1. GROW ONLINE PROGRAMS
Adapt degree and workforce programs (academic and continuing education) to take advantage of web technology by expanding the inventory of online degree/certificate programs and continuing education will expand course inventory by aligning with strategic partners who provide current, high-quality online content.
AC Strategic Plan through 2010 version 2007-Goal 1

2. GROW ONLINE PROGRAMS:

**Web-Online Enrollment***

Source: AC Office of Institutional Research

565.3% growth in 7 years
Fall 06 as compared to Fall 07 – 10.4%
Office of Institutional Research

2. GROWTH EXPLOSION CONTINUES FOR ONLINE:

As of 2007—the most recently analyzed data—more than a fifth of all students enrolled in higher education were taking at least one online course. The survey defined that as courses where "at least 80 percent of the course content is delivered online."
2008 Sloan Consortium Rpt.: Staying the Course Sloan Rpt.: Staying the Course

Online education grew by 12.9% (Fall06-Fall07) in US as compared to all higher education growing by 1.2% in US.
Office of Institutional Research

**Expand access to Amarillo College courses and offerings.**
*AC Strategic Plan through 2010 version 2007-Goal 1*

**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*

**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-Goal 1*

**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

**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
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:

for the state to save funds.
Chronicle of Higher Education, 11/20/08
8. ONLINE PROGRAM PENETRATION RATES BY DISCIPLINE CATEGORIES:

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Penetration Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>40%</td>
</tr>
<tr>
<td>Liberal arts and sciences, general studies, humanities</td>
<td>30%</td>
</tr>
<tr>
<td>Health professions and related sciences</td>
<td>25%</td>
</tr>
<tr>
<td>Education</td>
<td>20%</td>
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<tr>
<td>Computer and information sciences</td>
<td>15%</td>
</tr>
<tr>
<td>Social sciences and history</td>
<td>10%</td>
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<tr>
<td>Psychology</td>
<td>5%</td>
</tr>
<tr>
<td>Engineering</td>
<td>0%</td>
</tr>
</tbody>
</table>

2008 Sloan Consortium Rpt.: Staying the Course

8. STRATEGICALLY ALIGN AC’S FUTURE FOR DISTANCE EDUCATION: The College must articulate a **clear vision** for further development of academic instruction, including the purposes, means, and expected outcomes.

*AC Strategic Plan through 2010 version 2007-Goal 1*

**Enhance employee productivity** by researching and **implementing best practices** in community college education with **online instruction** being one area cited for study.

*AC Strategic Plan through 2010 version 2007-Goal 7*

9. DATABASES LISTING ONLINE PROGRAMS EXPAND ENROLLMENTS:

Many **community colleges** are listed on database sites that indicate online degree/certificate offerings including the Southern Regional Education Board’s Electronic Campus ([http://www.electroniccampus.org/e-learning/](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](http://www.txelectroniccampus.org/Programs/ProgramList.aspx)) and The College Network ([http://www.collegenet.com/works.asp](http://www.collegenet.com/works.asp)).

*Students/parents* search such sites to locate institutions, degrees, courses, and advanced placement information.

Southern Regional Educational Board web site
9. ENROLLMENT DECLINES - OTHER DISTANCE LEARNING METHODS:

![Graph showing enrollment decline for Interactive Television (ITV) & Telecourse (VID) courses]

Source: AC Office of Institutional Research

*No. of Sections Held (Census)

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/acmindex.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 website

Office of Institutional Research

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

2008FA:
Online Drop-out Rate - 15.3%.
( dropout/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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