

Riverside Community College District

**OPEN CAMPUS
FACT BOOK 2008**



Open Campus Fact Book

INTRODUCTION

Distance education has existed in America for over 150 years, beginning with correspondence courses and expanding to radio- and television-based courses. However, never in its history has higher education seen the massive explosion of growth experienced since the inauguration of Internet-based education barely a decade ago.

This Open Campus Fact Book includes many measures that document this growth locally via increases in Full-Time Equivalent Student (FTES), Full-Time Equivalent Faculty (FTEF) and other measures. Together, they show that RCCD's distance education program has experienced rapid and sustained growth to the point that it now enrolls over 40,000 spaces each year; Open Campus distance education accounts for close to 10% of all instructional activity in the district (15% if web-enhanced courses are included).

Given nearly a decade of double-digit increases, it's inevitable that the growth in online education will eventually attenuate. However, this has not yet been the case; indeed, the Open Campus's growth is actually *accelerating*.

Though approximately one in ten students in U.S. higher education enroll in at least one online class each term, a Sloan Consortium poll recently noted that one half of all students in higher education say they would *like* to enroll in online courses. This can be taken as a contrast between the current state of distance education (10%) and an upper bound of student demand (50%). Thus, the demand for distance education may not abate until approximately *half* of all classes in higher education are online classes.

Should such growth occur, it will necessitate sweeping changes in virtually all aspects of higher education from facilities planning to faculty contracts to technical infrastructure. The purpose of this fact book is to document these changes and stimulate debate in the hope that our responses will be proactive rather than reactive.

Sincerely,

Dr. Bob Bramucci
District Dean, Open Campus

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DEFINITIONS: TYPES OF TECHNOLOGY-MEDIATED LEARNING

RCCD currently offers four types of technology-mediated courses:

1. **Web-Enhanced** courses – traditional on-campus courses augmented by a course web site. Web-enhanced courses do not replace any seat time, but offer the advantages of Internet-based course management systems to enhance traditional face-to-face instruction.
2. **Teleweb courses** – courses that combine commercially produced digital video with accompanying textbooks/workbooks and up to five on-campus sessions. Teleweb students typically read paper-based textbooks and study guides, view television programs via Internet-based streaming video, and complete additional instructional activities via an Internet-based course management system.
3. **Hybrid courses** –“half online” courses that replace 50% of on-campus seat time with Internet-based coursework.
4. **Online courses** – RCCD’s online courses are 100% online; i.e., they replace all seat time with Internet-based coursework. Online courses also use digital communication tools like e-mail, discussion boards and chat rooms to facilitate faculty-student and student-student interaction.

What’s “Distance learning?”

In the California Community College system, two different sets of criteria are used to define “distance learning”:

- For curricular purposes, a “distance education” class is one that is designed to replace *any* face-to-face contact with work at a distance. Therefore, all new hybrid, teleweb and online courses—because they replace “seat time”—must undergo a separate Curriculum review before being taught.
- However, for state MSIS data reporting purposes, distance education is defined as having the majority (over 50%) of work taking place at a distance. Thus, while RCCD’s Online and Teleweb courses are considered distance education for reporting purposes, its Web-Enhanced and Hybrid courses are not considered distance learning.

Online, Distance Education, and Open Campus Courses

This Fact Book uses three different terms, depending on which classes are being included in the discussion:

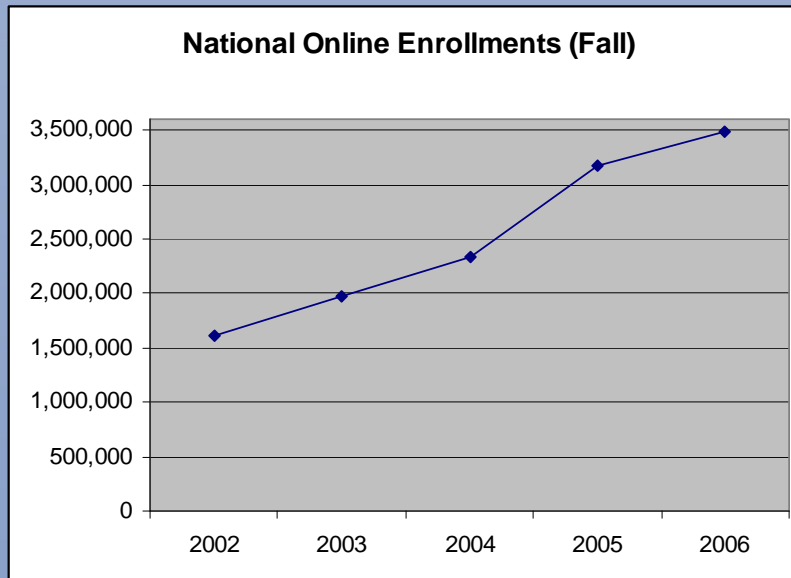
- 1) “**Online**” refers solely to the district’s 100% online courses.
- 2) In accordance with the curricular definition of “distance education”, our use of the term “**Distance Education**” includes online, hybrid, and teleweb classes but excludes web-enhanced classes because they do not replace seat time.
- 3) When referring to all four types of classes we use the more inclusive term “**Open Campus**”.

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ONLINE EDUCATION: NATIONAL

The Sloan Consortium conducts the best-known nationwide survey of online education. The following statistics are from their 2007 report *Online Nation: Five Years of Growth in Online Learning*:

- The number of online students has more than doubled in the past four years.
- In Fall 2006, an estimated 3.48 million students in American higher education took at least one online course.
- This represents a compound annual growth rate of 21.5% percent. In contrast, during the same period, the size of the entire education student body has only grown at an annual rate of 1.5%.
- Students taking at least one online course now represent nearly 20% of total higher education enrollments.
- More than 2/3 of all higher education institutions now have online offerings.
- 70% of academic leaders agree that student demand for online instruction is still growing.



Source: Sloan Consortium (2007)

More specifically, regarding community colleges:

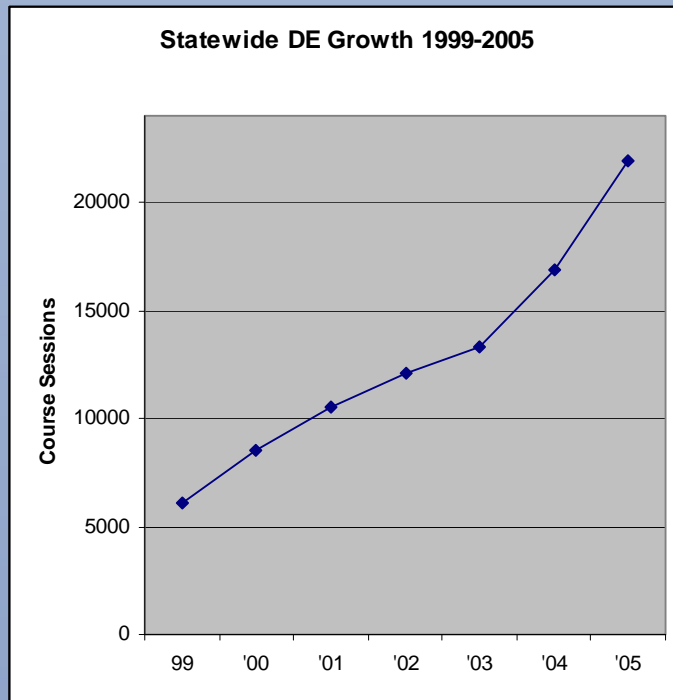
- Community Colleges provide the largest share of online enrollments in the poll.
- There are 1.9 million community college students taking online classes.
- There are more online students at community colleges than at baccalaureate and graduate schools combined.
- Community colleges only enroll 37% of the total higher education market, but they enroll 54% of all online students in higher education.
- The annual compounded growth rate for online courses in community colleges is 24% over the past four years, the highest of any institutional type.

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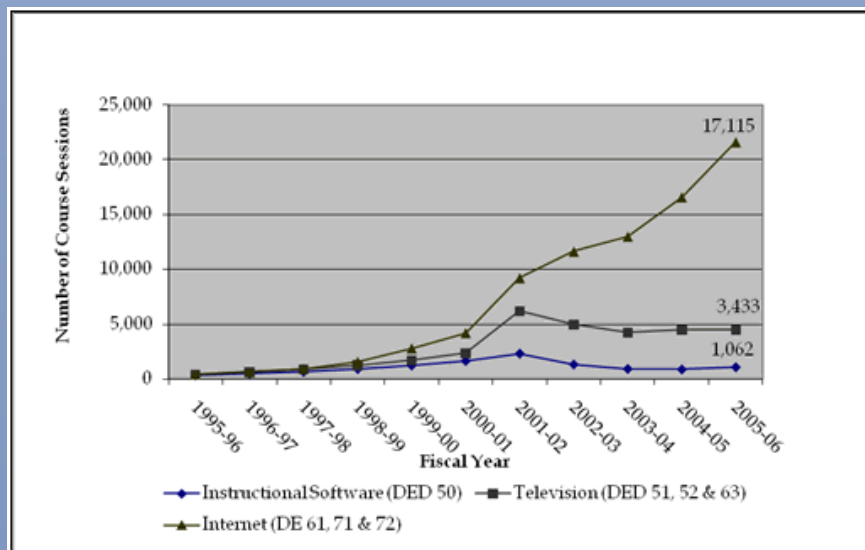
STATEWIDE: GROWTH IN DISTANCE EDUCATION

Biannually since 1999, the California Community College Chancellor's Office issues a report on distance education. According to the 2007 report:

- There has been an 808% increase in distance education course sessions since data collection began 1995.
- During the last eleven years, distance education has sustained an average annual growth rate of 23% in the California Community College system.



Though the above graph includes all forms of distance education, the graph below makes it clear that online courses are fast eclipsing all other forms of distance education.



Open Campus : Milestones

There is a new and rapidly growing population of students who are not campus oriented in the traditional sense. These students have personal and professional commitments which foreclose them from participating in traditional classroom settings. New educational strategies, capabilities and programs need to be developed to serve these students and to provide the learning experiences appropriate to their situations. These new learning demands require new learning organization.

-Dr. Anthony Beebe

Mission:

"...the primary mission of the Open Campus is to extend learning opportunities and increase educational access to area residents."

Total Students

2000-2001: 5329
2001-2002: 9520
2002-2003: 11847
2003-2004: 14318
2004-2005: 16837
2005-2006: 19685

Milestones:

- *March 1998: Dr. Anthony Beebe, RCCD's Director of Community Services, circulates "A Conceptual Brief for the Open Campus of Riverside Community College District"*
- *July 1998: draft versions of Open Campus Vision, Mission and Goals in conjunction with paperwork to hire first "Open Campus Teaching/Learning Technician"*
- *Fall 1998: first cohort of 10 instructors completes inaugural "On-Line Teaching and Learning Academy"; Dr. Beebe becomes first dean of Open Campus.*
- *Spring 1999: First online classes delivered, with 105 students in three classes.*
- *Fall 2001: Dr. Bob Bramucci becomes second dean of Open Campus.*
- *Spring 2001: formal Hybrid and Web-Enhanced classes added.*

Gross Revenue

2001-2002: \$2,970,738
2002-2003: \$3,858,976
2003-2004: \$4,783,162
2004-2005: \$6,074,445
2005-2006: \$6,341,978

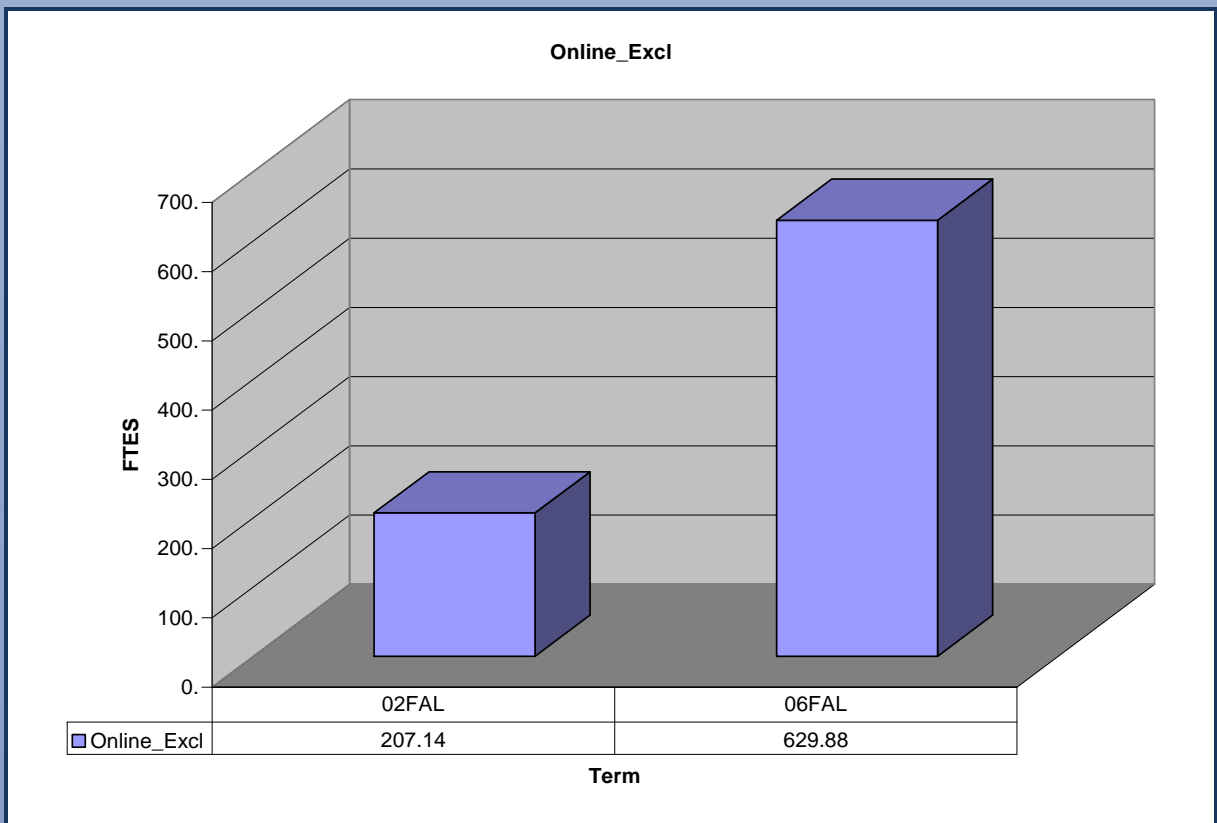
[The Open Campus is]...a vehicle to foster and promote alternative learning opportunities, both on and off campus, which increase student access and extend College resources.

- Dr. Salvatore Rotella

Rate of FTES Growth: Face-to-Face vs. Online

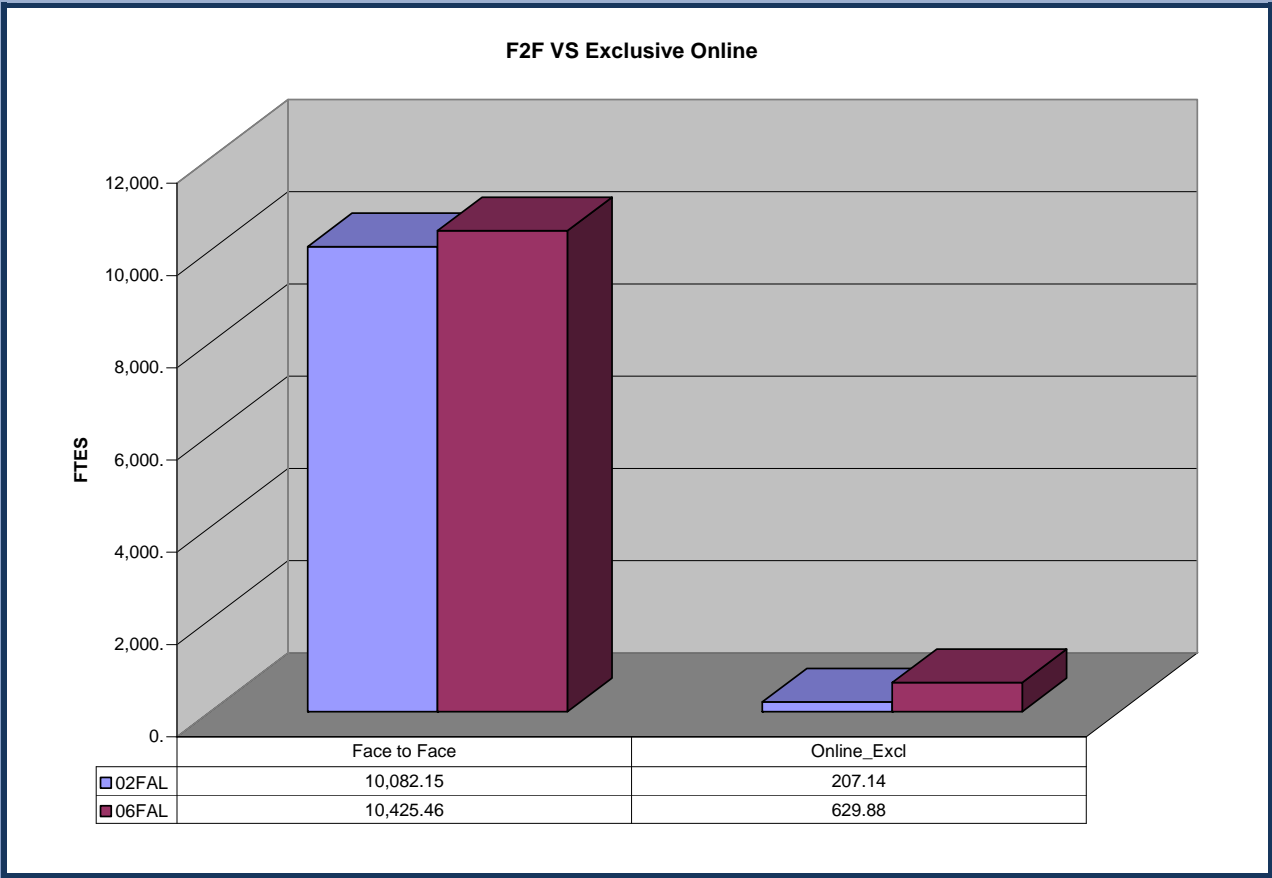
During the period from Fall 2002 to Fall 2006, Full-Time Equivalent Students (FTES) grew **3.41%** for face-to-face classes.

During the same period, FTES for online classes grew **204.08%**--a rate over *sixty times higher* than for face-to-face instruction.



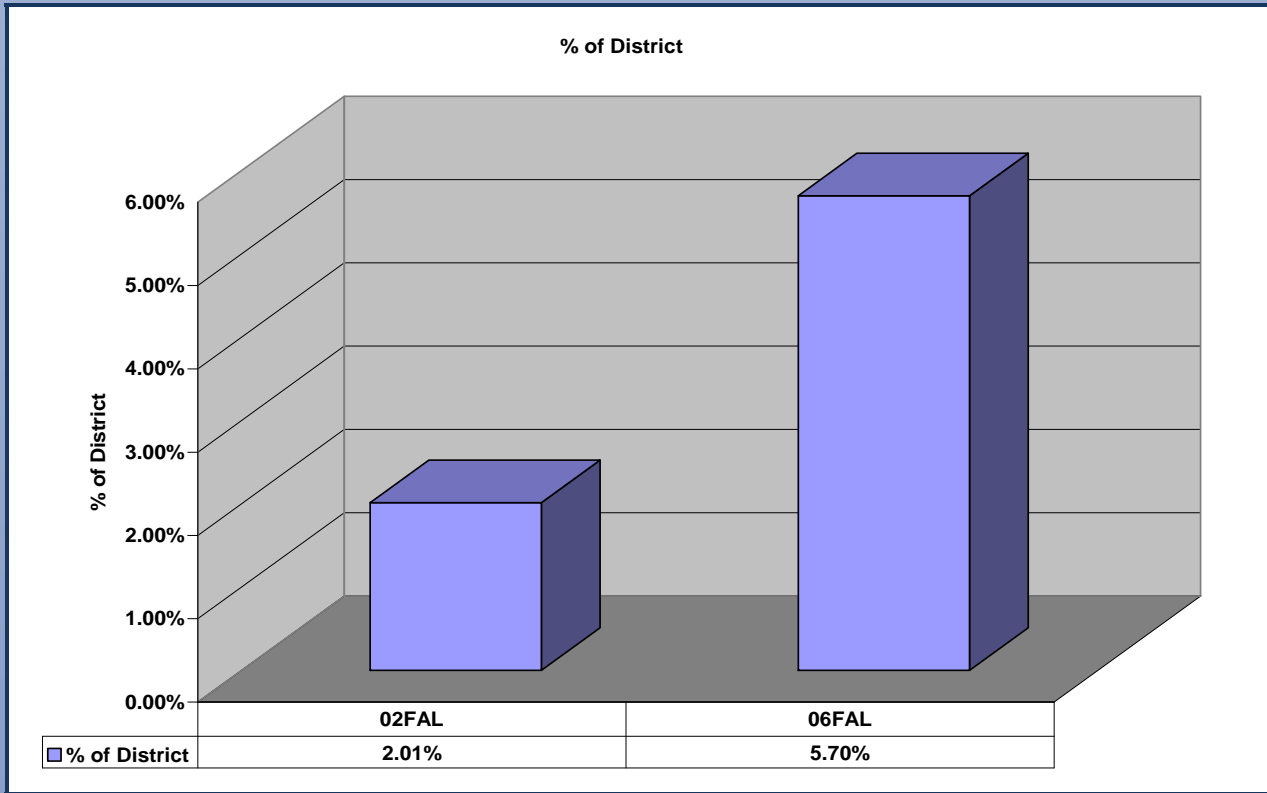
FTES: Face-to-Face vs. Online

However, despite rapid growth, online classes still represent a small subset of the district's total FTES.



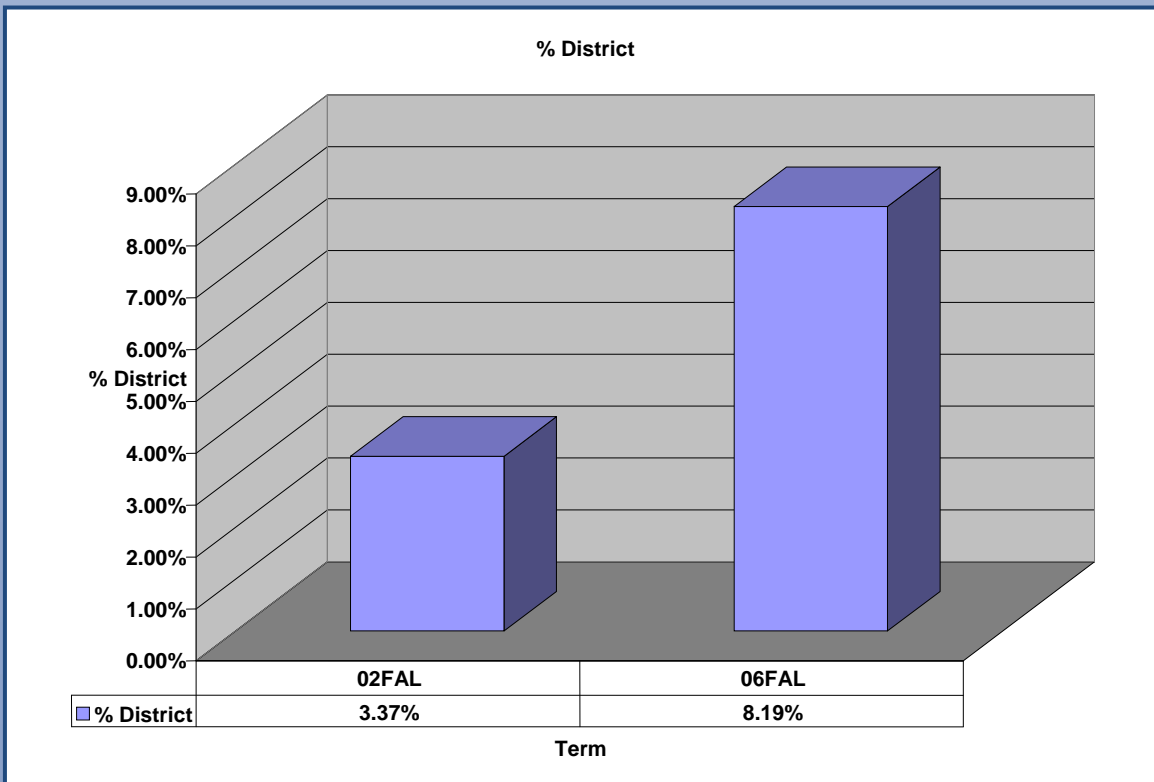
FTES: Online Classes as a Percentage of Total District FTES

From the 2002 to the 2006 Fall semesters, the change in the percentage of the District's total FTES attributable exclusively to online classes is striking, from **2.01%** in 2002 to **5.70%** in 2006.



FTES: Distance Education Classes as a Percentage of Total District FTES

When hybrid and teleweb classes are considered in addition to online classes, distance education’s contribution to the district’s total FTES rises to **8.19%**.



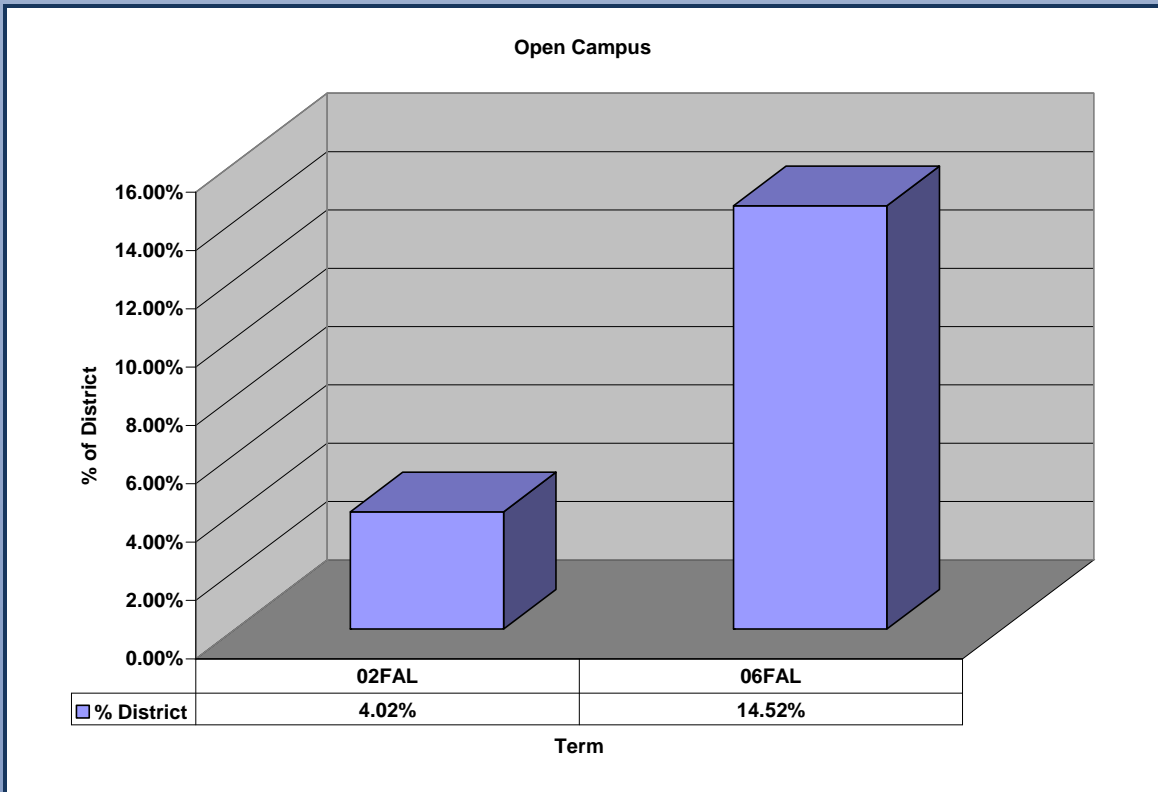
However, over five years Distance Education increased by approximately **161%**--as opposed to “online only” growth of **204%**--reflecting that online courses considered in isolation grew faster than the more inclusive “distance education” combination of online, hybrid and teleweb courses.

| Dist_Ed | DE | Face to Face | District | % District |
|-------------------|----------------|--------------|--------------|------------|
| 02FAL | 346.73 | 9,942.56 | 10,289.29 | 3.37% |
| 06FAL | 905.04 | 10,150.3 | 11,055.34 | 8.19% |
| % Increase | 161.02% | 2.09% | 7.45% | |

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FTES: Open Campus Classes as a Percentage of Total District FTES

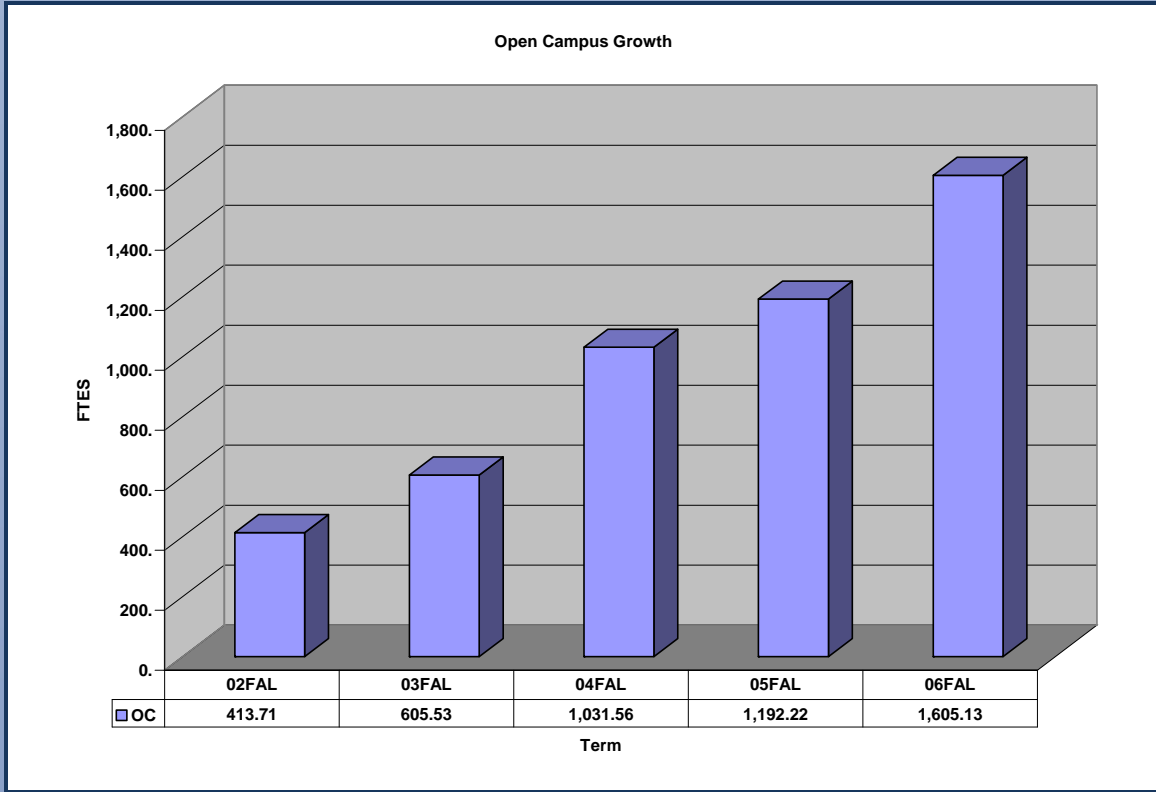
If web-enhanced courses are included in addition to online, hybrid and teleweb courses, the total Open Campus FTES contribution represents nearly **15%** of total instruction in the district.



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FTES: Open Campus Fall FTES Over a Five Year Period

The following graph reflects more than **287%** growth of Open Campus FTES over the Fall Series for a period of five years.

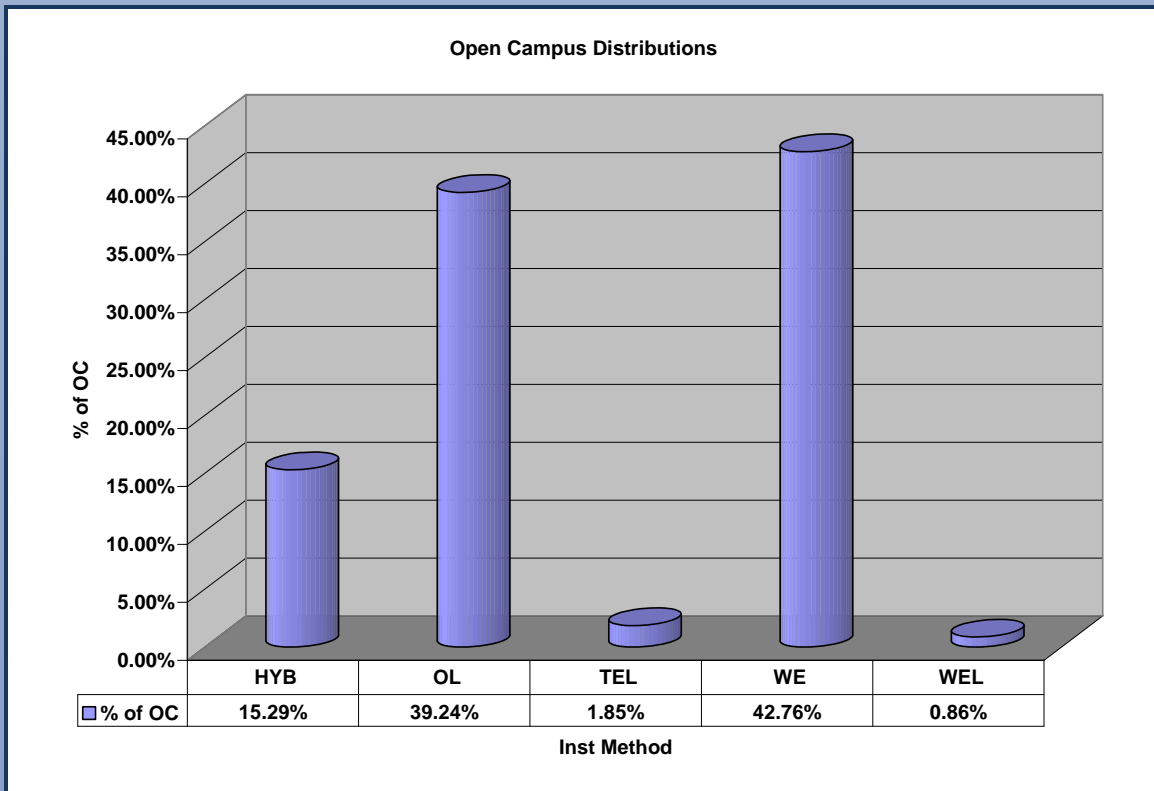


| Open Campus | Face to Face | OC | District | % District |
|-----------------|---------------|----------------|-----------|------------|
| 02FAL | 9,875.58 | 413.71 | 10,289.29 | 4.02% |
| 06FAL | 9,450.21 | 1,605.13 | 11,055.34 | 14.52% |
| % Change | -4.31% | 287.98% | | |

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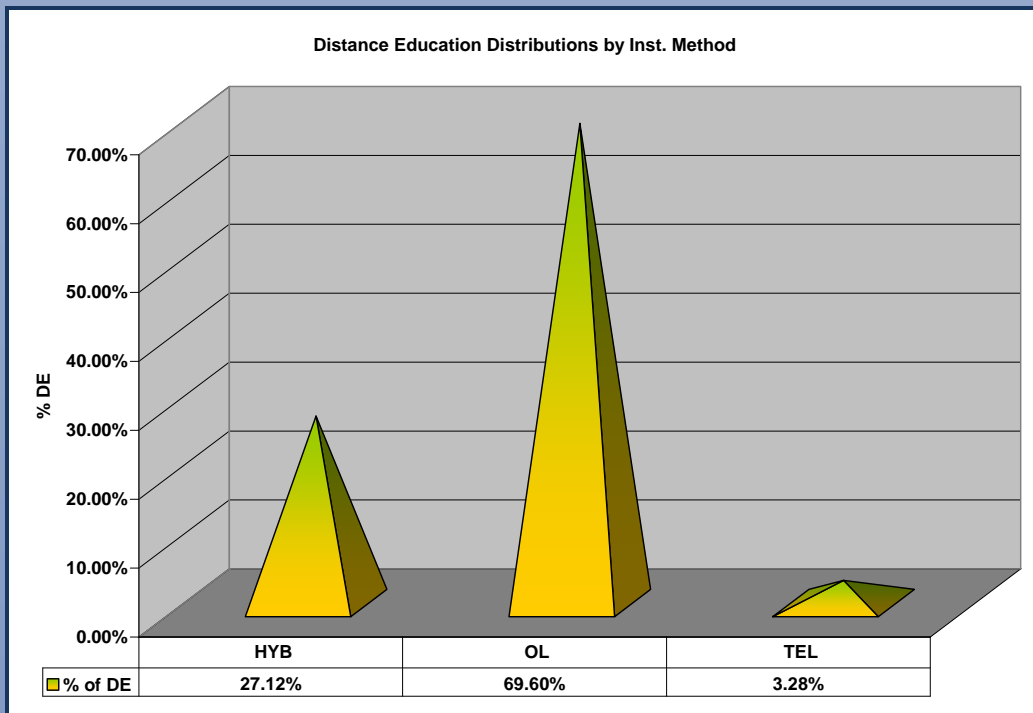
FTES: Open Campus Percentages by Modality (06Fal)

- Online and web-enhanced classes comprise the majority of FTES generation for the Open Campus.
- Web-enhanced classes have become the single most popular modality.



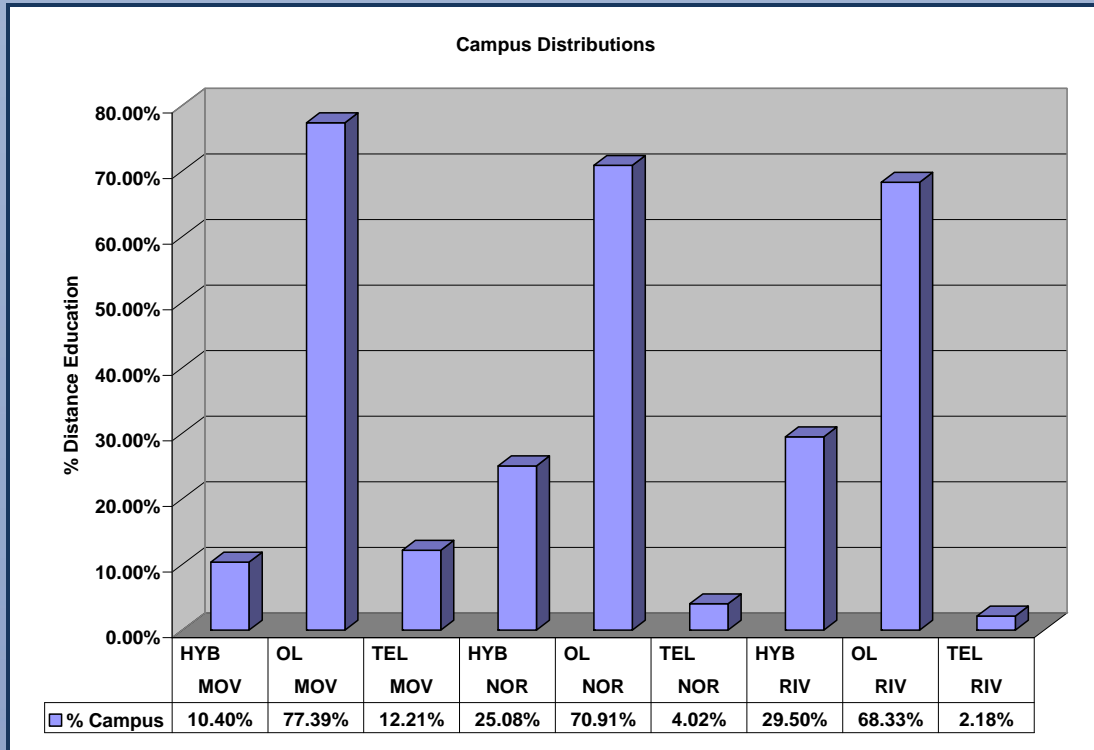
Distance Education by Modality (06Fall)

- Online courses represent about **70%** of the Open Campus’s distance education classes (i.e., those that replace seat time with work at a distance).
- Hybrid Courses are the second most popular distance education modality, contributing over **27%** of distance education FTES.
- Over the past several years, the popularity of telecourses dropped sharply—so much so that the Open Campus stopped teaching traditional telecourses in Spring 2007 and replaced them with *teleweb* courses, which incorporate WebCT course sites and deliver required video digitally “on-demand” over the Internet.



Campus Distributions of Distance Education (06Fal)

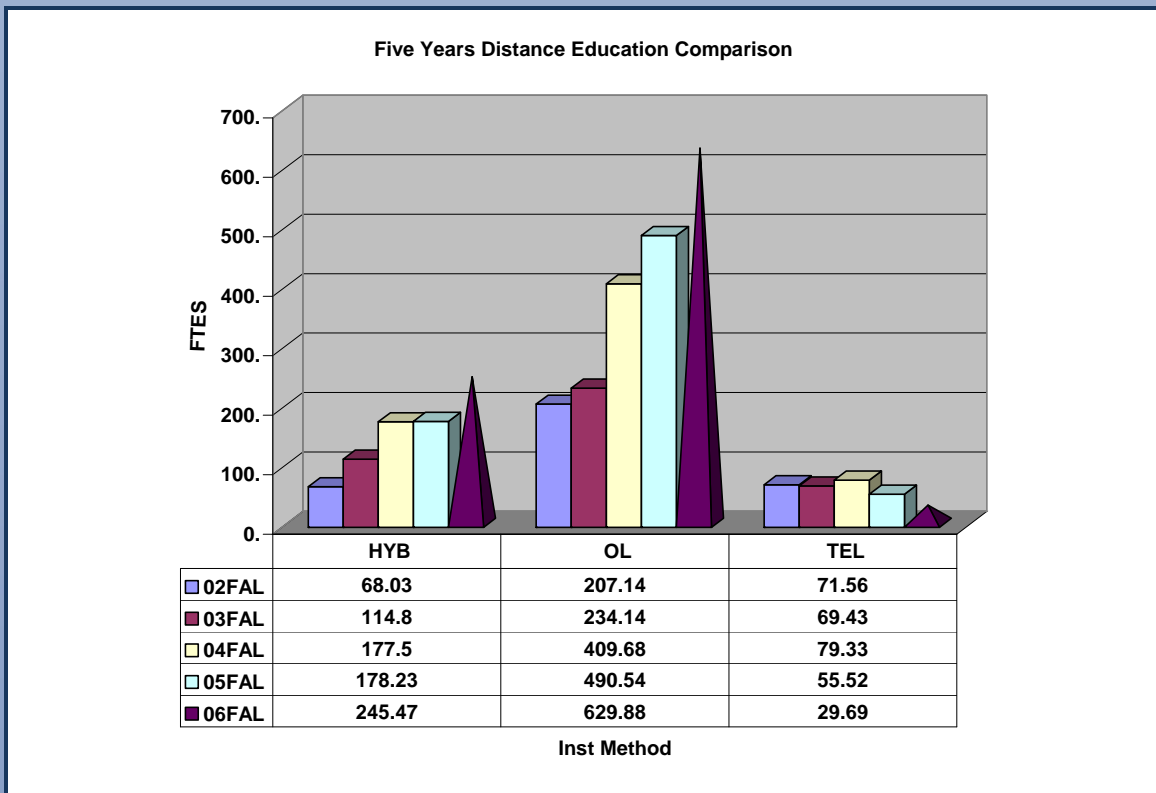
- Online courses are the predominant distance education modality on all three campuses.
- Riverside and Norco have a higher percentage of hybrid classes than does Moreno Valley.
- Moreno Valley still has the highest percentage of tele/teleweb classes.



| Term | Campus | Inst | Res Ftes | Total by Campus | % Campus |
|-------|--------|------|----------|-----------------|----------|
| 06FAL | MOV | HYB | 5.23 | 50.29 | 10.40% |
| 06FAL | MOV | OL | 38.92 | 50.29 | 77.39% |
| 06FAL | MOV | TEL | 6.14 | 50.29 | 12.21% |
| 06FAL | NOR | HYB | 67.4 | 268.79 | 25.08% |
| 06FAL | NOR | OL | 190.59 | 268.79 | 70.91% |
| 06FAL | NOR | TEL | 10.8 | 268.79 | 4.02% |
| 06FAL | RIV | HYB | 172.84 | 585.96 | 29.50% |
| 06FAL | RIV | OL | 400.37 | 585.96 | 68.33% |
| 06FAL | RIV | TEL | 12.75 | 585.96 | 2.18% |

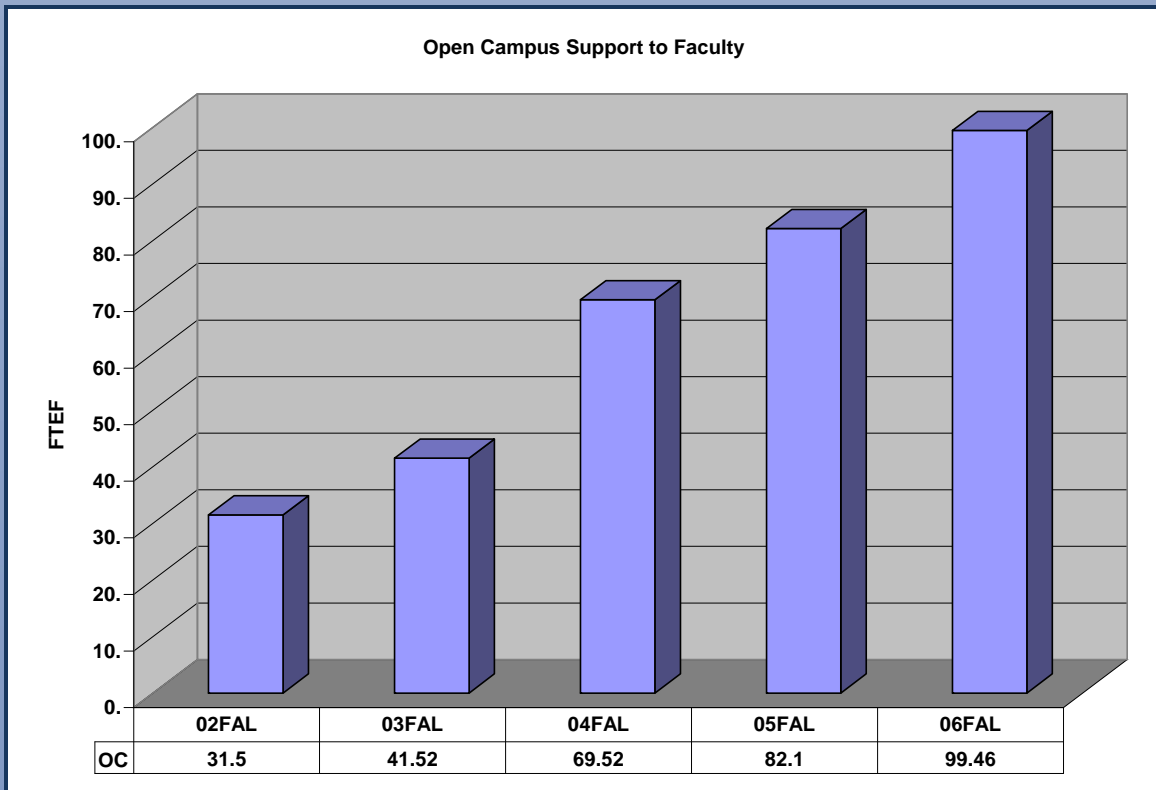
Distance Education Growth Rates by Modality over Five Years

Hybrid courses have grown at a modest rate, online courses have grown the fastest, and telecourses have declined.



Full-Time Equivalent Faculty (FTEF)

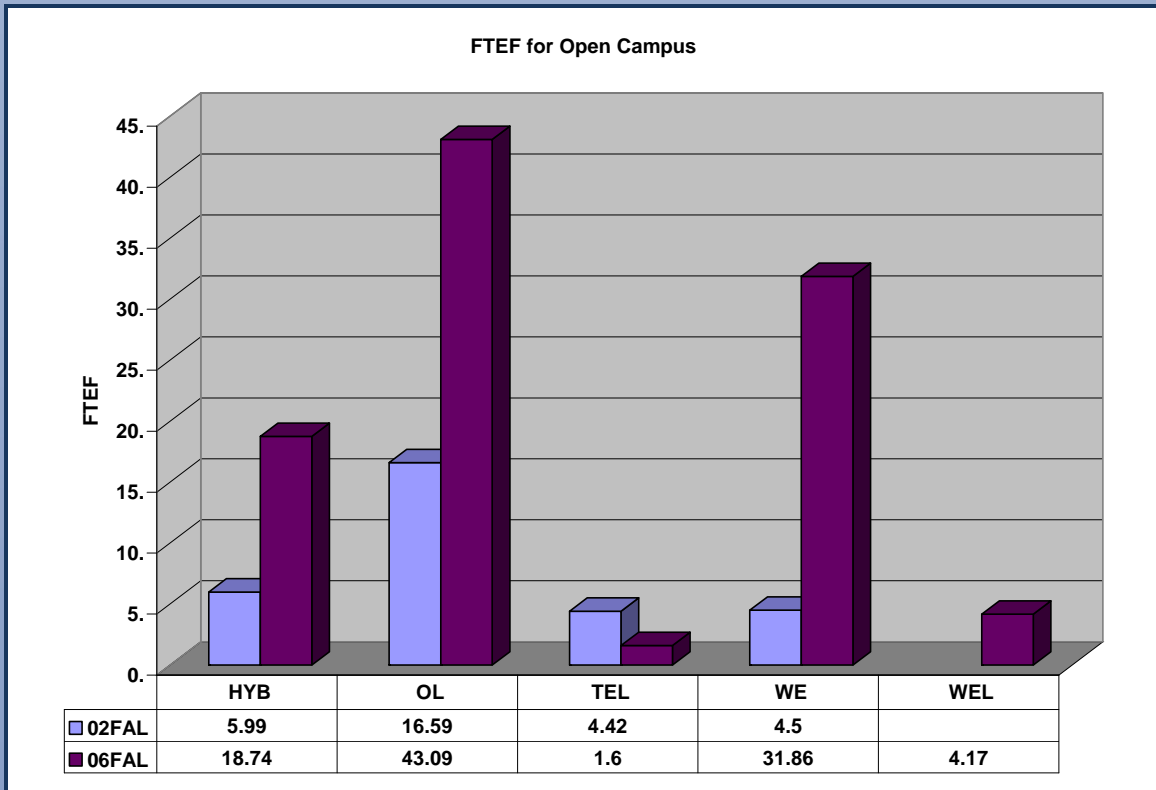
- The Full Time Equivalent Faculty (FTES) metric represents the total Faculty Load for each class offering, including part-time, full-time and overload teaching assignments.
- Total Open Campus FTES includes every course section that is offered via online, hybrid, teleweb, or web-enhanced modalities; this is a “workload” measure because each course section offered via these modalities involves interaction with the Open Campus staff and development of WebCT course shells.
- In 06FAL, the Open Campus supported about **100 FTEF**. This represents over a **200%** increase compared to the 02FAL term.
- Put another way—if the Open Campus was a standalone college, it would employ about **100** full-time faculty members.



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FTEF: Open Campus Growth by Modality

With the exception of teleweb courses, Open Campus FTEF has grown. Growth exceeds **600%** for web-enhanced classes, followed by **213%** for hybrid courses and **160%** for online courses.



| Open Campus | | | |
|-------------|-------|-------|------------------------|
| Term | 02FAL | 06FAL | % Increase from 02 FAL |
| HYB | 5.99 | 18.74 | 212.85% |
| OL | 16.59 | 43.09 | 159.73% |
| TEL | 4.42 | 1.6 | -63.80% |
| WE | 4.5 | 31.86 | 608.00% |
| WEL | | 4.17 | |

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FTEF by Campus and Instruction Method (Falls)

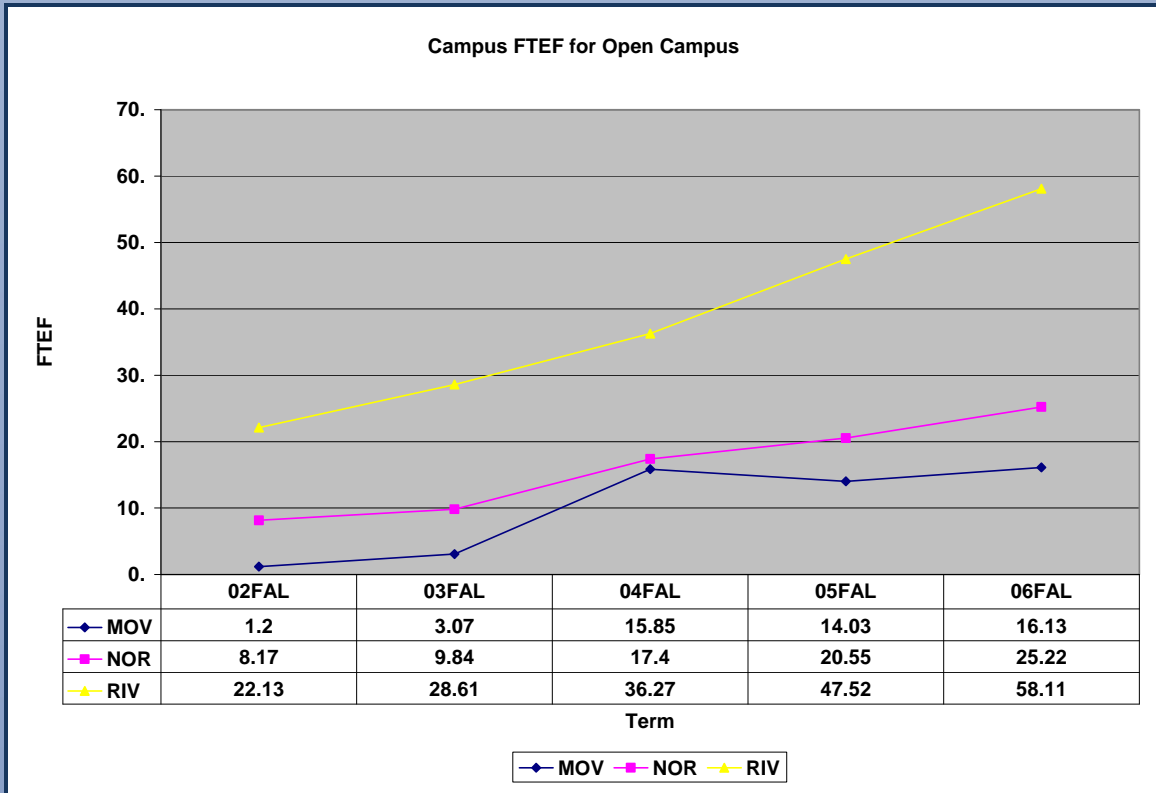
Over the past five Fall semesters, Open Campus offerings for each of the district's three campuses have increased. Details on changes by Campus, Term and Instruction Methods are given in the table below.

| Campus | Open Campus | | | | | |
|------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | Term | 02FAL | 03FAL | 04FAL | 05FAL | 06FAL |
| MOV | HYB | | 0.3 | 1.7 | 1.3 | 0.6 |
| MOV | OL | 0.2 | 0.4 | 1. | 2.4 | 2.8 |
| MOV | TEL | 1. | 0.4 | 0.4 | 0.4 | 0.4 |
| MOV | WE | | 1.97 | 5.54 | 5.8 | 8.16 |
| MOV | WEL | | | 7.21 | 4.13 | 4.17 |
| MOV | Total | 1.2 | 3.07 | 15.85 | 14.03 | 16.13 |
| NOR | HYB | 1.87 | 2.47 | 3.67 | 3.67 | 4.53 |
| NOR | OL | 1.8 | 2.67 | 7.35 | 7.95 | 13.43 |
| NOR | TEL | 0.2 | 0.4 | 0.8 | 0.8 | 0.4 |
| NOR | WE | 4.3 | 4.3 | 5.58 | 8.13 | 6.86 |
| NOR | Total | 8.17 | 9.84 | 17.4 | 20.55 | 25.22 |
| RIV | HYB | 4.12 | 6.15 | 6.12 | 8.73 | 13.61 |
| RIV | OL | 14.59 | 13.94 | 17.01 | 22.94 | 26.86 |
| RIV | TEL | 3.22 | 2.4 | 2.4 | 2.2 | 0.8 |
| RIV | WE | 0.2 | 6.12 | 10.74 | 13.65 | 16.84 |
| RIV | Total | 22.13 | 28.61 | 36.27 | 47.52 | 58.11 |

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FTEF by Campus and Instruction Method (Falls)

The following figure represents growth in Open Campus FTEF for each of the district's three campuses. Open Campus FTEF for the Riverside campus grew the fastest, followed by Norco, which in turn grew faster than Moreno Valley.

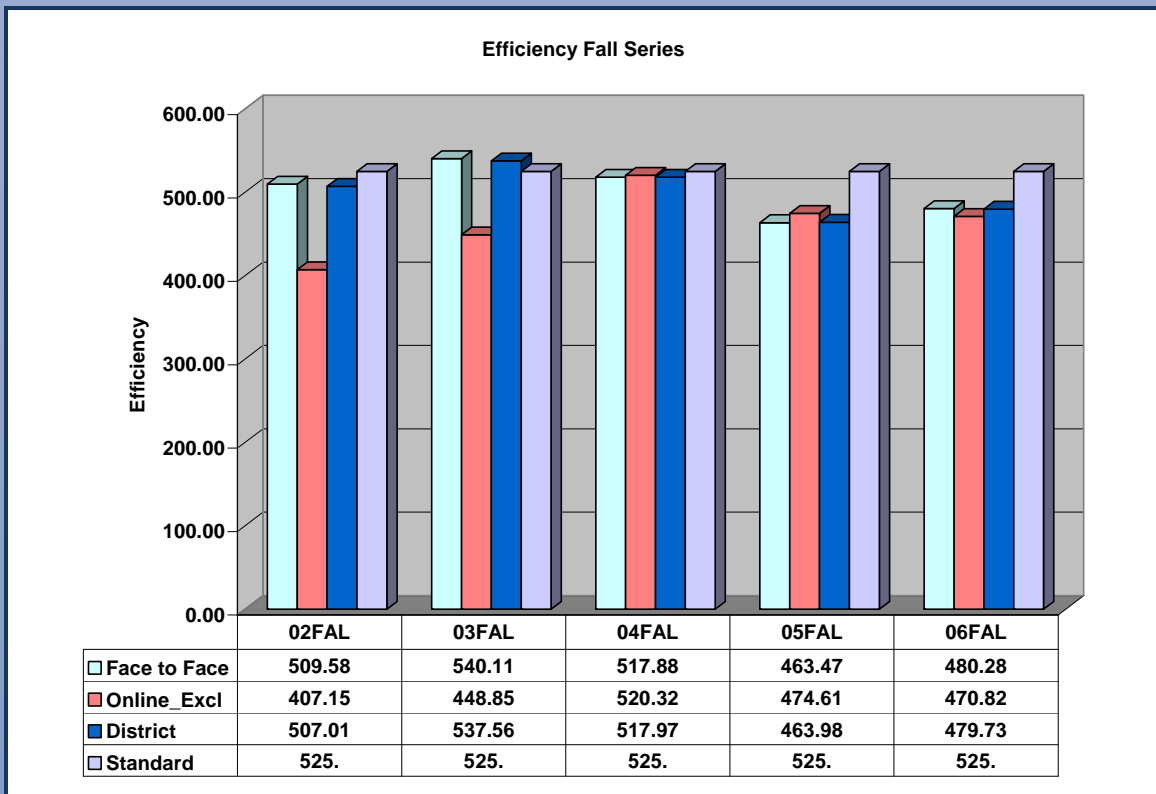


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Efficiency

Efficiency is a ratio of revenue to cost and is used as a measure of productivity. The target efficiency determined by the state for Fall terms is **525**.

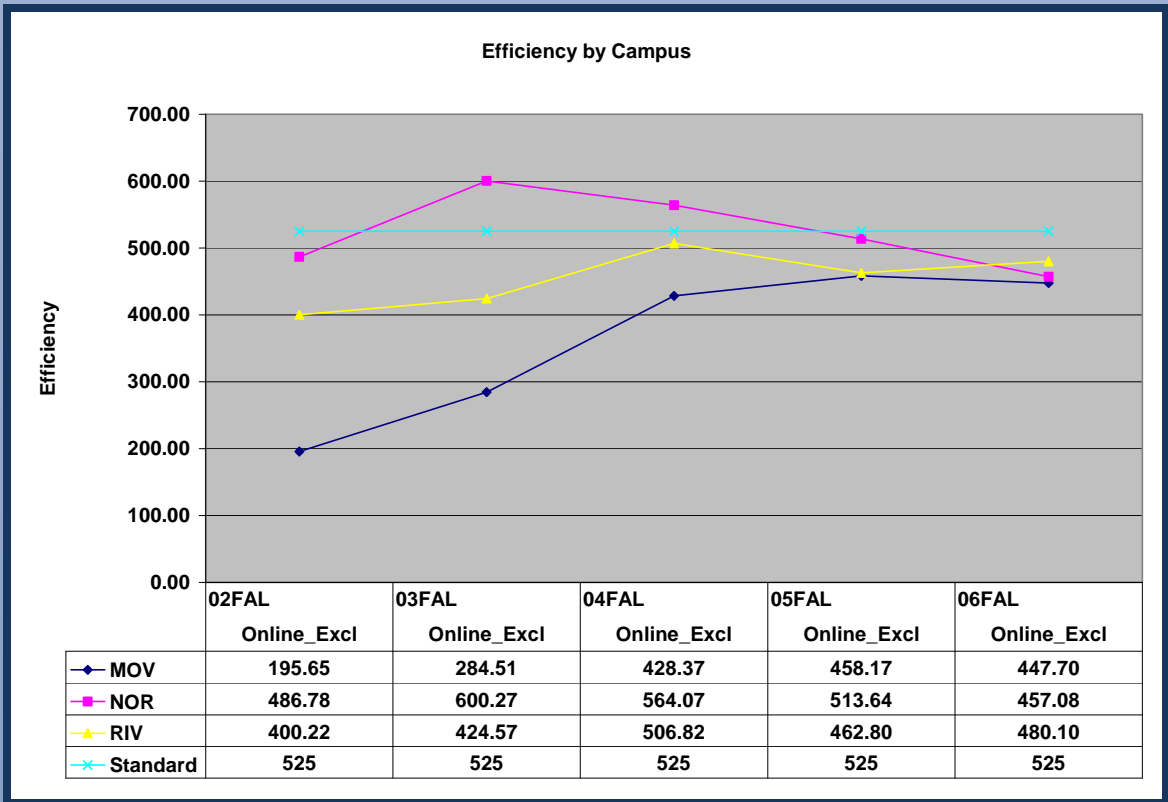
The following chart compares efficiencies for face-to-face and online classes. Overall, online efficiencies have improved over time but still are slightly lower than the efficiencies for face-to-face classes.



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Efficiency of Online Classes by Campus

- The efficiency for Riverside College’s online classes parallels that of the district.
- Efficiencies for the Norco Campus’s online classes have declined.
- Moreno Valley’s online course efficiencies were initially low, but increased and have remained relatively stable for the last three years.

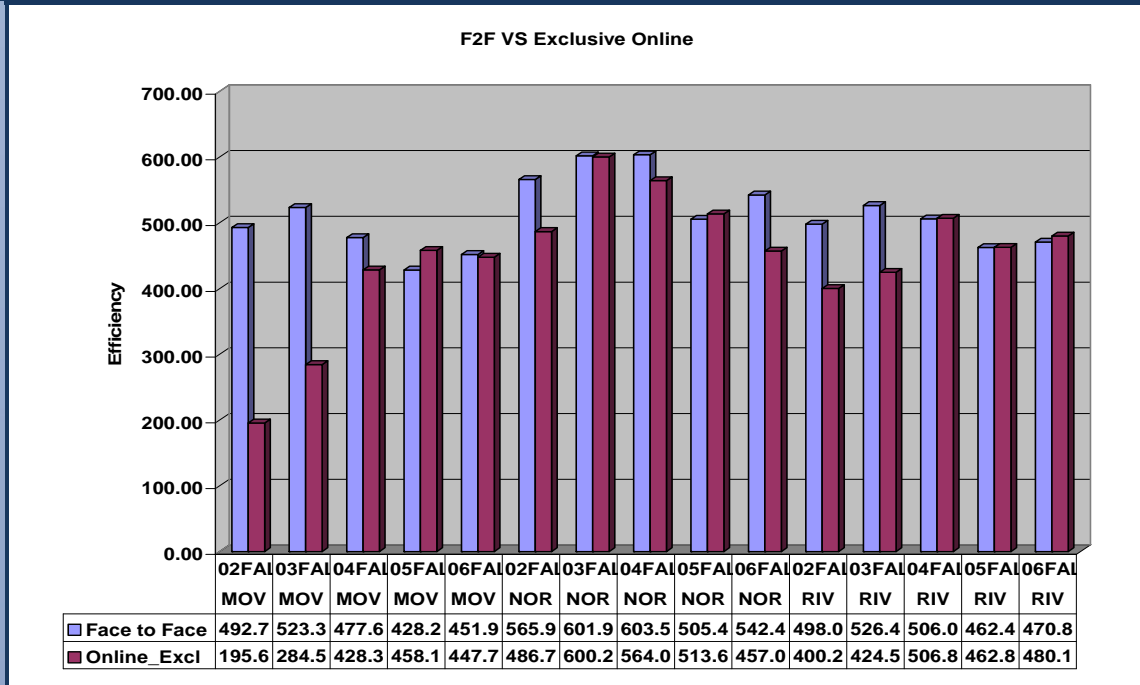


| Exc_Online | | | | | |
|------------|--------|--------|--------|--------|--------|
| Term | 02FAL | 03FAL | 04FAL | 05FAL | 06FAL |
| MOV | 195.65 | 284.51 | 428.37 | 458.17 | 447.70 |
| NOR | 486.78 | 600.27 | 564.07 | 513.64 | 457.08 |
| RIV | 400.22 | 424.57 | 506.82 | 462.80 | 480.10 |
| Standard | 525 | 525 | 525 | 525 | 525 |

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Efficiency: Face-to-Face and Online by Campus

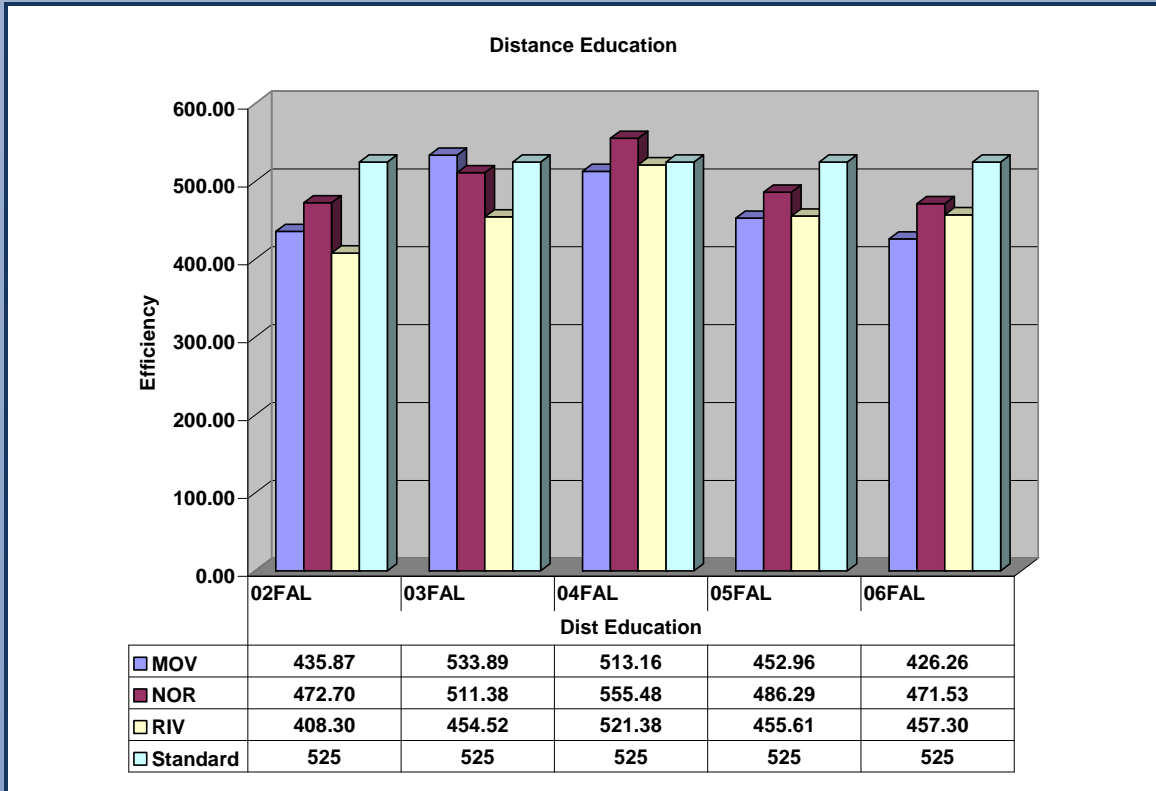
For the Fall 2006 semester, online efficiencies were lower than face-to-face efficiencies for the Moreno Valley and Norco Campuses. For the Riverside campus, overall efficiencies for online classes paralleled those of face-to-face classes.



| Campus | Term | Face to Face | Online_Excl |
|--------|-------|--------------|-------------|
| MOV | 02FAL | 492.79 | 195.65 |
| MOV | 03FAL | 523.36 | 284.51 |
| MOV | 04FAL | 477.62 | 428.37 |
| MOV | 05FAL | 428.25 | 458.17 |
| MOV | 06FAL | 451.94 | 447.70 |
| NOR | 02FAL | 565.99 | 486.78 |
| NOR | 03FAL | 601.99 | 600.27 |
| NOR | 04FAL | 603.58 | 564.07 |
| NOR | 05FAL | 505.46 | 513.64 |
| NOR | 06FAL | 542.41 | 457.08 |
| RIV | 02FAL | 498.07 | 400.22 |
| RIV | 03FAL | 526.44 | 424.57 |
| RIV | 04FAL | 506.09 | 506.82 |
| RIV | 05FAL | 462.48 | 462.80 |
| RIV | 06FAL | 470.80 | 480.10 |

Distance Education Efficiency by Campus

With the exception of the Norco campus, which shows an increase in efficiency for Distance Education, the combination of hybrid, online and teleweb classes tends to show reduced efficiencies relative to those for online classes in isolation.

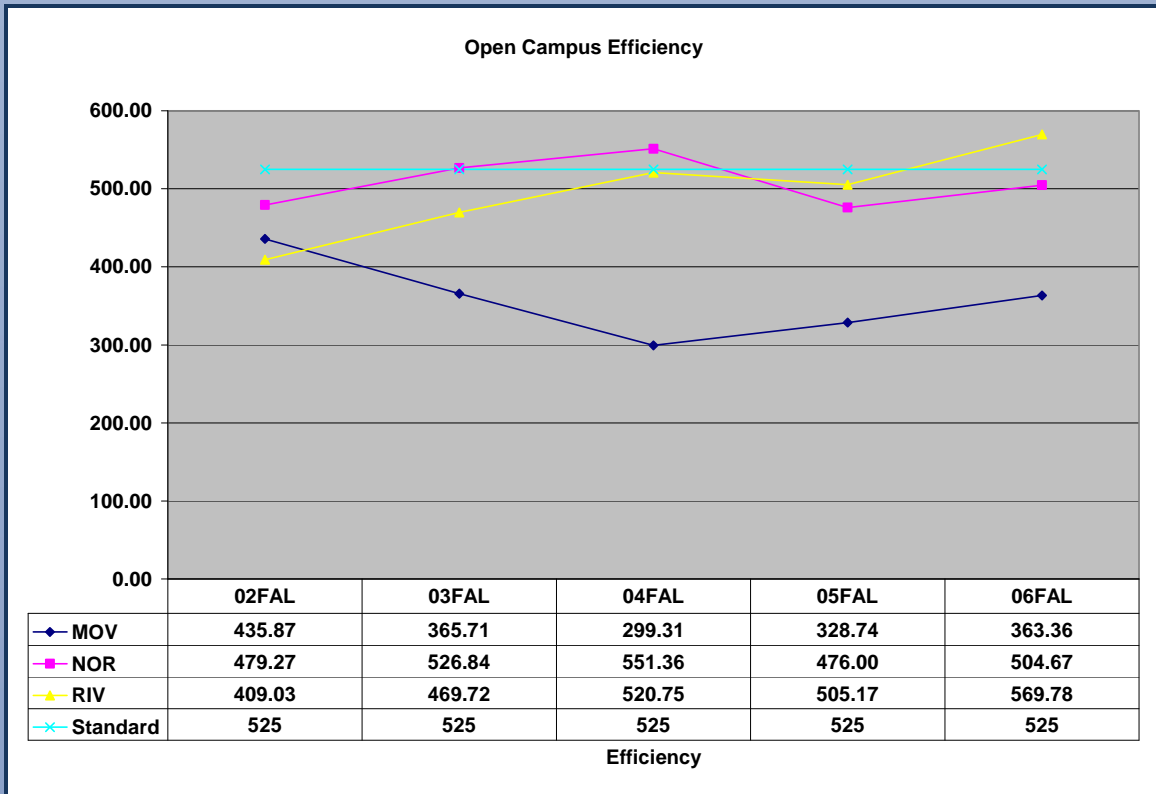


| | Dist Education | | | | |
|-----------------|----------------|------------|------------|------------|------------|
| Term | 02FAL | 03FAL | 04FAL | 05FAL | 06FAL |
| MOV | 435.87 | 533.89 | 513.16 | 452.96 | 426.26 |
| NOR | 472.70 | 511.38 | 555.48 | 486.29 | 471.53 |
| RIV | 408.30 | 454.52 | 521.38 | 455.61 | 457.30 |
| Standard | 525 | 525 | 525 | 525 | 525 |

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Open Campus Efficiency by Campus

The following figure depicts efficiencies for each campus over time for all Open campus classes (i.e., web-enhanced classes are considered along with online, hybrid and web-enhanced classes).



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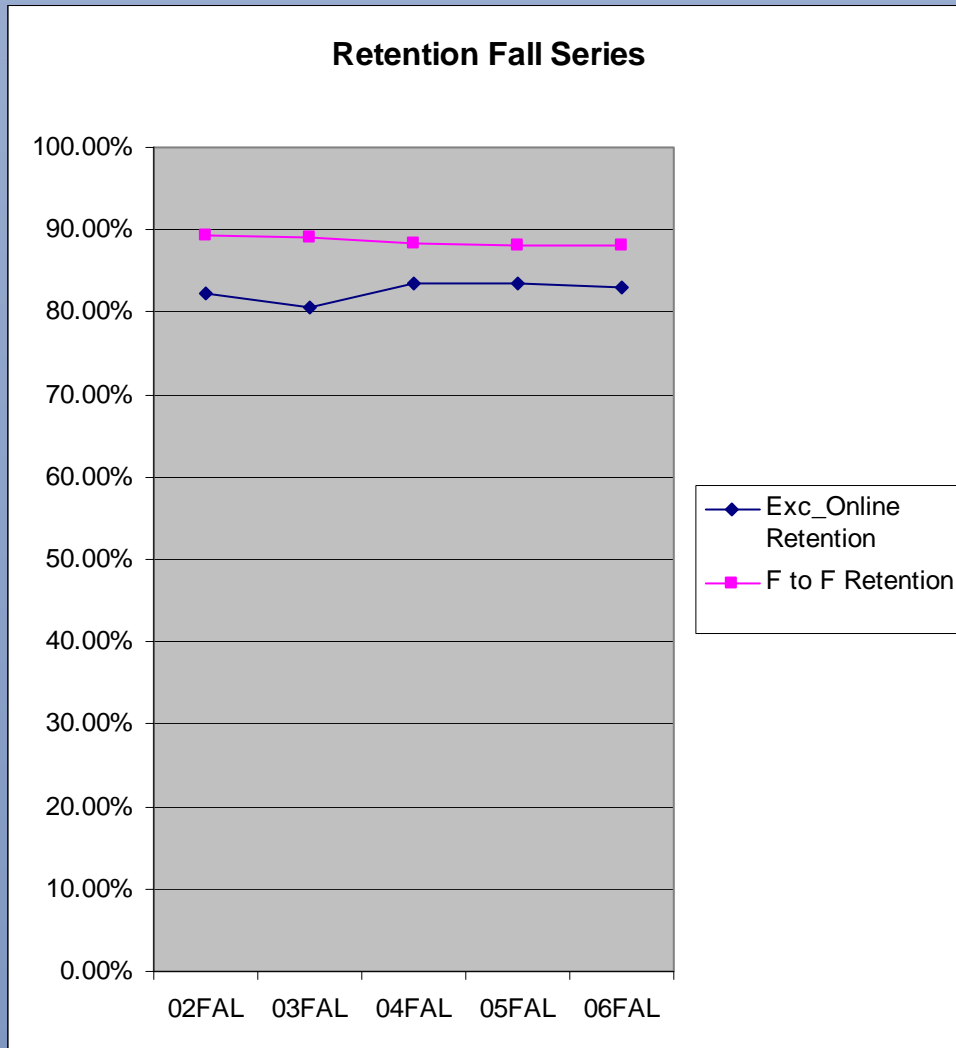
Retention

In the California community college system, retention is formally defined as a ratio of the following:

$$\frac{\text{Numerator: Number of enrollments with grade of A,B,C,D,F,CR,NC,I*}}{\text{Denominator: Number of enrollments with grade of A,B,C,D,F,CR,NC,W,I*}}$$

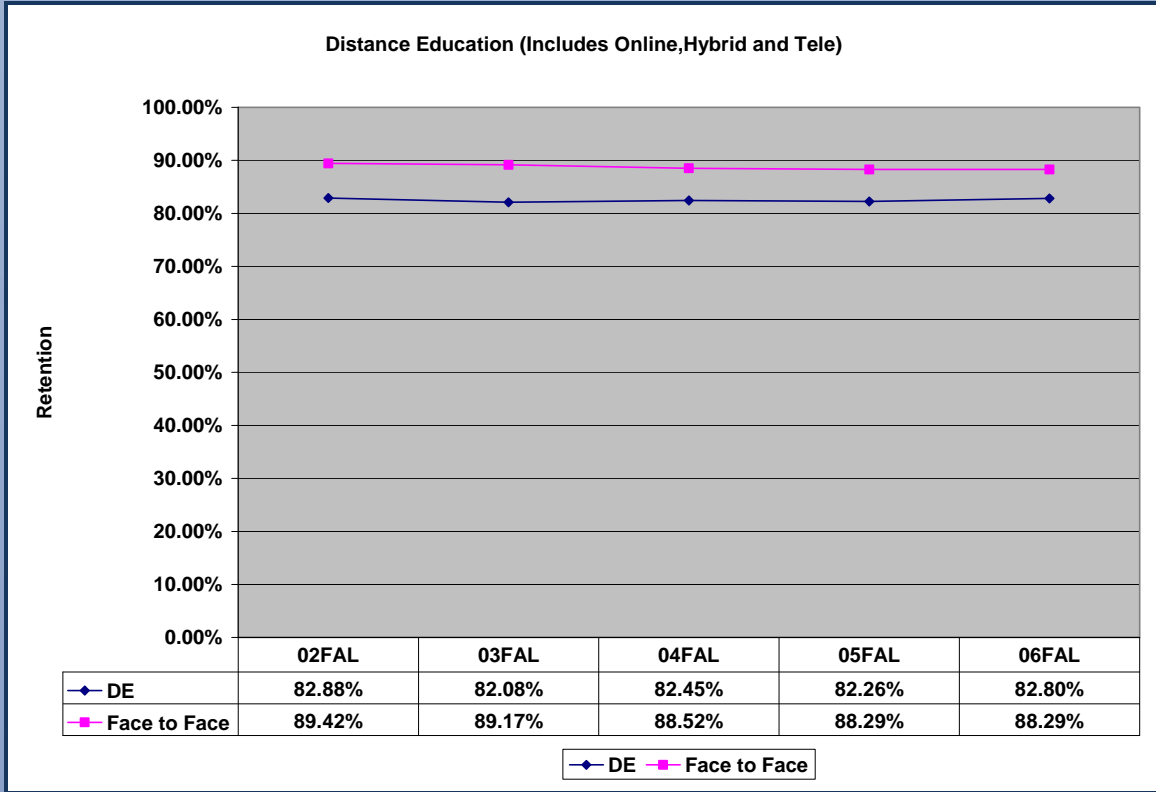
Less formally, retention represents the percentage of students active at the course Census date compared to those active at the end of the semester.

The following graph depicts data from Fall semesters from 2002 to 2006. Even though retention for online classes has improved, it remains lower than retention for face-to-face classes. Retention in online classes is approximately 6% lower than in face-to-face classes.



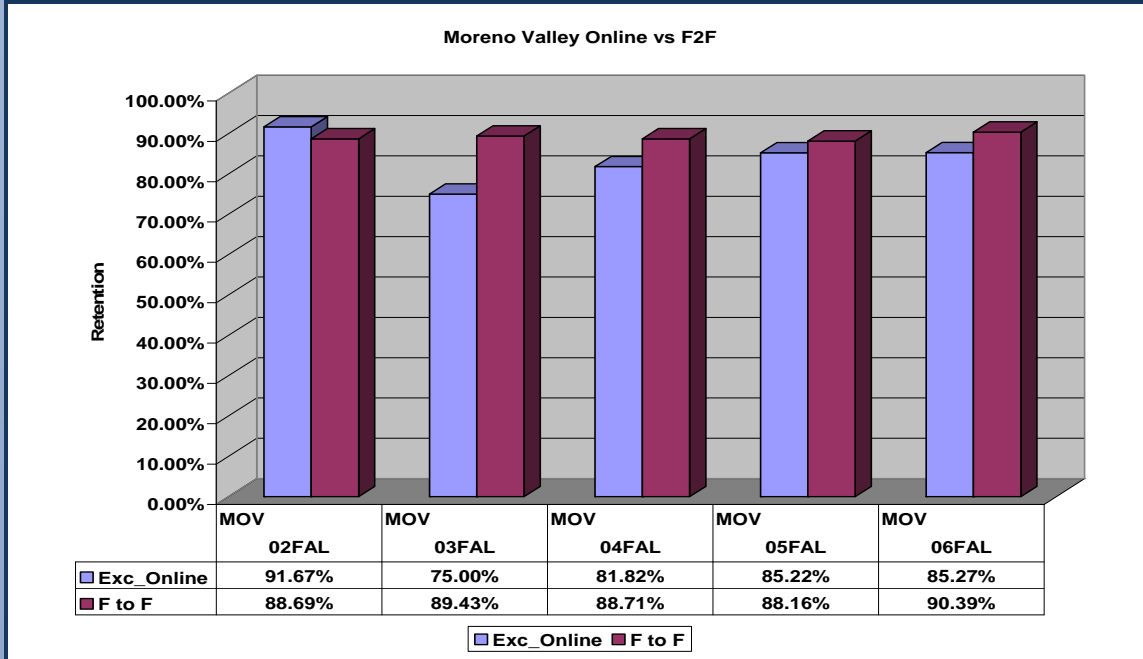
Distance Education Retention:

Distance Education shows a similar trend of less retention compared to face-to-face classes.

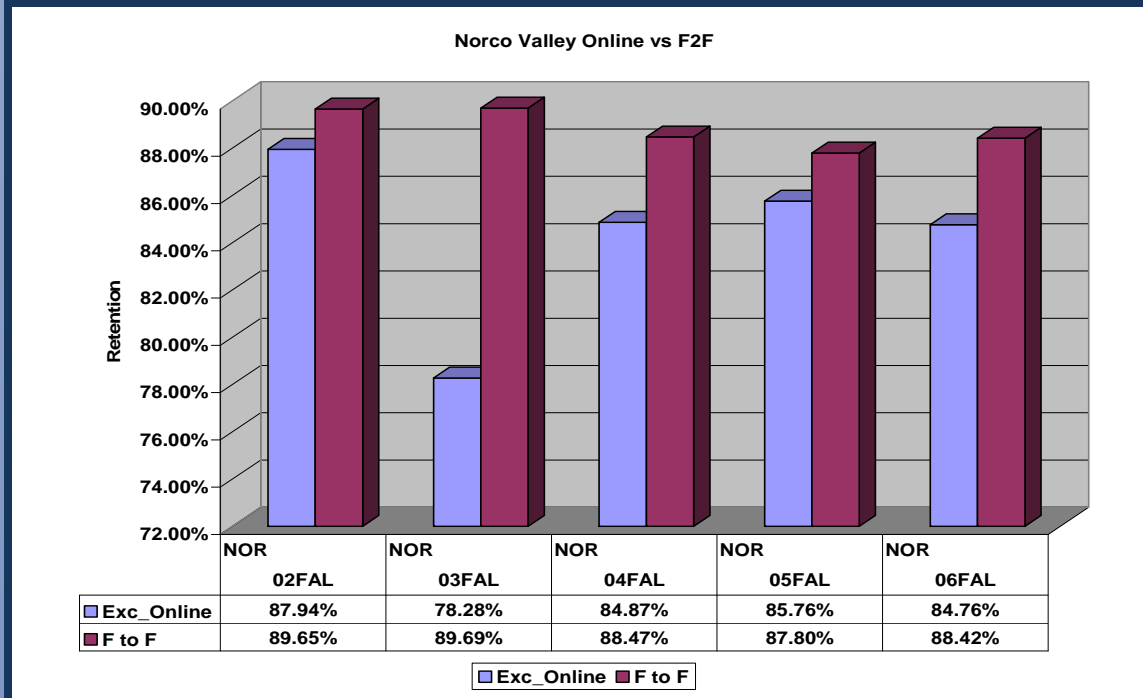


Online Class Retention by Campus

Moreno Valley: Online retention rates for Moreno Valley showed a decline in 2003 but recovered.

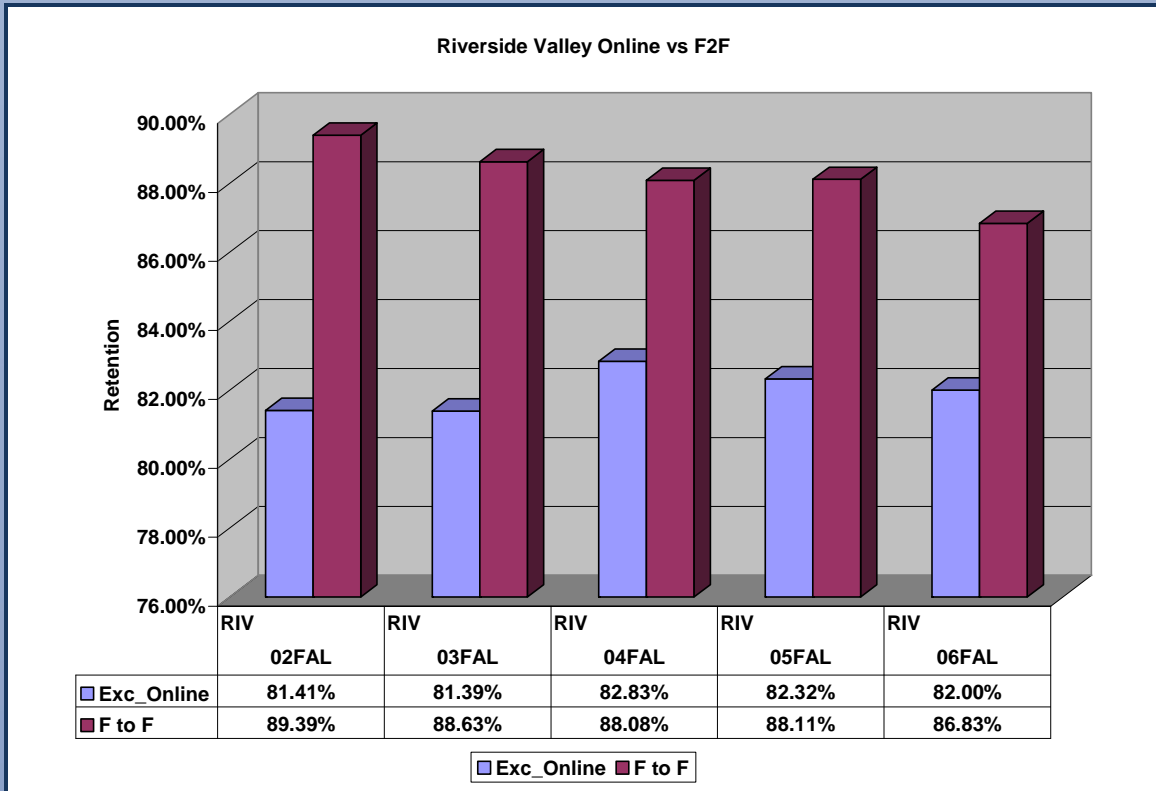


Norco: Norco showed the same dip in 2003 but also recovered, with a slight decline in online retention rates for 06Fal compared to 05Fal.



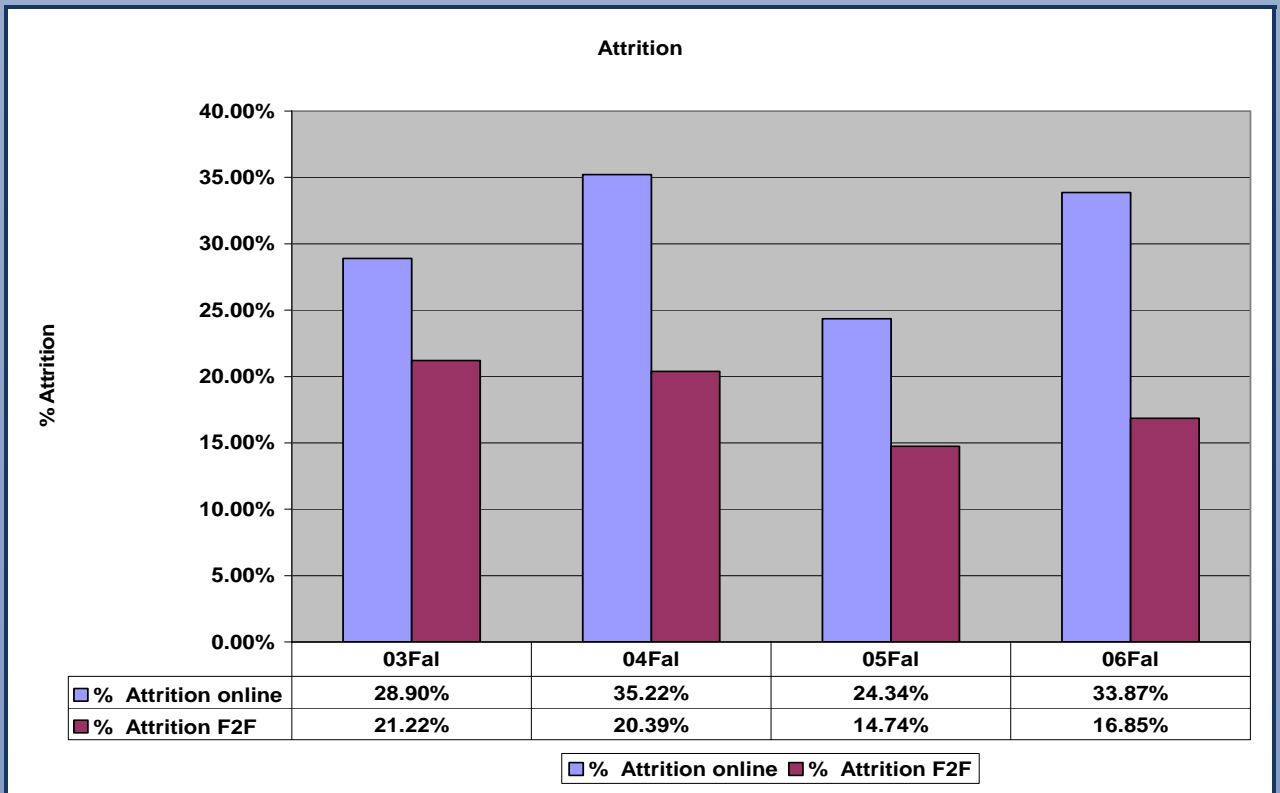
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Riverside: The retention rate for face-to-face classes has declined over time whereas that of online courses has remained stable.



Attrition

- Retention compares enrollments at census vs. the end of classes. Thus, it does not depict losses between the start of instruction and the census date.
- A measure called “Attrition” compares enrollments at course start dates and end dates. From the first day to the Census, the attrition in online classes is significantly higher than F2F classes.
- However, this measure should be interpreted with caution since online classes are popular and fill quickly (thus, at the start of instruction, they have nowhere to go but down). In contrast, the average face-to-face class is only 60% full at the start of instruction and students continue to add for weeks.



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Success

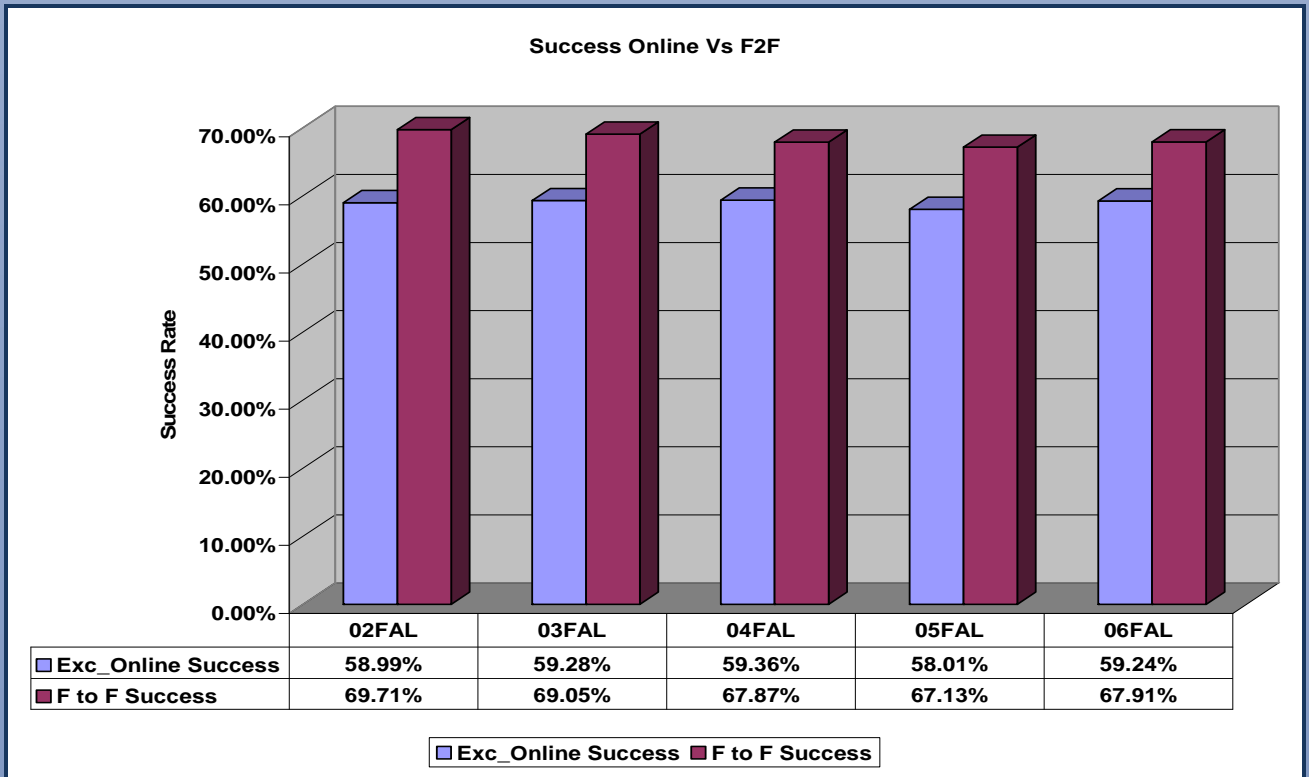
Success is related to retention but is a more stringent measure because it does not include students who finished a class but who did not receive passing grades.

In the California community college system, success is formally defined as a ratio of the following:

Numerator: Number of enrollments with grade of A,B,C,CR

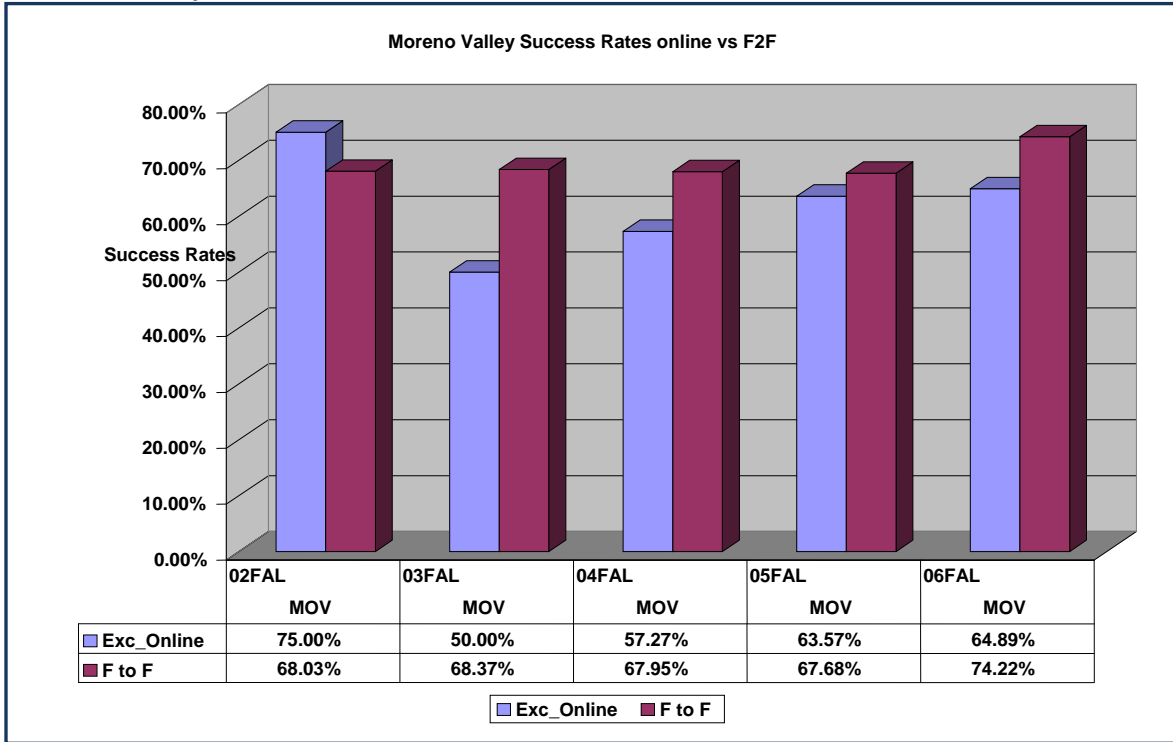
Denominator: Number of enrollments with grade of A,B,C,D,F,CR,NC,W,I*)

The success rate for online has been historically lower by about 8-10% as compared to F2F instruction.

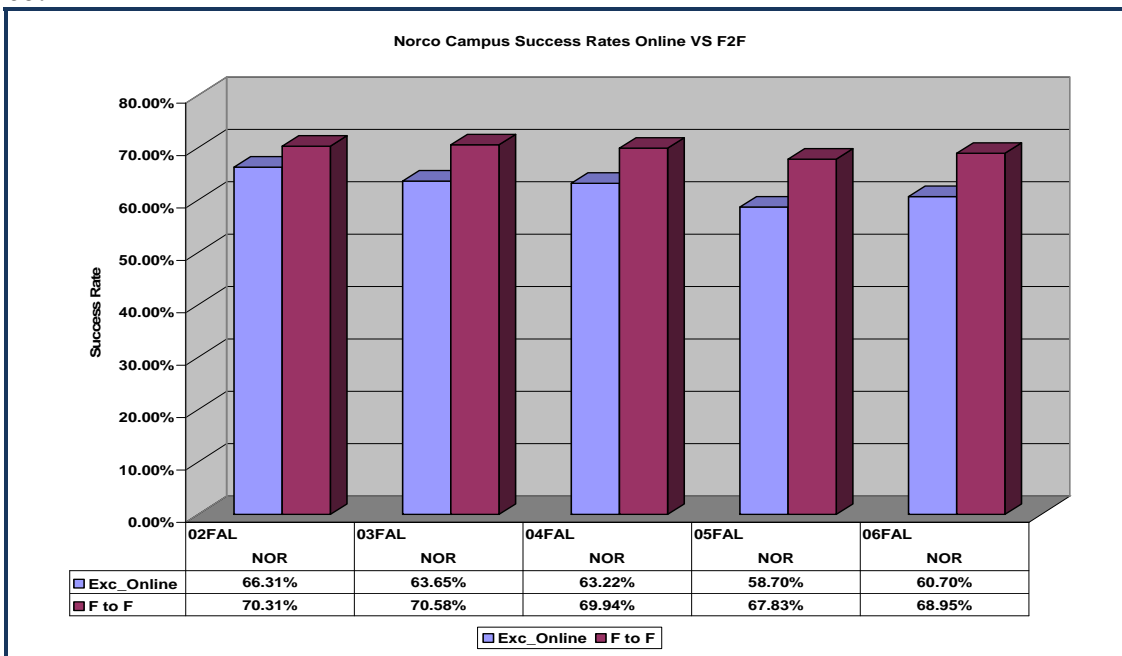


Online Success by Campus

Moreno Valley:

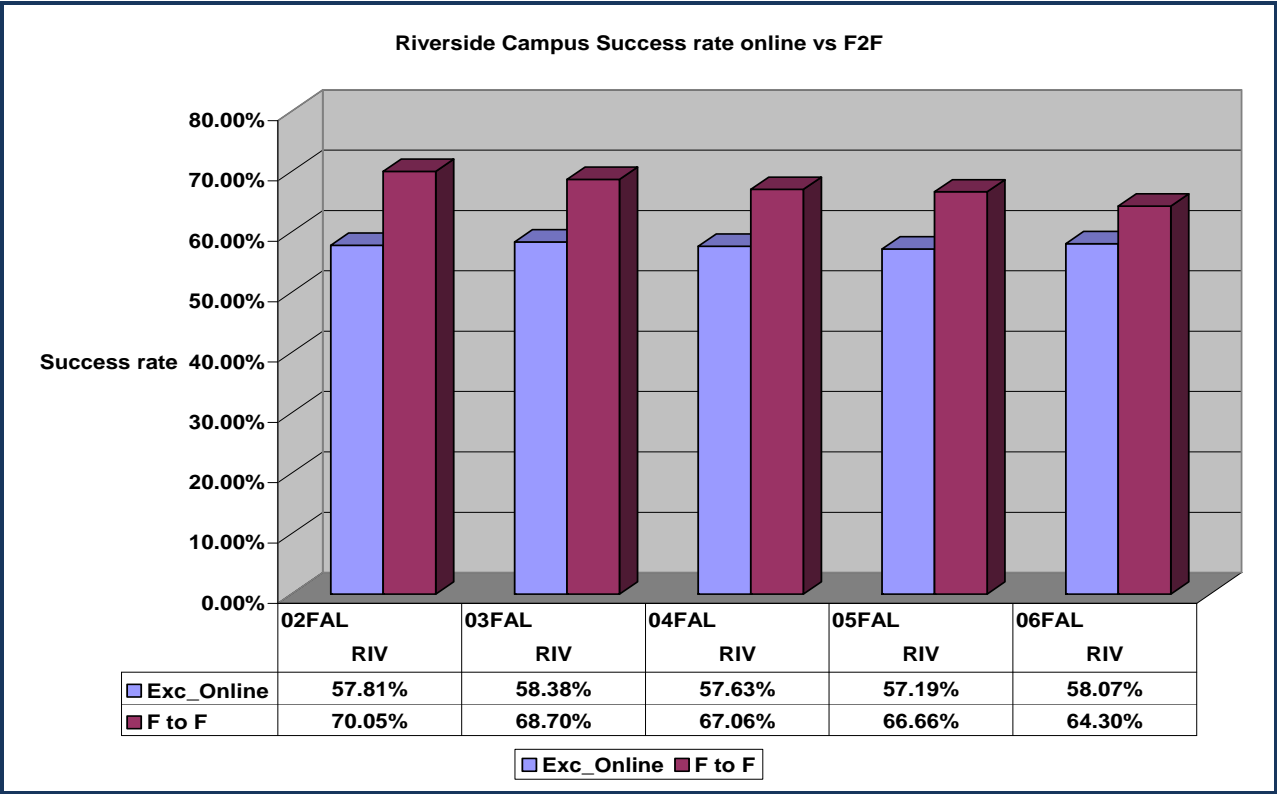


Norco:



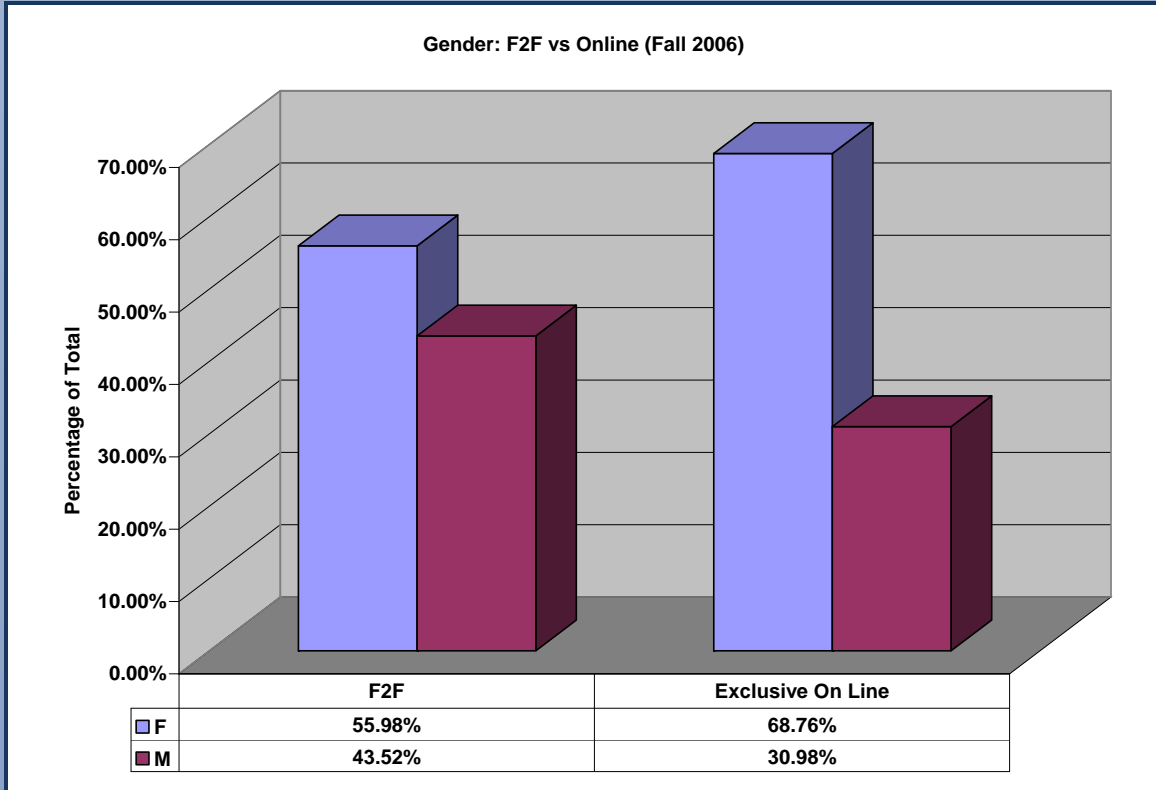
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Riverside:



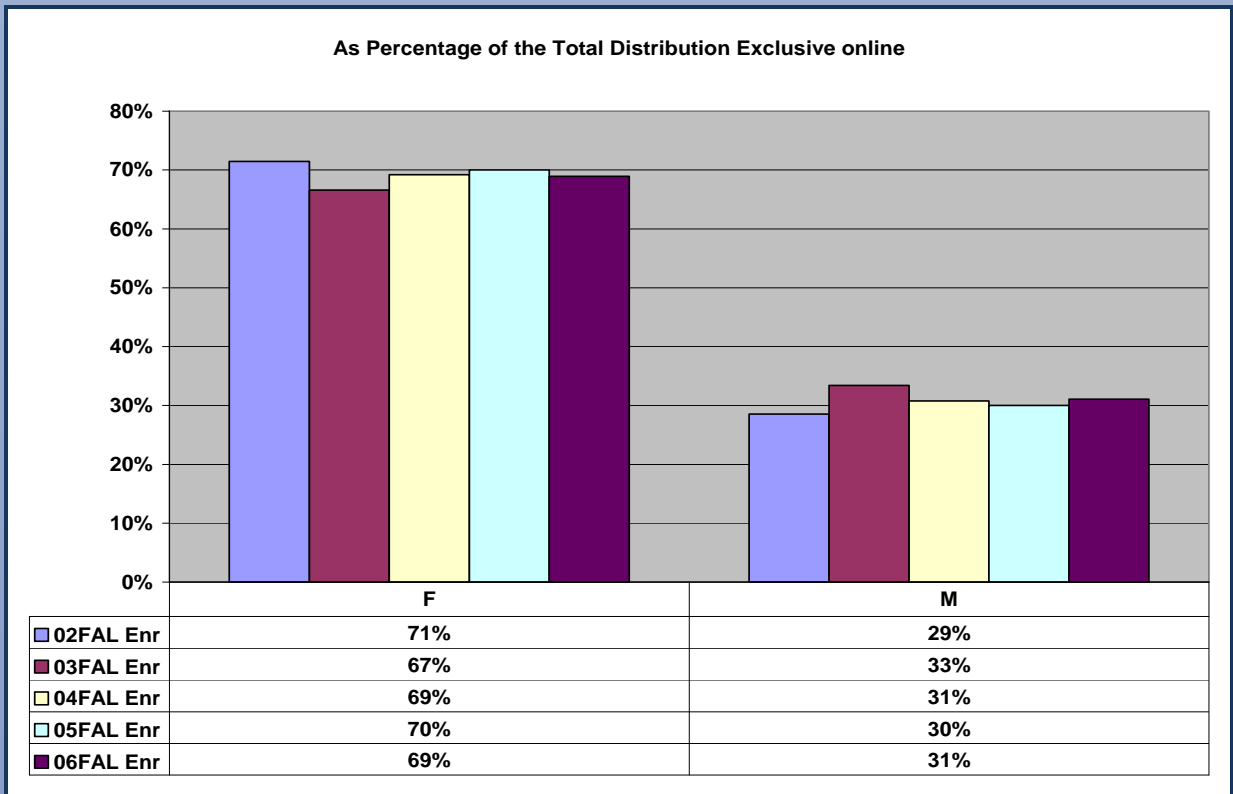
Gender

The snapshot from Fall 2006 clearly depicts the major difference in student gender between online and face to face classes: while females outnumber males in face-face classes, they outnumber males in online classes even more.



Online Classes: Trend on Gender over Time (Falls)

Viewed over five years, the overall trend reflects that online classes are more popular among females than males, and this difference has been stable over time.

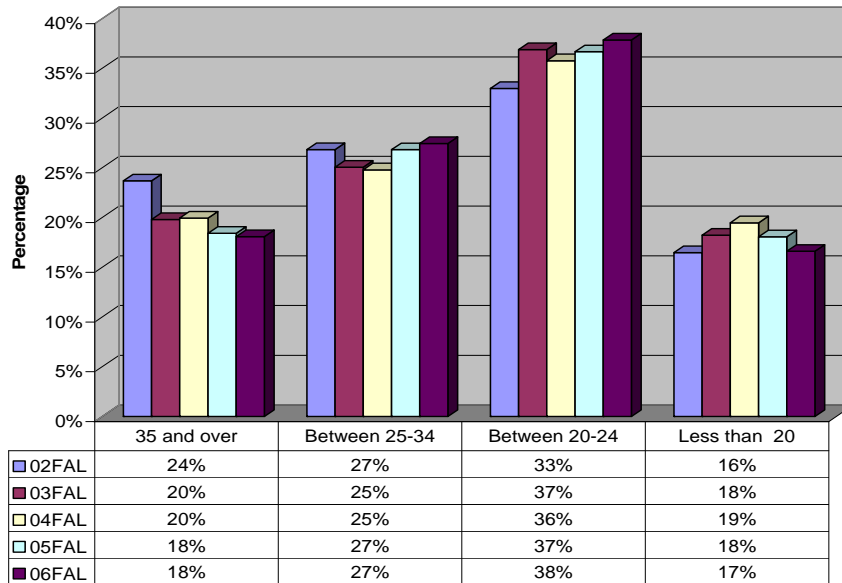


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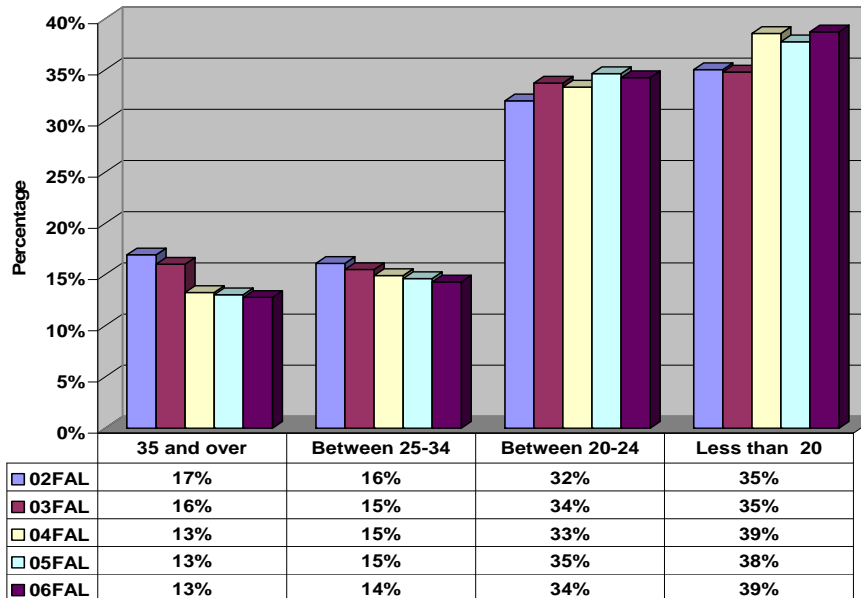
Age

Compared to Face to Face classes, online classes have relatively fewer students younger than twenty and relatively more students age 25 and up.

Age Distribution as % Fall Series

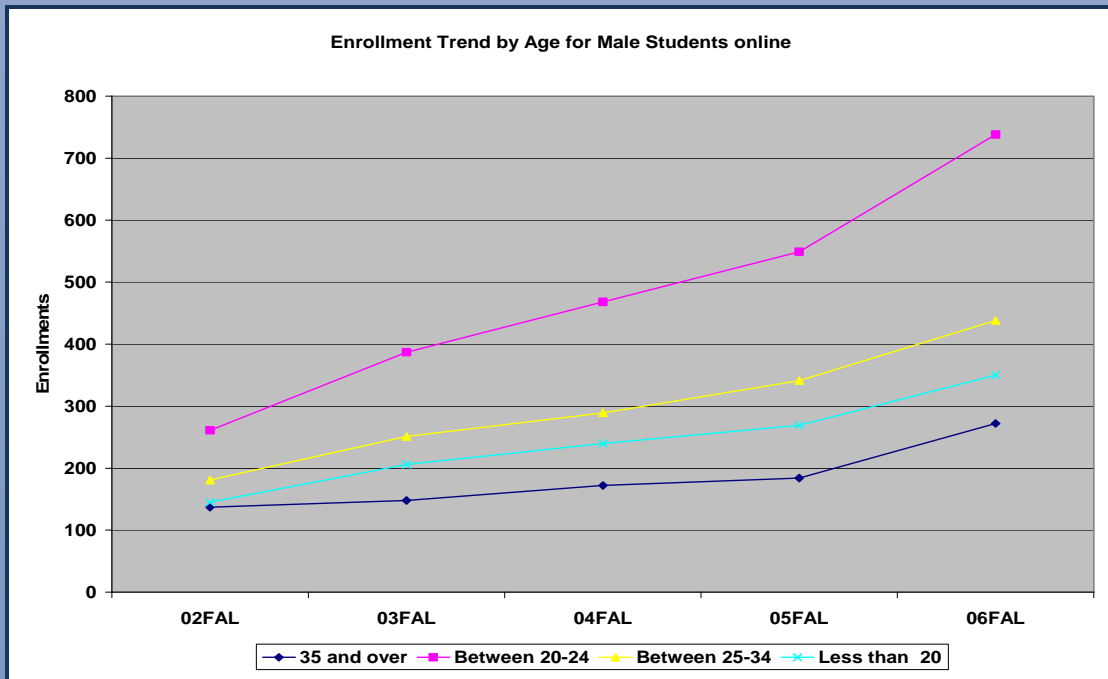
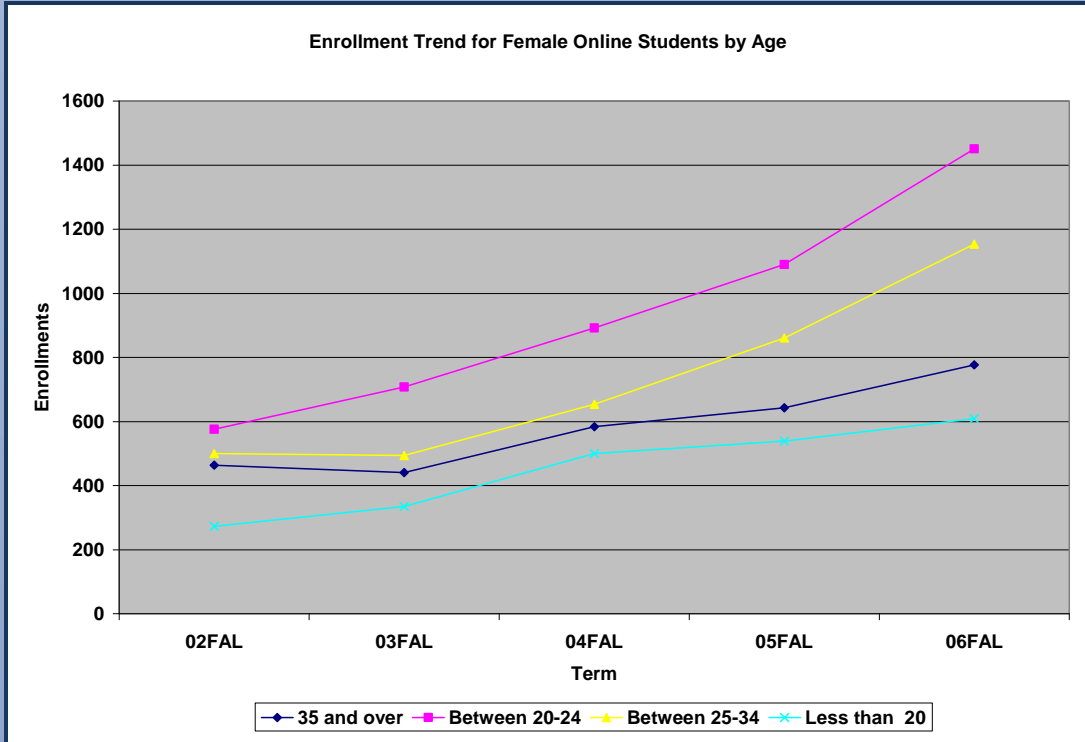


F2F Age Distribution as %



Online Students: Gender by Age

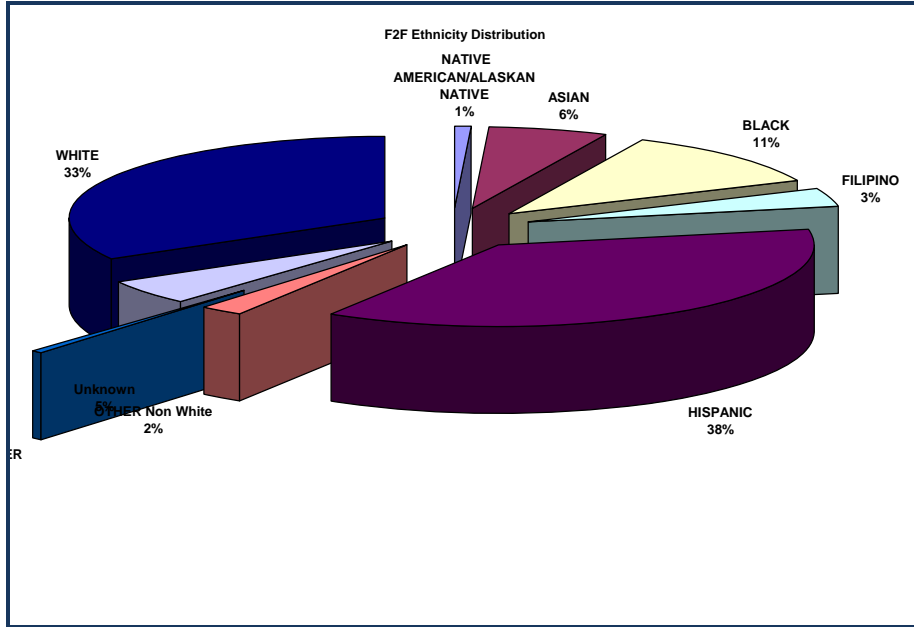
The following two graphs depict changes in online enrollments for female and male students by age.



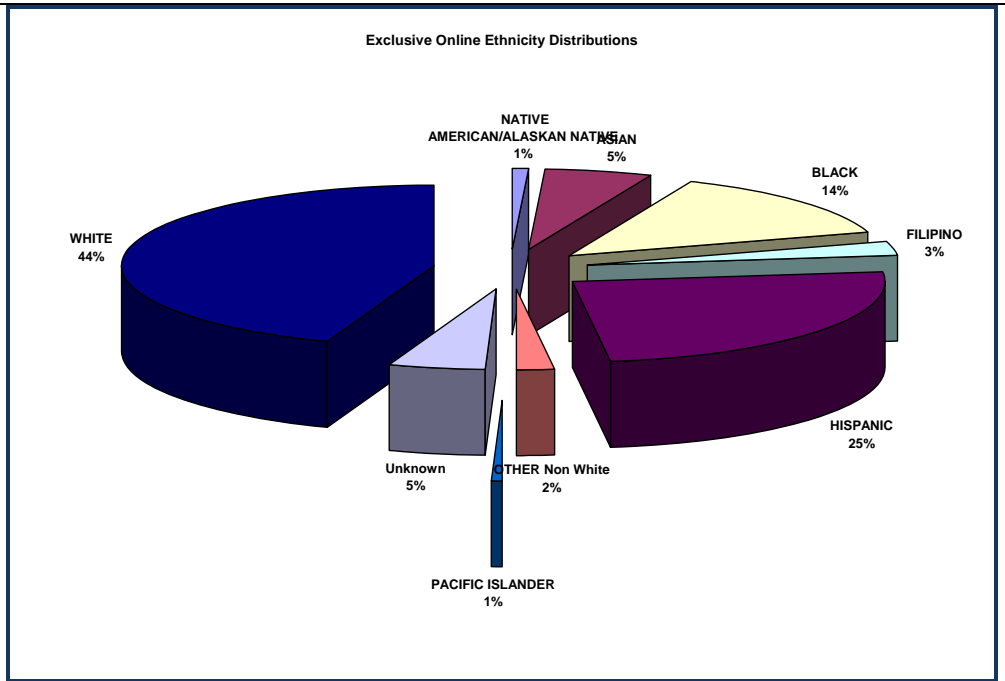
Ethnicity

In comparison to face-to-face classes, online classes enroll more White and African American students and fewer Hispanic and Asian Students.

Face to Face:



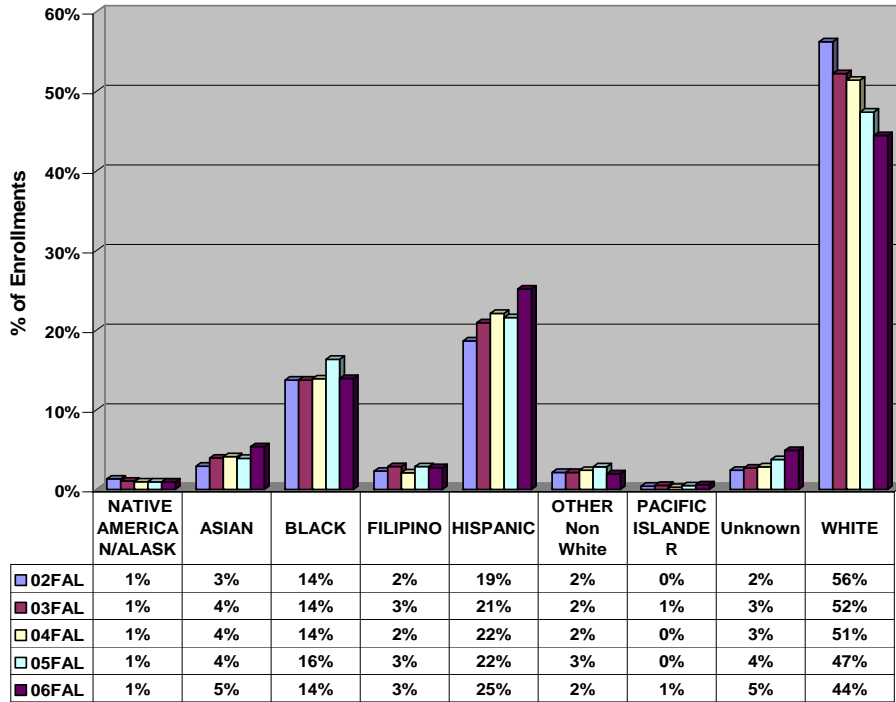
Online:



Online Student Ethnicity over Time

Even though more White students enroll in online classes, Hispanic and Asian students have also increased enrollments in the last few years.

Trend of Exclusive Online over Time



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FACULTY DEVELOPMENT

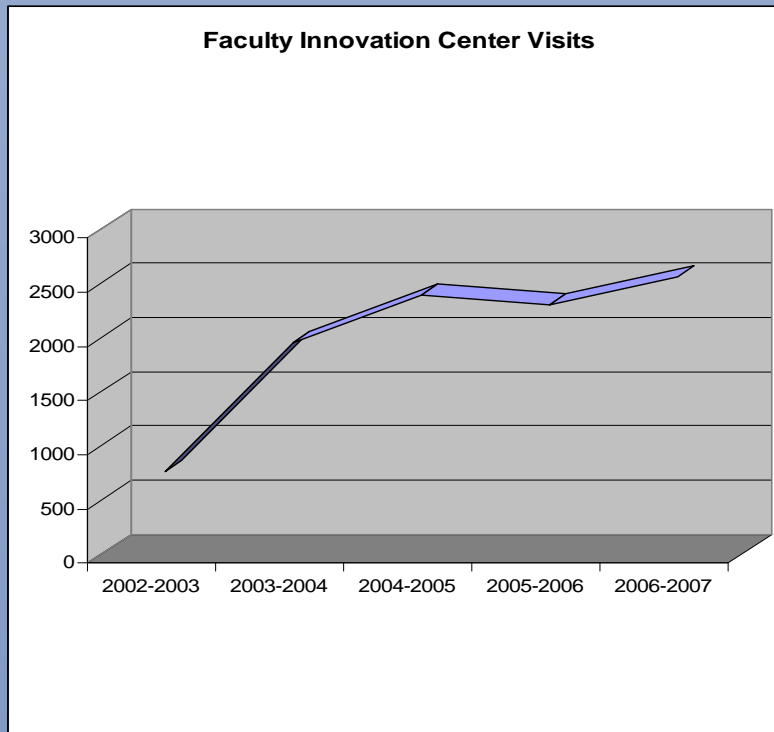
QuickStat:

Average number of faculty trained to teach technology-mediated classes each year from 1999-2001: 20
Average number from 2002-2007: 88

At the inception of the Open Campus, the *On-Line Faculty Academy*, a weeklong series of training workshops, was instituted. Cohorts of approximately ten instructors were trained each Summer and Winter term. After three years, 73 district faculty had undergone training to teach online; 60 actually taught online classes serving approximately 2000 students per year.

Given the skyrocketing popularity of online classes, it was obvious that providing training for 20 instructors per year would not meet student demand. Research in professional technology training provided a solution: a “performance support” approach. Rather than focusing on the activity of training, a performance support model focuses on the end goal of successful performance. Performance support models decrease training time via *just-in-time* support materials such as tutorials, job aids, and targeted post-training one-on-one “mini-tutorials”.

Using this approach, the *On-Line Faculty Academy* was revamped into a daylong *Hybrid Academy*. As a result, the number of faculty trained to teach technology-mediated courses skyrocketed, as did the number of brief post-training visits by faculty to the district’s Faculty Innovation Center.



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HELP DESK

RCCD, in tandem with the California Community College System Office, provides four layers of help and support for faculty and students involved in technology-mediated classes:

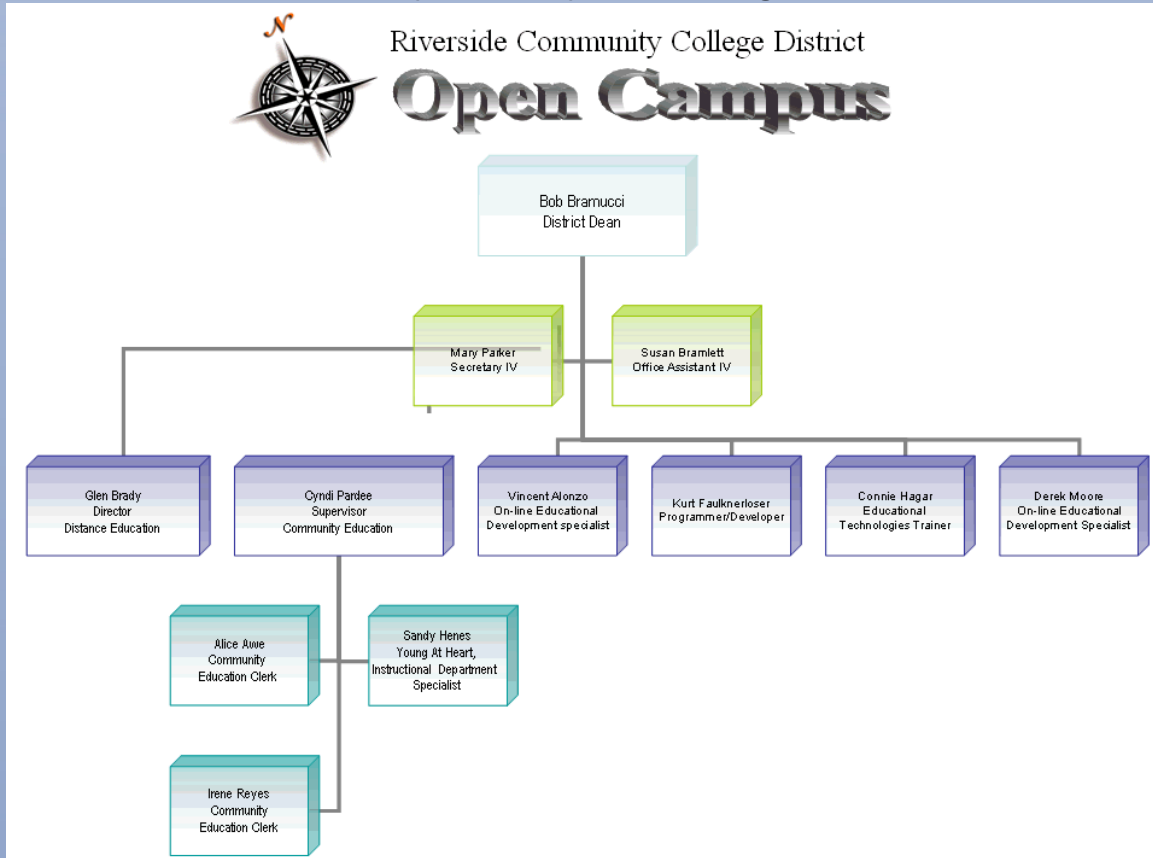
1. A phone and Internet-based help system, outsourced to a company called Presidium, that offers help desk services to students 24 hours a day, seven days a week, 365 days a year.
2. A local district help desk whose personnel are trained to serve as a second “escalation layer” should help desk problems exceed the capabilities of Presidium staff.
3. Open Campus employees who serve as a third “escalation layer” should district help desk staff be unable to resolve student or faculty concerns.
4. On rare occasions, the problem proves to be with the WebCT software itself, whereupon Open Campus staff coordinate with Blackboard/WebCT for problem resolution.

During the trial period, the 24/7 help desk has been a resounding success:

- It answers over 200 calls per month
- There is an 80% first-call problem resolution rate.
- Two-thirds of all calls come during hours when the district’s help desk is closed.

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Open Campus Staffing



Staff

The *District Dean, Open Campus* is responsible for both distance education and community education. The Dean reports to the district Vice Chancellor of Academic Affairs.

- There is an *administrative assistant* to the Dean;
- A *Director of Distance Education* reports to the Dean;
- There is an *Educational Technologies Trainer*, who has primary responsibility for training faculty to use educational technologies;
- A *Programmer-Developer* is responsible for the www.opencampus.com web site and its associated computer infrastructure.
- Two *Online Educational Development Specialists* (OEDS) maintain the infrastructure for WebCT, the district's software service for distance education.
- A part-time *clerk* is employed to assist in the Faculty Innovation Center (FIC).

Geographic Distribution of Open Campus Servers and Hosted Services



Los Angeles, CA



Open Campus Remote Data Center

Servers: OCXSVR, OCXSVR2
These servers function as load balanced multimedia servers, primarily providing streaming video service to off campus distance education students.

Riverside, CA



RCC Network Operations Center

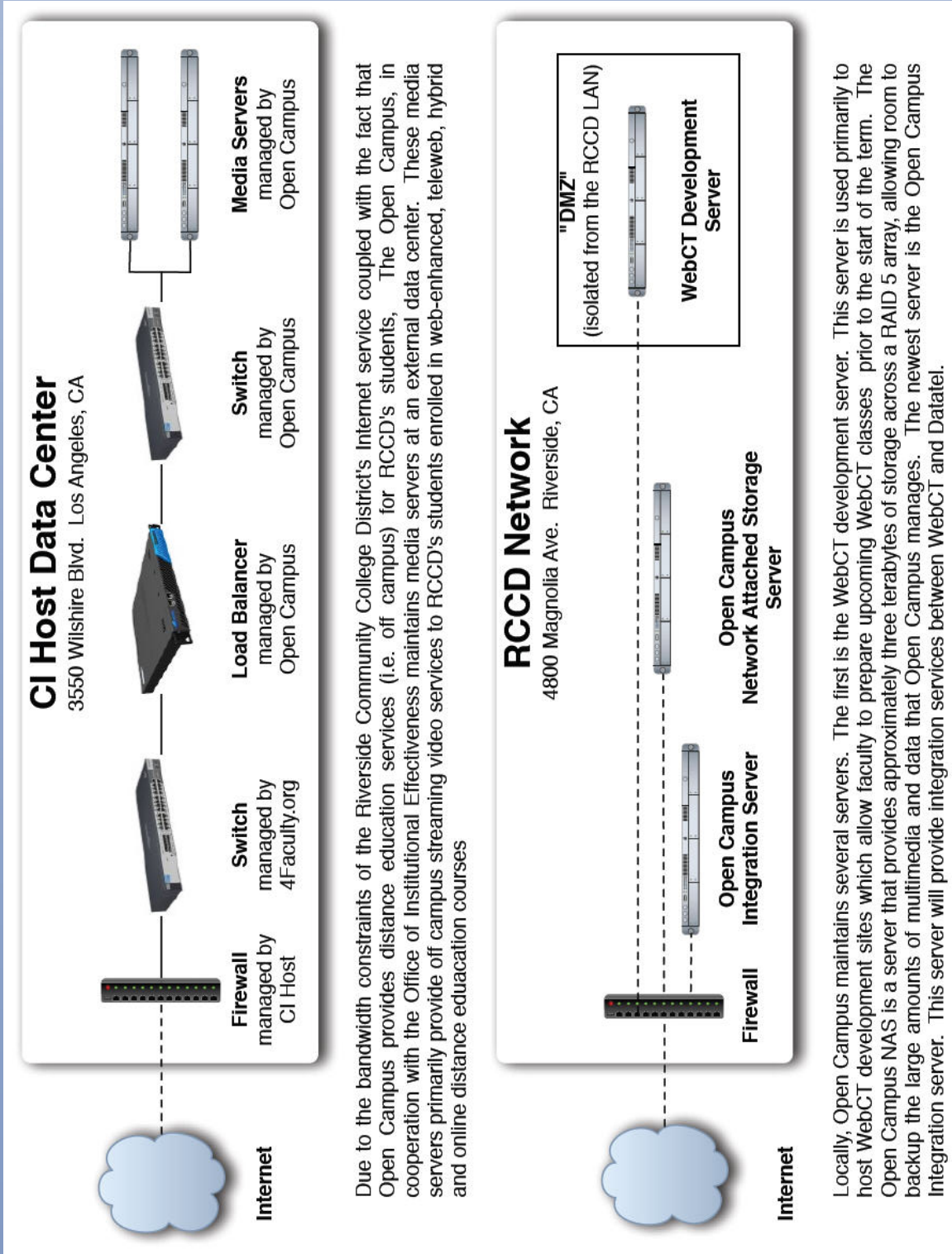
Servers: WebCTDEV, OCXSVR3
WebCTDEV functions as a faculty development server for WebCT. OCXSVR3 facilitate WebCT/DataTel integration and provides on campus streaming video services.

Washington, DC



opencampus.com
rccd.blackboard.com

Although hosted by two separate companies, the Open Campus portal website and the BlackBoard CE6 LMS are both hosted in Washington, DC data centers.



Due to the bandwidth constraints of the Riverside Community College District's Internet service coupled with the fact that Open Campus provides distance education services (i.e. off campus) for RCCD's students, The Open Campus, in cooperation with the Office of Institutional Effectiveness maintains media servers at an external data center. These media servers primarily provide off campus streaming video services to RCCD's students enrolled in web-enhanced, teleweb, hybrid and online distance education courses

Locally, Open Campus maintains several servers. The first is the WebCT development server. This server is used primarily to host WebCT development sites which allow faculty to prepare upcoming WebCT classes prior to the start of the term. The Open Campus NAS is a server that provides approximately three terabytes of storage across a RAID 5 array, allowing room to backup the large amounts of multimedia and data that Open Campus manages. The newest server is the Open Campus Integration server. This server will provide integration services between WebCT and Datatel.

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APPENDICES

GLOSSARY

AAC

Advanced Audio Coding (AAC) is a compression and encoding scheme for digital audio whose most famous usage is as the default audio format of Apple's iPhone, iPod, and iTunes.

Accessibility

In Web pages, it refers to the ability of a Web page to be viewed by everyone, especially people with disabilities who use various assistive technologies. Accessible Web pages take into account the special needs of visitors with auditory, visual, mobility, and cognitive impairments and give those users an equivalent browsing experience to that of non-disabled visitors.

Accommodation

Academic accommodations vary depending upon the documented needs of the individual student and are based on the demonstration that an accommodation is reasonable and necessary to improve the direct impact of a substantial limitation on a major life function.

Americans with Disabilities Act (ADA)

Enacted July 26, 1990, the ADA prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, state and local government services, public accommodations, commercial facilities, and transportation. It also mandates the establishment of TDD/telephone relay services. The Department of Justice enforces the ADA's requirements in three areas:

- Title I Employment practices by units of state and local government
- Title II Programs, services, and activities of state and local government
- Title III Public accommodations and commercial facilities

Alternate Format

Translation of information into a variety of accessible formats including Braille, large print, ASCII text, audio cassette, captioning, electronic text and more.

Alternative Keyboard Layout

Allows people who experience difficulty with conventional keyboard designs to use computers. The products available range from key guards that prevent two keys from being pressed simultaneously, to alternative keyboards with differing layouts, sizes, etc. for people who have specific needs, to alternative input systems which require other means/methods of getting information into a computer.

Alternative Mouse System

Alternative pointing devices are used to replace the mouse. Includes trackballs and other pointing devices.

Alternative Text (ALT Text)

Descriptive text included in IMG tags that appears when the mouse is held over the image. The text should provide a concise alternative description of the image or image map that will make sense when heard through a screen reader.

AJAX

Ajax, or AJAX, (Asynchronous Javascript And XML) is a web development technique used for creating interactive web applications. The intent is to make web pages feel more responsive by exchanging small amounts of data with the server behind the scenes, so that the entire web page does not have to be reloaded each time the user requests a change. This is intended to increase the web page's interactivity, speed, functionality, and usability.

Antivirus

Antivirus software consists of computer programs that attempt to identify, thwart and eliminate computer viruses and other malicious software (malware).

Application Service Provider (ASP)

An application service provider (ASP) is a business that provides computer-based services to customers over a network. Software offered using an ASP model is also sometimes called On-demand software or software as a service (SaaS).

Assistive Technology

As defined by the Assistive Technology Act of 1998, the term refers to "any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities." Assistive technologies include: screen readers and magnifiers, closed captioning, alternative keyboards, and other special software and equipment that makes information devices more accessible. Also referred to as "Adaptive Technology."

Asynchronous

Communication in which interaction between parties does not take place simultaneously.

Bandwidth

The amount of spectrum a communication channel (analog or digital) uses, measured in hertz (Hz).

Blog (weblog)

A blog (or weblog) is a website where entries are written in chronological order and commonly displayed in reverse chronological order. "Blog" can also be used as a verb, meaning to maintain or add content to a blog. Many blogs provide commentary or news on a particular subject; others function as more personal online diaries. A typical blog combines text, images, and links to other blogs, web pages, and other media related to its topic. The ability for readers to leave comments in an interactive format is an important part of many blogs

Braille Display

Assistive technology that raises or lowers dot patterns based on input from an electronic device such as a screen reader or text browser.

Broadband

A term used to refer to high-speed communication networks that are designed to handle bandwidth-intensive applications.

Broadcasting

To transmit the same information to multiple receivers simultaneously over a satellite system, radio/TV station, data communications network or e-mail system.

Browser

Software that allows you to find and see information on the Internet.

Captioning

The process of producing a text transcript of the audio portion of a video file that synchronizes the text to the action contained in the video.

Chat

Online chat can refer to any kind of communication delivered over the Internet, but is primarily meant to refer to direct one-on-one chat or text-based group chat (also known as synchronous conferencing),

Coder/DeCoder (CODEC)

A device used to convert analog signals to digital signals for transmission and reconverts signals upon reception at the remote site while allowing for the signal to be compressed for less expensive transmission.

Compressed Video

When video signals are downsized to allow travel along a smaller carrier.

Content Management System

A Content Management System (CMS) is a software system used for content management. Content management systems are deployed primarily for interactive use by a potentially large number of contributors. The content can include computer files, images, audio and/or video files, electronic documents and web content. The idea behind a CMS is to make these files available inter-office, as well as over the web.

Course Management System

A course management system (CMS), also called a virtual learning environment (VLE) is a software system designed to help teachers by facilitating the management of educational courses for students. The system can often track the learners' progress, which can be monitored by both teachers and learners. While frequently thought of as primarily tools for distance education, they are often used to supplement face-to-face classrooms.

Course Session

Used in Management Information System reporting to indicate the separate records on a section of a course that distinguishes when a part of the section is scheduled at a different time, on different days, in a different facility, or with several instruction methods.

CSS

In web development, Cascading Style Sheets (CSS) is a "style sheet" language used to describe the presentation of a document written in a markup language like HTML. CSS is used by both the authors and readers of web pages to define colors, fonts, layout, and other aspects of document presentation. It is designed primarily to enable the

separation of document content (written in HTML or a similar markup language) from document presentation (written in CSS).

Dial-up

Dial-up access is a form of Internet access via telephone line. The client uses a modem connected to a computer and a telephone line to dial into an Internet service provider's (ISP) node to establish a modem-to-modem link, which is then routed to the Internet.

Digital Television

Digital television (DTV) is a telecommunication system for broadcasting and receiving moving pictures and sound by means of digital signals, in contrast to analog signals used by analog (traditional) TV, which is scheduled to be phased out within a few years.

Discussion Board

Discussion boards (also called web forums, message boards, discussion boards, (electronic) discussion groups, discussion forums, or bulletin boards), are web applications for holding discussions and posting user generated content. Unlike chat rooms, which use synchronous communication, discussion boards use asynchronous communication, meaning that participants can interact without being "logged in" at the same time.

Distance Education

Instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.

Distance Education Course

The delivery of instruction and separation of the student and instructor that utilizes communication technology and is designed to replace seat time. A class or course section is considered to be DE if "any portion of the instruction is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student."

Electronic Book (e-book)

An e-book (short for "electronic book", also called eBook or ebook) is the digital media equivalent of a conventional printed book. Such documents are either read on personal computers, or on dedicated hardware devices known as e-book devices or e-book readers.

Ethernet

The Ethernet is a network communications technology, encompassing a number of wiring and signaling standards, that allow computers to share information. The Ethernet evolved into the complex networking technology that today underlies most Local Area Networks (LANs).

FCC

Federal Communications Commission. The U.S. federal regulatory agency responsible for the regulation of interstate and international communications by radio, television, wire, satellite, and cable.

Fifty-one (51%) Rule

Former definition of a distance education course as one where “DE if technology is used 51 percent or more of the time”; supplanted by new definition (see “Distance Education Course”).

File Transfer Protocol (FTP)

A protocol that allows you to move files from a distant computer to a local computer using a network like the Internet.

Firewall

A firewall is a hardware or software device which is configured to permit or deny data through a computer network. A firewall's basic task is to regulate the flow of traffic between computer networks of different “trust” levels. Typical examples are the Internet which is a zone with no trust and an internal network which is a zone of higher trust. A firewall's function within a network is analagous to firewalls in building construction, which are intended to contain and delay fire damage from spreading to adjacent areas.

Free Software

Free software is software that can be used, studied, and modified without restriction, and which can be copied and redistributed in modified or unmodified form either without restriction, or with restrictions only to ensure that further recipients can also do these things. It is similar to, but distinct from, the concepts of Open Source Software (see definition) and freeware (proprietary software made available free of charge).

Frequently Asked Questions (FAQ)

A collection of information on the basics of any given subject, often used on the WWW.

GIF

The Graphics Interchange Format (GIF) is a bitmap digital image format that was introduced by CompuServe in 1987 and has come into widespread usage on the World Wide Web due to its wide support and portability. While limited to 256 colors, the format is very efficient (i.e., images are very small for rapid downloading) and also support animations.

Headend

Location where cable television systems collect and distribute satellite programming.

High Definition TV

High-definition television (HDTV) is a digital television broadcasting system with greater resolution than traditional analog television systems.

Hybrid Course

A course where any portion of the instructional time is provided through distance education in lieu of face-to-face interaction between the instructor and student. A course may have varying levels of course hybridization ranging from supplemental where most class sessions still occur face-to-face to almost completely at a distance where most class sessions occur at a distance.

Hyperlink

A hyperlink, is a reference or navigation element in a document to another section of the same document or to another document that may be on a different website. Hyperlinks are part of the foundation of the World Wide Web created by Tim Berners-Lee, but are not limited to HTML or the web.

Hypertext

A document which has been marked up to allow a user to select words or pictures within the document, click on them, and connect to further information.

Hypertext Mark-up Language (HTML)

The code used to create a home page and is used to access documents over the WWW.

Hypertext Transfer Protocol (HTTP)

The protocol used to signify an Internet site is a WWW site, i.e. HTTP is a WWW address.

Independent Study

A broad category of courses for which state reimbursement is based upon number of units of credit rather than amount of student attendance. For apportionment purposes, distance education is one variety of independent study.

iTunes U

iTunes U (University) is an area of Apple Computer's iTunes Store devoted to education. Colleges and universities build their own iTunes U sites where faculty post, and students download, class-related multimedia content to iPods and other media players.

JPEG

Joint pictures expert group. A subgroup of ISO, which has established international standards for the digital compression of still pictures.

Learning Management System: see Course Management System.

Local Area Network (LAN)

Two or more local computers that are physically connected.

Malware

The word Malware is a combination of the words "malicious" and "software". Malware is software designed to infiltrate or damage a computer system without the owner's informed consent.

Modem

A piece of equipment to allow computers to interact with each other via telephone lines by converting digital signals to analog for transmission along analog lines.

MPEG

MPEG the Moving Picture Experts Group, develops standards for digital video and digital audio compression.

MP3

MPEG-2
MPEG-4

Multimedia

Any document which uses multiple forms of communication, such as text, audio, and/or video.

Network

A series of points connected by communication channels in different locations.

NTSC

NTSC is the analog television system in use in the United States and some other countries. Named for the National Television System Committee, the NTSC standard calls for 525 lines of picture information in each frame, displayed at 29.97 frames per second and running at 60 Hz.

Online

In telecommunications, the word “on-line” originally meant powered on and ready for operation. However, the term is now more commonly used to information retrieved via a “live” connection with the Internet.

Open Source

Open source is a set of principles and practices regarding computer software whose source code is openly available, freely redistributed, and which allows for modifications and derived works.

PAL

PAL, short for Phase Alternating Line, is an analog television system used in many countries. It calls for 625-lines of picture information displayed most commonly at 29.97 frames per second and running at 50 Hz.

PDA

PDA, short for *Personal Digital Assistant*, refers to a small “palmtop” electronic device which includes a subset of the functionality of a computer. The two most common standards for PDA devices are the Palm operating system and Microsoft’s Windows Mobile operating system.

Plug-in

A plug-in is a computer program that does not work on its own; instead, it interacts with a host application (e.g., a web browser or an email client) to provide a specific function. Plug-ins are often used to allow third-party developers to extend the functions of software.

Podcast

A podcast is a collection of digital media files distributed over the Internet, often using syndication feeds, for playback on portable media players and personal computers. Like “radio”, the term “podcast” can refer either to the content itself or to the method by which it is produced and syndicated (the latter is also termed “podcasting”).

Portable Media Player

A portable media Player or PMP is a consumer electronics device that is capable of storing and playing digital media such as MP3 files and MP4 videos. The best-known portable media player is the iPod from Apple Computers.

PNG

Portable Network Graphics (PNG) is a bitmapped image format that employs data compression. PNG was created as an open source alternative to replace the proprietary GIF image file format.

Public, Educational and Government (PEG) Access

Both the Cable Acts of 1984 and 1992 permit local governments to include and enforce requirements for public, educational and government entities to access equipment, facilities, services and support in a cable franchise. The federal laws also permit local government to require instructional networks that can be used by local community institutions, including community colleges.

RSS

RSS stands for *Really Simple Syndication* and represents a family of Web feed formats used to publish frequently updated content such as blog entries, news headlines or podcasts.

Reusable Learning Objects

Reusable learning objects (RLOs) are discrete, self-contained and reusable digital or non-digital entities, containing a clear learning aim, that may be used for learning, education or training.

Satellite TV

Video and audio signals are relayed via a communication device that orbits around the earth.

Screen Magnifier

Software program that magnifies all or part of a computer screen to make the content visible to users with visual impairments.

Screen Reader

Software that reads the content of a computer screen aloud. Screen readers can only interpret text content, so all graphic and multimedia must have alternative text descriptions using ALT text, captions, transcripts, or other methods.

Second Life

Second Life (SL) is an Internet-based virtual world from Linden Lab. A downloadable client program called the Second Life Viewer enables its users, called "Residents", to interact with each other through animated self-representations called "avatars".

Section 508

Section 508 refers to a section of a 1998 amendment to the Rehabilitation Act of 1973 which requires Federal agencies, or private companies that receive federal funds or are under contract with a federal agency, to make their electronic and information technology accessible to persons with disabilities.

Social Networking

Social networking is the use of online social networks for communities of people who share interests and activities. Most social networking services such as Facebook, mySpace, or Classmate are web based and provide ways for users to interact such as chat, messaging, email, video, voice chat, file sharing, blogging, or discussion groups.

Spam

While the term “spam” originated as a reference to a canned meat product, its technological use refers to the abuse of electronic messaging systems to indiscriminately send unsolicited bulk messages.

Streaming Media

Video and/or audio can be streamed. Streaming video is a sequence of “moving images” that are sent in compressed form over the Internet and displayed by the viewer as they arrive. Streaming audio involves streaming sound but not images. With streaming video or audio, a Web user does not have to wait to download a large file before seeing the video or hearing the sound. Instead, the media is sent in a continuous stream and is played as it arrives. The user needs a player, a special program that uncompresses and sends video data to the display and audio data to speakers. A player can be either an integral part of a browser or downloaded from the software maker’s Web site.

Synchronous

Communication in which interaction between participants is simultaneous.

Telecourse

A video-based course which uses a fully integrated package of video instruction combined with instructional support materials (for example, a textbook, a student study guide, and a faculty resource guide). Telecourses are delivered in a variety of ways, including television broadcast.

Teleweb

A teleweb source is similar to a telecourse, with two differences: (1) use of an online course management system for interaction, and (2) delivery of video content via digital methods.

Text-to-Speech Software

Text-to-Speech software is used to convert words from a computer document (e.g. word processor document, web page) into audible speech spoken through the computer speaker. This differs from screen reader technology because it doesn’t read any system information or alternative text descriptions.

Transcript

A text description of information contained in audio files or the audio portion of video files.

Turnitin.com

Turnitin.com is an Internet-based plagiarism-detection service for academic institutions. Faculty members from institutions that have bought licenses can submit (or have their students submit) written work to the Turnitin website to check for plagiarism.

TTY

Most deaf people use a device called a TTY (also known as a TDD), which is a simple keyboard that connects to a telephone, often through an acoustic coupler. When two people communicate via TTY, each sees what the other is typing.

Uniform Resource Locator (URL)

A uniform resource locator (URL), most commonly known as a “web address”, identifies a digital resource and provides a means of locating the resource by describing its network location.

Usability

Usability is a term used to denote the ease with which people can employ a particular tool or other human-made object in order to achieve a particular goal. In human computer interaction, usability usually refers to the elegance and clarity with which the interaction with a computer program or a web site is designed

Videoconferencing

A teleconference including two-way video. Increasingly accomplished via the Internet instead of telephone networks.

Virtual World

A virtual world is a computer-based simulated environment, most often two- or three-dimensional, intended for its users to inhabit and/or interact via graphical self-representations called avatars. Most virtual worlds allow for multiple users.

Virus

A computer virus is a computer program that can copy itself and infect a computer without permission or knowledge of the user. See *malware*.

Visual Impairment

Refers to conditions where people are blind, color blind, or have reduced vision capabilities. Often, these people will use assistive technologies like screen readers or magnifiers to help them use computers and navigate through Web sites.

Vlog (Video Blog)

A video blog (vlog) is a blog whose medium is video. Regular entries are typically presented in reverse chronological order and often combine embedded video or a video link with supporting text, images, and other metadata.

Voice Recognition

Voice or speech recognition is the ability of a machine or program to receive and interpret dictation, or to understand and carry out spoken commands

VoIP

Voice over Internet Protocol (VoIP) is a protocol optimized for the transmission of voice through the Internet or other packet switched networks. VoIP is often used abstractly to refer to the actual transmission of voice rather than the protocol implementing it.

Web 2.0

The phrase “Web 2.0” refers to the second generation of web-based communities and hosted services (such as social-networking sites, wikis, and blogs) which aim to facilitate creativity, collaboration, and sharing between users.

Web-centric courses

A course that makes significant use of Web technology to facilitate access to class materials and support communication between faculty and students, among students, and between students and resources. A key characteristic of a Web-centric course is that the communication hub of a course has shifted from the physical classroom to the Web. Web-centric courses might look a great deal like regular campus residency courses, but with fewer class meetings and with heavy reliance on Web technology and tools.

Web courses

A course that can be accessed anywhere and anytime via the Internet and a Web browser. A Web course makes significant use of Web technology to facilitate access to class materials and to support communication between faculty and students, among students, and between students and resources.

Web-enhanced courses

A course that makes use of Web technology and services to support distribution of course materials and student access to the resources on the Web. Designing, developing, and delivering Web-enhanced courses can be an evolutionary step for many faculty by removing the dependency on handouts, phone communications, and office meetings. It can also be an evolutionary step away from the current classroom-centric model.

Whiteboard

In technology-enabled education, “Whiteboard” refers either to a large interactive display that connects to a computer and projector, or a software-based means for users separated by distance to interact via a graphical electronic “board” that supports collaborative digital drawing.

Wireless

Wireless communication is the transfer of information over a distance without the use of electrical conductors or “wires”. This communication can be accomplished via various methods (e.g., BlueTooth, wireless Internet routers).

World Wide Web (WWW)

A graphical hypertext-based Internet tool that provides access to homepages created by individuals, businesses, and other organizations.

Wiki

A wiki is software that allows users to create, edit, and link web pages easily. Wikis are often used to create collaborative websites and to power community websites.

Wikipedia

Wikipedia.org is a free, nonprofit, multilingual, open content wiki-based encyclopedia project. It is the largest encyclopedia in the world: as of December 2007, Wikipedia contained approximately 9.25 million articles in 253 languages.

XML (Extensible Markup Language)

The primary purpose of Extensible Markup Language (XML) is to facilitate the sharing of structured data across different information systems, particularly via the Internet. It is similar to the hyper text markup language (HTML) used to control the layout of web pages, but adds metadata (“data about data”) used to describe the informational content of web pages.

Sources: California Community Colleges Chancellor’s Office Distance Education Unit, www.wikipedi.org.

Open Campus

Online Course Student Survey

Spring 2006

Dear Online Course Student,

This is an anonymous survey - NO identifying information is requested.

Please complete the survey by May 26, 2006. Click the appropriate box for each question and click “submit” when you are done. Thank you.

1. Have you completed an online course before?
(37%) a. No, this is my first online course (skip to #5).
(38%) b. Yes, last semester.
(15%) c. Yes, within the past year.
(7%) d. Yes, within the past two years.
(-) e. Yes, more than two years ago.

2. Which of the following grades best describes your most recent online course experience?
(73%) a. A
(9%) b. B
(5%) c. C or D
(13%) d. F or Incomplete
(-) e. Withdrawal

3. Which of the following best describes the difficulty of your last online course experience?
(46%) a. I complete the course, and it was easy.
(39%) b. I completed the course, and it was challenging.
(13%) c. I completed the course, and it was hard.
(3%) d. I did not complete the courses.

4. How did you find out about RCC online courses?
(20%) a. From the course schedule.
(59%) b. From the Open Campus website (www.opencampus.com).
(12%) c. From an instructor.
(9%) d. From a student or friend.
(-) e. From KRCC TV announcements.

5. Would you consider taking another RCC online course in the future?
(85%) a. Yes
(4%) b. No
(12%) c. Undecided

6. Did you know that RCC online course information could be viewed and printed online at the Open Campus website (www.opencampus.com)?

- (80%) a. Yes
- (20%) b. No

7. Have you accessed RCC online course information at the Open Campus website?

- (81%) a. Yes
- (19%) b. No

8. Navigating through different sections of your online course is:

- (2%) a. Hard
- (17%) b. Challenging
- (75%) c. Easy
- (6%) d. No opinion

9. Which best describes the level of interaction between yourself and the online instructor?

- (45%) a. Excellent, I have plenty of opportunities to interact with the instructor.
- (37%) b. Good, but I would like more opportunities to interact with the instructor.
- (10%) c. Poor, I need more contact with the instructor.
- (7%) d. I would like to take the course without ever interacting with the instructor.

10. Which best describes the level of interaction between yourself and other students in your online course?

- (48%) a. Excellent, I have plenty of opportunities to interact with other students.
- (28%) b. Good, but I would like more opportunities to interact with other students.
- (9%) c. Poor, I need more contact with other students.
- (15%) d. I would like to take the course without ever interacting with other students.

11. When you began your online course, did you feel you had enough computer experience to perform well in the course?

- (94%) a. Yes
- (6%) b. No

12. Did you have to receive assistance from someone to access your online course?

- (12%) a. Yes
- (88%) b. No

13. Which of the following online course assistance sources are you aware of? (check all that apply)

- (53%) a. Online Sample Course (at Open Campus website)
- (33%) b. Online Course Helpline (951 222-8748)
- (23%) c. Online Course Survival Guide (at Open Campus website)
- (60%) d. Panic Button (on course homepage)
- (21%) e. None of the above.

14. Which of the following sources of online course assistance have you used this semester? (check all that apply)

- (18%) a. Online Sample Course
- (6%) b. Online Course Helpline
- (3%) c. Online Course Survival Guide
- (8%) d. Panic Button
- (72%) e. None of the above.

15. What type of computer do you use for your online course?

- (94%) a. PC
- (6%) b. Macintosh

16. How old is the computer you use for your online course?

- (33%) a. Less than a year.
- (31%) b. Less than two years.
- (16%) c. Less than three years.
- (14%) d. More than three years.
- (6%) e. Don't know.

17. Please rate your computer experience before you began your online course this semester.

- (2%) a. No experience.
- (7%) b. Limited experience.
- (45%) c. Moderate experience.
- (46%) d. Extensive experience.

18. What online components in your current course have you used? (check all that apply)

- (86%) a. Discussion board.
- (87%) b. E-mail.
- (62%) c. Chat room.
- (77%) d. Assignment tool.
- (67%) e. Test tool.
- (75%) f. My Grade tool.
- (21%) g. Video segments.
- (12%) h. Audio lectures (podcasts).
- (18%) i. Interactive study tool (games).

19. What online course components would you like to use more in the future? (check all that apply)

- (33%) a. Discussion board.
- (27%) b. E-mail.
- (30%) c. Chat room.
- (25%) d. Assignment tool.
- (25%) e. Test tool.
- (31%) f. My Grade tool.
- (35%) g. Video segments.
- (37%) h. Audio lectures (podcasts).
- (42%) i. Interactive study tool (games).

20. What online course components would you want to use in future online courses if they were made available? (please specify here)

- (15%) a. video
- (6%) b. audio
- (5%) c. chat

21. What kind of Internet access do you have for the computer you use for your online course?

- * a. telephone modem *response tabulation error – approximately 60% have
- b. cable modem modem and approximately 40% have DSL
- c. DSL (skip to # 23)
- d. T-1 or T-3 (skip to #23)
- e. Don't know

22. What is the modem speed for the computer you use for your online course?

- (1%) a. 14.4k
- (3%) b. 28.8k
- (40%) c. 56k
- (55%) d. Don't know.

23. What is your home zip code? (enter zip code here: _____)

Reside in district -64% (R 37%; M 18%; N/C 13%); San Berdo 14%;
10/60 corridor 6%; 215 corridor 7%; LA/OC 2%

24. What is your gender?

- (29%) a. Male
- (71%) b. Female

25. What is your ethnic background?

- (49%) a. White
- (13%) b. Black
- (22%) c. Hispanic
- (8%) d. Asian
- (9%) e. Other (please specify here) _____

26. What is your age?

- (2%) a. Under 18
- (55%) b. 18-25
- (21%) c. 26-35
- (12%) d. 36-45
- (10%) e. Over 45

27. Which best describes your personal status?

- (52%) a. A single person, with no children living at home. (skip to # 29)
- (12%) b. A single person, with children living at home.
- (8%) c. A married person, with no children at home. (skip to # 29)
- (22%) d. A married person, with children at home.
- (6%) e. Other (please specify here) _____

28. How many children live in your home?

- (-) a. None
- (35%) b. One

- (34%) c. Two
- (18%) d. Three
- (13%) e. Four or more

29. What is your employment status?

- (59%) a. I work one job, away from home.
- (6%) b. I work two or more jobs, away from home.
- (5%) c. I work away from home and I also work in my home.
- (5%) d. I work exclusively in my home.
- (24%) e. I am presently unemployed (skip to # 33)

30. How many hours do you work per week?

- (7%) a. Less than 10 hours per week.
- (26%) b. 10-25 hours per week.
- (22%) c. 26-39 hours per week.
- (44%) d. 40+ hours per week.

31. What is your type work schedule?

- (50%) a. I work days.
- (22%) b. I work afternoons or evenings.
- (4%) c. I work overnights
- (17%) d. My work hours rotate regularly.
- (8%) e. Other (please specify here) _____

32. Does your employer have an educational reimbursement program?

- (25%) a. Yes
- (55%) b. No
- (19%) c. Don't know

33. Which best describes your educational goals?

- (5%) a. To earn a Technical Certificate
- (18%) b. To earn an Associate Degree
- (46%) c. To earn an Associate Degree, then transfer to a university.
- (25%) d. To earn college credit, then transfer to a university.
- (6%) e. Other (please specify here) _____

34. What type of courses are you taking this semester?

- (4%) a. RCC telecourses or online courses only.
- (57%) b. RCC telecourses/online courses and regular RCC classes.
- (4%) c. RCC telecourses/online courses and regular RCC courses as well as university courses.
- (3%) d. RCC telecourses/online courses and university courses.

35. If this course had not been offered as a telecourse or online course, would you have been able to complete the course?

- (50%) a. Yes

(50%) b. No

36. Why did you enroll in this course? (mark only the most important)

- (64%) a. It is required for my degree.
- (18%) b. The course sounded interesting.
- (19%) c. I wanted to improve my skills in this area.
- (3%) d. I have had this instructor before.
- (6%) e. Other (please specify here) _____.

37. Do you have access to email?

- (52%) a. Yes, and the instructor has my email address.
- (45%) b. Yes, but the instructor has not asked for my email address.
- (3%) c. Yes, but I don't want to give my email address to the instructor.
- (1%) d. No (skip to #39)

38. Where do you normally access email?

- (58%) a. At home
- (27%) b. At work
- (13%) c. At both home and work
- (-) d. At a library or school
- (2%) e. Other (please specify here) _____

39. Where do you normally access the Internet?

- (57%) a. At home
- (3%) b. At work
- (25%) c. At both home and work
- (13%) d. At a library or school
- (2%) e. Other (please specify here) _____

40. If offered the opportunity, would you prefer to complete course registration and fee payment online?

- (84%) a. Yes
- (6%) b. No
- (10%) c. No opinion

41. Are there any other student services you would like to see online? (check all that apply)

- (40%) a. Assessment
- (41%) b. Admissions
- (50%) c. Counseling
- (48%) d. Grade reports
- (44%) e. Financial aid
- (40%) f. Financial Account status
- (35%) g. Syllabi
- (69%) h. Textbook purchases
- (5%) i. Other (please specify here) _____