COLUMBIA BASIN COLLEGE BOARD OF TRUSTEES' MEETING

June 10, 2013

Beers Board Room — 4:00 pm

Agenda

Call to Order

Agenda Changes

Approval of Minutes

Minutes of May 13, 2013, Board of Trustees' Meeting

Exhibit A

Celebrating Excellence

CBC Softball Team & Coaches

CBC Golf Team & Coaches

Dan Clifford - NWAACC Coach of the Year

Linkage with Community

WSU-TC Chancellor H. Keith Moo-Young

Remarks

By Administration

President

CEO, Foundation

By ASCBC

Exhibit B

By Faculty Senate Chair

By AHE

By Classified Staff

By Board Members

Student Success

Predicting Success for Online Students Exhibit C

Reports

Competency Based Degrees

Discussion

Proposed Veterans Memorial

Summer Calendar

Consent

Public Comments

Executive Session

RCW 42.30110(l)(g): To review the performance of a public employee

Adjournment

EXHIBIT A

Columbia Basin College Board of Trustees' Minutes May 13, 2013 Beers Board Room–4:00 p.m.

Members in attendance: Sherry Armijo, Kedrich Jackson, Enriqueta Mayuga, Duke Mitchell

President Cummins, Secretary to the Board; Lupe Perez, Recording Secretary

Others in Attendance: Jason Clizer, Leonor de Maldonado, Camie Glatt, Mike Grinnell, Don Humphrey, Maddy Jeffs, Ty Jones, Cheryl Klym, Daphne Larios, Maria Lee, Bill McKay, Deborah Meadows, Joe Montgomery, Frank Murray, Brett Riley, Bob Rosselli, Bill Saraceno, Alice Schlegel, Anita Smith, Martin Valadez, Amanda Wysocki, Ruben Zecena

| The Agenda | The Discussion | Action |
|--|---|--|
| Call to Order | Meeting called to order by Chair Mitchell at 4:00 p.m. | |
| Agenda Changes | Celebrating Excellence – Honorable Sal Mendoza Jr. | Trustee Armijo moved and Trustee Jackson seconded the motion to approve Agenda Change. Approved unanimously |
| Approval of Minutes | April 8, 2013 Board of Trustees' Meeting | Trustee Armijo moved and Trustee Jackson seconded the motion to approve the April 8, 2013 minutes. Approved unanimously. |
| Celebrating Excellence Honorable Sal Mendoza Jr. | Chair Mitchell Trustee Mendoza was appointed by Governor Inslee as the new Superior Court Judge therefore, he has resigned his position on the Columbia Basin College (CBC) Board of Trustees. Chair Mitchell sent a letter to Trustee Mendoza thanking him for his service to CBC. Appreciated his inquisitive questions. President Cummins Thanked former Trustee Mendoza for his service to the Board. His quality and questions helped Rich improve the entire institution. Rich had the privilege of attending Judge Mendoza's swearing in. Presented framed articles to Judge Mendoza. Sal Mendoza Thanked the Board and CBC for the experience and pleasure in the position of a CBC Trustee. Again, thanked the Board and staff, and Rich for all his hard work. | |
| Remarks President | President Cummins Opening day of 30 day special session, leadership is still working on budget. Received note from Marty Brown of budget work continuing. Rich will keep Board advised on updates. Governor Inslee was on campus May 6th, and visited the CCTE building and programs. He visited various areas and met with individuals. Afterwards, Governor Inslee attended Judge Mendoza's swearing in. Upcoming graduation dates are in Trustee folders. Great Basin in Elko, Nevada accreditation visit report completed. Work is progressing on two competency based degrees with four colleges in the state, developing outcomes and assessments. | |

| CEO, Foundation | Bob Rosselli | |
|----------------------|---|--|
| | Flier distributed for Texas Roadhouse to raise money for Vets memorial, and this evening | |
| | CBC will receive a percentage of sales. Friday, June 7 th luncheon, all proceeds will be | |
| | donated to Foundation for Vets memorial. | |
| | Completed 550 scholarship application reviews, and will award 500 scholarships, 90 more than last year. \$825,000 awarded this year compared to \$530,000 (339 students) last year. | |
| • | Received planned gift to CBC from retired Richland School District teacher, upon her | |
| | passing, \$100,000+ to CBC Machine Tech Program. | |
| | Hosted Nurses Week reception in Planetarium. | |
| | Tiodea Talous Treat Teophis IIII Taloua Talii | |
| ASCBC | Ruben Zecena | |
| | Attended Student Voice Academy, May 3-4, at Pierce College, Ft. Steilacoom. CBC joined up | |
| | with Highline and Pierce for presentation was on Bill 1817 that would allow undocumented | |
| | students to apply for the WA State Need Grant. This year there was more awareness on this | |
| | issue. | |
| | 2013-14 Election results: President: Dennise Lazaro, VP: Lucy Cardenas. Congratulations to bath of these students. | |
| | both of these students. | |
| Faculty Senate Chair | Don Humphrey | |
| | Midst of election for shared governance representation | |
| | γ οι το | |
| AHE | Mark Taff | |
| | Absent, no report | |
| Classified Staff | Court Cross | |
| Classified Staff | Carol Groce • Absent, no report | |
| | Absent, no report | |
| Board Members | Trustee Armijo | |
| | It was an honor to attend Sal Mendoza's robing. | |
| | HAAP – over 4500 in attendance | |
| | | |
| | Trustee Mayuga | |
| | Attended HAAP Action for avoid to TAGTS conference May 45, 47 at Accounts. | |
| | Looking forward to TACTC conference May 16-17 at Anacortes | |
| | Trustee Jackson | |
| | Attended Foundation dinner | |
| | Congratulations to Sal Mendoza | |
| | • Tax season is over | |
| | | |
| | <u>Chair Mitchell</u> | |
| | Will attend TACTC conference May 16-17 | |
| | Contacted by Dan Altmayer, TACTC Chair – appointed Duke to be Legislative rep. | |
| | Afro Americans Academic Society (AAAS) Awards, May 19th, 2-5PM at Pasco High School. Chair Mitchell to be keynote speaker. | |
| | Chair witchen to be keynote speaker. | |
| | | |

• 4/20/13 – Attended Frank Armijo's 50th birthday party. Frank is a former CBC Board of Trustee's Chair and husband of current CBC Trustee, Sherry Armijo. Frank is presently the President of Mission Support Alliance, one of the biggest contractors at the Hanford nuclear energy site north of Richland, WA. He is a graduate of Pasco High School and Columbia Basin College where he was a good student and a great basketball player in both high school and college. • 4/22/13 – As the CBC Board of Trustee's representative, attended a Community Forum to discuss possible ways for organizations within the Tri-Cities to work more effectively together. There will be future meetings. This meeting was a good start. • 4/26/13 – Attended the WSU-Tri-Cities monthly Advisory Council meeting as the CBC representative. • 5/5/13 – Attended the annual HAAP Scholarship Awards Programs at the TRAC in Pasco, • 5/6/13 – On behalf of CBC sent a letter of appreciation to new Superior Court Judge Sal Mendoza congratulating him on his new appointment as a judge; and thanking him for his service as a CBC Board Trustee. (Copies provided to Trustees.) • 5/9/13 – Attended CBC Public Employee Recognition Day Breakfast at the CBC Gjerde Center. A very good idea. Avery good time to meet and to interact with members of the CBC family who work at CBC and help to make it the great college and place to work that it is. • 5/10/13 – Attended the WSU-TC 2013 commencement ceremonies at the Toyota Center. Spoke briefly with Dr. Keith Moo-Young, the newly selected WSU-TC Chancellor. Dr. Moo-Young asked me why there are not more CBC graduates choosing to attend WSU-TC? Wayne Martin was keynote speaker at WSU-TC commencement. Reports Well Being Monitoring Report **President Cummins** • Four goals: 1. Goal A: Psychological well-being of students (based on survey items related to the PERMA model) 2. Goal B: Persistence and determination to succeed, based on GRIT-adapted scale items which were incorporated into the student survey, which is related to Engagement in the PERMA model. 3. Goal C: Entering student attitudes and beliefs from the Learning and Study Strategies Inventory (LASSI) which is related to all of the PERMA dimensions. 4. Goal D: Well-being of faculty and staff based on faculty and staff survey data. • Results for Goal A: Psychological well-being of students: Means for almost all items related to psychological well-being were quite high (generally close to or above 4.0), indicating positive levels of well-being. With the exception of "Engagement" which indicates attendance rates for non-academic engagements were low (cultural or social events). • Results for Goal B: Determination to succeed: Means for these items indicated that students perceived themselves as being highly determined to succeed. Means for all three items were high or very high. • Results for Goal C: Entering student attitudes and beliefs from the Learning and Study Strategies Inventory (LASSI) inventory. Results of the LASSI inventory were above national norms on 4 of the 5 items. • Results for Goal D: Well-Being of Faculty and Staff at CBC: Results showed good performance for one indicator and moderate performance on the other four indicators.

Using the standard PROMES performance curve used in each of the CBC monitoring reports, the percentage of total points corresponds to a value of 92 Performance Points and an overall "A" level of performance.

• Chair Mitchell appreciates everyone's work on this report.

Cultural Enrichment End State Monitoring Report

Ty Jones

- The Cultural Enrichment End State is an important mission area and core theme for CBC, reflecting the College's commitment to contribute to the multicultural richness and diversity of Benton and Franklin counties and to provide educational opportunities in the arts, humanities and multicultural studies. The indicators included in this report reflect CBC's performance in achieving cultural enrichment for the College and community.
- Reported Indicators for Goal A: Students, staff and the community engage in culturally
 enriching experiences involving music, theater, literature and art.
- Reported Indicators for Goal B: Students engage in diversity-oriented educational and cultural programs and activities.
- ASCBC has helped to support diversity programs at CBC, offering six events that had significant attendance.
- Reported indicators for Goal C: CBC Participates in Wider Community Cultural Events. This
 new goal reflects the College's commitment to have an impact on the culture and diversity
 of the local community.
- CBC's students and staff actively participate in cultural/diversity leadership in the local community.

Evaluation of Indicator Performance:

- There are eight indicators total spanning the three goals for this End State. Of the indicators, two were evaluated to be at "moderate" level of performance and six were evaluated to be at a "good" level of performance.
- Overall, the indicators received 14 of the possible 16 points available for an overall 87.5% score. By the CBC performance curve, this places us in the "A" range of evaluation of performance.

Improvement Action:

- Transfer options for students will continue to be developed to allow a smooth articulation from CBC to their university of choice in a discipline related to cultural enrichment.
- Diversity programs, outreach programs and ASCBC have begun to work more closely together to establish diversity programming for students. The CBC Library has begun to offer diversity and cultural resources for students.
- CBC continues to provide diverse selection of offerings in all of the fine and performing arts disciplines.

All these factors demonstrate a commitment at all levels of the college to be an active force and part of the local community cultural environment. It remains an important goal of Columbia Basin College and an important part of its mission.

Basic Skills Monitoring Report

Daphne Larios

- The Basic Skills End State is a key mission area and core theme for CBC, reflecting the college's goal to prepare students for success in college level courses.
- The assessment of CBC's Basic Skills programs is based on a model of effectiveness that includes the assessment in three main goal areas:

| | Goal A: Basic Skills programs are run efficiently and students are satisfied with the | |
|-----------------------------|---|--|
| | program | |
| | Goal B: Students demonstrate progress through their programs | |
| | Goal C: Students transition to higher-level education programs | |
| | • Last fall there were 167 students on wait list for ABE and 200 on wait list for GED classes | |
| | Sometimes students just want to get their GED and not continue higher ed. | |
| | Trustee Jackson asked what is being done to encourage students to continue onto higher | |
| | ed. Evening instructor Maria Lee stated she is always encouraging her students to continue | |
| | onto higher ed, and full-time instructor Anita Smith provides her students with material at | |
| | their exit interview to encourage them to continue. Dean Larios spoke to all the classes this | |
| | past year. Transition Fair was held this year, and plan on offering another one next | |
| | February. Trustee Jackson also asked what the results were so far. 50% looking into | |
| | transitioning to CBC and the other 50% need for work. | |
| | Trustee Armijo commended department for phenomenal job being done. | |
| Mission Fulfillment Report | Joe Montgomery | |
| | Mission Fulfillment includes an assessment of performance demonstrated in each End State | |
| | area as well as an overall assessment of performance evaluated across all of the End States. | |
| | Monitoring reports were completed this year for all of the Mission Areas. Three End States | |
| | received "A" grades: Workforce, Well-Being, and Cultural Enrichment; Academic and Basic | |
| | Skills received "Bs." Performance Points ranged from a low of 83 for the Academic End | |
| | State to a high of 100 for Workforce. The score of 100 for Workforce represents the first time an End State has achieved a perfect score. | |
| | Looking at four-year trends by Mission Area Performance in Workforce and Basic Skills has | |
| | risen steadily. | |
| | President Cummins – Bottom line, CBC is trying to improve lives. | |
| | Dean Larios – Data helped with internal goals and how to achieve higher percentages. | |
| | Trustee Jackson – Asked if there is anything to do to not waste time i.e. students just | |
| | wanting documentation. Dean Larios – trying to catch them in time so they don't show up | |
| | on WABERS report. | |
| | Chair Mitchell – Thanked everyone involved for work on report and overall everyone's | |
| | efforts. | |
| Discussion | | |
| Trustee Mendoza Resignation | Chair Mitchell | |
| C | Board function is to fill position, and it was agreed that President Cummins will refer | |
| | individuals expressing interest to Chair Mitchell. At least four individuals have expressed | |
| | interest. | |
| Consent | 2013-14 S&A (Service & Activities) Budget Recommendation | Trustee Armijo moved and Trustee Mayuga seconded |
| | 2013-14 3&A (Service & Activities) Budget Recommendation | the motion to approve Consent agenda. Approved |
| | | unanimously |
| Public Comments | Ty Jones – Very proud to announce his son will be graduating this year along with five | |
| | Scouts from Running Start and CBC. Mr. Jones thanked the Board, Rich, Bill, Camie, Martin | |
| | for their part in helping students achieve their educational goals. | |
| | | |

| Executive Session | RCW 42.301 10(I)(g): To review the performance of a public employee | Trustees went into Executive Session at 5:35 p.m. for 15 minutes. Reconvened at 5:49 p.m. |
|------------------------|---|---|
| Adjournment: 5:50 p.m. | Next Regular Meeting Beers Board Room | |
| | June 10, 2013, 4:00 p.m. | lp |

David Mitchell, Chair

EXHIBIT B

Columbia Basin College

ASCBC Update: June



"We were not just a team, but a family."

Roy Martinez (SAB Officer)

"Our year has come to an end and I am grateful to have worked with such wonderful people who I can also call my friends. I trust that next vear's ASCBC team will have as

good of an experience as we did." Ruben Zecena (President)

"I want to continue ASCBC's legacy by connecting with our student body and grow as a person

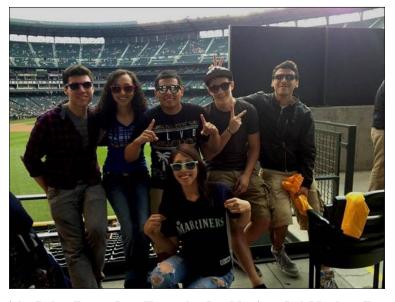
and leader." Dennise Lazaro From Left to right: Ruben Zecena, Rosa Hernandez, Roy Martinez, Josh Mendoza, Tony Cerda, Darlene Maria

(President- Elect)

"I'm excited to be part of ASCBC and do my best to contribute to campus life while growing as a leader." Lucy Cardenas (VP-Elect)

"We started off as strangers but connected quickly. Now we've created a strong team and are ready for the next stage in our lives." Rosa Hernandez (SAB Officer)

"ASCBC has given me the opportunity to grow more as a person and as a leader. I will always cherish all the memories and amazing experiences that ASCBC has given me." Darlene Maria (VP)



"It was a great and new experience. It allowed me to work on my leadership skills while having a great time."

Josh Mendoza (Intramurals)

"College life with ASCBC has made my 2012-2013 year an unforgettable experience! I loved every moment from the joy of a successful event to the growth from the issues during events!" **Tony Cerda (SAB Officer)**

EXHIBIT C

Performance in Developmental Math/English by Type of Course Prediction of Student Online Performance

In December 2012, the WACTC Strategic Visioning Committee (SVC) requested that the Research and Planning Commission (RPC) undertake a study of the performance of students in face-to-face (F2F), online, hybrid, and web-enhanced courses across the state. A data set was constructed using the new MRTE+ database, including courses in which there were an adequate number of students in each of the four types of classes. Beginning in March 2014, results of the study were presented on a monthly basis to the Committee. In addition, a review of the relevant research literature was also initiated.

The findings from the initial two months of the study included the following points (see Slide 2):

- Roughly 20% of the total represented enrollment in Online classes; about 70% were F2F or Web-enhanced; the remainder (just under 10%) were Hybrid.
- Mean course grades were the highest in F2F classes, followed by Web-enhanced, Hybrid, and Online classes. Withdrawal and failure rates were the highest for Online classes and lowest for F2F.
- Across all four types of classes, grades were, on average, higher for Whites than Hispanics, and higher for students of higher SES levels.
- Findings from the literature review were very consistent with the research findings.
 - Students generally see online classes as being more difficult than the same class in F2F format.
 - Interaction with students was found to be the best single predictor of student success.
 - The assumptions of students taking online courses (e.g., faculty will be wellorganized, respond promptly to questions) are often quite different from faculty assumptions (e.g., students will be self-motivated and well-organized) leading to dissatisfaction with online courses by both groups.
 - Several "Best Practices" in online pedagogy were identified, including video capture of lectures, video chats and synchronous learning opportunities, and rapid response by instructors to student questions.

Several recommendations were identified from the literature that might help improve online course effectiveness (see Slide 3):

- Treat taking online courses as a privilege, not a right;
- Screen students for those likely to succeed in online courses; offer "readiness educational activities" for students who are not initially prepared to succeed;
- Set up "early warning" systems to identify students who are not succeeding in online courses:
- Create a system to monitor the quality of online courses, including the use of appropriate online pedagogy and technology;
- Provide professional development activities to assist faculty in developing and teaching online courses.

Additional analyses were performed for the May SVC meeting, focusing on Developmental Math and English (with course numbers in the 90s) and on identifying predictors of student success in online courses. The findings from these analyses included:

 About 9% of the Developmental Math courses were online; the vast majority were F2F, with fewer being Web-enhanced or hybrid. (Slide 5)

- For Developmental Math, there was little difference in mean grades by type of class. (Slide 6)
- Asians, International Students, and Whites had somewhat higher Developmental Math grades than African Americans, Native Americans, and Hispanics. (Slide 7)
- Older students had higher mean grades than did younger students; students in the 20-24 year old age range had the lowest mean grades.
- For Developmental English (as with Developmental Math), F2F enrollments vastly outnumbered the other types of classes. (Slide 9)
- As in the college-level findings, Developmental English students had the highest mean grades in F2F and Web-enhanced classes and lowest grades in Online and Hybrid. (Slide 10)
- For Developmental English; Asian, International, and White students had higher mean grades than did other ethnic groups. (Slide 11)
- Older Developmental English students earned higher mean grades than did younger students. (Slide 12)
- Correlations were computed between Online grades for college-level classes and student demographics, credits, and cumulative GPAs. Total credits earned and student demographic characteristics were only weakly related to online class grades. However, the correlation between online grades and cumulative GPA was incredibly high, at 0.72. (Slide 13)
- A more detailed look at the relationship between cumulative GPA and online grades showed the strong linear relationship between GPA and Online grades. Students with a cumulative GPA of between 2.0 and 2.5 earned a mean grade of 2.0 in their online class; those with a cumulative GPA from 2.5 to 3.0 earned a 2.5 mean Online grade. (See Slide 14)

Overall, this final phase of the research study showed that online classes are even less common at the pre-college level than at the college level, and that online classes, especially English, are difficult for Developmental students. The predictive study, involving college-level courses, found that cumulative GPA-- that is, prior academic performance-- was a very strong predictor of online grades. Consequently, setting a minimum GPA requirement for taking online classes may be an effective way to help improve student success.

Performance in Developmental Math, English Courses by Type of Course & Prediction of Student Online Course Success

May 31, 2013

Joe Montgomery, Ph.D.
Past President, Research Planning Commission
Dean for Institutional Effectiveness,
Columbia Basin College

Summary of Previous Results (1)

Previous results:

- Roughly 20% of the college-level courses included in the analysis were online;
 about ¾ were F2F (including web-enhanced); the remainder were hybrid
- Mean course grades and success rates were highest for F2F classes and lowest for online classes
- Withdrawal and failure rates were highest for online, lowest for F2F
- Mean course grades were higher for students who placed at collegelevel in Math
- Mean course grades were higher for Whites than Hispanics, higher for high SES versus low SES students
- From the lit review: expectations of faculty and students regarding online courses are quite different. Faculty expect students to be organized, accountable. Students expect ongoing support and easy communications.
- Research from the CCRC found that instructor level of interaction with students was the single greatest predictor of student success
- "Best practices" for online and hybrid courses include video capture
 of lectures, video chats and synchronous learning opportunities,
 instructor participation in chat rooms, quick response to student questions

Summary of Previous Results (2)

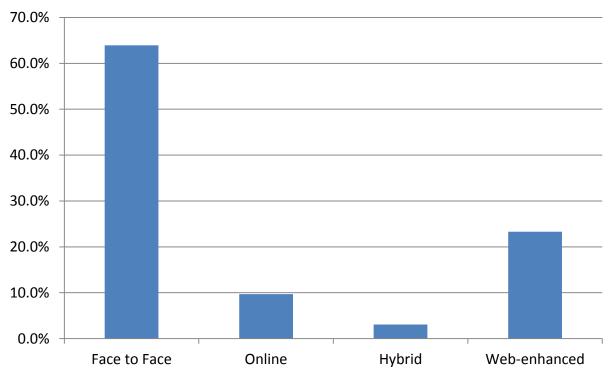
Recommendations:

- Treat taking online courses as a privilege, not a right
- Screen students for online course-taking skills
- Offer "readiness activities" to prepare students for online classes
- Set up "early warning systems" to detect poorly-performing students
- Provide extended-hour technical and tutoring services
- Create a system to monitor online course quality and appropriate only course pedagogy
- Provide professional development opportunities to assist faculty in the transition to online pedagogies and effective use of technology

Summary: Current Results

- About ~ 9% of Dev Math/English classes were taught online
- Developmental Math:
 - There was little difference in mean course grades by type of class, Hybrid courses had slightly higher mean grades
 - Asians, International Students, and Whites had somewhat higher grades than African Americans, Native Americans, and Hispanics; the differences were the greatest for Online classes
 - Older students tended to get higher mean grades than did younger students, except those in the 20-24 age range had the lowest grades of all groups
- Developmental English:
 - Students in F2F and Web-enhanced classes had higher mean grades than those in Online or Hybrid classes
 - Asians, International Students, and Whites had higher mean grades
 - Older students had higher mean grades for all types of classes; this was especially noticeable for Online and Hybrid classes
- Predicting online success: the best predictor of online success-- by a huge margin-- was cumulative GPA.

Student Enrollments in Dev Math 90s Classes



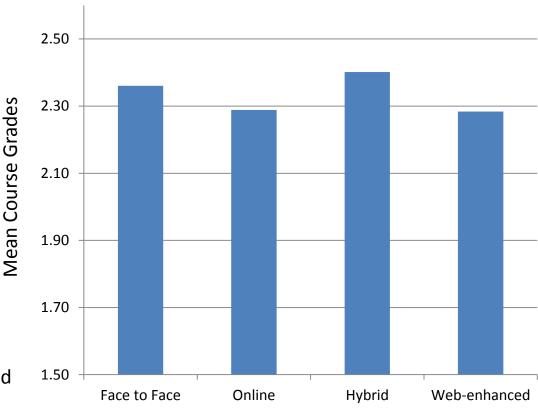
| Type of Class: | N | % of Total |
|----------------|-------|---------------|
| Face to Face | 26152 | 63.9% |
| Online | 3976 | 9.7% |
| Hybrid | 1254 | 3.1% |
| Web-enhanced | 9536 | 23.3% |
| Total | 40918 | 100.0% |

- Dev Math classes were mainly face to face
- Less than 10% of classes were online

Note: classes included in this sample were only for the 2011-12 academic year and with Dev Math course numbers ranging from 90 to 100

Mean Grades of Developmental Math Classes by Type of Course

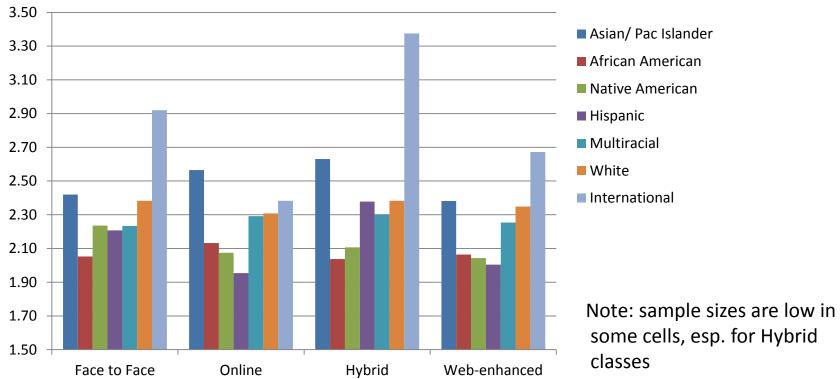
| Type of Class: | Mean | St. Dev. |
|----------------|------|----------|
| Face to Face | 2.36 | 1.34 |
| Online | 2.29 | 1.40 |
| Hybrid | 2.40 | 1.38 |
| Web-enhanced | 2.28 | 1.33 |
| Total | 2.34 | 1.34 |



- For Dev Math, grades were slightly higher for the Hybrid format, followed by Face to Face.
- Online and Web-enhanced had very similar mean grades, both about 0.1 grade points below Hybrid means

Type of Class

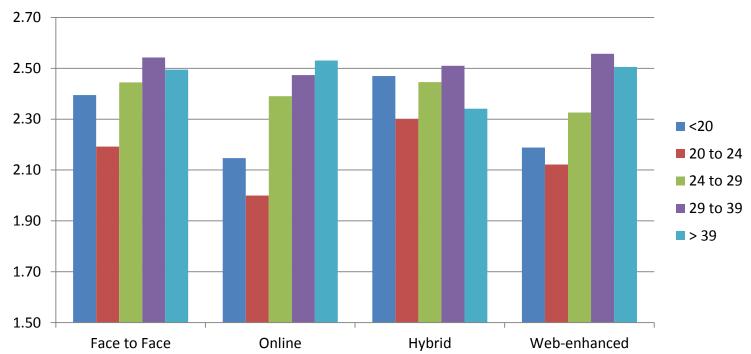
Mean Grades by Ethnic Group and Type of Class



| | | Ethnic Group | | | | | | | | | | | | |
|----------------|------|-----------------------|------|------|------|------|-------|--------|-------|------|---------------|-------|------|-----|
| | | n/ Pac African Native | | | Hisp | anic | Multi | racial | White | | International | | | |
| Type of Class: | Mean | N | Mean | N | Mean | N | Mean | N | Mean | N | Mean | N | Mean | N |
| Face to Face | 2.42 | 1546 | 2.05 | 1288 | 2.24 | 411 | 2.21 | 2743 | 2.23 | 1501 | 2.38 | 16199 | 2.92 | 469 |
| Online | 2.56 | 188 | 2.13 | 147 | 2.07 | 82 | 1.95 | 318 | 2.29 | 201 | 2.31 | 2781 | 2.38 | 34 |
| Hybrid | 2.63 | 56 | 2.04 | 54 | 2.11 | 16 | 2.38 | 119 | 2.30 | 80 | 2.38 | 827 | 3.38 | 20 |
| Web-enhanced | 2.38 | 528 | 2.06 | 320 | 2.04 | 138 | 2.00 | 1542 | 2.25 | 505 | 2.35 | 5995 | 2.67 | 97 |
| Total | 2.43 | 2318 | 2.06 | 1809 | 2.17 | 647 | 2.13 | 4722 | 2.25 | 2287 | 2.37 | 25802 | 2.87 | 620 |

- International students, Asians, and Whites had higher mean grades for all types of classes
- Hispanics, Native Americans, and African Americans tended to have the lowest mean grades

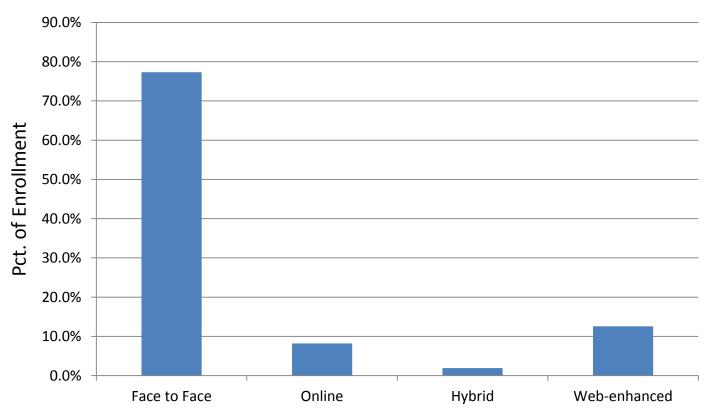
Mean Dev Math Grades by Age Group and Type of Class



| | | | | | Age Gro | oup | | | | |
|----------------|------|----------|------|----------|---------|----------|------|------|------|------|
| | <20 | 20 to 24 | | 24 to 29 | | 29 to 39 | | > 39 | | |
| Type of Class: | Mean | N | Mean | N | Mean | N | Mean | N | Mean | N |
| Face to Face | 2.39 | 4322 | 2.19 | 10097 | 2.44 | 4655 | 2.54 | 4449 | 2.49 | 2605 |
| Online | 2.15 | 335 | 2.00 | 1248 | 2.39 | 862 | 2.47 | 953 | 2.53 | 573 |
| Hybrid | 2.47 | 161 | 2.30 | 405 | 2.45 | 242 | 2.51 | 273 | 2.34 | 173 |
| Web-enhanced | 2.19 | 1569 | 2.12 | 3671 | 2.33 | 1579 | 2.56 | 1555 | 2.51 | 1152 |
| Total | 2.33 | 6387 | 2.16 | 15421 | 2.41 | 7338 | 2.54 | 7230 | 2.50 | 4503 |

- Older students had higher mean grades for F2F, Online, and Web-enhanced but there was much less age trend for Hybrid classes
- Students under 20 had somewhat higher mean grades than students in the 20-24 age range, which lagged behind all other age categories

Dev English Enrollments by Type of Class



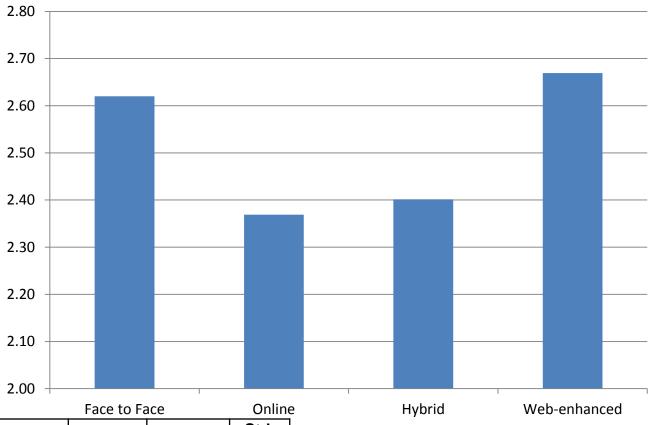
| Type of Class: | N | Pct. |
|----------------|-------|--------|
| Face to Face | 53352 | 77.3% |
| Online | 5660 | 8.2% |
| Hybrid | 1316 | 1.9% |
| Web-enhanced | 8672 | 12.6% |
| Total | 69000 | 100.0% |

By far the largest number of Dev English classes in the 90s course range are taught face to face

Note that the sample includes:

- Transfer and Workforce
- Classes from 2005-06 to 2011-12
- 90's level Dev English classes only
- Courses with decimal grades (no pass/fail)

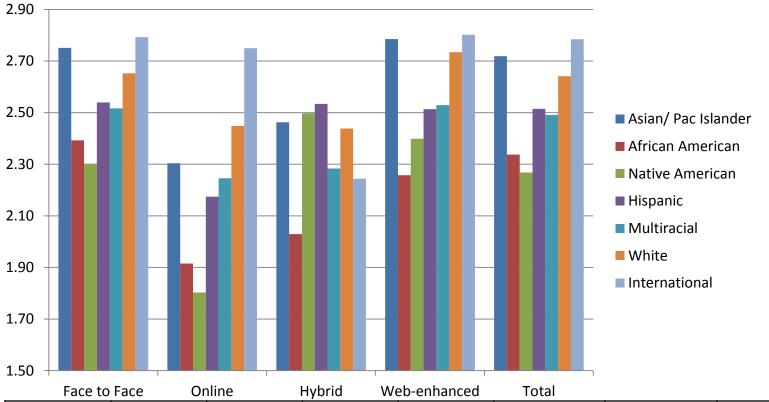
Dev English: Mean Grades by Type of Class



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|----------------|------------|------|--------------|
| Type of Class: | N | Mean | Std. Dev. |
| Face to Face | 53352 | 2.62 | 1.19 |
| Online | 5660 | 2.37 | 1.34 |
| Hybrid | 1316 | 2.40 | 1.33 |
| Web-enhanced | 8672 | 2.67 | 1.23 |
| Total | 69000 | 2.60 | 1.21 |

- Mean class grades were the highest for Web-enhanced and Face to face classes
- Mean grades were lowest for online classes

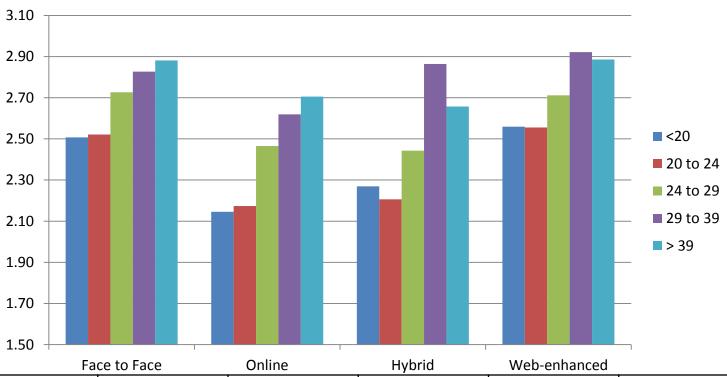
Class Dev English Grade by Ethnic Group and Type of Class



| Ethnic Group: | | n/ Pac nder | | African American | | tive erican Hisp | | panic Multiracial | | White | | International | | |
|---------------|------|----------------|------|---------------------|------|---------------------|------|-------------------|------|-------|------|---------------|------|------|
| Type of Class | Mean | 1 | Mean | N | Mean | N | Mean | N | Mean | N | Mean | N | Mean | N |
| Face to Face | 2.75 | 4822 | 2.39 | 4620 | 2.30 | 1080 | 2.54 | 6406 | 2.52 | 3055 | 2.65 | 27275 | 2.79 | 3741 |
| Online | 2.30 | 411 | 1.92 | 425 | 1.80 | 146 | 2.17 | 473 | 2.25 | 322 | 2.45 | 3349 | 2.75 | 297 |
| Hybrid | 2.46 | 105 | 2.03 | 100 | 2.50 | 41 | 2.53 | 115 | 2.28 | 79 | 2.44 | 748 | 2.24 | 48 |
| Web-enhanced | 2.79 | 645 | 2.26 | 552 | 2.40 | 174 | 2.51 | 955 | 2.53 | 516 | 2.73 | 5165 | 2.80 | 253 |
| Total | 2.72 | 5983 | 2.34 | 5697 | 2.27 | 1441 | 2.51 | 7949 | 2.49 | 3972 | 2.64 | 36537 | 2.78 | 4339 |

- •Asians, Whites, and International students tend to get the highest grades, except for Hybrid format
- Mean grades for African Americans and Native Americans were considerably lower in Online classes
- •The trend in grades was less clear for Hybrid classes, although African Americans tend to get lowen grades

Mean Dev English Grade by Age and Type of Class



| Tace to race | | | Offillite | | HIYDI | iu | VVED-E | illianceu | _ | |
|-------------------|----------------|-------|-----------|-------|--------|------|--------|-----------|------|------|
| Age Group: | Age Group: <20 | | 20 t | o 24 | 24 t | o 29 | 29 t | o 39 | > 39 | |
| Type of Class: | Mean | N | Mean | N | Mean N | | Mean | N | Mean | N |
| Face to Face | 2.51 | 21818 | 2.52 | 11889 | 2.73 | 7176 | 2.83 | 6711 | 2.88 | 5716 |
| Online | 2.15 | 1563 | 2.17 | 1291 | 2.47 | 1051 | 2.62 | 1024 | 2.71 | 726 |
| Hybrid | 2.27 | 547 | 2.21 | 274 | 2.44 | 169 | 2.86 | 166 | 2.66 | 159 |
| Web- | | | | | | | | | | |
| enhanced | 2.56 | 3434 | 2.56 | 1801 | 2.71 | 1169 | 2.92 | 1223 | 2.89 | 1037 |
| Total | 2.49 | 27362 | 2.49 | 15255 | 2.69 | 9565 | 2.82 | 9124 | 2.86 | 7638 |

Correlation of Online College-level Course Grades with Cumulative Grades, Credits, and Demographics

| | | | Cumulative | Total | | Ethnic |
|------------------|------|------|------------|---------|----------|----------|
| | SES* | AGE | GPA | Credits | Gender** | Group*** |
| Correlation with | | | | | | - |
| course grades: | 023 | .101 | .722 | .015 | .076 | .080 |
| Significance | .037 | .000 | .00000 | NS | .000 | .000 |
| N | 8376 | 9330 | 16009 | 9332 | 9312 | 9332 |

^{*} Based on a 5-point scale, with 1=highest SES and 5= lowest SES

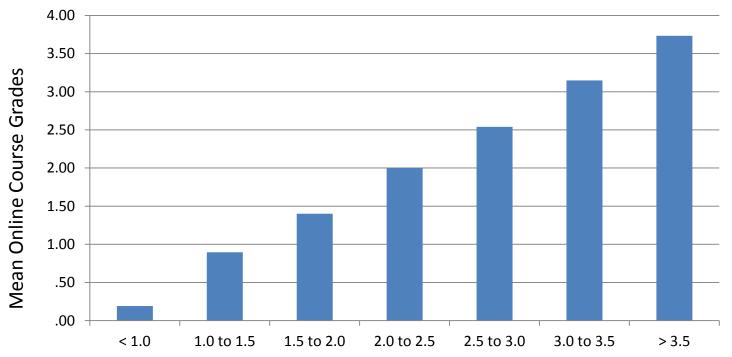
^{***} Based on a coding of Whites=2, Hispanics=1, so Whites tended to have higher grades

| Cumulative | Online Course | Mean | | |
|------------|------------------|------|---------|--------------|
| GPA | Mean Grade | | t-value | significance |
| 2.82 | 2.67 | 0.15 | 20.4 | 0.000001 |

- Cumulative GPA was very highly correlated with Online course grades
- None of the other demographic factors related strongly to Online performance (significant correlations were more an artifact of sample size than an indication of a strong relationship)
- Grades in online classes were lower than Cumulative GPAs

^{**} Based on a coding of female=2, male=1, so females tended to have higher grades than males

Cumulative GPA as a Predictor of Online College-level Course Grades



| Cumulative GPA Range | N | Mean Online Grade | St. Dev. |
|-------------------------|------|-------------------------|-------------|
| < 1.0 | 432 | .19 | .53 |
| 1.0 to 1.5 | 298 | .90 | 1.19 |
| 1.5 to 2.0 | 642 | 1.40 | 1.31 |
| 2.0 to 2.5 | 1254 | 2.00 | 1.31 |
| 2.5 to 3.0 | 1886 | 2.54 | 1.14 |
| 3.0 to 3.5 | 2394 | 3.15 | .81 |
| > 3.5 | 2426 | 3.73 | .40 |
| Total | 9332 | 2.69 | 1.34 |

Range of Cumulative GPAs

- Cumulative GPA was an excellent predictor of online course grades
- Requiring a cumulative GPA of 2.5 would help eliminate student failures and poor performance
- In order to reliably determine a cumulative GPA, students would need to take at least a minimum number of grades credits (perhaps 15)