as likely to enroll in at least one hybrid, except the first semester the Canyon Country campus was open (Fall 2011) and Fall 2013.

Table 8 Percentage of Students taking at Least one Hybrid Class by Campus: Fall 2011-2015

Campus	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
CCC Students	9%	6%	10%	6%	8%
VAL Students	5%	6%	7%	7%	7%

The tenth research question was: *Are there differences in prior achievement of students enrolling in 100% online classes?* The average local cumulative GPA for students taking 100 percent online classes has remained relatively stable from Fall 2011 to Fall 2015. Overall, there is very little difference in the local cumulative GPA for students taking 100 percent online classes compared to the college as a whole. See Table 9 for details. Students included in the college as a whole data were all students enrolled in the sections used in the analyses throughout this report.

Table 9 Cumulative GPA: Fall 2011-2015

	Fall 2011	Fall 2012	Fall 2013	Fall 2104	Fall 2015
100% Online	2.7	2.8	2.7	2.7	2.8
College as a Whole	2.6	2.7	2.7	2.7	2.7

The twelfth research question was: *Of the students taking 100 percent online classes, what is the percentage of students enrolling exclusively in 100 percent online classes for Fall 2011-Fall 2015?*

Overall, the percentage of students exclusively enrolling in 100 percent online courses between Fall 2011 and Fall 2015 has remained relatively stable.
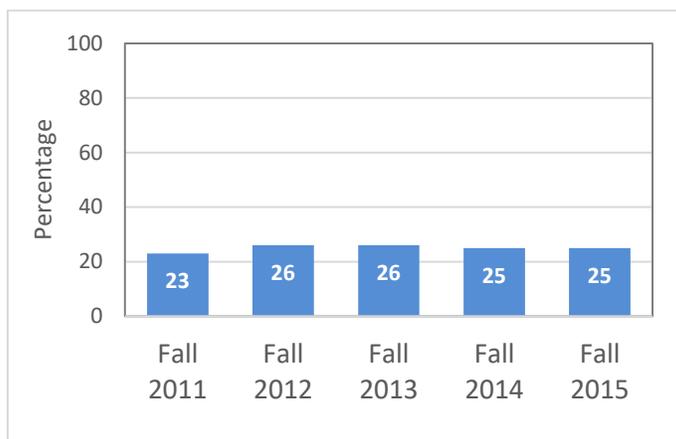
Figure 6 Exclusive Enrollment in 100 Percent Online Classes: Fall 2011-2015 (Percentage).

The thirteenth research question was: *Of the students enrolled in 100 percent online classes, what percentage also enrolled in face-to-face and/or hybrid classes during the same semester for Fall 2011-Fall 2015?* Overall, the percentage of students who exclusively enrolled in 100 percent online courses and enrolled in face-to face and/or hybrid courses between Fall 2012 and Fall 2015 has remained relatively stable.
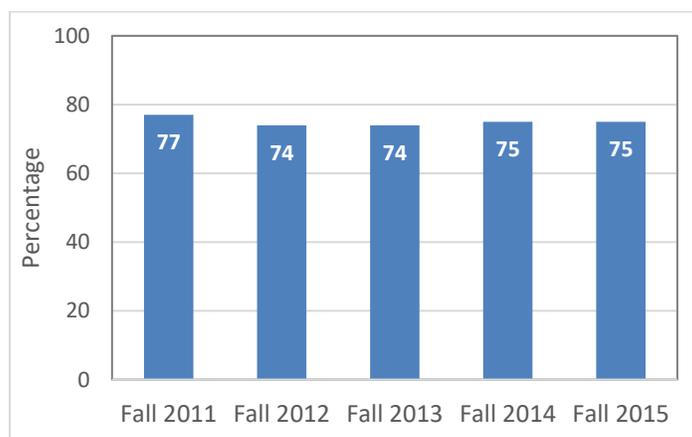
Figure 7 Students Enrolled in 100% Online Classes Who Also Enrolled in At Least Face-to-Face and/or Hybrid Classes During the Same Semester: Fall 2011-2015 (Percentage).

The fourteenth research question was: *What is the percentage of students taking at least one 100 percent online class who reside outside and inside of the district?* Overall, students who reside *inside* the district are enrolled in online courses at a slightly *higher* rate than students who reside inside of the district. See Figure 8 for details.
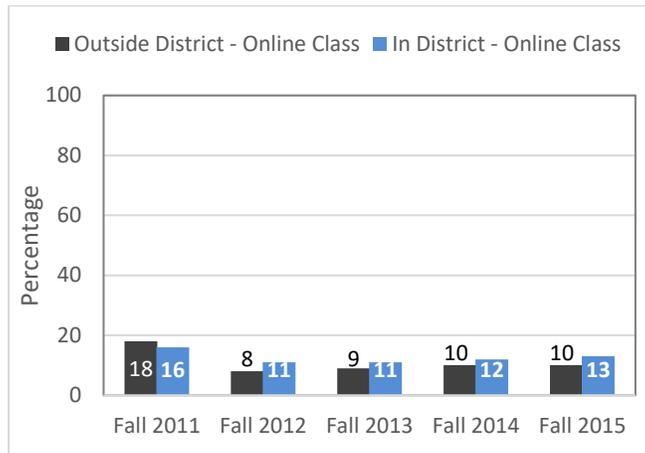
Figure 8 Students Taking At Least One 100% Online Class Who Reside Within and Outside of the District: Fall 2011-2015 (Percentage).

Recommendations

Upon review of the results, the following recommendations should be taken into consideration:

- Identify strategies for increasing success rates in online and hybrid courses (full semester and accelerated) compared to traditional semester length, face-to-face courses.

- Explore ways to expand the number and types of PAL courses that are offered during the semester.

- Explore ways to increase the median class size for accelerated face-to-face and CNOW classes.

- Explore ways to increase the number of students enrolled in CNOW courses.

Appendix A: Table 1. Delivery Modes of Courses

Courses	Accelerated Online	Accelerated Hybrid	Semester Hybrid	Semester Online	Semester Face to Face	Accelerated Face-to Face	PAL	CNOW
ADMJUS-101					X			
ADMJUS-110					X			
ADMJUS-125					X			
ADMJUS-126					X			
ADMJUS-130					X			
ADMJUS-135					X			
ADMJUS-150					X			
ADMJUS-155					X			
ADMJUS-160					X			
ADMJUS-175					X			
ADMJUS-180					X			
ANTHRO-101	X				X	X		
ANTHRO-101L					X	X		
ANTHRO-103	X	X			X	X		X
ANTHRO-103H					X			
ANTHRO-105					X			
ANTHRO-210					X			
ANTHRO-220					X			
ARCHT-084					X			
ARCHT-085						X		
ARCHT-086						X		
ARCHT-087						X		
ARCHT-088						X		
ARCHT-089						X		
ARCHT-090						X		
ARCHT-091						X		
ARCHT-095						X		
ARCHT-100					X			
ARCHT-110					X			
ARCHT-120					X			
ARCHT-140					X			
ARCHT-160					X			
ARCHT-240					X			
ARCHT-260					X			
ART-110				X	X			

Appendix A: Table 1. Delivery Modes of Courses

Courses	Accelerated Online	Accelerated Hybrid	Semester Hybrid	Semester Online	Semester Face to Face	Accelerated Face-to Face	PAL	CNOW
ART-111				X	X			
ART-115					X			
ART-124A					X			
ART-124B					X			
ART-140					X			
ART-141					X			
ART-205				X				
ART-220					X			
ART-222					X			
ART-224A					X			
ART-227					X			
ART-228					X			
ART-237					X			
ART-238					X			
ASTRON-100	X				X			
ASTRON-101				X	X			
ASTRON-102				X	X			
AUTO-101					X			
AUTO-102					X			
AUTO-103					X			
AUTO-104					X			
AUTO-105					X			
AUTO-106					X			
AUTO-109					X			
BIOSCI-100			X		X			
BIOSCI-106			X		X			
BIOSCI-107					X			
BIOSCI-107H					X			
BIOSCI-130				X				
BIOSCI-132				X				
BIOSCI-140					X			
BIOSCI-180					X			
BIOSCI-201					X			
BIOSCI-202			X		X			
BIOSCI-204					X			
BIOSCI-205					X			

Appendix A: Table 1. Delivery Modes of Courses

Courses	Accelerated Online	Accelerated Hybrid	Semester Hybrid	Semester Online	Semester Face to Face	Accelerated Face-to Face	PAL	CNOW
BIOSCI-215			X					
BIOSCI-221					X			
BIOSCI-240					X			
BUS-080						X		
BUS-081						X		
BUS-082						X		
BUS-083						X		
BUS-084						X		
BUS-100				X	X			
BUS-101					X			
BUS-103				X				
BUS-110					X			
BUS-117				X	X			
BUS-126					X			
BUS-132					X			
BUS-140			X	X	X			
BUS-141					X			
BUS-142			X					
BUS-154					X			
BUS-156					X			
BUS-157					X			
BUS-160					X			
BUS-192					X			
BUS-201			X		X	X		
BUS-202					X			
BUS-211				X	X			
CAWT-074						X		
CAWT-098A						X		
CAWT-098B						X		
CAWT-098C						X		
CAWT-098D						X		
CAWT-098E						X		
CAWT-101				X	X			
CAWT-105					X			
CAWT-110					X			
CAWT-116				X	X			

Appendix A: Table 1. Delivery Modes of Courses

Courses	Accelerated Online	Accelerated Hybrid	Semester Hybrid	Semester Online	Semester Face to Face	Accelerated Face-to Face	PAL	CNOW
CAWT-120					X			
CAWT-130					X			
CAWT-140				X	X			
CAWT-145					X			
CAWT-150				X				
CAWT-155				X	X			
CAWT-160					X			
CAWT-170				X	X			
CAWT-171				X				
CAWT-173				X				
CHEM-110					X			
CHEM-151			X		X			
CHEM-151H					X			
CHEM-201			X		X			
CHEM-201H					X			
CHEM-202					X			
CHEM-255					X			
CHNESE-101					X			
CINEMA-120					X			
CINEMA-121					X			
CINEMA-122					X			
CINEMA-123					X			
CINEMA-131					X			
CMPNET-131					X			
CMPNET-132					X			
CMPNET-151			X		X			
CMPNET-166					X			
CMPSCI-111					X			
CMPSCI-111L					X			
CMPSCI-122					X			
CMPSCI-182					X			
CMPSCI-182L					X			
CMPSCI-190	X							
CMPSCI-222					X			
CMPSCI-235					X			
CMPSCI-256					X			

Appendix A: Table 1. Delivery Modes of Courses

Courses	Accelerated Online	Accelerated Hybrid	Semester Hybrid	Semester Online	Semester Face to Face	Accelerated Face-to Face	PAL	CNOW
CMPSCI-282					X			
COMS-105		X			X			
COMS-105H					X			
COMS-150					X			
COMS-190					X			
COMS-223					X			
COMS-225					X			
COMS-227					X			
COMS-246					X			
COMS-250	X			X	X			
COMS-256				X				
COMS-260				X	X			
CONST-101					X			
CONST-102					X			
CONST-103					X			
CONST-109					X			
COUNS-070	X							
COUNS-100				X	X			
COUNS-110		X		X	X			
COUNS-111	X					X		
COUNS-120	X					X		
COUNS-142					X			
COUNS-150					X			
CULARTS-050						X		
CULARTS-055						X		
CULARTS-120						X		
CULARTS-121						X		
CULARTS-127						X		
CULARTS-128						X		
CULARTS-133						X		
CULARTS-134						X		
CULARTS-135						X		
CULARTS-136						X		
DANCE-100	X			X	X	X		
DANCE-107					X			
DANCE-111					X			

Appendix A: Table 1. Delivery Modes of Courses

Courses	Accelerated Online	Accelerated Hybrid	Semester Hybrid	Semester Online	Semester Face to Face	Accelerated Face-to Face	PAL	CNOW
DANCE-121					X			
DANCE-130					X			
DANCE-131					X			
DANCE-134					X			
DANCE-141					X			
DANCE-161					X			
DANCE-180					X			
ECE-101	X			X	X			
ECE-121					X	X		
ECE-123					X	X		
ECE-125					X			
ECE-127					X			
ECE-129					X			
ECE-130					X			
ECE-131					X			
ECE-135					X			
ECE-140					X			
ECE-151					X			
ECE-155					X			
ECE-160					X			
ECE-165					X			
ECE-201	X							
ECE-202	X							
ECON-170					X			
ECON-170H					X			
ECON-201	X	X		X	X			
ECON-201H					X			
ECON-202		X			X			
ECON-291					X			
EDUC-203					X			
ENGL-089					X			
ENGL-091			X		X	X	X	
ENGL-094					X			
ENGL-096					X	X	X	
ENGL-101		X	X	X	X	X	X	
ENGL-101H					X			

Appendix A: Table 1. Delivery Modes of Courses

Courses	Accelerated Online	Accelerated Hybrid	Semester Hybrid	Semester Online	Semester Face to Face	Accelerated Face-to Face	PAL	CNOW
ENGL-103			X	X	X		X	
ENGL-103H					X			
ENGL-105					X			
ENGL-109					X			
ENGL-110					X			
ENGL-111					X			
ENGL-135					X			
ENGL-204					X			
ENGL-250				X				
ENGL-251					X			
ENGL-260					X			
ENGL-261					X			
ENGL-271				X				
ENGL-280					X			
ENGR-096				X				
ENGR-101					X			
ENGR-110					X			
ENGR-114					X			
ENGR-152					X			
ENVRMT-101					X			
ENVRMT-103					X			
ENVRMT-104					X			
ESL-060					X			
ESL-061					X			
ESL-070					X	X		
ESL-071					X			
ESL-080					X	X		
ESL-081					X			
ESL-083					X	X		
ESL-100					X			
ESYST-101					X			
FIRETC-101				X	X			
FIRETC-102				X	X			
FIRETC-103					X			
FIRETC-104				X	X			
FIRETC-105					X			

Appendix A: Table 1. Delivery Modes of Courses

Courses	Accelerated Online	Accelerated Hybrid	Semester Hybrid	Semester Online	Semester Face to Face	Accelerated Face-to Face	PAL	CNOW
FIRETC-109					X			
FIRETC-110					X			
FIRETC-123					X			
FIRETC-125					X			
FRNCH-101					X			
FRNCH-102					X			
FRNCH-150					X			
FRNCH-201					X			
GEOG-101					X			
GEOG-101H					X			
GEOG-101L					X			
GEOG-102	X				X			
GEOG-103				X				
GEOG-104					X			
GEOL-100					X			
GEOL-101	X		X		X			
GEOL-102					X			
GEOL-103					X			
GEOL-104				X				
GEOL-105					X			
GEOL-109	X				X			
GEOL-218					X			
GERMAN-101					X			
GMD-101					X			
GMD-120	X				X			
GMD-142					X			
GMD-144					X			
GMD-145					X			
GMD-173					X			
GMD-177					X			
GMD-277					X			
HIST-101					X			
HIST-101H					X			
HIST-102					X			
HIST-111				X	X			
HIST-111H					X			

Appendix A: Table 1. Delivery Modes of Courses

Courses	Accelerated Online	Accelerated Hybrid	Semester Hybrid	Semester Online	Semester Face to Face	Accelerated Face-to Face	PAL	CNOW
HIST-112				X	X			
HIST-115					X			
HIST-120					X			
HIST-120H					X			
HIST-130					X			
HIST-161					X			
HIST-170					X			
HIST-170H					X			
HIST-191					X			
HIST-210					X			
HIST-240					X			
HLHSCI-046					X	X		
HLHSCI-100	X				X			
HLHSCI-149					X			
HLHSCI-150					X			
HLHSCI-151					X			
HLHSCI-243					X			
HLHSCI-249				X	X			
HRMGT-101					X			
HRMGT-102				X				
HRMGT-210				X				
HRMGT-220					X			
HRMGT-225			X					
HRMGT-235					X			
HUMAN-100				X	X			
HUMAN-101					X			
HUMAN-150				X	X			
ID-084					X			
ID-092					X			
ID-100					X			
ID-101A					X			
ID-101B					X			
ID-102					X			
ID-103					X			
ID-106					X			
ID-110					X			

Appendix A: Table 1. Delivery Modes of Courses

Courses	Accelerated Online	Accelerated Hybrid	Semester Hybrid	Semester Online	Semester Face to Face	Accelerated Face-to Face	PAL	CNOW
ID-111					X			
ID-113					X			
ID-114					X			
ID-219					X			
ITAL-101					X			
KPEA-100A					X			
KPEA-100B					X			
KPEA-101A					X			
KPEA-101B					X			
KPEA-102					X			
KPEA-103					X			
KPEA-105					X			
KPEA-107					X			
KPEA-125					X			
KPEA-150A					X			
KPEA-150B					X			
KPEA-150C					X			
KPEA-165A					X			
KPEA-165B					X			
KPEA-170A					X			
KPEA-170B					X			
KPEA-185A					X			
KPEA-185B					X			
KPEA-195A					X			
KPEA-195B					X			
KPEA-195C					X			
KPEI-153					X			
KPEI-245B					X			
KPEI-250A					X			
KPEI-255A					X			
KPEI-260A					X			
KPEI-265					X			
KPEI-270A					X			
KPEI-275B					X			
KPEI-280B					X			
KPEI-290B					X			

Appendix A: Table 1. Delivery Modes of Courses

Courses	Accelerated Online	Accelerated Hybrid	Semester Hybrid	Semester Online	Semester Face to Face	Accelerated Face-to Face	PAL	CNOW
KPEI-295A					X			
KPET-104					X			
KPET-107					X			
KPET-108					X			
KPET-120					X			
KPET-200			X					
KPET-201	X							
KPET-205					X			
KPET-209					X			
KPET-210					X			
KPET-210L					X			
KPET-212					X			
KPET-213C			X					
KPET-217					X			
LMTECH-100	X							
MATH-058			X		X		X	
MATH-059					X			
MATH-060			X		X		X	
MATH-070		X			X	X	X	
MATH-075					X		X	
MATH-083					X			
MATH-102					X		X	
MATH-103					X			
MATH-104					X		X	
MATH-111					X			
MATH-130					X			
MATH-140					X		X	
MATH-211					X			
MATH-212					X			
MATH-213					X			
MATH-214					X			
MATH-215					X			
MATH-240					X			
MEA-100				X	X			X
MEA-101					X			
MEA-102					X			

Appendix A: Table 1. Delivery Modes of Courses

Courses	Accelerated Online	Accelerated Hybrid	Semester Hybrid	Semester Online	Semester Face to Face	Accelerated Face-to Face	PAL	CNOW
MEA-106					X			
MEA-108					X			
MEA-109					X			
MEA-110					X			
MEA-111					X			
MEA-114					X			
MEA-116					X			
MEA-118					X			
MEA-120					X			
MEA-125					X			
MEA-131					X			
MEA-135					X			
MEA-155					X			
MEA-159					X			
MEA-180					X			
MEA-225					X			
MEA-230					X			
MEA-235					X			
MEA-261					X			
MEA-280					X			
MFGT-090					X			
MFGT-121					X			
MFGT-131					X			
MFGT-141					X			
MLT-110					X			
MLT-110L					X			
MLT-112						X		
MLT-112L						X		
MLT-114						X		
MLT-114L						X		
MLT-120					X			
MLT-120L					X			
MLT-128					X			
MLT-131					X			
MUSIC-100					X	X		
MUSIC-101					X			

Appendix A: Table 1. Delivery Modes of Courses

Courses	Accelerated Online	Accelerated Hybrid	Semester Hybrid	Semester Online	Semester Face to Face	Accelerated Face-to Face	PAL	CNOW
MUSIC-102					X			
MUSIC-103					X			
MUSIC-104					X			
MUSIC-105	X				X			
MUSIC-106					X			
MUSIC-107					X			
MUSIC-108				X				
MUSIC-112	X							
MUSIC-118					X			
MUSIC-120A					X			
MUSIC-120B					X			
MUSIC-125					X			
MUSIC-126					X			
MUSIC-131					X			
MUSIC-132					X			
MUSIC-140					X			
MUSIC-141					X			
MUSIC-142					X			
MUSIC-153					X			
MUSIC-160					X			
MUSIC-161					X			
MUSIC-165					X			
MUSIC-173					X			
MUSIC-175					X			
MUSIC-176					X			
MUSIC-186					X			
MUSIC-189					X			
MUSIC-190					X			
MUSIC-191					X			
MUSIC-220A					X			
PARLGL-101			X		X			
PARLGL-104			X					
PARLGL-105			X					
PARLGL-106					X			
PARLGL-107						X		
PARLGL-108					X			

Appendix A: Table 1. Delivery Modes of Courses

Courses	Accelerated Online	Accelerated Hybrid	Semester Hybrid	Semester Online	Semester Face to Face	Accelerated Face-to Face	PAL	CNOW
PARLGL-109			X					
PARLGL-111					X			
PARLGL-112					X			
PARLGL-150					X			
PARLGL-200		X						
PHILOS-101	X			X	X	X		
PHILOS-101H					X			
PHILOS-102					X			
PHILOS-106	X			X	X			
PHILOS-110					X			
PHILOS-120					X			
PHILOS-130					X			
PHILOS-220				X				
PHILOS-230					X			
PHILOS-240					X			
PHOTO-092L					X			
PHOTO-093L					X			
PHOTO-094L					X			
PHOTO-095L					X			
PHOTO-140	X				X			
PHOTO-150	X				X			
PHOTO-155					X			
PHOTO-157					X			
PHOTO-160					X			
PHOTO-177					X			
PHOTO-215					X			
PHOTO-295					X			
PHYSCI-101					X			
PHYSIC-101					X			
PHYSIC-110					X			
PHYSIC-220			X		X			
PHYSIC-221			X		X			
PHYSIC-222					X			
PLMB-060					X			
POLISC-150				X	X			
POLISC-150H					X			

Appendix A: Table 1. Delivery Modes of Courses

Courses	Accelerated Online	Accelerated Hybrid	Semester Hybrid	Semester Online	Semester Face to Face	Accelerated Face-to Face	PAL	CNOW
POLISC-210					X			
POLISC-230					X			
POLISC-250					X			
PSYCH-100					X			
PSYCH-101	X			X	X	X		
PSYCH-101H					X			
PSYCH-102					X			
PSYCH-103					X			
PSYCH-104					X			
PSYCH-105					X			
PSYCH-109				X	X			
PSYCH-126					X	X		
PSYCH-172				X	X	X		
PSYCH-180					X			
PSYCH-225					X			
PSYCH-230					X			
PSYCH-235				X	X			
PSYCH-240				X	X	X		
REAL-100					X			
REAL-101					X			
REAL-115					X			
REAL-120					X			
REC-101	X							
REC-102					X			
REC-104				X				
SHARP-101					X			
SHARP-102					X			
SHARP-103					X			
SHARP-104					X			
SIGN-101					X			
SIGN-102					X			
SIGN-103					X			
SIGN-104					X			
SIGN-110			X		X			
SIGN-113					X			
SIGN-200					X			

Appendix A: Table 1. Delivery Modes of Courses

Courses	Accelerated Online	Accelerated Hybrid	Semester Hybrid	Semester Online	Semester Face to Face	Accelerated Face-to Face	PAL	CNOW
SIGN-201					X			
SIGN-202					X			
SIGN-203					X			
SOCI-101	X		X		X	X		X
SOCI-101H					X			
SOCI-102			X		X			
SOCI-103	X				X			
SOCI-105				X	X			
SOCI-106					X			
SOCI-108					X			
SOCI-110					X			
SOCI-137					X			
SOCI-150			X	X	X			
SOCI-200	X				X			
SOCI-207				X	X			
SOCI-208					X			
SOCI-210					X			
SOCI-230				X	X			
SOCI-233				X				
SPAN-101			X	X	X			
SPAN-102					X			
SPAN-150					X			
SPAN-201					X			
SPAN-211					X			
SPAN-212					X			
SPAN-240					X			
SURV-101			X					
SURV-107					X			
THEATR-060					X			
THEATR-100					X			
THEATR-110				X	X			
THEATR-120					X			
THEATR-126					X			
THEATR-130					X			
THEATR-140					X			
THEATR-141					X			

Appendix A: Table 1. Delivery Modes of Courses

Courses	Accelerated Online	Accelerated Hybrid	Semester Hybrid	Semester Online	Semester Face to Face	Accelerated Face-to Face	PAL	CNOW
THEATR-161					X			
THEATR-180A						X		
THEATR-186A					X	X		
THEATR-220					X			
THEATR-241					X			
WATER-030				X	X			
WATER-031					X			
WATER-032					X			
WATER-050						X		
WATER-052						X		
WATER-060		X						
WATER-061		X						
WELD-080					X			
WELD-092					X			
WELD-094					X			
WELD-101A						X		
WELD-101B						X		
WELD-101C						X		
WELD-104					X			
WELD-114A					X			
WELD-114C					X			
WELD-120					X			
WELD-122					X			
WELD-124					X			
WELD-130					X			
WELD-132					X			
WINEST-085						X		
WINEST-100						X		
WINEST-104						X		

Action Implications

1. The Distance Learning Department's new Student Success Coach position will investigate new ways to support online and hybrid students.

2. The Distance Learning Department will create and implement an online orientation to aid in transitioning online students to increase their probability of success in those courses.

3. The Distance Learning department will meet with partnering campus departments to discuss enrollment and expansion of the PAL program.