

# STUDENT SUCCESS SNAPSHOT

## Success at a Distance—A Comparison of Delivery Modes

Learners “expect to pursue academic studies with the same tools, convenience, and global reach as their work, entertainment, and social engagement” (King, 2009)<sup>1</sup>. The flexibility and dynamic nature of distance learning (DL) provide solutions as students navigate the competing demands of work, home, and school.

### Definitions

- Asynchronous – student and instructor not in same place or at same time
- Synchronous – student, classmates, and instructor meet at same time but not necessarily same place
- Hybrid – combination of asynchronous and traditional face-to-face meetings for content delivery, 50-99% online
- FTES – full-time equivalent students

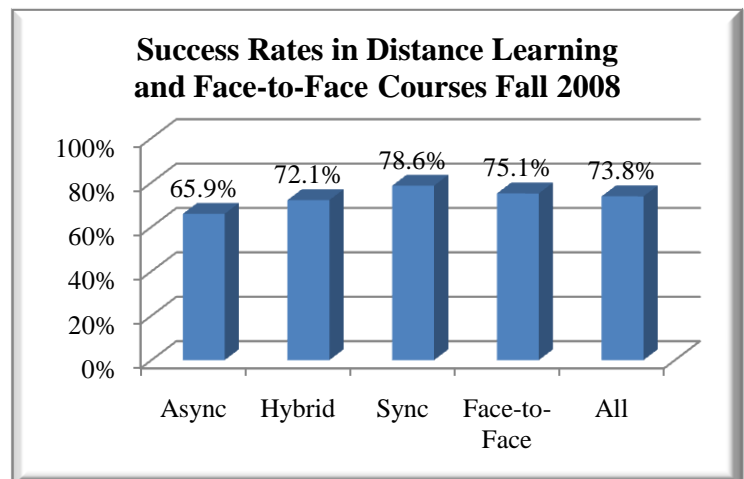
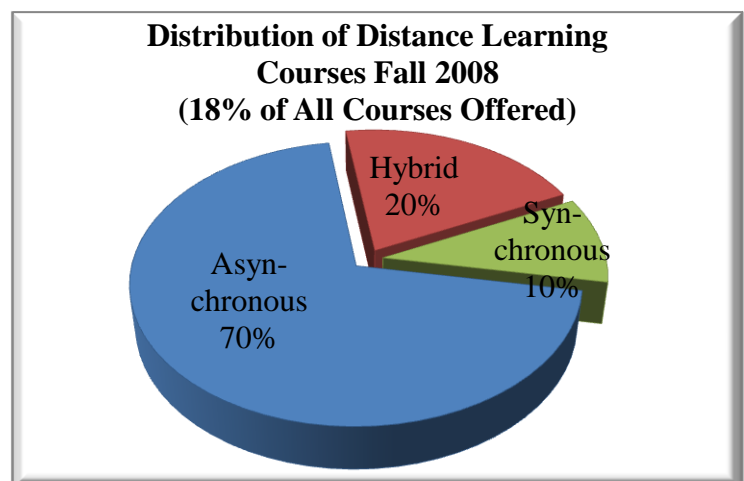
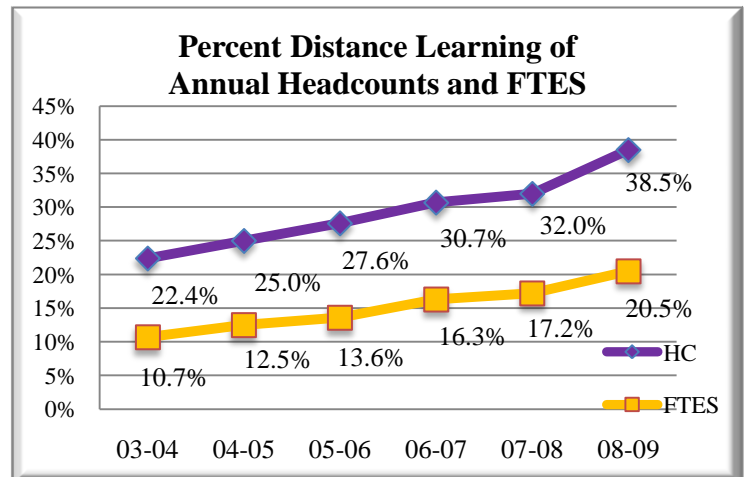
### Highlights

- In five years, DL student headcount has doubled from 51,000+ to 101,000+. Percents of headcount increased from 22 to 39%, FTES from 11 to 21%.
- Success rates in asynchronous learning courses (66%) are lower than those in other distance modalities and than those in face-to-face courses (75%).
- The typical DL student is a part-time, older female student, enrolled in a transfer curriculum.

### Reflections

The demand for DL courses continues to grow as the VCCS provides more learning options. DL instruction presents several challenges: 1) ensuring that students are ready to take DL courses, 2) redesigning courses, 3) preparing instructors to teach via new technologies and methodologies, 4) providing student support services remotely and for the many DL students who come to campus facilities to access services such as academic support centers and libraries and 5) assessing student learning outcomes.

Student success is at the heart of *Achieve 2015*. With the growth in and demand for DL throughout the VCCS, colleges must expand and enhance strategies to improve DL student success. Colleges are encouraged to explore and adapt innovations developed with support from the Chancellor's E-learning Enhancement and Development (CEED) Program.



Fall 2008 Course and Distance Learning Enrollments  
and Course Success Numbers and Rates

College	Course Success Rates (Grade of C or Higher, S)										
	Head-count	% of HC in DL	Total Course Enrollments	Asynchronous		Hybrid		Synchronous		Face-to-Face	
	HC	%	N	N	%	N	%	N	%	N	%
Blue Ridge	4466	39.0	12886	972	72.5	638	62.1	103	88.8	7757	74.6
Central Virginia	5412	24.0	12771	955	67.6	162	68.4	177	73.8	8616	79.2
Dabney S. Lancaster	1272	48.4	3736	33	82.5	255	61.9	518	73.3	1956	75.9
Danville	4026	15.8	11263	591	75.2	87	78.4	.	.	8067	77.8
Eastern Shore	939	29.8	2586	252	66.5	22	75.9	11	84.6	1777	82.1
Germanna	6515	24.9	16565	1473	71.3	226	78.5	125	82.2	10428	74.2
J. Sargeant Reynolds	13079	20.5	31598	2590	71.9	331	73.2	.	.	19614	71.2
John Tyler	8776	27.2	21284	1721	66.7	826	77.1	.	.	13297	75.4
Lord Fairfax	5867	25.5	15771	888	69.7	234	75.5	411	77.3	10566	77.4
Mountain Empire	3075	48.3	8917	1548	65.0	233	77.2	85	77.3	4556	74.4
New River	4889	35.6	12980	1803	62.8	.	.	26	49.1	7723	76.8
Northern Virginia	42663	28.2	117241	6392	58.0	4723	72.6	130	88.4	73296	73.6
Patrick Henry	3109	53.3	9771	2035	75.3	79	70.5	129	58.1	5632	83.6
Paul D. Camp	1628	27.3	3843	288	65.0	192	65.5	24	85.7	2331	75.7
Piedmont Virginia	4874	20.5	12452	844	67.4	100	70.9	.	.	8266	74.8
Rappahannock	3307	42.3	7383	1015	69.3	67	95.7	816	79.2	4002	83.1
Southside Virginia	5606	26.3	14797	1449	67.6	209	69.0	57	77.0	10328	84.1
Southwest Virginia	3984	32.5	11027	1288	62.2	.	.	338	80.1	6881	80.6
Thomas Nelson	10557	22.8	26845	2213	66.7	328	74.7	9	81.8	16645	72.1
Tidewater	26898	36.7	74496	9693	65.1	1462	70.5	.	.	42036	73.1
Virginia Highlands	2650	28.4	7252	198	62.3	353	68.3	226	86.6	4654	75.6
Virginia Western	8532	23.8	20980	1726	68.4	415	75.1	201	93.1	13345	75.4
Wytheville	3363	45.5	8926	1508	74.9	313	86.0	402	82.6	5100	84.1
System*	175487	29.5	465370	41475	65.9	11255	72.1	3788	78.6	286873	75.1

\*Duplicated headcount, duplicated course enrollments

### How Were Data Generated?

VEE student, course, and class files were used to determine DL enrollments, courses, and grades. Courses with missing grades, incompletes, or audits were eliminated from calculations.

### For More Information

Visit <http://www.vccs.edu/studentsuccess> to learn more about student success.

<sup>1</sup> King, K. (2009). Trends and lessons from the history of contemporary distance learning. In Wang, V. C., *Handbook of research on e-learning applications for career and technical education: Technologies for vocational training* (pp. 297-311). IGI Global.