

College of San Mateo Delivery Mode Course Comparison
Distance Education vs. Traditional Mode
Student Success Indicators: Fall 2005, Fall 2006, Fall 2007

Chinese 112, "Elementary Chinese II," (3 units) Online Mode

	Fall 2005		Fall 2006		Fall 2007		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	-	*	-	*	1	*	1	*
# Enrollments	-	*	-	*	21	*	21	*
% Success	-	*	-	*	55	*	55	*
% Retention	-	*	-	*	70	*	70	*

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	Col%	Count	Col%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention

Ethnicity												
Asian	19	95	0	*	11	14	57.9	73.7	*	*	*	*
Black	0	0	0	*	0	0	-	-	*	*	*	*
Filipino	0	0	0	*	0	0	-	-	*	*	*	*
Hispanic	0	0	0	*	0	0	-	-	*	*	*	*
Native Am	0	0	0	*	0	0	-	-	*	*	*	*
Pac Islander	0	0	0	*	0	0	-	-	*	*	*	*
White	1	5	0	*	0	0	0	0	*	*	*	*
Other	0	0	0	*	0	0	-	-	*	*	*	*
Unrecorded	0	0	0	*	0	0	-	-	*	*	*	*
Total	20	100	0	100	11	14	55	70	*	*	*	*

Gender												
Female	14	70	0	*	10	11	71.4	78.6	*	*	*	*
Male	6	30	0	*	1	3	16.7	50	*	*	*	*
Unrecorded	0	0	0	*	0	0	-	-	*	*	*	*
Total	20	100	0	100	11	14	55	70	*	*	*	*

Age												
19 or less	4	20	0	*	3	4	75	100	*	*	*	*
20-24	7	35	0	*	3	4	42.9	57.1	*	*	*	*
25-29	4	20	0	*	3	3	75	75	*	*	*	*
30-34	3	15	0	*	2	3	66.7	100	*	*	*	*
35-39	0	0	0	*	0	0	-	-	*	*	*	*
40-49	0	0	0	*	0	0	-	-	*	*	*	*
50+	2	10	0	*	0	0	0	0	*	*	*	*
Unrecorded	0	0	0	*	0	0	-	-	*	*	*	*
Total	20	100	0	100	11	14	55	70	*	*	*	*

DEFINITIONS AND NOTES:

Online course not offered Fall 2005 and Fall 2006.

(*) Asterisk indicates no traditional course offered.

Demographic Data:

Student success data are the sum of Fall semesters when offered.

Enrollments/Dup. Headcount:

Sum of end-of-term enrollments.

Retention %:

The percentage of enrollments with a grade of A, B, C, D, F, CR, NC, I, at end-of-term. (Only excludes W's.)

Success %:

The percentage of enrollments with a grade of A, B, C, CR at end-of-term.

NOTE:

In some cases there may be discrepancies between the totals for "Enrollments/Duplicated Headcount" and the "Successful Course Completion Rates." This discrepancy is not an error. The course-completion rates may reflect the fact that some students dropped before receiving a "W," and, therefore, are not included in the enrollment count.

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