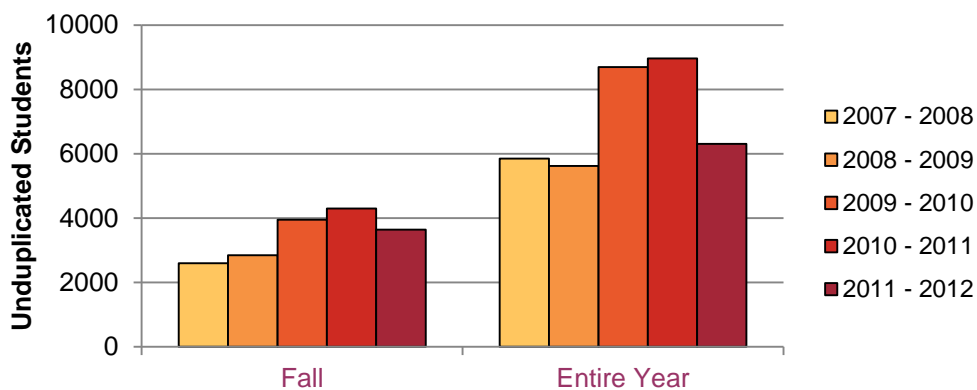


Unduplicated Distance Ed Students

Fall and Entire Academic Year

The number of students taking distance education courses peaked in 2010 - 2011. Unlike the full PCC credit student population where Fall students comprise most of the students who are present at any point in the academic year, within distance education there has not been this carryover of students from Fall to the rest of the year. Up until 2011 – 2012, the full year headcount was twice the Fall headcount. The decrease in the most recent year to 73% more students in the academic year than in Fall is still much larger than the rate for all credit students.



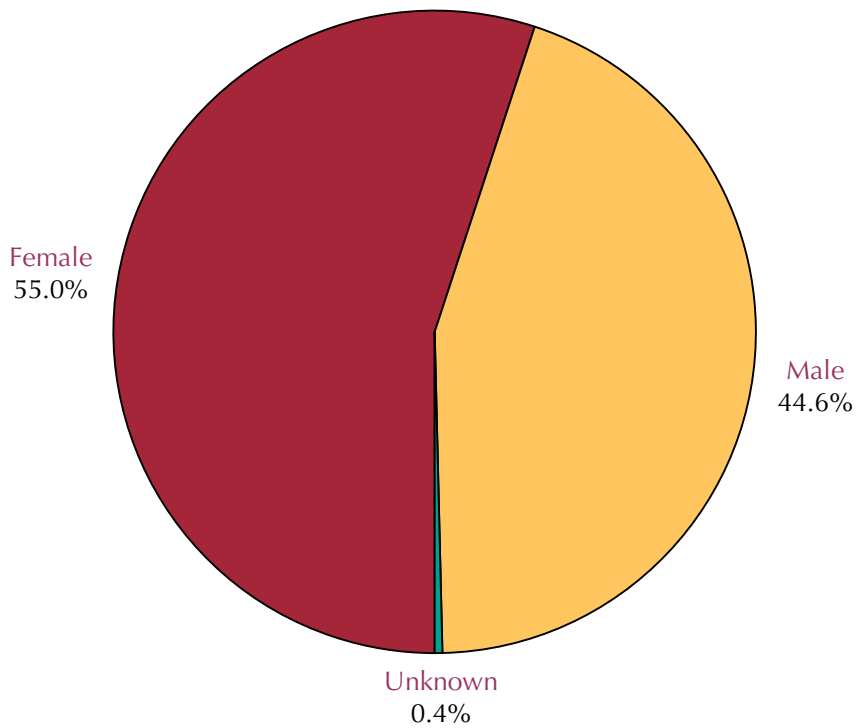
Unduplicated Distance Ed Students

Fall and Entire Academic Year

	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012
Fall	2598	2852	3953	4297	3639
Entire Year	5854	5618	8692	8966	6307
Ratio	2.25	1.97	2.20	2.09	1.73

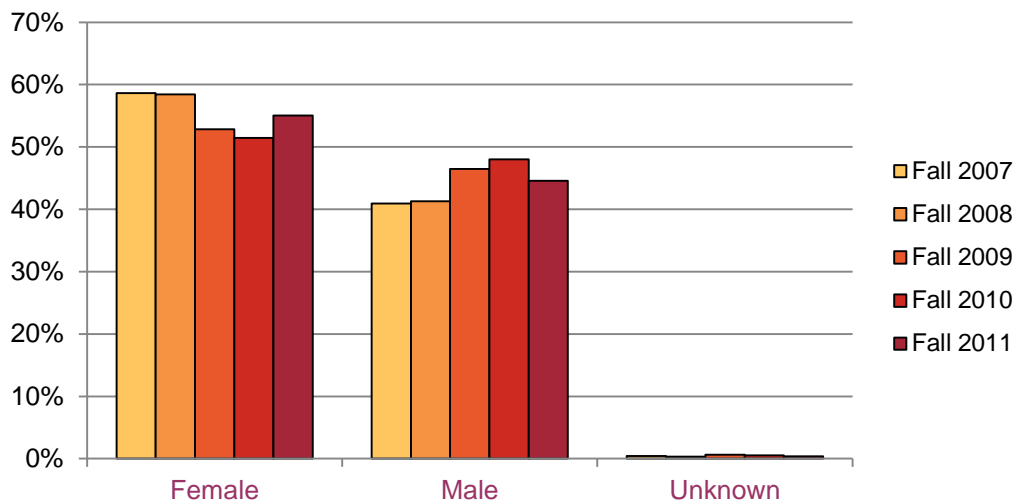
Fall 2011 Distance Ed Students by Gender

More students taking courses by distance ed are female than male. The 55% of distance ed students who are female is a larger percentage than the 51.6% of the general student population who are female.



Distance Ed Students by Gender

The gender mix of students taking distance ed courses moved about five percentage points toward being more even in Fall 2009. And then, after another small increase in men in 2010, moved 3.5 percentage points back Fall 2011. Note that the actual number of students of both genders increased in each of the first four years, but decreased for both in Fall 2011.

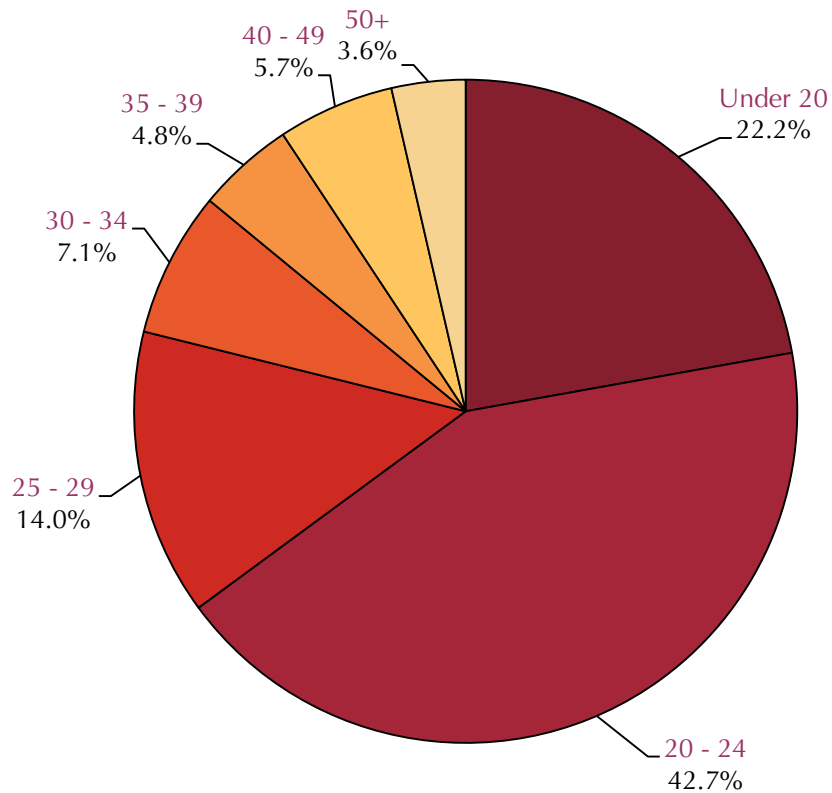


Distance Ed Students by Gender

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Count					
Female	1523	1666	2089	2212	2003
Male	1064	1177	1838	2063	1622
Unknown	11	9	26	22	14
<i>Total</i>	2598	2852	3953	4297	3639
Percent					
Female	58.6%	58.4%	52.8%	51.5%	55.0%
Male	41.0%	41.3%	46.5%	48.0%	44.6%
Unknown	0.4%	0.3%	0.7%	0.5%	0.4%

Fall 2011 Distance Ed Students by Age

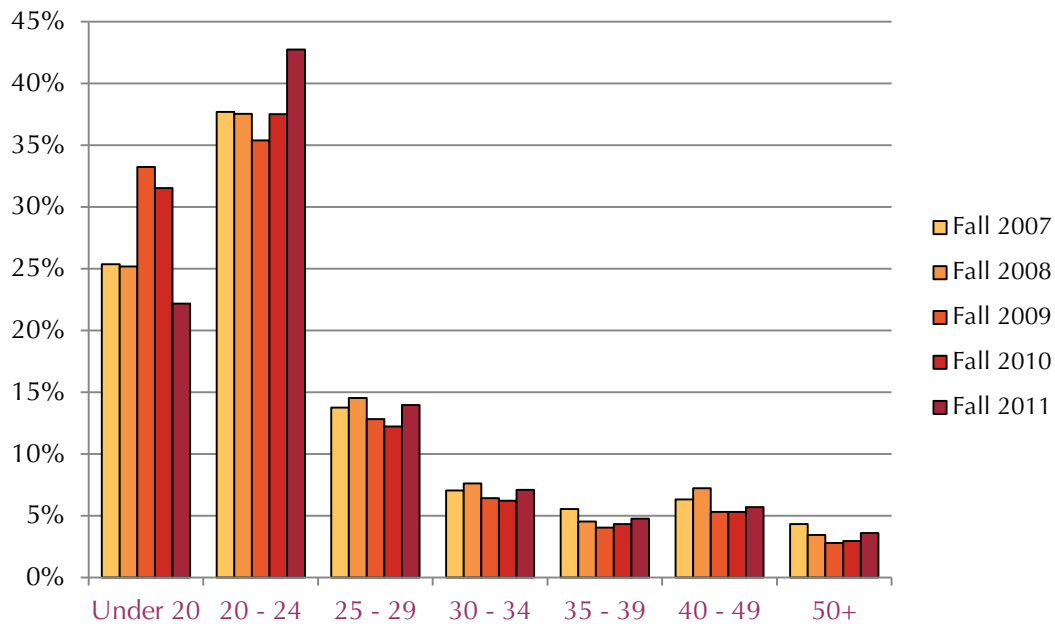
Students who take distance ed courses are older than the general student population. About the same percentage of both groups are age 20 to 24 (42.7% for distance ed, 41.2% for all students). But only 22.2% of distance ed students are under age 20, compared to 30% for all PCC students. That means that older students make up a greater fraction of the distance ed student population.



Distance Ed Students by

Age

In Fall 2009, there was a major increase in the percentage of the students taking distance ed courses who were under age 20. Then in Fall 2011, that group dropped below their previous level while the age 20 to 24 group hit its highest percentage at 42.7% of distance ed students. Note that Fall 2011 also saw a decrease in the total number of distance ed students.

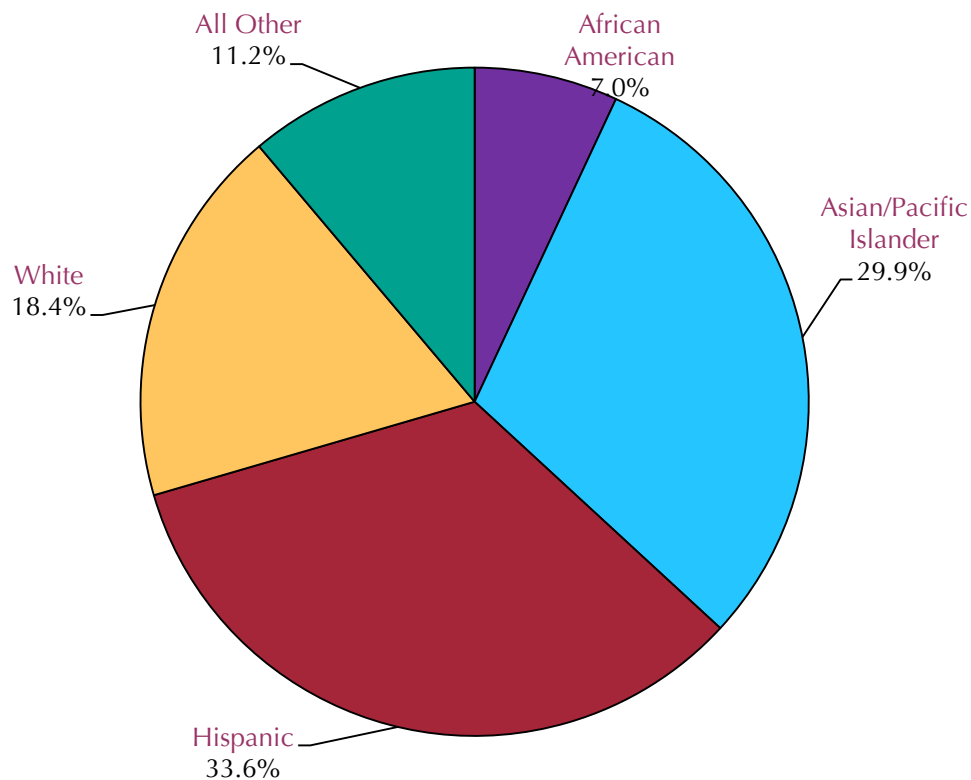


Distance Ed Students by Age

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
<i>Count</i>					
Under 20	659	718	1314	1354	807
20 - 24	979	1070	1399	1612	1555
25 - 29	357	414	507	525	508
30 - 34	183	217	254	267	258
35 - 39	144	129	159	185	173
40 - 49	164	206	210	228	207
50+	112	98	110	126	131
<i>Total</i>	2598	2852	3953	4297	3639
<i>Percent</i>					
Under 20	25.4%	25.2%	33.2%	31.5%	22.2%
20 - 24	37.7%	37.5%	35.4%	37.5%	42.7%
25 - 29	13.7%	14.5%	12.8%	12.2%	14.0%
30 - 34	7.0%	7.6%	6.4%	6.2%	7.1%
35 - 39	5.5%	4.5%	4.0%	4.3%	4.8%
40 - 49	6.3%	7.2%	5.3%	5.3%	5.7%
50+	4.3%	3.4%	2.8%	2.9%	3.6%

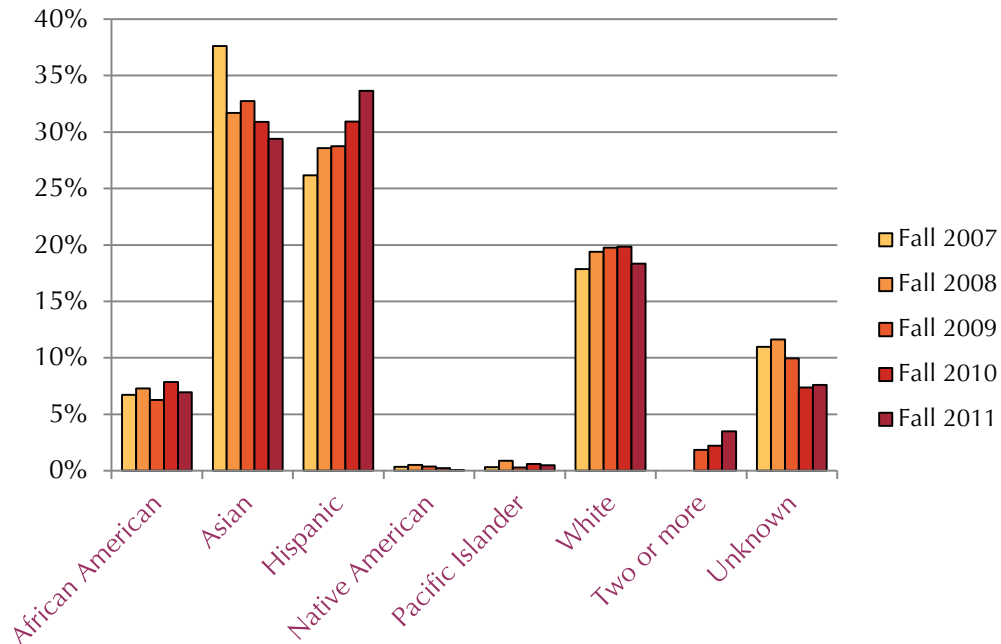
Fall 2011 Distance Ed Students by Ethnicity

Hispanics represent the largest group of distance ed students, at 33.6%. However, this is less than the 40.9% of all PCC students who are Hispanic. At about 18% Whites comprise the same percentage of both distance ed students and the general PCC student population. The other ethnicities, Asian/Pacific Islander (29.9%), African American (7.0%), and other ethnicities (11.2%) each represent more of the distance ed students than they do of all PCC students.



Distance Ed Students by Ethnicity

Similar to the general PCC student population, the ethnic mix of distance ed students has experienced major changes over the past five years. The percentage of Asian students has dropped from 37.6% in Fall 2007 to 29.4% in Fall 2011, and the percentage of Hispanic students has increased in the same time period from 26.2% to 33.6%.

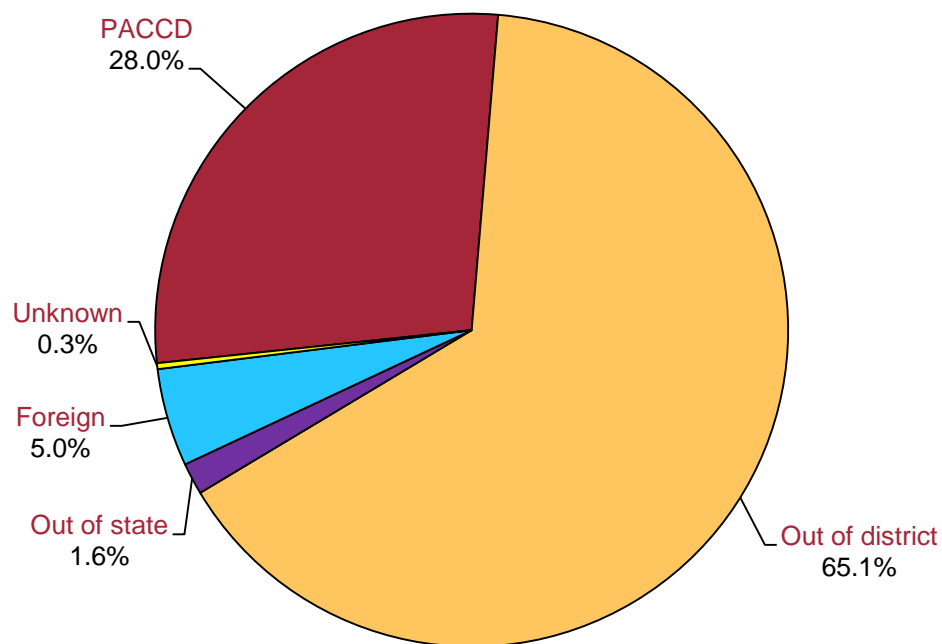


Distance Ed Students by Ethnicity

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
<i>Count</i>					
African American	175	208	248	338	253
Asian	977	904	1294	1328	1070
Hispanic	680	815	1136	1329	1224
Native American	9	15	15	10	2
Pacific Islander	8	25	12	26	18
White	464	553	781	853	668
Two or more			73	96	127
Unknown	285	332	394	317	277
<i>Total</i>	<i>2598</i>	<i>2852</i>	<i>3953</i>	<i>4297</i>	<i>3639</i>
<i>Percent</i>					
African American	6.7%	7.3%	6.3%	7.9%	7.0%
Asian	37.6%	31.7%	32.7%	30.9%	29.4%
Hispanic	26.2%	28.6%	28.7%	30.9%	33.6%
Native American	0.3%	0.5%	0.4%	0.2%	0.1%
Pacific Islander	0.3%	0.9%	0.3%	0.6%	0.5%
White	17.9%	19.4%	19.8%	19.9%	18.4%
Two or more	0.0%	0.0%	1.8%	2.2%	3.5%
Unknown	11.0%	11.6%	10.0%	7.4%	7.6%

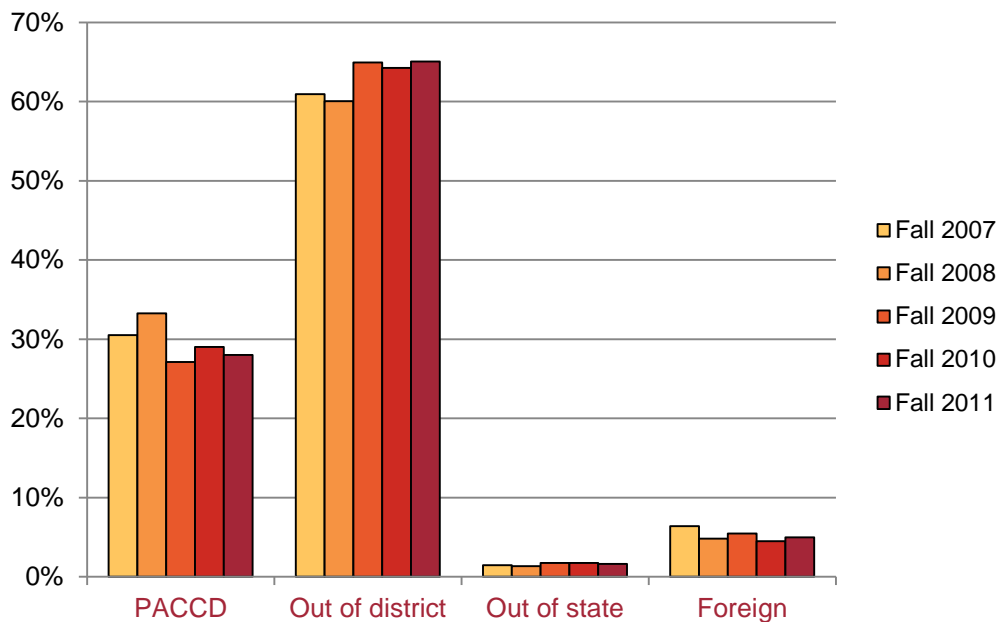
Fall 2011 Distance Ed Students by Residence

Like the general PCC student population, most distance ed students are California residents from outside the Pasadena Area Community College District. The distribution of students by residence is nearly identical between distance ed and all of PCC, differing only by one percentage point fewer students in the District who instead have a foreign residence status.



Distance Ed Students by Residence

In Fall 2009 there was an increase in the percentage of California students from outside the Pasadena Area Community College District, and a decrease in the percentage of students from within the district. Other than that, the mix of students by residence has been relatively constant

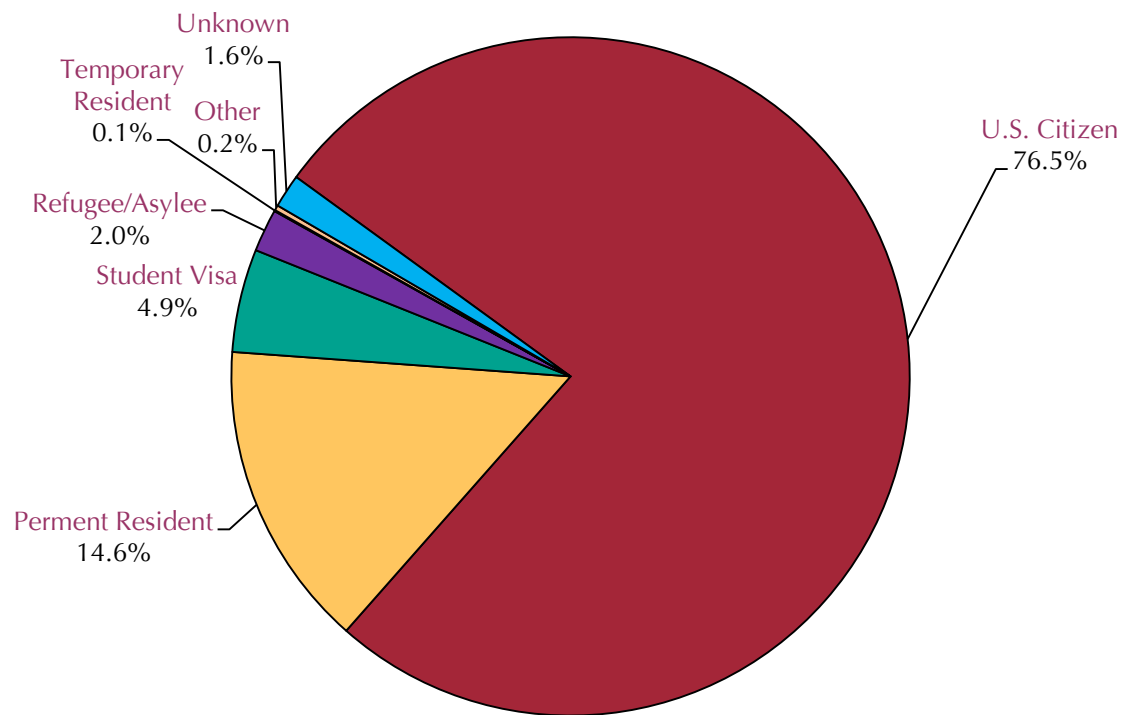


Distance Ed Students by Residence

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Count					
PACCD	793	949	1072	1247	1019
Out of district	1583	1713	2567	2761	2368
Out of state	38	38	70	76	59
Foreign	166	137	217	193	182
Unknown	18	15	27	20	11
<i>Total</i>	<i>2598</i>	<i>2852</i>	<i>3953</i>	<i>4297</i>	<i>3639</i>
Percent					
PACCD	30.5%	33.3%	27.1%	29.0%	28.0%
Out of district	60.9%	60.1%	64.9%	64.3%	65.1%
Out of state	1.5%	1.3%	1.8%	1.8%	1.6%
Foreign	6.4%	4.8%	5.5%	4.5%	5.0%
Unknown	0.7%	0.5%	0.7%	0.5%	0.3%

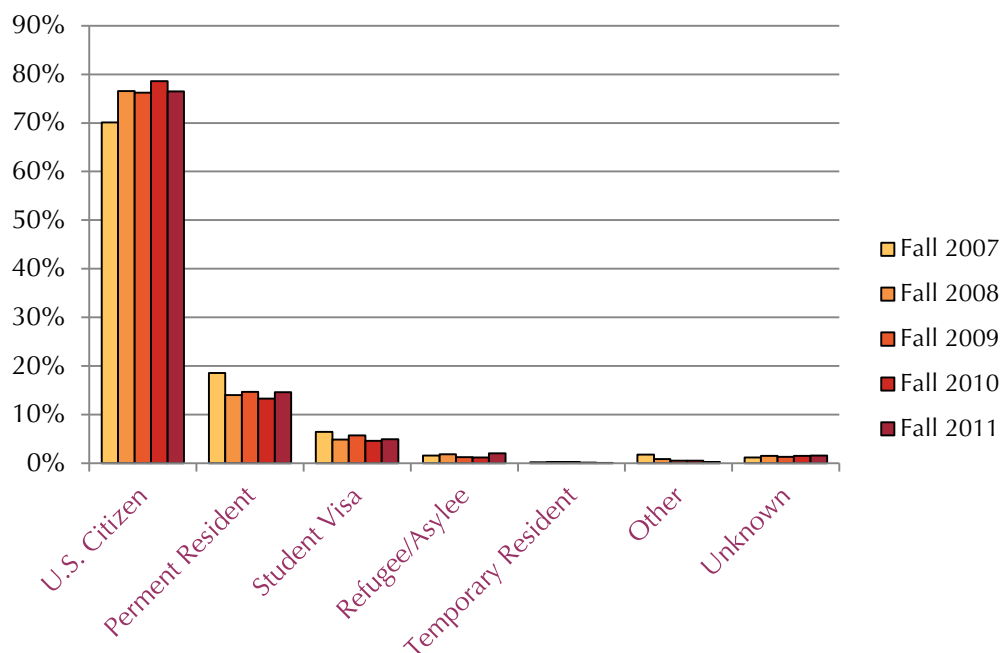
Fall 2011 Distance Ed Students by Citizenship

The citizenship status of distance ed students closely matches that of the general PCC student population. U.S. citizens represent 76.5% of the distance ed students, and permanent residents are another 14.6%.



Distance Ed Students by Citizenship

After a shift in Fall 2008 to more U.S. Citizens, the mix of citizenship status of distance ed students has been roughly constant.

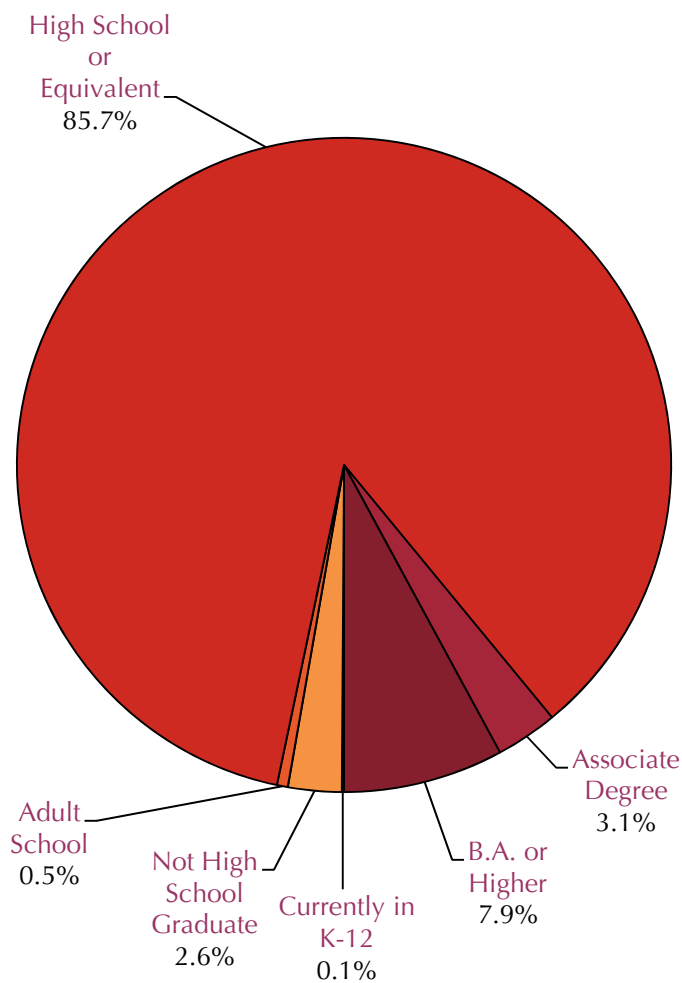


Distance Ed Students by Citizenship

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Count					
U.S. Citizen	1822	2184	3012	3377	2784
Perment Resident	483	400	580	573	533
Student Visa	168	140	227	198	179
Refugee/Asylee	42	52	49	52	74
Temporary Resident	6	8	10	7	2
Other	46	25	22	24	9
Unknown	31	43	53	66	58
<i>Total</i>	2598	2852	3953	4297	3639
Percent					
U.S. Citizen	70.1%	76.6%	76.2%	78.6%	76.5%
Perment Resident	18.6%	14.0%	14.7%	13.3%	14.6%
Student Visa	6.5%	4.9%	5.7%	4.6%	4.9%
Refugee/Asylee	1.6%	1.8%	1.2%	1.2%	2.0%
Temporary Resident	0.2%	0.3%	0.3%	0.2%	0.1%
Other	1.8%	0.9%	0.6%	0.6%	0.2%
Unknown	1.2%	1.5%	1.3%	1.5%	1.6%

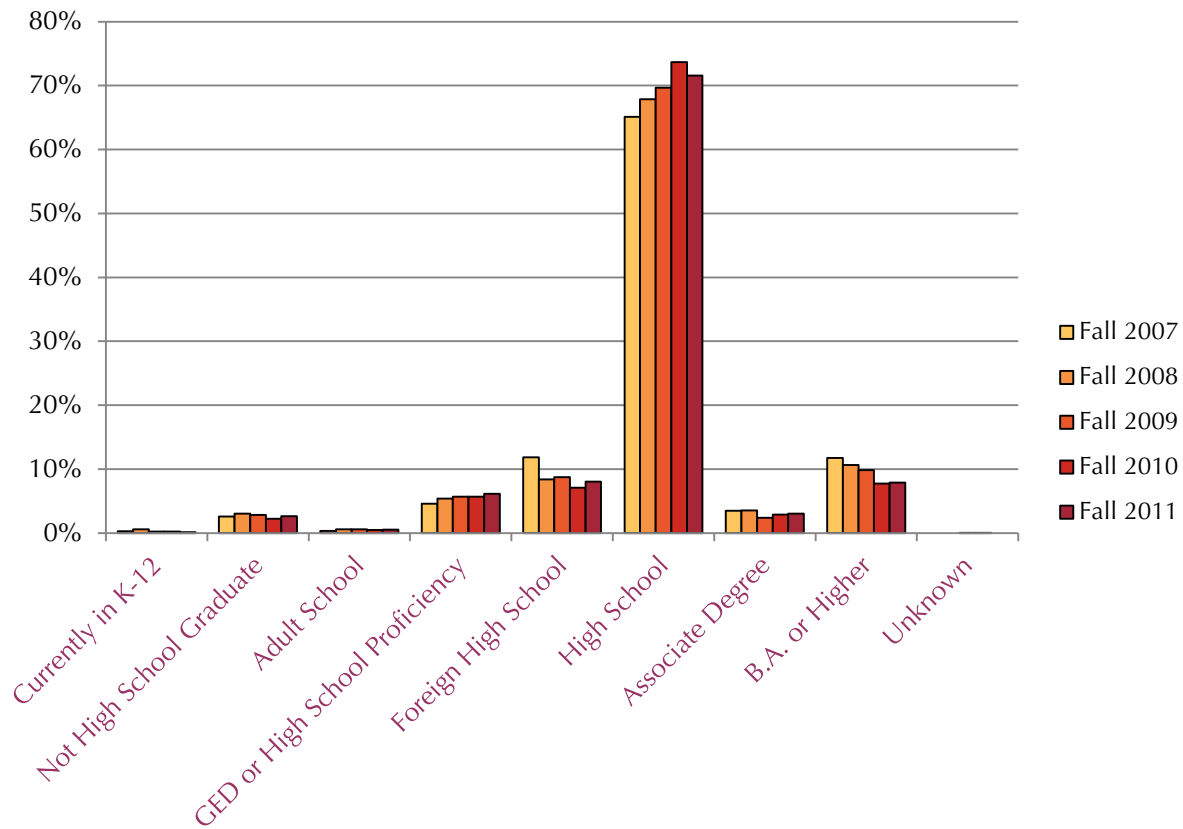
Fall 2011 Distance Ed Students by Education Level

The vast majority (85.7%) of distance ed students have a prior education level of High School. The distribution of education level is nearly identical to the general PCC student population, especially when grouped into High School (85.7%), below High School (3.3%), and above High School (11.0%).



Distance Ed Students by Education Level

The percentage of distance ed students with a prior education level of U.S. High School increased for three years, then dropped slightly in Fall 2011.

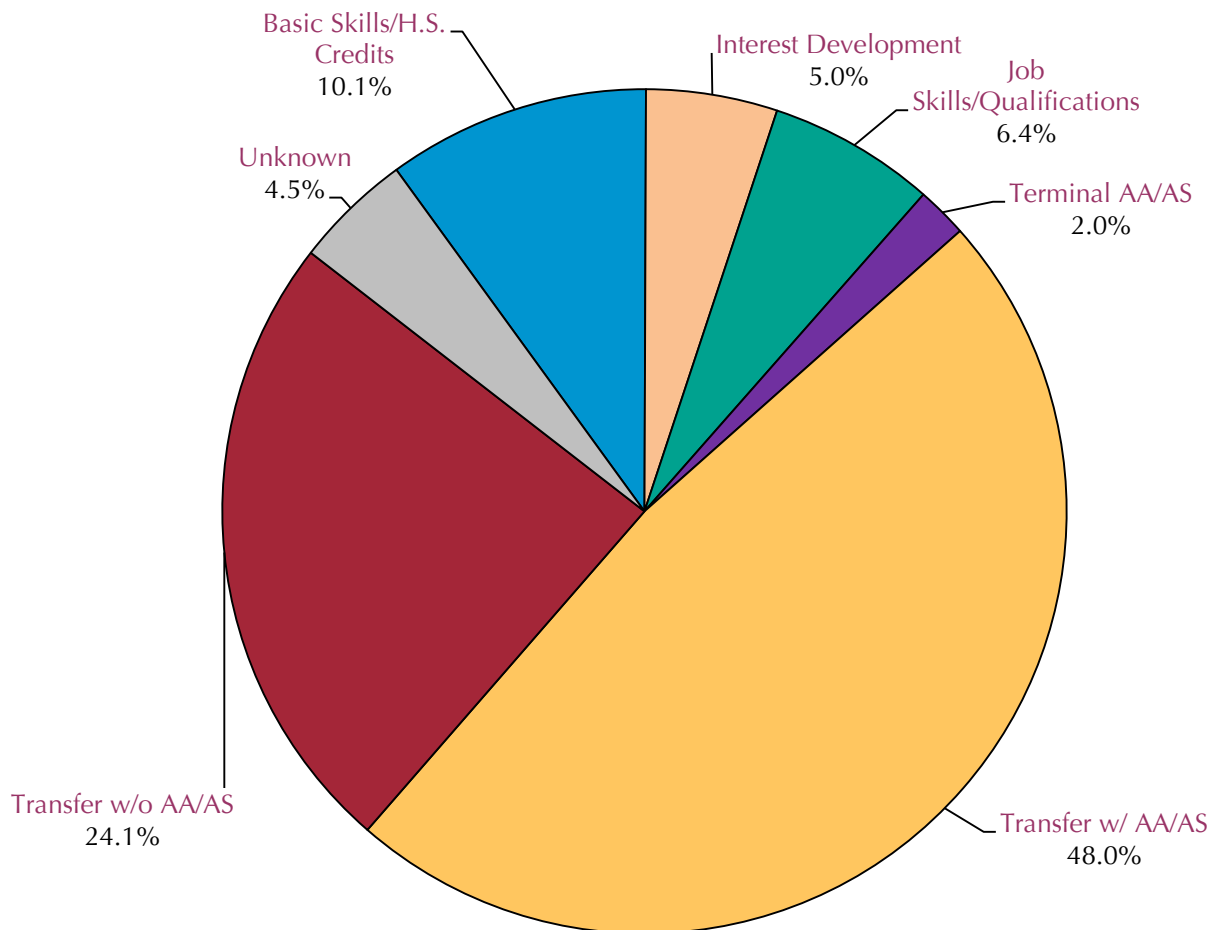


Distance Ed Students by Education Level

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
<i>Count</i>					
Currently in K-12	7	16	9	9	4
Not High School Graduate	67	87	112	95	96
Adult School	9	17	24	21	20
GED or High School Proficiency	119	153	225	245	224
Foreign High School	308	240	345	305	292
High School	1692	1935	2754	3165	2604
Associate Degree	91	101	94	123	111
B.A. or Higher	305	303	389	333	288
Unknown			1	1	
<i>Total</i>	2598	2852	3953	4297	3639
<i>Percent</i>					
Currently in K-12	0.3%	0.6%	0.2%	0.2%	0.1%
Not High School Graduate	2.6%	3.1%	2.8%	2.2%	2.6%
Adult School	0.3%	0.6%	0.6%	0.5%	0.5%
GED or High School Proficiency	4.6%	5.4%	5.7%	5.7%	6.2%
Foreign High School	11.9%	8.4%	8.7%	7.1%	8.0%
High School	65.1%	67.8%	69.7%	73.7%	71.6%
Associate Degree	3.5%	3.5%	2.4%	2.9%	3.1%
B.A. or Higher	11.7%	10.6%	9.8%	7.7%	7.9%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

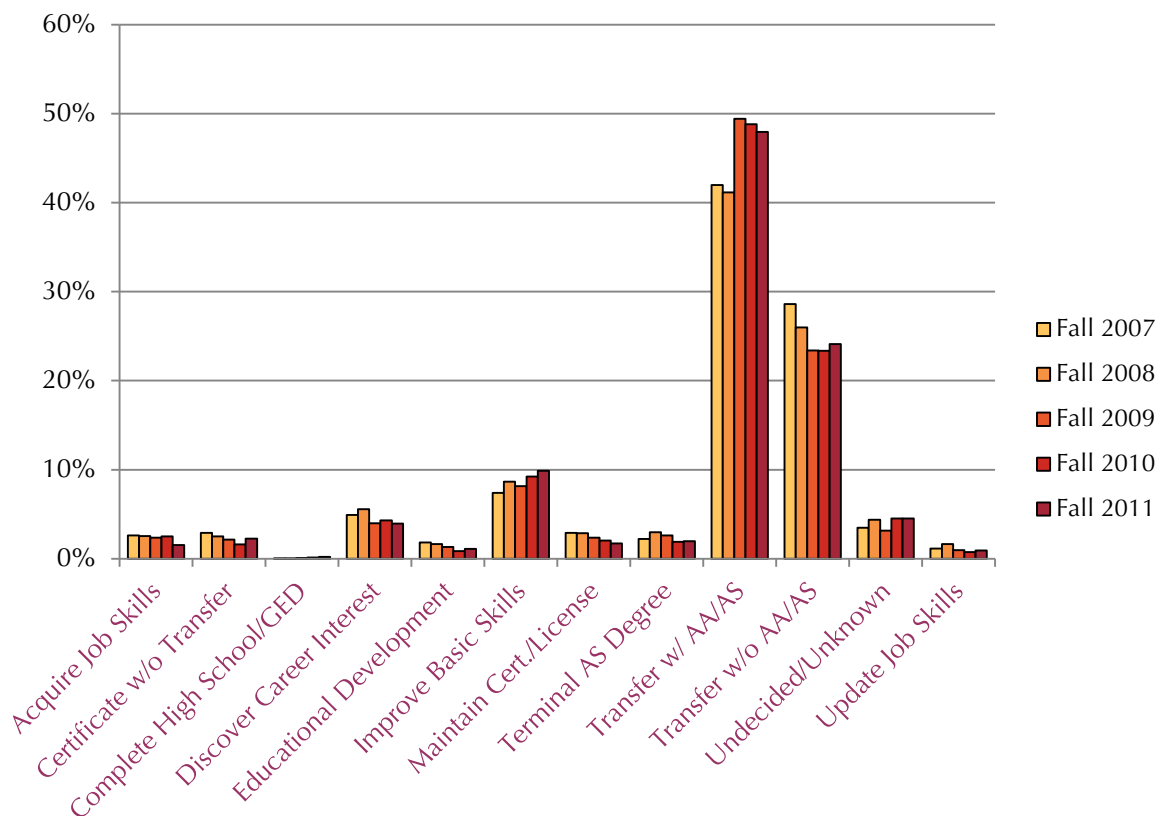
Distance Ed Students by Educational Goal

Distance ed students have nearly the same distribution of educational goals as the general population of PCC students. Nearly three quarters hope to transfer, either with (48.0%) or without (24.1%) an Associate degree.



Distance Ed Students by Educational Goal

Distance ed students show a similar pattern of educational goal as PCC students in general. Three and four years ago there was a shift away from the goal of transferring without an Associate degree to transferring with a degree. There has also been an increase in students seeking to improve their basic skills.



Distance Ed Students by Educational Goal

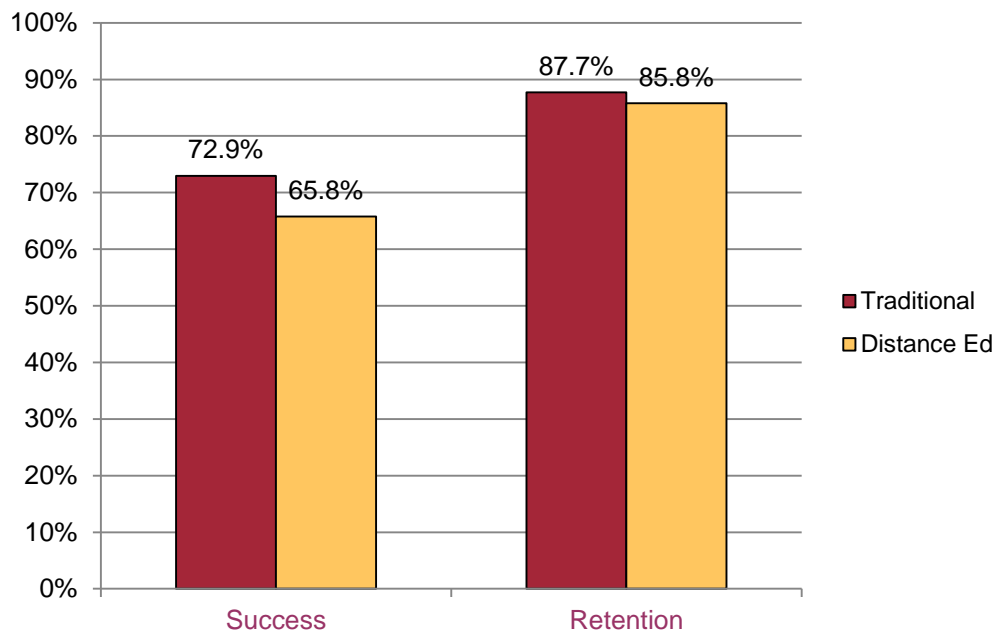
	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
<i>Count</i>					
Acquire Job Skills	68	73	94	108	56
Certificate w/o Transfer	75	71	85	69	82
Complete High School/GED	1	1	3	5	7
Discover Career Interest	128	159	158	185	143
Educational Development	47	47	52	36	40
Improve Basic Skills	192	247	322	397	359
Maintain Cert./License	75	82	93	88	62
Terminal AS Degree	58	85	104	82	71
Transfer w/ AA/AS	1091	1174	1954	2097	1745
Transfer w/o AA/AS	743	741	925	1004	877
Undecided/Unknown	90	125	125	194	164
Update Job Skills	30	47	38	32	33
<i>Total</i>	2598	2852	3953	4297	3639
<i>Percent</i>					
Acquire Job Skills	2.6%	2.6%	2.4%	2.5%	1.5%
Certificate w/o Transfer	2.9%	2.5%	2.2%	1.6%	2.3%
Complete High School/GED	0.0%	0.0%	0.1%	0.1%	0.2%
Discover Career Interest	4.9%	5.6%	4.0%	4.3%	3.9%
Educational Development	1.8%	1.6%	1.3%	0.8%	1.1%
Improve Basic Skills	7.4%	8.7%	8.1%	9.2%	9.9%
Maintain Cert./License	2.9%	2.9%	2.4%	2.0%	1.7%
Terminal AS Degree	2.2%	3.0%	2.6%	1.9%	2.0%
Transfer w/ AA/AS	42.0%	41.2%	49.4%	48.8%	48.0%
Transfer w/o AA/AS	28.6%	26.0%	23.4%	23.4%	24.1%
Undecided/Unknown	3.5%	4.4%	3.2%	4.5%	4.5%
Update Job Skills	1.2%	1.6%	1.0%	0.7%	0.9%

Fall 2011 Courses with Distance Ed Sections

Success and Retention by Method of Instruction

These data look at all courses which have at least one distance ed section. The grades in these courses are divided according to the method of instruction of the section. Thus, the grades for distance ed are being compared to the grades of other sections of the same courses.

Compared to traditional sections of the same courses, distance ed sections in Fall 2011 have a 7.2 percentage point lower success rate, and a 1.9 percentage point lower retention rate.

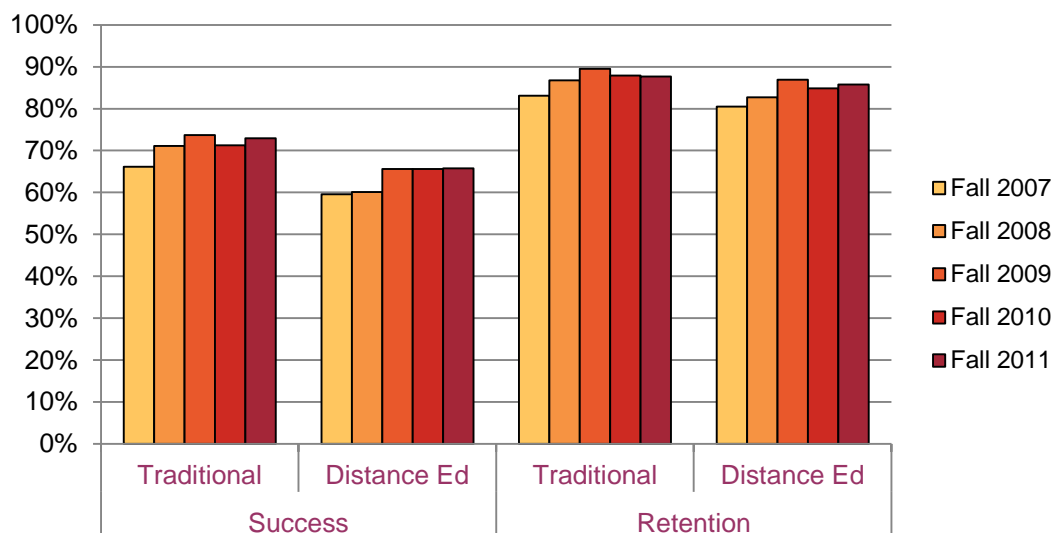


Courses with Distance Ed Sections

Success and Retention by Method of Instruction

These data look at all courses which have at least one distance ed section. The grades in these courses are divided according to the method of instruction of the section. Thus, the grades for distance ed are being compared to the grades of other sections of the same courses.

The outcome measures, both success and retention, for the traditional sections of these courses improved the first two years then fell back slightly. The retention pattern for distance ed sections looks similar to the traditional sections. The success pattern for distance ed sections shows a single increase in Fall 2009 with little change other years.



Courses with Distance Ed Sections

Success and Retention by Method of Instruction

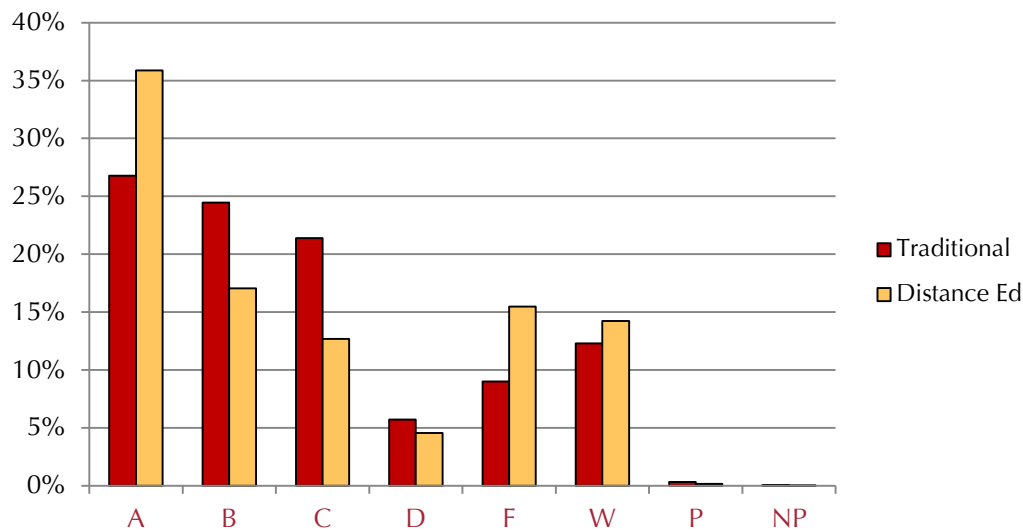
		Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Success	Traditional	66.1%	71.1%	73.7%	71.2%	72.9%
	Distance Ed	59.6%	60.1%	65.6%	65.6%	65.8%
Retention	Traditional	83.1%	86.7%	89.5%	87.9%	87.7%
	Distance Ed	80.5%	82.7%	86.9%	84.9%	85.8%

Fall 2011 Courses with Distance Ed Sections

Grades by Method of Instruction

These data look at all courses which have at least one distance ed section. The grades in these courses are divided according to the method of instruction of the section. Thus, the grades for distance ed are being compared to the grades of other sections of the same courses.

Compared to traditional sections of the same courses, distance ed sections have more A's and F's, but fewer B's and C's. There are also slightly more W's.



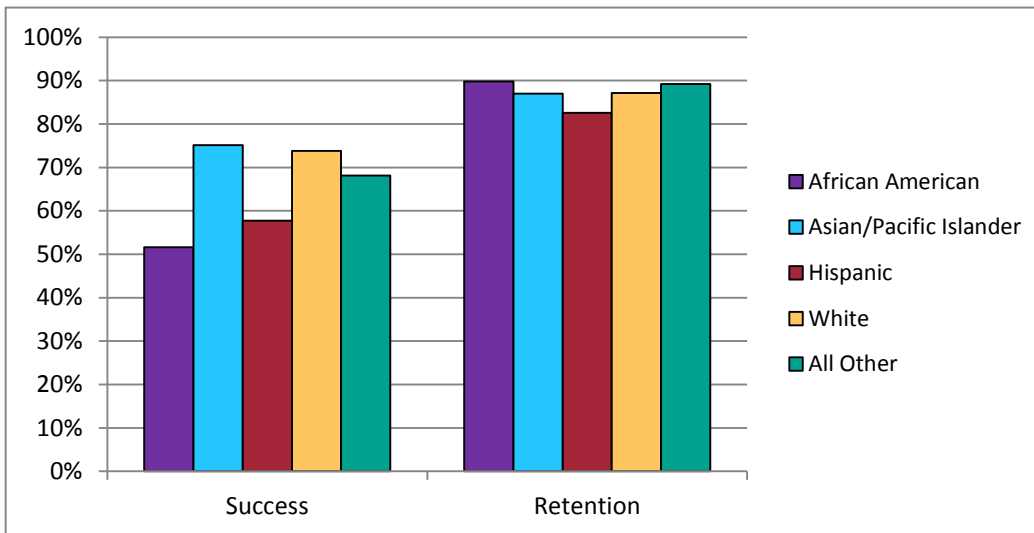
Fall 2011

Grades in Courses with Distance Ed Sections

by Method of Instruction

		A	B	C	D	F	W	P	NP
Count	Traditional	2992	2735	2391	638	1006	1374	36	6
	Distance Ed	5274	2508	1864	667	2273	2091	23	2
Percent	Traditional	26.8%	24.5%	21.4%	5.7%	9.0%	12.3%	0.3%	0.1%
	Distance Ed	35.9%	17.1%	12.7%	4.5%	15.5%	14.2%	0.2%	0.0%

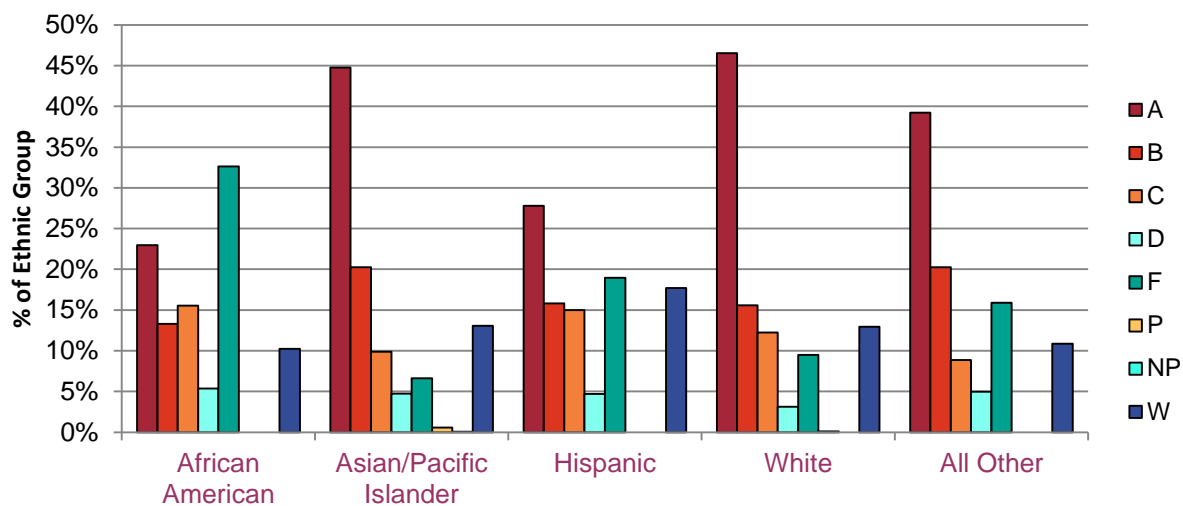
Fall 2011 Distance Ed Sections Success and Retention by Ethnicity



Fall 2011 Distance Ed Sections Success and Retention by Ethnicity

	Success	Retention
<i>Percent</i>		
African American	51.6%	89.8%
Asian/Pacific Islander	75.1%	87.0%
Hispanic	57.8%	82.6%
White	73.8%	87.2%
All Other	68.1%	89.2%
<i>Total Distance Ed</i>	<i>65.2%</i>	<i>85.9%</i>

Fall 2011 Distance Ed Sections
Grades by Ethnicity



Fall 2011 Distance Ed Sections
Grades by Ethnicity

	A	B	C	D	F	P	NP	W
<i>Percent of Ethnic Group</i>								
African American	23.0%	13.3%	15.5%	5.4%	32.6%	0.0%	0.0%	10.2%
Asian/Pacific Islander	44.8%	20.3%	9.9%	4.7%	6.6%	0.6%	0.1%	13.1%
Hispanic	27.8%	15.8%	15.0%	4.7%	19.0%	0.0%	0.0%	17.7%
White	46.5%	15.6%	12.2%	3.1%	9.5%	0.1%	0.0%	12.9%
All Other	39.2%	20.3%	8.8%	5.0%	15.9%	0.0%	0.0%	10.9%
<i>Total Distance Ed</i>	35.9%	17.1%	12.7%	4.5%	15.5%	0.2%	0.0%	14.2%