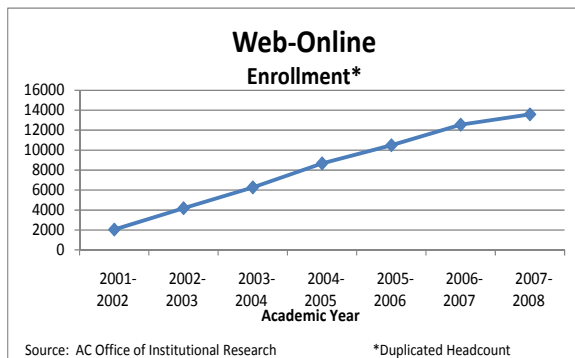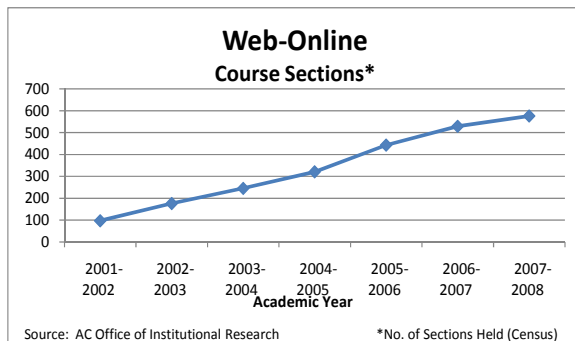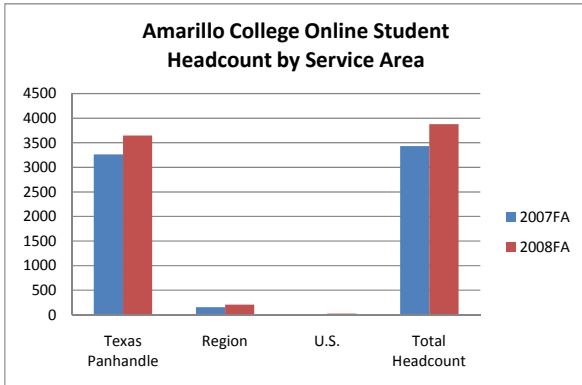| INTERNAL SCAN	EXTERNAL SCAN
1. GROW ONLINE PROGRAMS **<u>Adapt</u> degree and workforce <u>programs</u> (academic and continuing education) to take advantage of web technology by expanding the inventory of <u>online degree/certificate programs</u> and continuing education will expand course inventory by <u>aligning with strategic partners</u> who provide current, high-quality online content.** *AC Strategic Plan through 2010 version 2007-Goal1*	**1.GROWTH EXPLOSION CONTINUES FOR ONLINE:** **The number of <u>students enrolled</u> in <u>online</u> courses, which <u>two-year</u> and private for-profit colleges have embraced, are expected to <u>rise</u> during the recession due to job losses and price of gasoline. <u>Two-year colleges</u> and for-profit institutions, on the other hand, have <u>not yet met their maximum</u> potential in <u>online</u> enrollments.** 2008 Sloan Consortium Rpt.: Staying the Course
2. GROW ONLINE PROGRAMS: Web-Online Enrollment* Source: AC Office of Institutional Research *Duplicated Headcount (Census) **5<u>65.3% growth in 7 years</u>** **Fall 06 as compared to Fall 07 – 10.4%** Office of Institutional Research Web-Online Course Sections* Source: AC Office of Institutional Research *No. of Sections Held (Census) Office of Institutional Research	**2.GROWTH EXPLOSION CONTINUES FOR ONLINE:** **As of 2007—the most recently analyzed data—<u>more than a fifth</u> of all students <u>enrolled</u> in higher education were taking <u>at least one online course</u>. The survey defined that as courses where "at least <u>80 percent</u> of the course content is delivered online."** 2008 Sloan Consortium Rpt.: Staying the Course **<u>Online</u> education <u>grew by 12.9%</u> (Fall06-Fall07) in US as compared to all higher education growing by 1.2% in US.**

Amarillo College Online Student Headcount by Service Area

Office of Institutional Research

Expand access to Amarillo College courses and offerings.
AC Strategic Plan through 2010 version 2007-Goal1

Deliver instruction and services using technology to improve effectiveness, efficiency, and convenience for students, faculty and staff. The College will seek positive ways to encourage technological adoption by employees and students.
AC Strategic Plan through 2010 version 2007-Goal 5

APPENDIX

GEOGRAPHICAL LOCATION OF ONLINE STUDENTS - BY INSTITUTIONAL CONTROL - FALL 2007

Most of the growth in online is "local" students who chose to take online as one of option for course delivery.
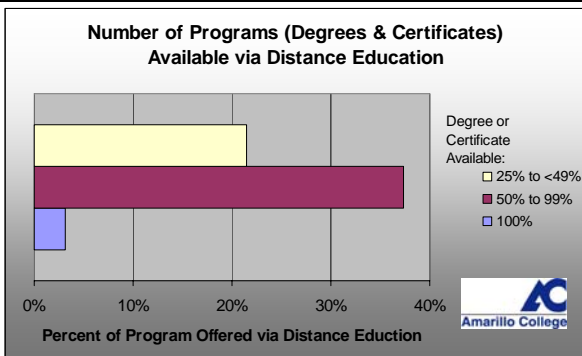
3. ENROLLMENT TARGETED POPULATIONS:
 Increase enrollment of recent high school graduates, especially first-generation students, as well as adult students.
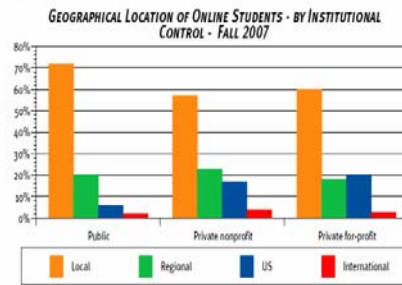*AC Strategic Plan through 2010 version 2007-Goal 2*

4. ENROLLMENT TARGETED POPULATIONS:
 Align workforce development training with projected local demands.
AC Strategic Plan through 2010 version 2007-Goal1

3. ONLINE CAFETERIA PLAN FOR STUDENTS:

 "For the first time, [schools] are seeing students choose another college for its online program," said Ms. Allen.
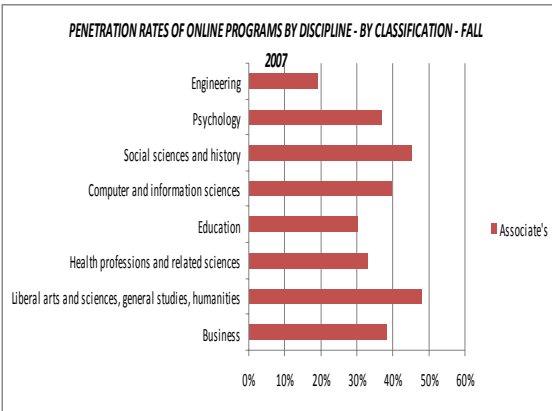2008 Sloan Consortium Rpt.: Staying the Course

Number of Programs (Degrees & Certificates) Available via Distance Education
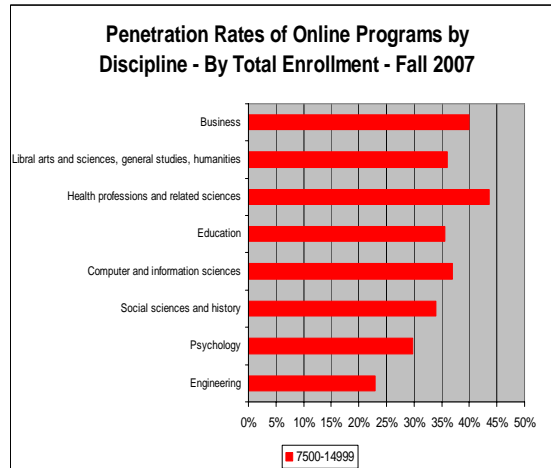

4. ONLINE CRITICAL STRATEGY:

Two-thirds of all colleges which offer associates degrees perceive online educations as critical to the long-term strategy of the college.
2008 Sloan Consortium Rpt.: Staying the Course

State of Minnesota has mandated all public colleges and universities to offer ¼ of all courses/sections as online by 2015 as an attempt

	for the state to save funds. Chronicle of Higher Education, 11/20/08
5. ALL INSTRUCTIONAL CLIMATE INCREASE STUDENT ENGAGEMENT & LEARNING: **Create new and improve existing, social spaces where students congregate, collaborate and interact in person and through virtual connections** ➢ **Spaces within classroom buildings** ➢ **Spaces in the Library** *AC Strategic Plan through 2010 version 2007-Goal 2* **Emphasize an institutional climate that encourages student success by adjusting practices to improve outcomes.** *AC Strategic Plan through 2010 version 2007-Goal 3*	**5. FACULTY VALUE ONLINE:** **The top 3 motivations cited by faculty for teaching online courses were as follows:** **#1. Meet student needs for flexible access** **#2. Best way to reach particular students** **#3. It is the wave of the future** National Association of State Univ. & Land-Grant Colleges (Key Factors Underlying Strategic Online Programs)
6. ONLINE COURSES IMPACT ON STUDENTS PERFORMANCE: **One of the top 6 predictors for a student's persistence (fall to fall) and success (graduation and/or transfer) is that the student enrolled in one or more online courses.** Office of Institutional Research	**6. MISSION SHIFT** **"This competition may be leading schools to increase their geographic reach and to concentrate on nondegree, nontraditional students," the authors wrote.** 2008 Sloan Consortium Rpt.: Staying the Course-
7. ONLINE PROGRAM BY DISCIPLINE CATEGORIES: **Number of programs that may be completed online at Amarillo College: 6** **0=Engineering** **1=Psychology** (Psychology) **0=Social sciences and history** **0=Education** **2=Health professional and related sciences** (Human Sciences and Funeral Director) **1=Liberal arts and sciences, general** (General Studies) **2=Business** (Business Adm. & Business Adm. – CIS emphasis) Division of Assessment & Development	**7. ONLINE PROGRAM PENETRATION RATES BY DISCIPLINE CATEGORIES:** PENETRATION RATES OF ONLINE PROGRAMS BY DISCIPLINE - BY CLASSIFICATION - FALL 2007

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8. ONLINE PROGRAM PENETRATION RATES BY DISCIPLINE CATEGORIES:

Penetration Rates of Online Programs by Discipline - By Total Enrollment - Fall 2007

Discipline	
Business	
Libral arts and sciences, general studies, humanities	
Health professions and related sciences	
Education	
Computer and information sciences	
Social sciences and history	
Psychology	
Engineering	

0% 5% 10% 15% 20% 25% 30% 35% 40% 45% 50%

■ 7500-14999

2008 Sloan Consortium Rpt.: Staying the Course

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8. STRATEGICALLY ALIGN AC'S FUTURE FOR DISTANCE EDUCATION:
The College must articulate a <u>clear vision</u> for further development of academic instruction, including the <u>purposes</u>, <u>means</u>, and <u>expected outcomes</u>.
AC Strategic Plan through 2010 version 2007-Goal 1

Enhance <u>employee productivity</u> by researching and <u>implementing best practices</u> in community college education with <u>online instruction</u> being one area cited for study.
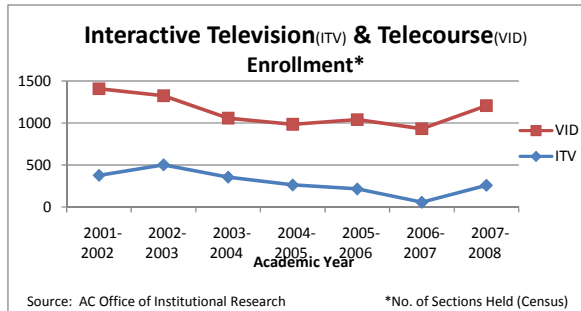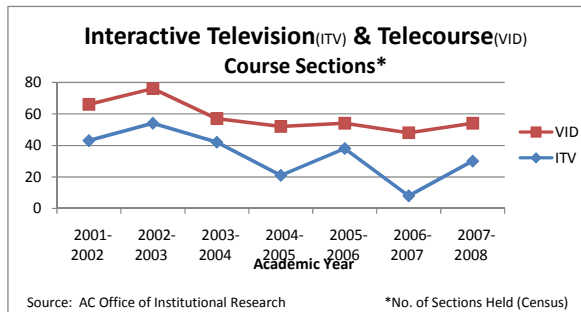*AC Strategic Plan through 2010 version 2007-Goal 7*

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9. DATABASES LISTING ONLINE PROGRAMS EXPAND ENROLLMENTS:
Many <u>community colleges</u> are listed on database sites that indicate <u>online degree/certificate offerings</u> including the Southern Regional Education Board's Electronic Campus (http://www.electroniccampus.org/e-learning/) and THECB's College for Texans web site, Texas Distance Education's Electronic Campus web site (http://www.txelectroniccampus.org/Programs/ProgramList.aspx) and The College Network (http://www.college-net.com/works.asp).

<u>Students/parents</u> search such sites to <u>locate</u> <u>institutions, degrees, courses,</u> and <u>advanced placement</u> information.
Southern Regional Educational Board web site

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9. ENROLLMENT DECLINES - OTHER DISTANCE LEARNING METHODS:

Interactive Television(ITV) & Telecourse(VID) Course Sections*

Source: AC Office of Institutional Research   *No. of Sections Held (Census)

Interactive Television(ITV) & Telecourse(VID) Enrollment*

Source: AC Office of Institutional Research   *No. of Sections Held (Census)

Office of Institutional Research

10. DATABASES LISTING ONLINE PROGRAMS EXPAND ENROLLMENTS:

The Academic Common Market is several databases of member states within and linked to the Southern Regional Education Board (SREB) site (http://www.sreb.org/programs/acm/acm index.aspx). This site's database provides searches by discipline within SREB member states and identifies opportunities for paying in-state tuition rates in specialized fields to out-of-state institutions. Florida, North Carolina and Texas limit the out-of-state for in-state tuition swap to graduate programs only. Academic Common Market web site

10. ONLINE DROP-OUT RATES AS COMPARED TO OTHER AC COURSE TYPES:

2008FA:
Online Drop-out Rate - 15.3%.
(drop/withdrawal/cancellation/purge after census date)
Other Courses Drop-out Rate - 13.2%.
Over-all (all courses) - 13.7%.
Analysis – Online drop-out difference is statistical insignificant difference to all AC courses

Produced by the Division of Assessment & Development

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