

Retention and Integration of Community College Students in Distance Learning¹

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Background

Community colleges are at the forefront of the shifting educational landscape by design, with a mission to respond and adapt to meet emerging needs within their community. We serve a student body diverse not just in age and ethnicity, but also in level of preparation for college and educational goals. This diversity in both students and demands poses a continual challenge for maintaining a high level of student retention. As community colleges struggle to retain students, we are increasing the number and scope of distance and on-line programs in an effort to meet student needs for flexibility and convenience. At the same time, a central component of retention is integration, or connection with the larger academic community.

Much research has shown that the key to retention is engagement, contact with other individuals outside of class (Tinto, 2003). Students taking on-line classes presumably lack the face-to-face contact with faculty, other students and staff that help them forge a connection with their educational institution.

Although this project uses data from only one community college, Tompkins Cortland Community College (TC3) has been a leader statewide in the development and growth of on-line courses, and the experiences here may provide useful information to both community colleges with large on-line

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curricula and those considering expanding their offerings. If community colleges plan to meet increased student demand for on-line classes, it is essential that we understand the new challenges on-line learning poses for retention and integration.

On-Line Learning at TC3

The on-line learning program at TC3 began in 1997-98 with the introduction of three degree programs available completely on-line: Hotel & Restaurant Management, Chemical Dependency Counseling and Paralegal Studies. The Paralegal Studies program is available *only* on-line. With the introduction of these programs came the development of many associated on-line courses, the training of a portion of faculty in on-line pedagogy and teaching techniques, as well as the development of new policies and procedures for these courses.

The College saw significant growth in the early years of its on-line initiatives, so much so that a new position was created to help support the initiatives: the Coordinator of Online Learning Services. Appendix C: Distance Learning Overview illustrates the growth of our on-line initiatives over the past 5 years. In terms of organizational commitment to on-line learning, TC3's president Carl Haynes had this to say regarding our online courses in his annual report (fall 2006):

E-Learning – The College continues to enjoy a strategic advantage with web-based courses, with strong on-campus support for both faculty and students. Enrollments continue to experience double-digit growth and we have no reason to assume that we should not expect approximately a fifteen percent growth in enrollment during the forthcoming year. Additionally, we have recently launched a special online dual credit [high school] program that will need strategic marketing support and attention on the part of our continuing education department to assure its success and service to our regional school districts.

In short, Tc3's on-line initiatives continue to grow based on student need, proven pedagogy and an increase in newly hired faculty interested in expanding the range of on-line offerings.

But this increase in on-line learning raises a question: does taking all or a high proportion of classes on-line result in lower levels of retention? Are students more likely to drop out if they are enrolled solely in on-line courses, or has the pedagogy of distance learning reached a sufficient maturity to overcome the initial setbacks experienced by on-line programs? While there have been some early attempts to look at retention at the course level (Fredricksen, et al, Casolaro, Martinez), the question of integration and retention of distance students at the institutional level remains uncertain.

Methodology

To investigate these connections, we looked initially at the TC3 student population using administrative data on all students enrolled in credit bearing classes. These data were extracted from the student record-keeping system of the college, which is stored in ODBC data tables in SCT PowerCampus and accessed primarily using the Microsoft Office program Access (version 2003). The data had been entered into the system by staff and faculty, and drawn from student applications, registration forms, advisory meetings with students and course-specific information from academic records.

The student population was then subdivided into three distinct groups: students taking classes entirely on campus (either at the main facility in Dryden and/or one of the extension centers in Ithaca and Cortland), students taking classes entirely on-line, and students taking classes both on campus and on-line.

Demographics

Figures 1-5 show a demographic comparison of on-line only students with on-site (in person or on campus), and those students who took classes both on-line and on-site in the same semester, by age, gender, race & ethnicity, full-time/part-time enrollment and the student's educational goal.

Overall, as figures 1-5 show, on-line only students were more likely to be older, white, and not surprisingly, part-time compared with both groups of students taking at least some classes on campus.

Figure 1
Age by Class Mode

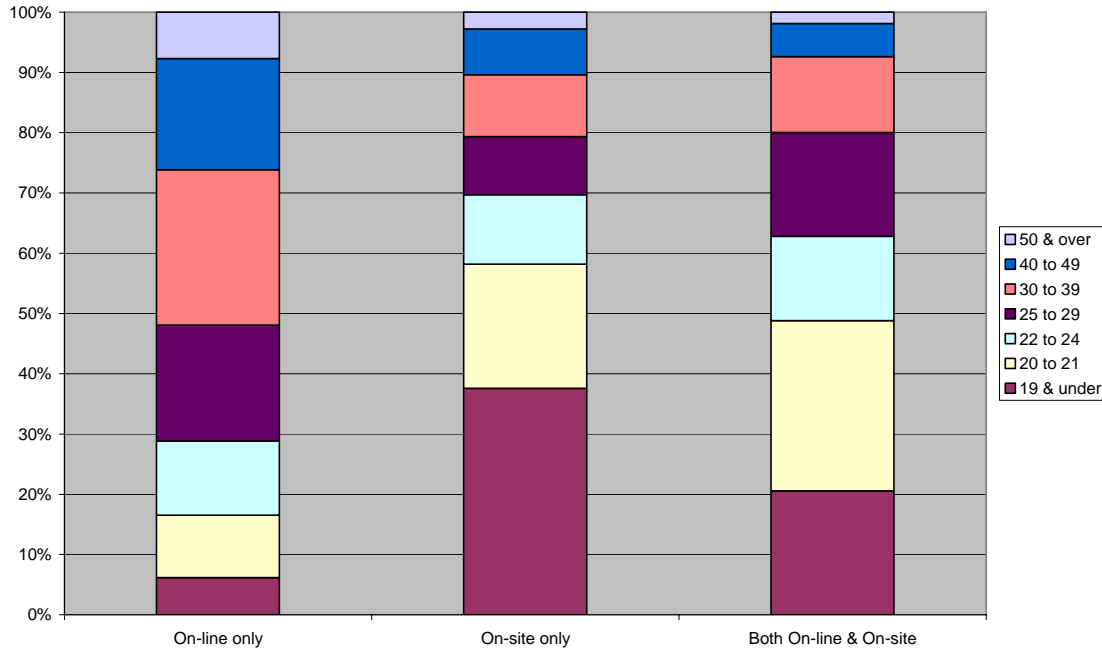
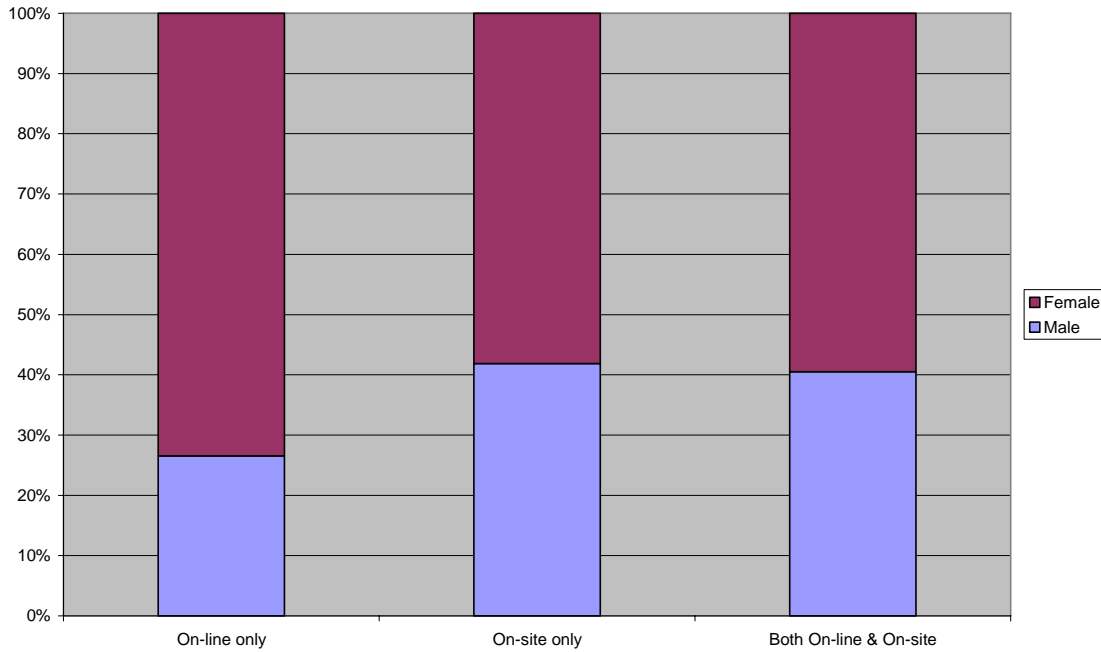


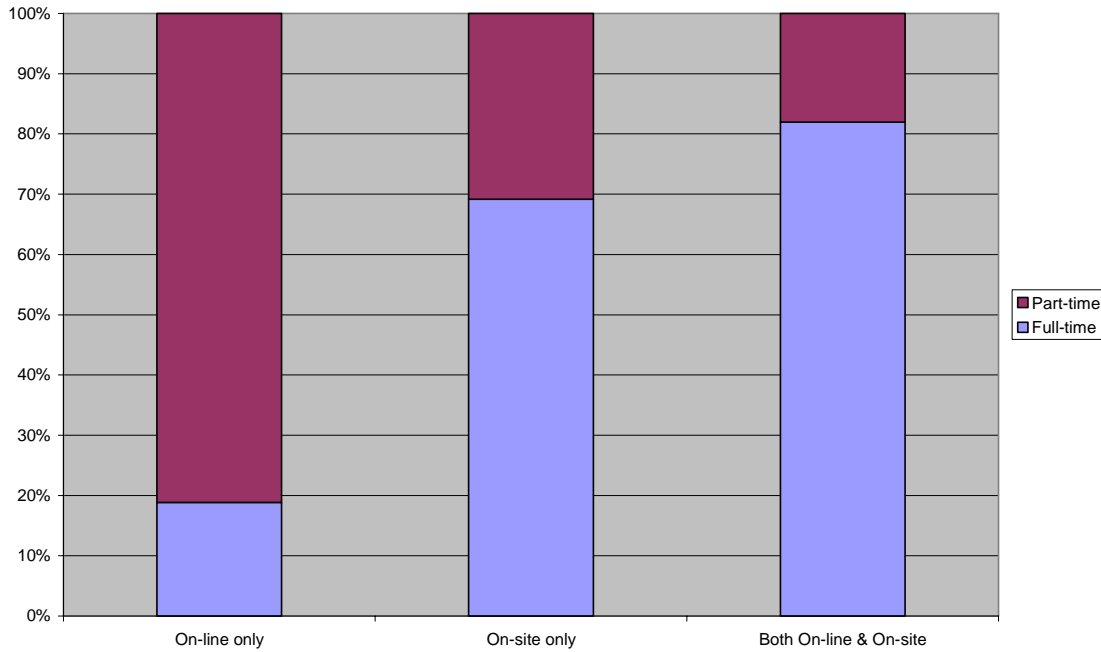
Figure 1 shows that over half of the population taking classes only on campus was 21 years old or younger, while only 15% of the on-line only students were in that age bracket. Even though we may think of new technologies as the realm of the young, at this particular juncture on-line students were more likely to be older, and this was especially the case if they were taking all of their courses on-line. This is probably at least partly a reflection of both the higher prevalence of part-time study among older students due to work and family constraints, which was addressed in the subsequent survey of on-line only students.

Figure 2
Gender by Class Mode



Like many colleges, the student population at TC3 is disproportionately female, but this is even more marked in the on-line only population. Whereas 60% of the student population at TC3 is female, 73% of the on-line only students were female. Again, this may be a reflection of women with jobs and families choosing a mode of learning based on time constraints, but it may also indicate a preference for that particular mode of learning for at least some portion of the female students.

Figure 3
Part-time & Full-time by Class Mode



The distribution evident in Figure 3 suggests that many full-time students use a strategy of taking both on-line and on-site classes to complete their schedules: students taking both are more likely to be full-time than either of on-line only or on-site only. At the same time, on-line only students are much more likely to be taking classes part-time.

And as Figure 4 shows, that while TC3's student population is predominantly non-Hispanic white, the approximately 15% of the student body who are not white appear to be taking their classes largely on-site, while almost all of the students who are taking their classes only on-line are white.

Figure 4
Race/Ethnicity by Class Mode

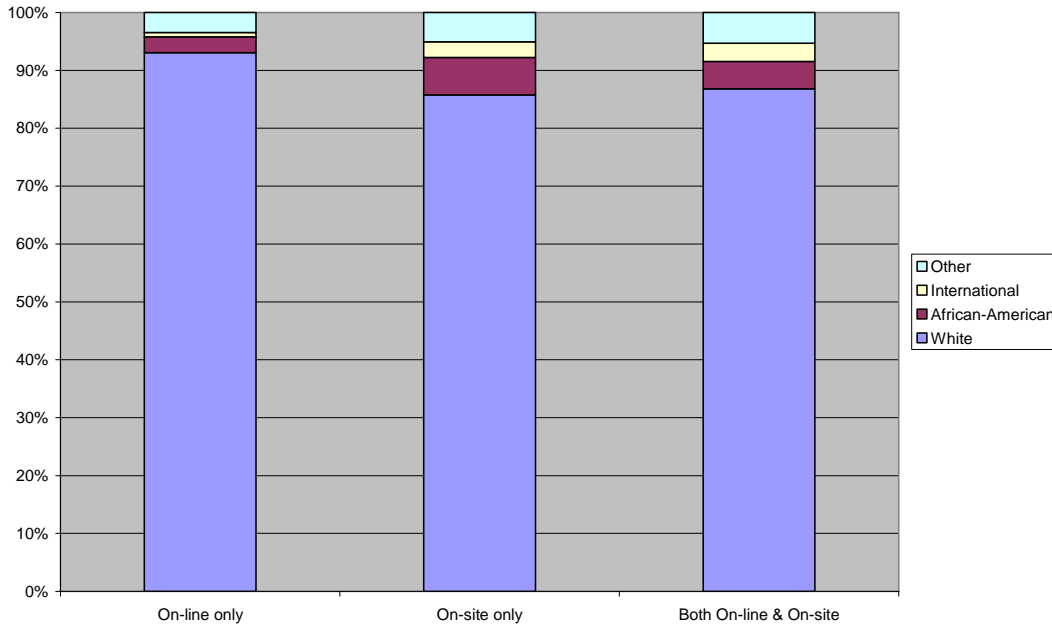
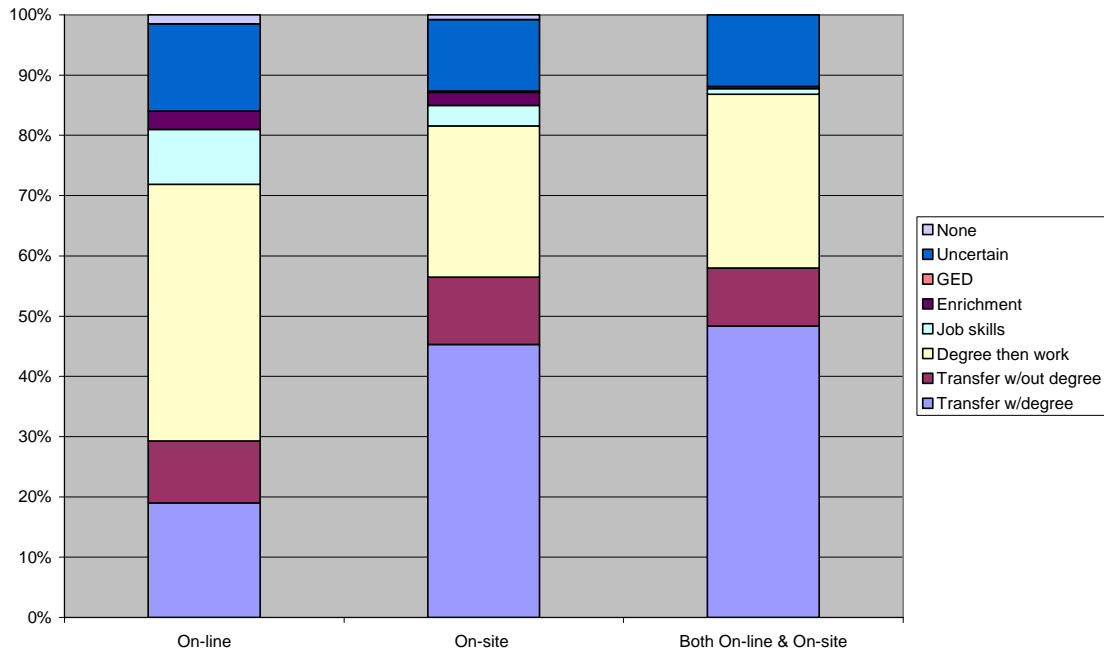


Figure 5:
Student Goal by Class Mode



The College also collects data on what student's goals are in attending TC3, which is updated each time they register for classes. The options are: 'Transfer to another college after earning a degree or certificate from TC3,' 'Transfer to

another college *without* earning a degree or certificate from TC3,' 'Earn a degree or certificate at TC3 with plans for employment,' 'Enroll in coursework to learn or upgrade job skills (not seeking a degree or certificate),' 'Enroll in coursework for personal enrichment or enjoyment (not seeking a degree or certificate),' 'Enroll in coursework to obtain a High School General Equivalency Diploma,' and 'Uncertain.'

The majority of students taking on-site classes state that they intend to transfer, either with or without a degree, while the modal category for on-line only students is 'earn a degree with plans for employment.'

This generates a portrait of the students who take classes only on-line as older, more likely to be white, female and part-time; and less inclined to have transferring as a goal than the TC3 student population as a whole.

Retention Comparison

The next step was to set up a series of multi-semester databases to compare retention patterns for the three groups. Table 1 shows the retention rate for students in each of the three categories for fall 2003 to fall 2004. The retention rate from fall to spring is noticeably lower for on-line only students, at least partly because so many of them are part-time. But interestingly, as Table 1 shows, the gap appears to shrink when looked at over the longer interval of fall to fall.

Table 1 Retention Patterns: Fall 2003 - Fall 2004 Headcount					
	<i>Fall 2003</i>	<i>Spring 2004</i>	<i>% Retained from Fall 2003</i>	<i>Fall 2004</i>	<i>% Retained from Fall 2003</i>
On-line	263	125	48%	89	34%
On-site	2364	1624	69%	939	40%
Both On-line & On-site	538	378	70%	196	36%
Did not return	0	1038		1941	
Total Students	3165	3165	67%	3165	39%

To test whether or not there was any significant relationship between retention at the College and taking courses on-line in this particular population over the longer interval, we then set up a logistic regression model. The model had a binary outcome – retained vs. not retained. Because of similarities between the two groups, we combined all students taking any classes on-site into one grouping. There were no significant differences between the students who took all of their classes completely on-line and those who took at least one class on campus in retention outcomes (model not shown).

Survey of On-line Only Students

Because the administrative data offer no indicators of engagement or integration with the College, following the analysis of administrative data we conducted a web-based survey of all of the students taking only on-line classes in the spring 2006 semester and looked at both why they chose to take classes on line and how involved they were with college functions and services. Although conceptually, quantifying and even defining integration for on-line only students is problematic, the survey included questions concerning more traditional on-campus integration indicators as well as interest in additional on-line services as a preliminary exploration into what integration might mean for on-line students. (The complete survey instrument is attached in Appendix A.)

Of the 338 students who were enrolled only in on-line classes in the spring semester of 2006, 115 completed the survey, a response rate of 34%. An e-mail with an embedded link to the web-based survey, created using Survey Monkey, was sent to all students meeting the criteria for the survey (students enrolled in at least one credit class, and only registered for on-line classes). Survey Monkey is a web-based company providing survey hosting, design tools and basic survey analytics (www.surveymonkey.com).

One limitation in reaching potential respondents was that, at the time of the survey, Tompkins Cortland Community College did not issue institutional e-mail addresses to students, so administrative records contained only self-reported

external e-mail addresses. Because students change e-mail addresses with regularity, have multiple e-mail accounts and addresses, and may not check messages on a regular basis even with current accounts, it is difficult to know what proportion of the target population actually received the survey invitation. However, the response rate of over a third of the target population seemed reasonable within those constraints. (A student e-mail system is currently in the planning stage for this and other reasons.)

Survey Findings

Our preliminary results again show distinct gender differences, particularly in the reasons students indicated they chose to take classes on-line. Male students almost always selected on-line classes because they fit better with their schedule, or were only offered on-line (96%), while slightly more female students specifically chose on-line classes to avoid coming to campus (10%) or gave reasons such as “anxiety.” In the following tables drawn directly from Survey Monkey the modal category is in bold and the original question number is left to indicate where in the survey it was originally located.

For the most part, no matter what their stated reason for taking on-line classes, on-line only students do not come to campus with any regularity: when asked how often they come to campus, 91% said they rarely or never came to campus in person, while the remaining 9% said they came to campus daily or weekly.

Looking at indicators of use of campus services as a proxy for in-person integration, of the 71 people who answered the question “Which on-campus activities have you participated in at TC3 in the last year?” more than half said they used the library (Table 2), which can also be accessed on-line, so the results may be somewhat ambiguous. But 42% said they used advising, close to 20% said they used the fitness center, and about 27% used the computer labs, all services that are only available on-campus (some advising is done on-line, but it is relatively limited). Men were more likely to use all of the on-campus services than women.

Table 2.

4. Which on-campus activities have you participated in at TC3 in the last year? (check all that apply)			
		Response Percent	Response Total
Athletics		1.4%	1
Attending sporting events		9.9%	7
Attending entertainment events		7%	5
Recreational sports		1.4%	1
Orientation		12.7%	9
Fitness center		19.7%	14
Study groups		5.6%	4
Academic events (convocation, honors breakfast, etc.)		5.6%	4
Use of the library		57.7%	41
Use of the Baker Center		14.1%	10
Use of the computer labs		26.8%	19
Advising		42.3%	30
Counseling		14.1%	10
View Other (please specify)		18.3%	13
Total Respondents			71
(skipped this question)			44

Although it appears that some students elect to take on-line classes specifically to avoid physical presence on campus, about half of the students were interested in other forms of engagement with the school on line, such as on-line study groups (47%, presumably outside of on-line class discussions which are monitored and/or moderated by the instructor), with a gender distribution similar to the sample as a whole (Table 3).

Table 3.

3. If TC3 were to offer on-line activities, which of the following would you be likely to participate in?			
		Response Percent	Response Total
Chat groups		21.7%	25
On-line clubs		23.5%	27
On-line study groups		47%	54
Web broadcasts of college events		21.7%	25
Not interested in participating		36.5%	42
View Other (please specify)		1.7%	2
Total Respondents			115
(skipped this question)			0

Notably, most (93%) of the students that said they would participate in on-line study groups were female.

In an attempt to gauge external demands on on-line student's time, the survey also included the question: "If you are employed, how many hours do you typically work in an average week?" Most respondents said they were working at least 40 hours a week, while many were working more than that, in addition to taking classes.

Table 4.

10. I live:			
		Response Percent	Response Total
On campus		0%	0
Fewer than 30 minutes from Campus		27.8%	32
30 minutes to 1 hour from Campus		41.7%	48
1 hour - 2 hours from Campus		12.2%	14
More than 2 hours from Campus		18.3%	21
Total Respondents			115
(skipped this question)			0

With respect to geographic location, the majority of respondents indicated that they live at least 30 minutes from campus and 18% live more than two hours

from campus (Table 4). Clearly, finding time to come to campus is problematic for people with a heavy work load or who live far from campus and on-line classes offer both flexibility and the convenience of the ability to work from any location with computer access.

Conclusions and Recommendations for Policy, Program and Leadership Development

We found no evidence that retention at the College was more of an issue for on-line students than other students, particularly taking into account their increased likelihood of being enrolled part-time. There is a strong indication that, not surprisingly, at least as measured by physical presence, on-line students are not particularly integrated with the campus in terms of contact with campus events and services, but that may not be a problem if other forms of engagement with the institution are available.

There is also a clear gender divide in motivation for enrolling in on-line classes, with men tending to take classes on-line to fit into their schedule while still occasionally participating in campus activities to a certain degree, whereas more women seem to be using on-line classes as a strategy to avoid coming to campus for convenience or other reasons.

We are still pondering what it means to be integrated within the context of a world of ever-increasing electronic interaction and communication. This study focused on the integration needs of Tc3's online students; while currently the on-line classes seem to be a preferred choice among older, working students we anticipate a growing demand among younger and more technologically savvy students over time as well.

Many of these younger students could be thought of as 'digital students' or the N-Generation, and as such, potentially have different social and education needs. They expect more electronic tools in their lives as students, whether those tools

are used for education or for social networking. As our survey results point out, some students wanted to feel more a part of college life at TC3, even though they were at a distance. The survey respondents requested more opportunities for what might be called “electronic integration”: online chat rooms (for group study and project planning), viewing TC3 sporting events on our web site and electronic submission of assignments (and online storage areas for their work, etc.). In direct response to these findings all of those projects are now in the planning stages at our college and we hope that by fall 2007 we will be able to enhance the opportunities for the electronic integration needs of our on-line students.

Don Tapscott writes in his book, "Growing Up Digital", that "For the first time in history, children are more comfortable, knowledgeable and literate than their parents about an innovation central to society. And it is through the use of the digital media that the N-Generation will develop and superimpose its culture on the rest of society. Boomers stand back. Already these kids are learning, playing, communicating, working, and creating communities very differently than their parents. They are a force for social transformation."

Our younger students embrace technology and use many online tools for social networking, content creation and entertainment. As educators, we should seriously consider using such tools in our day-day curriculum to enhance our teaching, our students' learning, and to meet our students on their level.

We would also like to develop a means to gather information from our online students on ‘why’ they drop our online courses. We hope to implement a specific drop form for our students that provides an opportunity for students to document their reason(s) for dropping a particular course. We need to know if, for instance, there were specific technical issues, or integration issues, that led them to ‘stop coming to class.’ If we have a better understanding of why students have dropped courses then we can address those ‘whys’ by adapting how we offer on-line courses as much as possible to better meet their needs.

In the meantime, this study has also shown us that we need to look more closely at how our students use technology in their work, college life, and play, so that we can use these technologies to bring campus life and education to them. It would be interesting to replicate this study in several years to see if the demographics of the on-line population shifts with time as technology and education mutually adapt.

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Appendix A: On-Line Integration Survey

1.

1. Why did you choose to take an on-line course?

- It fit my schedule best
- I learn better on-line
- I want to avoid going to campus
- This course was only offered on-line
- Other (please specify)

2. How often do you come to campus (or an extension center)?

- Daily
- Weekly
- Rarely
- Never

3. If TC3 were to offer on-line activities, which of the following would you be likely to participate in?

- Chat groups
- On-line clubs
- On-line study groups
- Web broadcasts of college events
- Not interested in participating
- Other (please specify)

4. Which on-campus activities have you participated in at TC3 in the last year? (check all that apply)

- Use of the computer labs
- Use of the Baker Center
- Attending entertainment events
- Recreational sports
- Orientation
- Use of the library
- Fitness center
- Athletics

On-Line Integration

- Counseling
- Attending sporting events
- Advising
- Academic events (convocation, honors breakfast, etc.)
- Study groups
- Other (please specify)

5. I am:

Male

Female

6. Check all that apply:

I am a single parent.

I am a displaced homemaker.

English is not my first language.

I have participated in a TechPrep program.

7. My age is:

8. I am a:

Full-time student (taking 12 or more credits this semester)

Part-time student (taking fewer than 12 credits this semester)

9. If you are employed, how many hours do you typically work in an average week?

10. I live:

On campus

Fewer than 30 minutes from Campus

30 minutes to 1 hour from Campus

1 hour - 2 hours from Campus

More than 2 hours from Campus

11. My current grade point average is:

jn 0-1.5

jn 1.6-2.5

jn 2.6-3.5

jn 3.6-4.0

12. To be entered in a drawing for a \$50 gift certificate from BestBuy, or other prizes click 'yes' and then 'next.' If not click 'no' and then 'next' and you will be returned to the TC3 homepage.

jn Yes! Enter me in the drawing.

jn No, thank you.

2. Enter to win a \$50 gift certificate from BestBuy and other great prizes!

13. Enter your name, e-mail address and phone number here. Please let us know the best way to contact you.

3. Untitled Page

You're all done. Thank you for your help.

Appendix B: *Retention & Integration* Presentation



Retention & Integration

in full online students
at tompkins cortland community college
dryden, ny



Dr. Kristine Altucher
Eric Machan Howd

College Profile

- Tompkins Cortland is a college of the State University of New York (SUNY). We are accredited by the New York State Education Department and the Middle States Association.
- 38 degree programs
- Transfer agreements spell out specific requirements to over 35 institutions.
- The College is located in a culturally diverse community in the Finger Lakes Region of upstate New York.
- Our neighbors include Cornell University, known world-wide as a leading research institution, Ithaca College, known as one of the best private colleges in the United States, and SUNY Cortland, a sister institution in the State University system.

Our Students

- **Students:** About 3,000 full-time and part-time students from 51 New York State counties, 11 other states, and over 70 countries attend TC3.
- **Graduate Success:** Ninety percent of graduates seeking employment find jobs, with more than three quarters in their field of study. Most of those who do not seek employment successfully transfer to a variety of outstanding four-year colleges and universities.
- **Online Students** make up approx. 13-15% of our annual FTEs with 4 totally online programs.

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Study Background





What We Currently Measure

- SLN Student Satisfaction Survey
 - analyze both global and local results
- WebCT Student Satisfaction Survey
- Online Instructor Evaluations
- Other 'general' questions about online experiences through other campus surveys.



Study Background

- Retention
- Tinto's "engagement"
 - **Involvement influences** student learning, development, integration.
 - **Engagement**, both inside and outside the classroom, is especially important to student development.
- Integration - what is it?
 - Liz Thomas: 5 types of integration/spheres:
 - **Academic, Social**: peer interaction and mutual support,
 - Economic**: Hence university support services for bursaries, scholarships etc., "**Support**" meaning counseling services,
 - Democratic**: students' union, student representatives on various institutional bodies.



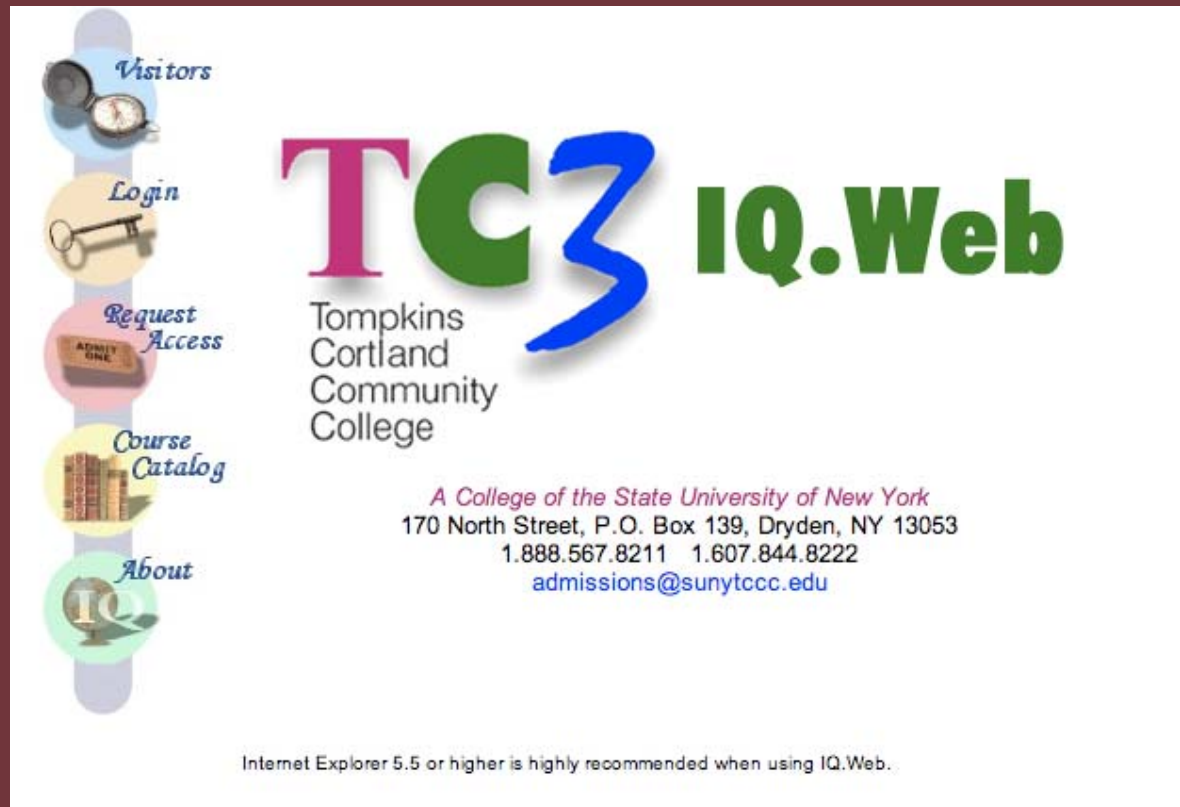
Question

- Does taking all or a high proportion of classes on-line result in lower levels of retention?



Methodology

- Data set
- SCT PowerCampus



The screenshot shows the homepage of the TC3 IQ.Web website. On the left side, there is a vertical navigation menu with five circular icons and labels: 'Visitors' (compass), 'Login' (key), 'Request Access' (ID card), 'Course Catalog' (books), and 'About' (IQ logo). The main content area features the 'TC3 IQ.Web' logo in large, colorful letters. Below the logo, the text reads 'Tompkins Cortland Community College'. Further down, contact information is provided: 'A College of the State University of New York', '170 North Street, P.O. Box 139, Dryden, NY 13053', phone numbers '1.888.567.8211' and '1.607.844.8222', and the email address 'admissions@sunytccc.edu'. At the bottom of the page, a note states 'Internet Explorer 5.5 or higher is highly recommended when using IQ.Web.'

Visitors

Login

Request Access

Course Catalog

About

TC3 IQ.Web

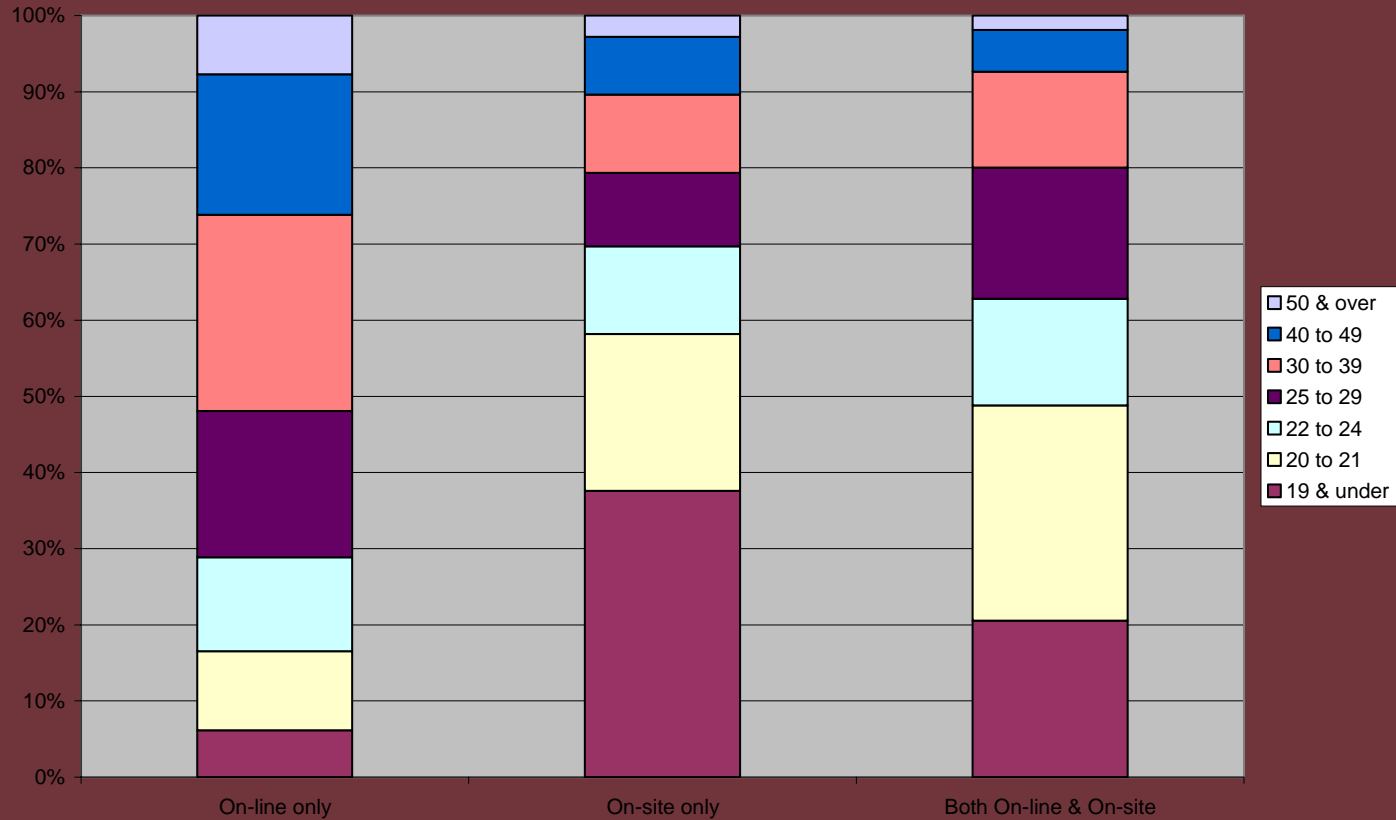
Tompkins
Cortland
Community
College

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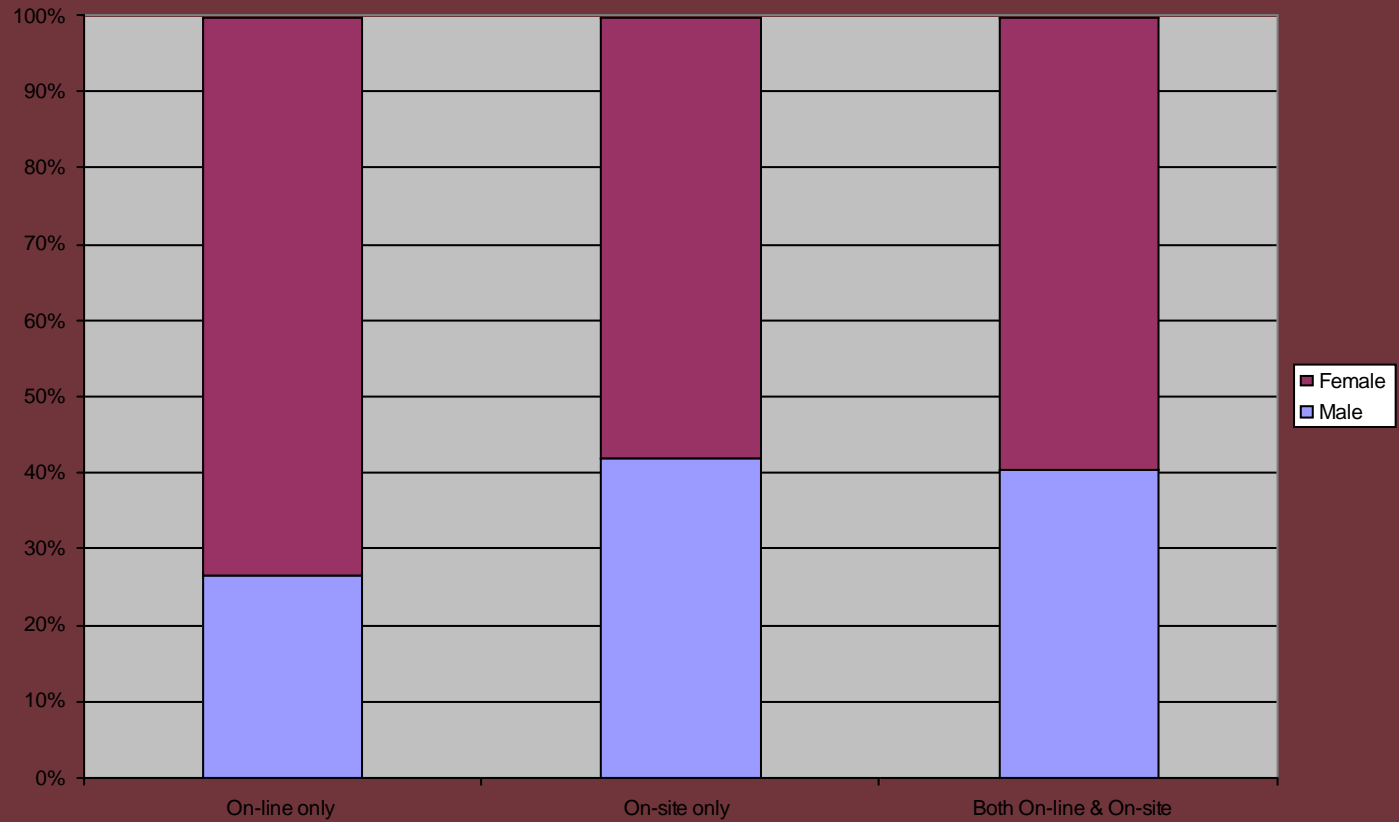
Demographics

Figure 1
Age by Class Mode



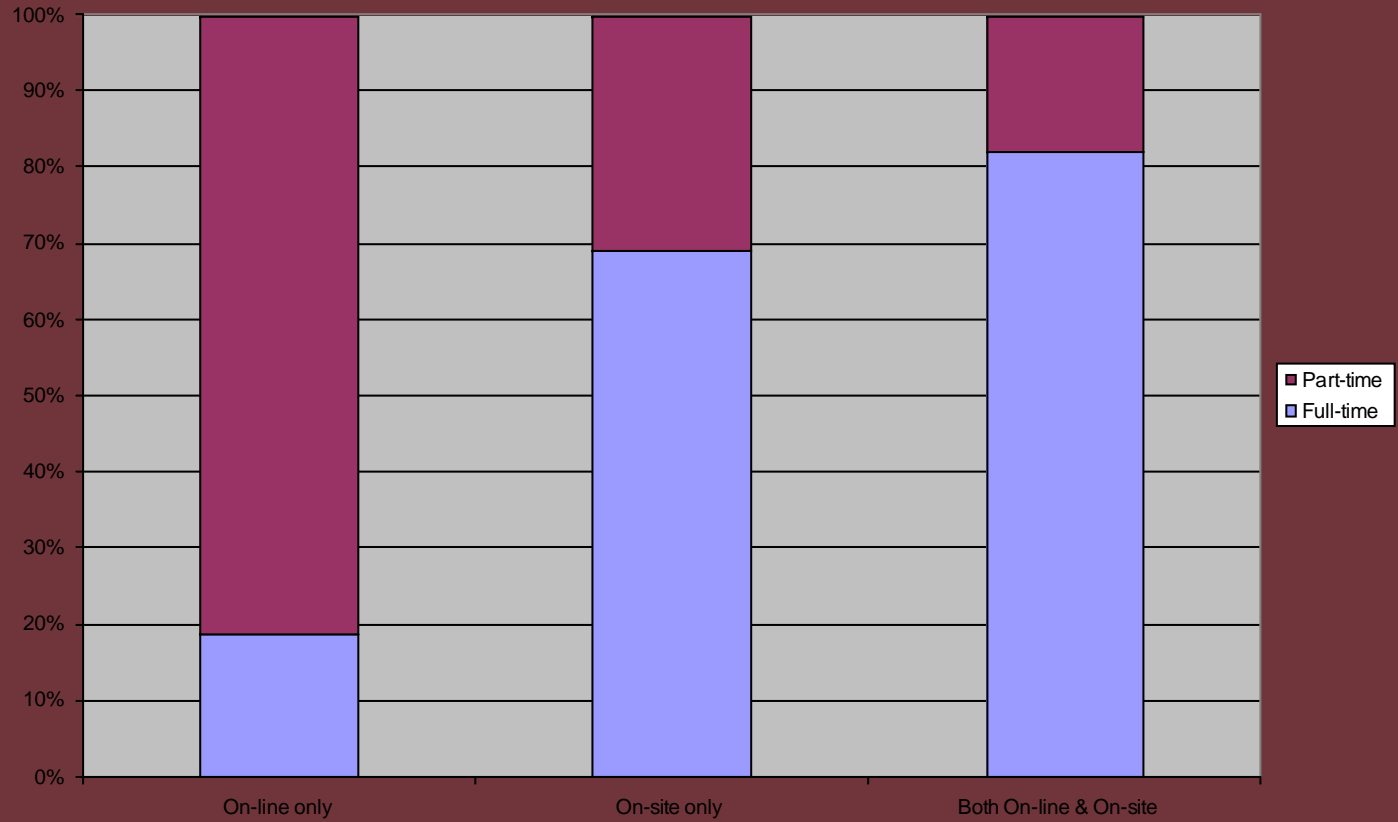
Demographics

Figure 2
Gender by Class Mode



Demographics

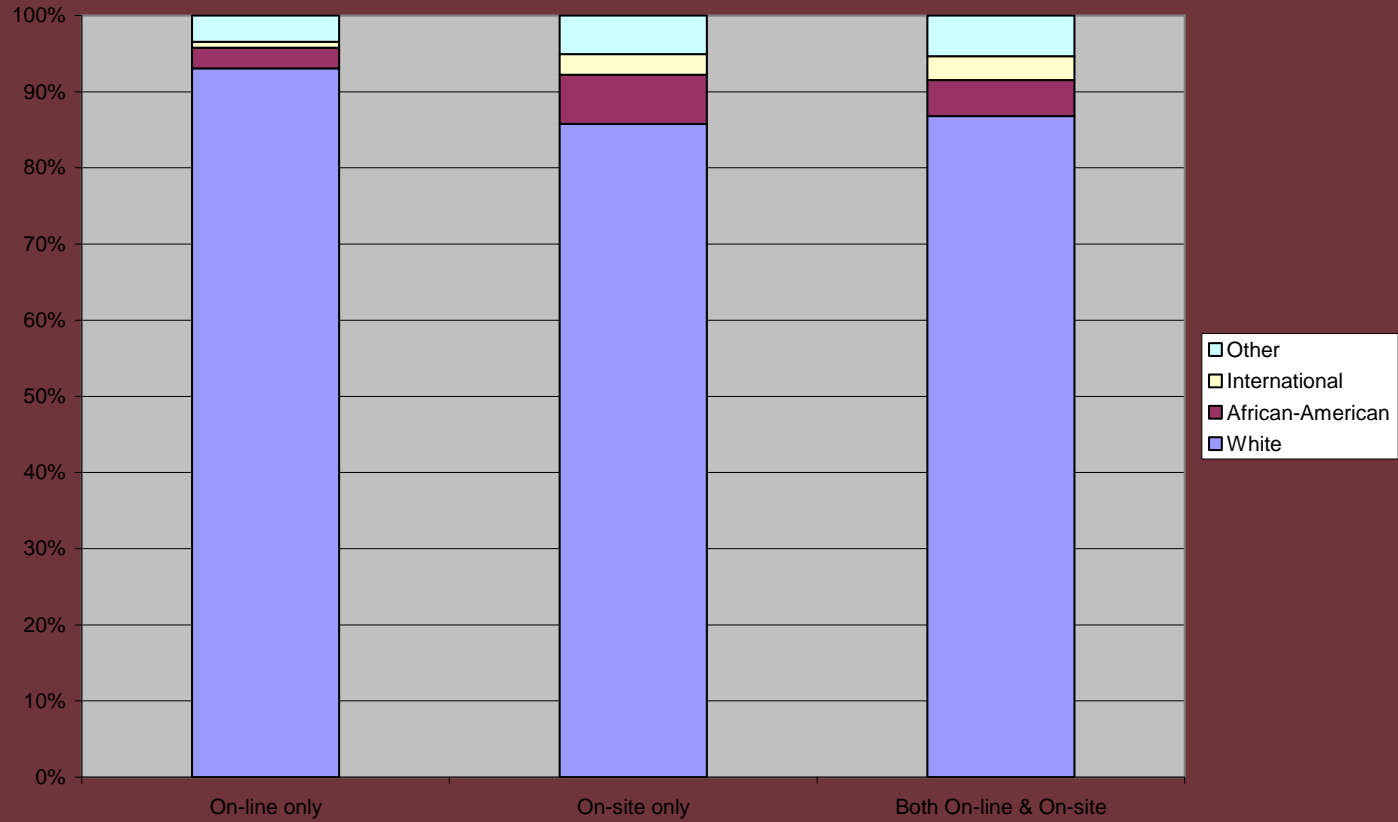
Figure 3
Part-time & Full-time by Class Mode





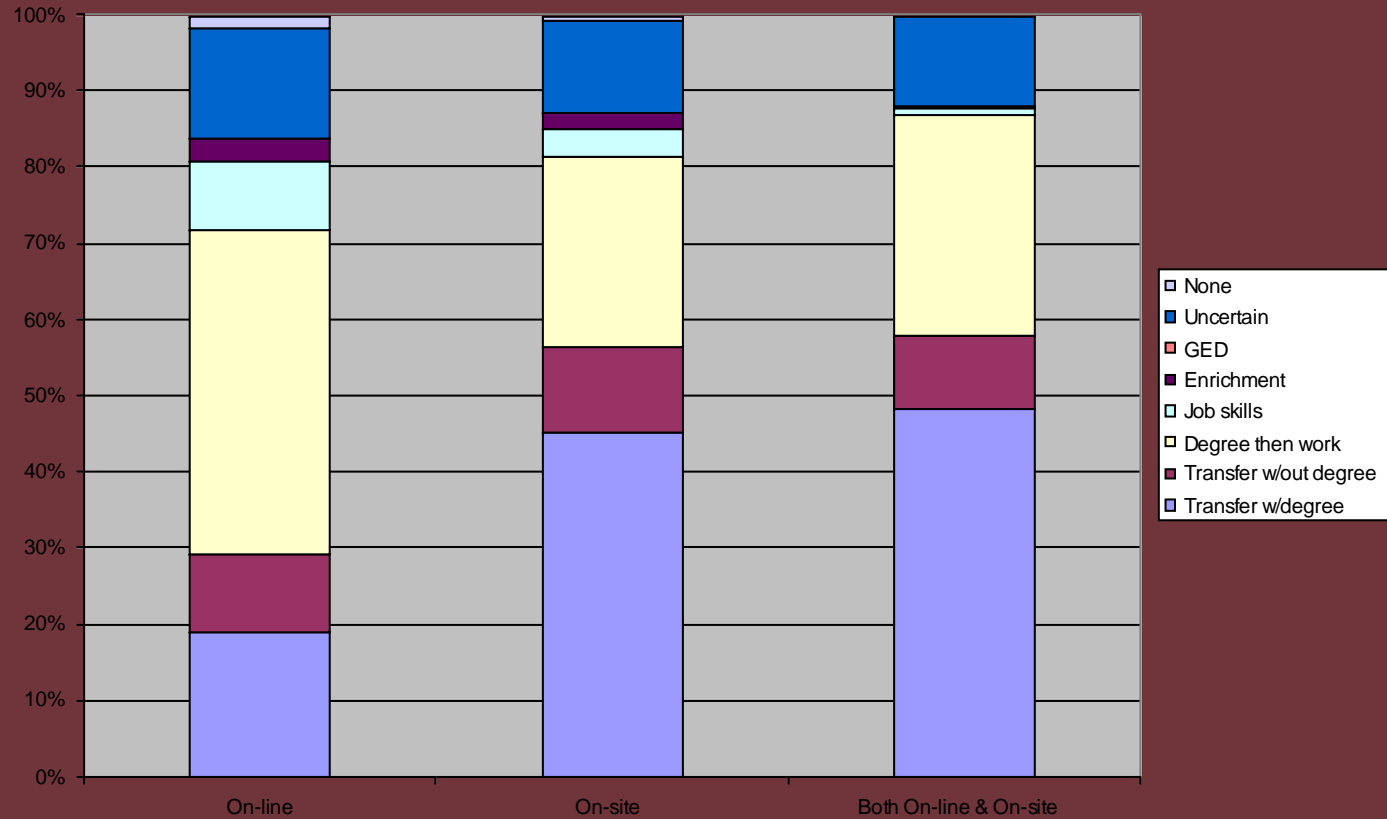
Demographics

Figure 4
Race/Ethnicity by Class Mode



Demographics

Figure 5:
Student Goal by Class Mode



Retention Patterns

Table 1
Retention Patterns:
Fall 2003 - Fall 2004 Headcount

	Fall 2003	Spring 2004	% Retained from Fall 2003	Fall 2004	% Retained from Fall 2003
On-line	263	125	48%	89	34%
On-site	2364	1624	69%	939	40%
Both On-line & On-site	538	378	70%	196	36%
Did not return	0	1038		1941	
Total Students	3165	3165	67%	3165	39%

Logistic Regression

Parameter Estimates

Retention (a)		B	Std. Error	Wald	df	Sig.	Exp(B)	95% Confidence Interval for Exp(B)	
								Lower Bound	Upper Bound
Attrition	Intercept	.670	.130	26.465	1	.000			
	On-site	-.253	.137	3.422	1	.064	.776	.594	1.015
	Both on- site & on-line	-.114	.158	.517	1	.472	.893	.655	1.217
	On-line only	0(b)	.	.	0

a. The reference category is: retain.

b. This parameter is set to zero because it is redundant.

Survey of Online Students

- www.surveymonkey.com
- Survey Delivery (only full online)
 - 338 invitations (prizes)
 - 32 kicked back
 - 115 surveys completed
 - Great return rate = 37%
- Why do our students take online courses?
- Are they integrated with campus activities?







Survey of Online Students

4. Which on-campus activities have you participated in at TC3 in the last year? (check all that apply)





		Response Percent	Response Total
Athletics		1.4%	1
Attending sporting events		9.9%	7
Attending entertainment events		7%	5
Recreational sports		1.4%	1
Orientation		12.7%	9
Fitness center		19.7%	14
Study groups		5.6%	4
Academic events (convocation, honors breakfast, etc.)		5.6%	4
Use of the library		57.7%	41
Use of the Baker Center		14.1%	10
Use of the computer labs		26.8%	19
Advising		42.3%	30
Counseling		14.1%	10
View Other (please specify)		18.3%	13
		Total Respondents	71
		(skipped this question)	44

Online activities?

3. If TC3 were to offer on-line activities, which of the following would you be likely to participate in?

		Response Percent	Response Total
Chat groups		21.7%	25
On-line clubs		23.5%	27
On-line study groups		47%	54
Web broadcasts of college events		21.7%	25
Not Interested in participating		36.5%	42
View Other (please specify)		1.7%	2
		Total Respondents	115
		(skipped this question)	0

Online Student Location

10. I live:			
		Response Percent	Response Total
On campus		0%	0
Fewer than 30 minutes from Campus		27.8%	32
30 minutes to 1 hour from Campus		41.7%	48
1 hour - 2 hours from Campus		12.2%	14
More than 2 hours from Campus		18.3%	21
Total Respondents			115
(skipped this question)			0



Keep in Mind

- **We need to survey students** who drop online courses before we can fully understand integration issues in our online courses.
 - Our retention data will also be more accurate if we can obtain a better understanding of why students drop an online course.
- We need to ask questions that are more specific to integration in online learning.





Conclusions

- Online students integrated?
- Gender Divide
- We need to build more opportunities for our students to feel integrated with campus life.
- We also need to foster an air of inclusion in our online courses - which can impact feelings of integration.
- ... integration in the digital age!





Thank you!



Appendix C: Distance Learning Overview

Year	Semester	Regs	CMS				TLT		Full
			SLN	%	WebCT	%	Sections		
1997	Fall	36	4	100%	0	0%	4	4	
1998	Spring	37	5	100%	0	0%	5	4	
1998	Fall	258	15	83%	3	17%	18	14	
1999	Spring	436	21	84%	4	16%	25	20	
1999	Fall	581	35	85%	6	15%	41	33	
2000	Spring	802	47	87%	7	13%	54	43	
2000	Fall	906	58	87%	9	13%	67	52	
2001	Spring	1022	65	89%	8	11%	73	51	
2001	Fall	1107	70	89%	9	11%	79	60	
2002	Spring	1288	67	84%	13	16%	80	64	
2002	Fall	1211	67	84%	13	16%	80	56	
2003	Spring	1533	77	90%	9	10%	86	63	
2003	Fall	1438	76	82%	17	18%	93	68	
2004	Spring	1909	87	82%	19	18%	106	72	
2004	Fall	1560	77	79%	21	21%	98	76	
2005	Spring	2103	97	80%	25	20%	122	81	
2005	Fall	1772	93	80%	23	20%	116	94	
2006	Spring	2202	121	83%	25	17%	146	111	
2006	Fall	1859	102	80%	26	20%	128	87	
2007	Spring			#DIV/0!		#DIV/0!	0		
2007	Fall			#DIV/0!		#DIV/0!	0		

Summers

1998	Summer	2	2	100%	0	0%	2	2
1999	Summer	201	10	83%	2	17%	12	12
2000	Summer	308	24	100%	0	0%	24	19
2001	Summer	411	27	96%	1	4%	28	23
2002	Summer	509	26	84%	5	16%	31	19
2003	Summer	649	34	85%	6	15%	40	25
2004	Summer	328	42	88%	6	13%	48	32
2005	Summer	634	43	84%	8	16%	51	32
2006	Summer	783	45	80%	11	20%	56	35
2007	Summer			#DIV/0!		#DIV/0!	0	

Faculty			<i>Credits</i>	<i>FTE Equiv</i>
<i>%</i>	<i>Adjunct</i>	<i>%</i>		
100%	0	0%		0
100%	0	0%		0
78%	4	22%	702	23.3064
80%	5	20%	1242	41.2344
80%	8	20%	1581	52.4892
80%	11	20%	2205	73.206
75%	17	25%	2468	81.9376
70%	22	30%	2931	97.31
75%	20	25%	3094	102.72
80%	16	20%	3475	115.37
70%	24	30%	3344	111.02
73%	23	27%	4060	134.79
73%	25	27%	3760	124.83
68%	34	32%	4974	165.14
78%	22	22%	3948	131.07
66%	41	34%	5112	169.72
81%	22	19%	4487	148.97
76%	35	24%	5407	179.51
72%	34	28%	4543	150.83
#DIV/0!		#DIV/0!		
#DIV/0!		#DIV/0!		

64.5408

125.695

179.248

218.09

245.81

289.97

300.79

328.48

150.83

100%	0	0%	7	0.2324
100%	0	0%	577	19.1564
79%	5	21%	845	28.054
82%	5	18%	1187	39.4084
61%	12	39%	1393	46.2476
63%	15	38%	1725	57.27
67%	16	33%	1713	56.8716
63%	19	37%	1732	57.5024
90%	4	10%	2079	69.0228
#DIV/0!		#DIV/0!		