



## ***Executive Summary***

The distance learning program continues to grow at Mission College with a 25% jump in enrollment when comparing the 2006-07 academic year to the 2007-08 academic year. The online portion of distance learning grew from 2722 enrollments in 06/07 to 4318 enrollments in 07/08. That's approximately a 45% growth rate. This is a huge burst in enrollment for online learning. Telecourses continue to decline in enrollments, but at a slower pace going from 1868 enrollments in 06/07 to 1832 enrollments in 07/08. Data extracted for the fall 08/09 academic year continue to reflect the trends of significant increased enrollments in online learning and decreased enrollment in telecourses.

To support growing online distance learners and faculty who use the Angel Learning system for their face-to-face classes, Staff Development and Technology Services have offered technology boot camps, specific training on the Angel learning course management system, and targeted training for multimedia development. Staff development purchased Articulate software for faculty to create PowerPoint online "lectures", quizzes, and games. Mission College instructional designer, Curtis Pembroke provided training and one-on-one consulting for faculty to use Articulate software to produce multimedia reusable learning objects for their courses. Additionally, technology services purchased a multimedia server so faculty could link their digital media within their course. Because the use of the Angel Learning system grew significantly, the district exceeded the disk space allocated on the district hosted instance of Angel. With the multimedia server in place, Mission College can expand the production of multimedia learning objects, but not risk going over disk space allocation. Thus, costs will be contained, but production of multimedia courses can continue to grow.

Mission College and West Valley college worked together to create an online certificate training class for distance learning faculty and others who wanted to learn how to design and teach courses online. The course was developed and piloted during the spring 08 semester and is currently being offered to approximately 30 faculty in the 2008 fall semester. Initial feedback from pilot faculty participants was favorable, but participants agreed that the work required to complete the course was considerable. With this feedback, the faculty course developers extended the timeframe for completion of the course and are working to make the course available for faculty interested in receiving PG&D credit.





## About the Data

The information for this report was obtained by extracting the data directly from datatel. WSCH, FTES, and WSCH/FTE were calculated from the raw data in datatel. It should be noted that in previous years, most courses included hours by arrangement (HBA), for this report no courses included HBA. Mission College experienced dramatic year over year growth in the online environment with a decline in the telecourse enrollment.

To ensure complete understanding of the data, the following information is provided:

- Enrollment, contact hours, instructor load, and number of weeks for each course were provided directly from information in datatel. Enrollment should not be confused with headcount. Headcount is one individual. One individual student may contribute to 5 enrollments if that student is enrolled in 5 classes.
- **WSCH** or weekly student contact hours was calculated by multiplying the number of students in the course at census by the contact hours for the class and then dividing by the number of weeks that the course was in session.
- **FTES** or full time equivalent students were calculated by dividing the WSCH for the class by a factor of 32.6. FTES is a very important number for the college since that is the number that determines our reimbursement from the state.
- **WSCH/FTE** sometimes referred to as the productivity of a course was calculated by dividing the WSCH by the instructor load for the course.
- In some of the cells of the spreadsheet, calculations are not available, because the data pulled from datatel was incomplete. This is mainly in the area of faculty load where no load was recorded in the system.

## Highlights

<b>Telecourses</b>	<ul style="list-style-type: none"><li>• 17 sections in Su2007</li><li>• 25 sections in Fa2007</li><li>• 7 sections in Wi2008</li><li>• 26 sections in Sp2008</li></ul>
<b>Online</b>	<ul style="list-style-type: none"><li>• 26 sections in Su2007</li><li>• 59 sections in Fa2007</li><li>• 10 sections in Wi2008</li><li>• 72 sections in Sp2008</li></ul>
<b>FTES</b>	<ul style="list-style-type: none"><li>• 725.75 FTES online</li><li>• 298.36 FTES television</li><li>• 1019.11 FTES total</li></ul>

## Television Courses

Mission College broadcasts television courses three days a week on two Community College Network cable channels. Videotaped classes are also duplicated and rented to students through the college library. Students can receive either video or DVD duplication of their courses. While many courses are technically considered “telecourses”, they are really “tele-web” courses, because the instructor licenses a video that is broadcast to students and uses the course management system to ensure effective student contact. Increasingly, faculty are identifying publisher materials that can be used in place of telecourses. This has resulted in an increase of online distance learning courses where the students purchase the publisher materials and a decrease in telecourses where the college is responsible for paying a per student license fee. Thus, the trend for telecourses is down, but more than offset with increased online sections.

### **Telecourse Trends**

In the summer 2007, Mission College offered 17 telecourse sections to 287 students, and generated 2376.88 WSCH. This was the same number of sections that were offered in the summer of 2006. FTES was calculated to be 72.88. Although the number of sections were the

same as the previous summer, enrollment in the telecourses was about 111 lower than in the previous summer.

In the fall 2007, Mission College offered 25 telecourse sections for 624 enrollments, and generated 2183.82 WSCH. This was a decrease of 5 sections from the previous fall, but the enrollment was up by about 90 over the previous fall. FTES was calculated at 66.97. The lower FTES and WSCH (when compared to the previous year) was a result of the elimination of HBA.

In the winter 2007, Mission College offered 7 telecourse sections for a total of 239 enrollments and generated 2648 WSCH. FTES was calculated to be 81.22. The FTES was over 14 more than the 2006 winter session.

In the spring 2007, Mission College offered 26 telecourse sections to 682 students, and generated 2357.4 WSCH. This was a decrease of 3 sections from the previous spring. FTES was calculated to be 72.29. This was about 30 FTES lower than in spring 2006.

Enrollment for 07/08 compared to the previous year, decreased by 34 going from 1868 to 1832. There has been a small decline in telecourses over the past several years with online courses increasing in popularity. Given the costs to the college to license video courses, the trend reflects a savings to the college as long as online course enrollments continue to increase. FTES comparisons show that 07/08 went down from 345.69 in 06/07 to 293.36. The number of sections also declined from 81 sections in 06/07 to 75 sections in 07/08.

## **Online Courses**

Mission College offers online courses to students mainly by using the district wide course management system, Angel Learning. Some distance learning instructors (approximately 4) use publisher hosted course management systems, while other instructors upload publisher content into their Angel Learning course shell. Most distance learning faculty spend a considerable amount of their own time producing multimedia presentations for their courses. These materials can then be reused when the instructor teaches the same course again.

The 07/08 saw a dramatic increase in online classes with several new offerings for students. The number of course section offerings went from 129 sections in 06/07 to 167 sections in 07/08. Many faculty new to the online environment spent the previous year 06/07 enhancing their face-to-face class with Angel. Even though they had experience using Angel, many faculty requested and required assistance in using the tool and in understanding how best to teach in the online environment. As more instructors moved into the fully online teaching environment and relied

more on using Angel for their face-to-face classes, support issues for faculty increased. Most of the support issues were easily resolved, but it is increasingly apparent that instructors need more training to become comfortable in teaching online.

### ***Online Course Trends***

In the summer 2007, Mission College offered 26 online course sections for 620 enrollments, and generated 6512.9 WSCH. This was an increase of 8 sections over the previous summer. FTES was calculated to be 199.72 or a 40% increase over the previous summer.

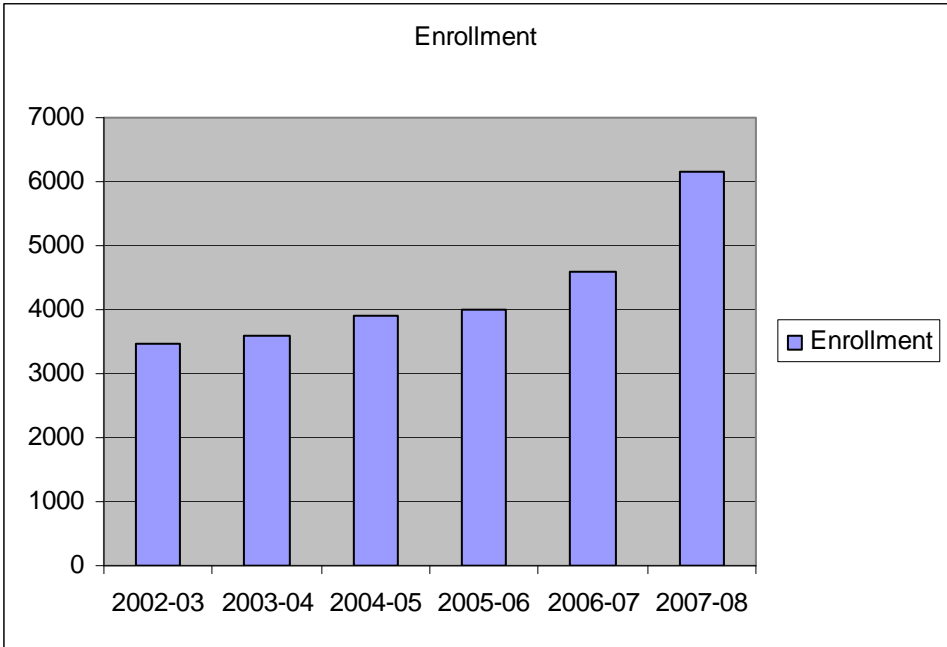
In the fall of 2007, Mission College offered 59 online course sections for 1505 enrollments and generated 5962.9 WSCH. This was an increase of 11 sections from the previous fall. FTES was calculated to be 182.86. This resulted in an increase of about 25% in online FTES.

In spring 2007, Mission College offered 72 online course sections to 1930 students, and generated 7485.54 WSCH. This was an increase of 18 sections of online courses. FTES was calculated to be 229.55. While enrollments were up, FTES was down due to HBA no longer included in FTES calculation.

In Winter 2007, 10 distance learning online courses were offered for 263 enrollments generating 3705.4 WSCH and 113.62 FTES.

Online distance learning enrollment increased by 1596 enrollments over the 2006/07 year. This increase was about 25% over the previous year. The chart on the next page shows a steady increase of enrollment for distance learning over the last six years. This past year, we saw a dramatic increase in enrollments as more faculty moved their courses online after using Angel learning to enhance their face-to-face class. This trend continues into the current academic year. It should be noted that from 02/03 to 05/06, we saw a slow and steady pace of growing enrollments of about 200 per year. In Feb. 06, the district-wide course management went live and from that point on, we saw enrollments grow steadily from 590 more enrollments in 06/07 to over 1500 enrollments 07/08. Clearly, we are in a rapid adoption phase and as is always true with rapid adoption, support for faculty (to a much greater extent than for students) and students becomes more complex and time consuming.

2007-2008



Year 02/03 total enrollment = 3454

Year 03/04 total enrollment = 3602

Year 04/05 total enrollment = 3898

Year 05/06 total enrollment = 4000

**Year 06/07 total enrollment = 4590**

**Year 07/08 total enrollment = 6150**

2007-2008

## ***District-wide Online Certification Training***

A team of 4 faculty at each college worked together to create an online certification program using Angel Learning. This course allows faculty to learn about teaching online from district distance learning educators using the district-wide course management system. During the spring 08 semester, the courses was piloted and then revised and is currently being offered for Fall 08. The course is 10 weeks and includes eight modules: orientation, pedagogy, course management, design tools, software applications, ethics, adding audio and or video content to your course, and evaluation. Currently, the presenters are exploring the option of offering the 10 week training for PG&D credit.

### ***Multimedia Development Training***

During the 07/08 academic year, more faculty were interested in exploring ways of adding multimedia components to their online or web-enhanced classes than in previous years. Faculty added multimedia elements to their courses for orientation, for reviews prior to midterms and finals, to explain difficult and critical concepts, and to simulate the lecture aspect of face-to-face classes. Staff development purchased 20 licenses of Articulate, a software tool that enables instructors to easily add audio to their PowerPoint slides. Faculty who came to training were provided with a license so they could create multimedia on their office or home computer. For Flex Day fall 2008, several faculty “show cased” their multimedia projects to a room full of faculty eager to see the accomplishments and projects of their peers.

The IT&S department at Mission College purchased a multimedia server, because faculty were uploading their multimedia content to the Angel server. Because the size of these files tend to be large, Angel indicated that they would have to increase hosting costs to the district. Both colleges now are using multimedia servers for these large files to keep hosting costs down. We expect more faculty will be developing multimedia content as the development efforts get easier with new software tools and the ability to easily reuse the content makes the time spent on developing the materials more cost effective especially when faculty teach the same courses over several years. The hope is that faculty will be able to share some of their development efforts with their colleagues so high-quality materials can be reused and aligned with student learning outcomes based on courses.

### ***Other Distance Learning Issues***

There still remain some issues related to distance learning that need to be resolved to help the program grow and provide students and faculty with the best possible learning and teaching environment. These issues include the following:

- Completing course evaluations for distance learning courses online
- Resolving Intellectual property issues for co-created learning materials using district and college resources
- Ensuring adherence to the guidelines for fair Use of commercially available material
- Providing tech support especially during the first couple of weeks of a semester or session to faculty and students
- Increasing demand for tech support as adoption of web tools moves from early adopters to those with less experience using technology and those with less tolerance for the inevitable “bugs” that occur in complex software
- Providing more training especially to associate faculty
- Offering new distance learning courses and whole programs in a distance mode
- Adopting guidelines for “regular effective contact” and using these guidelines for all distance learning courses.



## Appendix A- Distance Learning Course Detailed Statistics

Summary Totals 07/08				
Type	Sections	Enrollment	WSCH	FTES
Online	167	4318	23666.74	725.75
Television	75	1832	9566.4	293.36
<b>Total</b>	<b>242</b>	<b>6150</b>	<b>33233.14</b>	<b>1019.11</b>

Summary Data for 07/08							
Session	Type	Sections	Enrollment	WSCH	FTES	WSCH/FTE	Load
Summer 07	Television	17	287	2376.68	72.88	792.23	3
Summer 07	Online	26	620	6512.9	199.72	1175.62	5.54
Fall 07	Television	25	624	2183.82	66.97	435.28	5.02
Fall 07	Online	59	1505	5962.9	182.86	528.91	11.27
Winter 08	Television	7	239	2648.6	81.22	1891.86	1.4
Winter 08	Online	10	263	3705.4	113.62	1793.51	2.06
Spring 08	Television	26	682	2357.3	72.29	472.98	4.98
Spring 08	Online	72	1930	7485.54	229.55	588.02	12.73
<b>Total</b>		<b>242</b>	<b>6150</b>	<b>33233.14</b>	<b>1019.11</b>	<b>722.46</b>	<b>46</b>

### Summer 07 Television Courses

Course ID	Section	Instructor	Enrollment	WSCH	FTEs	WSCH/FTE	Load
BUS*028A	54754	Van Tassel	14	152.32	4.67	761.60	0.2
MUSIC*017	54762	Johnson	43	389.87	11.96	1949.33	0.2
ESL*910LC	54844	Lowenberg	6	54.40	1.67	544.00	0.1
ESL*920LC	54845	Lowenberg	3	27.20	0.83	272.00	0.1
PSYCH*001	54859	Guich	22	132.98	4.08	664.89	0.2
SOC*001	54860	Pasion	20	181.33	5.56	906.67	0.2
SOC*040	54900	O'Connell	6	54.40	1.67	272.00	0.2
ANTHR*003	54909	Titus	29	315.52	9.68	1577.60	0.2
PSYCH*012	54911	Guich	29	175.29	5.38	876.44	0.2
BUS*051	55051	Braun	23	208.53	6.39	1042.67	0.2
SOC*001	55053	Pasion	27	244.80	7.51	1224.00	0.2
SOC*021	55063	Houston	12	108.80	3.34	544.00	0.2
SOC*043	55064	Fallon	1	10.88	0.33	54.40	0.2
PSYCH*001	56981	Guich	18	108.80	3.34	544.00	0.2
PSYCH*012	56983	Cormier	26	157.16	4.82	785.78	0.2
GLOBL*006	57199	Khashan	7	47.60	1.46	476.00	0.1
SOCSC*006	57200	Khashan	1	6.80	0.21	68.00	0.1
<b>Summer 07 Television Courses Total</b>			<b>287</b>	<b>2376.68</b>	<b>72.88</b>	<b>792.23</b>	<b>3</b>

2007-2008

### Summer 07 Online Courses

Course ID	Section	Instructor	Enrollment	WSCH	FTES	WSCH/FTE	Load
NS*015	54747	Rothenberg	37	251.6	7.71542	1258	0.2
ENGL*001B	54751	Brown	22	239.36	7.34008	1196.80	0.2
ENGL*001B	54752	Brown	21	228.48	7.00644	1142.40	0.2
BUS*054	54755	Meyer	15	163.2	5.0046	816.00	0.2
MATH*903	54821	Nakahama	23	282.133	8.65174	1044.94	0.27
PSYCH*030	54843	Cormier	30	181.333	5.56067	906.67	0.2
SOC*002	54861	O'Connell	36	326.4	10.0092	1632.00	0.2
CA*031B	54886	Smebye	21	109.2	3.34867	1560.00	0.07
SOC*047	54901	O'Connell	12	108.8	3.3364	544.00	0.2
SOC*045	54914	Houston	36	244.8	7.5069	1224.00	0.2
ENGL*001A	54927	Rogge	33	224.4	6.88132	1122.00	0.2
MATH*000C	54977	Joh	33	404.8	12.4134	1499.26	0.27
CHEM*001A	54991	Shea	22	463.467	14.2124	1188.38	0.39
CHEM*002	55006	Al Baker	20	362.667	11.1213	1343.21	0.27
CHEM*030A	55034	Shea	18	234.514	7.19148	1172.57	0.2
BUS*028A	55038	Van Tassel	24	261.12	8.00736	1305.60	0.2
CHEM*001B	55054	O'Brien	20	421.333	12.9204	2106.67	0.2
BUS*051	55060	Meyer	16	174.08	5.33824	870.40	0.2
PSYCH*010	56982	Cormier	42	380.8	11.6774	1904.00	0.2
GLOBL*004	57197	Khashan	9	81.6	2.5023	408.00	0.2
SOCS*004	57198	Khashan	4	27.2	0.8341	136.00	0.2
MATH*010	57202	Kravets	26	318.933	9.78023	1181.23	0.27
MATH*900	57204	Joh	18	163.2	5.0046	816.00	0.2
BUS*021	57225	Van Tassel	37	402.56	12.3447	2012.80	0.2
BUS*021L	57226	Van Tassel	37	402.56	12.3447	2012.80	0.2
BUS*028A	59460	Meyer	8	54.4	1.6682	272.00	0.2
<b>Summer 07 Online Courses</b>			<b>620</b>	<b>6512.9</b>	<b>199.72</b>	<b>1175.62</b>	<b>5.54</b>

### Fall 07 Television Courses

Course ID	Section	Instructor	Enrollment	WSCH	FTEs	WSCH/FTE	Load
BUS*051	53615	Van Tassel	11	37.40	1.15	187.00	0.2
BUS*054	53622	Van Tassel	11	37.40	1.15	187.00	0.2
BUS*064B	53625	Van Tassel	10	46.00	1.41	172.28	0.267
ECON*001A	53838	Hom	41	139.40	4.27	697.00	0.2
ECON*001B	53840	Fong	20	68.00	2.09	340.00	0.2
ESL*910LC	53909	Myint	29	98.60	3.02	493.00	0.2
ESL*920LC	53913	Myint	26	88.40	2.71	442.00	0.2
MUSIC*017	54205	Johnson	57	193.80	5.94	969.00	0.2
PSYCH*001	54415	Guich	30	102.00	3.13	510.00	0.2
PSYCH*012	54426	Guich	43	146.20	4.48	731.00	0.2
PSYCH*025	54430	Guich	19	64.60	1.98	323.00	0.2
PSYCH*055	54433	Guich	15	51.00	1.56	255.00	0.2
SOC*001	54482	Moyers	51	173.40	5.32	867.00	0.2
SOC*001	54484	Pasion	27	91.80	2.82	459.00	0.2
SOC*021	54488	Laird	9	30.60	0.94	153.00	0.2
SOC*024	54489	Moyers	4	13.60	0.42	68.00	0.2
SOC*040	54491	O'Connell	9	30.60	0.94	153.00	0.2
SOC*041	54492	Moyers	10	34.00	1.04	170.00	0.2
SOC*043	54493	O'Connell	15	51.00	1.56	255.00	0.2
PE*004B	54596	Sienna	37	154.83	4.75	1032.21	0.15
COUNS*012	54602	Beck	27	112.98	3.46	564.92	0.2
PSYCH*001	56969	Guich	30	102.00	3.13	510.00	0.2
MGMT*103	57174	Braun	14	47.60	1.46	238.00	0.2
NS*015	54261	Rothenberg	38	129.20	3.96	646.00	0.2
NS*015	54267	Rothenberg	41	139.40	4.27	697.00	0.2
<b>Fall 07 Television Courses</b>			<b>624.00</b>	<b>2183.82</b>	<b>66.97</b>	<b>435.28</b>	<b>5.02</b>

## Fall 07 Online Courses

Course ID	Section	Instructor	Enrollment	WSCH	FTEs	WSCH/FTE	Load
ACCTG*001A	53480	Christopher	35	161.00	4.94	596.30	0.27
BUS*021	53603	Whitehill	34	115.60	3.54	578.00	0.2
BUS*021	53604	Van Tassel	25	85.00	2.61	425.00	0.2
BUS*021L	53606	Whitehill	35	119.00	3.65	2380.00	0.05
BUS*021L	53607	Van Tassel	26	88.40	2.71	1768.00	0.05
BUS*028A	53611	Meyer	32	108.80	3.34	544.00	0.2
BUS*028A	53612	Van Tassel	28	95.20	2.92	476.00	0.2
BUS*051	53619	Braun	39	132.60	4.07	663.00	0.2
BUS*078B	53627	Meyer	30	102.00	3.13	510.00	0.2
CA*084D	53682	Pancella	6	20.40	0.63	102.00	0.2
CHD*017	53705	Reedy	32	108.80	3.34	544.00	0.2
CHEM*001A	53710	Shea	26	205.40	6.30	526.67	0.39
CHEM*001B	53714	O'Brien	17	134.30	4.12	344.36	0.39
CHEM*030A	53719	Shea	21	119.70	3.67	598.50	0.2
ENGL*001B	53859	Brown	25	85.00	2.61	425.00	0.2
ENGL*001B	53869	Brown	27	91.80	2.82	459.00	0.2
HIST*017A	54077	Gallup	42	142.80	4.38	714.00	0.2
LIB*010	54100	Speck	33	72.60	2.23	1083.58	0.067
LIB*010	54101	Wong	29	37.70	1.16	562.69	0.067
MATH*000C	54119	Joh	34	190.40	5.84	705.19	0.27
MATH*001	54131	Nakahama	7	23.80	0.73	119.00	0.2
MATH*903	54176	Nakahama	30	168.00	5.15	622.22	0.27
MATH*904	54182	Nakahama	5	8.50	0.26	56.67	0.15
MGMT*102	54188	Braun	31	105.40	3.23	527.00	0.2
PSYCH*007	54422	Guich	31	105.40	3.23	527.00	0.2
PSYCH*010	54423	Cormier	35	119.00	3.65	595.00	0.2
SOC*002	54485	Moyers	28	95.20	2.92	476.00	0.2
SOC*002	54487	Moyers	18	61.20	1.88	306.00	0.2
SOC*045	54496	Moyers	35	119.00	3.65	595.00	0.2
SOC*047	54498	O'Connell	22	74.80	2.29	374.00	0.2
ACCTG*022	54597	Mostyn	25	160.00	4.91	484.85	0.33
CA*046D	54599	Beadell	30	176.00	5.40	2514.29	0.07
CA*045B	54665	Smebye	10	40.89	1.25	314.53	0.13
CA*097D	54667	Thoppay	15	52.80	1.62	754.29	0.07
CA*097C	54685	Pancella	15	52.80	1.62	754.29	0.07
CA*097E	54686	Thoppay	11	38.72	1.19	553.14	0.07
GDES*013	57069	Szabados	38	129.20	3.96	646.00	0.2
MATH*003A	57086	Jackins	18	100.80	3.09	305.45	0.33
MATH*010	57087	Kravets	39	175.50	5.38	650.00	0.27
MATH*900	57089	Joh	24	81.60	2.50	302.22	0.27
SOC*045	57147	Cormier	26	88.40	2.71	442.00	0.2
CHEM*002	57172	Al Baker	27	183.60	5.63	680.00	0.27
CHEM*030A	57173	Shea	19	108.30	3.32	541.50	0.2
MKT*084	57175	Meyer	20	68.00	2.09	340.00	0.2
BUS*037	57333	Meyer	17	57.80	1.77	289.00	0.2
HIST*017A	61492	Gallup	39	132.60	4.07	663.00	0.2
ACCTG*001A	53478	Christopher	41	188.60	5.78	698.52	0.27
ACCTG*001B	53482	Christopher	36	165.60	5.08	613.33	0.27
ENGL*001A	53842	Lang	26	88.40	2.71	442.00	0.2
ENGL*001A	53858	Brennan	27	91.80	2.82	459.00	0.2
ENGL*059	53873	Lang	13	44.20	1.36	221.00	0.2
READ*053	54445	Vasquez	32	108.80	3.34	544.00	0.2

CA*033A	53668	Golden	24	55.20	1.69	788.57	0.07
CA*084A	53678	Pancella	12	40.80	1.25	204.00	0.2
ESL*970G	53970	Chan	15	51.00	1.56	255.00	0.2
GDES*035	54040	Rivas	15	85.50	2.62	427.50	0.2
CA*045A	54579	Smebye	17	74.80	2.29	1068.57	0.07
CA*081B	54589	Smebye	31	136.40	4.18	1948.57	0.07
CA*097A	54675	Smebye	25	88.00	2.70	1257.14	0.07
<b>Fall 07 Online Courses</b>			<b>1505.00</b>	<b>5962.91</b>	<b>182.86</b>	<b>528.91</b>	<b>11.27</b>

2007-2008

### Winter 08 Television Courses

Course ID	Section	Instructor	Enrollment	WSCH	FTES	WSCH/FTE	Load
MUSIC*017	58095	Johnson	52	707.2	21.6866	3536	0.2
PSYCH*001	58110	Guich	35	476	14.5967	2380	0.2
PSYCH*012	58112	Guich	33	448.8	13.7626	2244	0.2
SOC*001	58116	O'Connell	42	571.2	17.5161	2856	0.2
SOC*040	58118	O'Connell	18	244.8	7.5069	1224	0.2
PSYCH*001	61913	Guich	30	102	3.12787	510	0.2
PSYCH*012	61914	Guich	29	98.6	3.02361	493	0.2
<b>Winter 08 Television Courses</b>			<b>239.00</b>	<b>2648.60</b>	<b>81.22</b>	<b>1891.86</b>	<b>1.40</b>

### Winter 08 Online Courses

Course ID	Section	Instructor	Enrollment	WSCH	FTES	Load	WSCH/FTE
BUS*078C	58054	Meyer	9	122.4	3.75345	20	612
MATH*000C	58081	Joh	27	604.8	18.5465	33.3	1816.22
MATH*001	58082	Nakahama	14	190.4	5.8387	20	952
MATH*900	58083	Joh	17	231.2	7.08985	20	1156
MATH*903	58085	Nakahama	39	873.6	26.7893	33.3	2623.42
MATH*904	58086	Nakahama	2	13.6	0.41705	0	Infinity
PSYCH*010	58111	Cormier	39	530.4	16.2649	20	2652
SOC*002	58117	Cormier	48	652.8	20.0184	20	3264
SOC*047	58119	O'Connell	25	340	10.4262	20	1700
SOC*045	61902	Cormier	43	146.2	4.48329	20	731
<b>Winter 08 Online Courses Total</b>			<b>263.00</b>	<b>3705.40</b>	<b>113.63</b>	<b>2.07</b>	<b>1793.51</b>

### Spring 08 Television Courses

Course ID	Section	Instructor	Enrollment	WSCH	FTEs	Load	WSCH/FTE
BIOSC*008	61746	Replicon	35	119	3.64919	16.7	712.58
ANTHR*003	58161	Titus	25	85	2.60656	20	425
BUS*054	58283	Van Tassel	17	57.8	1.77246	20	289
BUS*064B	58288	Van Tassel	17	78.2	2.39804	26.7	292.88
COUNS*012	58524	Beck	16	72.53	2.22416		Infinity
ECON*001A	58566	Hom	33	112.2	3.44066	20	561
ECON*001B	58568	Fong	31	105.4	3.23214	20	527
ESL*910LC	58653	Myint	20	68	2.08525	20	340
ESL*910LC	58654	Myint	15	51	1.56394	20	255
ESL*920LC	58658	Myint	32	108.8	3.3364	20	544
MUSIC*017	58981	Johnson	47	159.8	4.90034	20	799
NS*015	59038	Rothenberg	38	129.2	3.96197	20	646
NS*015	59043	Rothenberg	32	108.8	3.3364	20	544
PHIL*001	59162	Le	31	105.4	3.23214	20	527
PSYCH*001	59183	Guich	38	129.2	3.96197	20	646
PSYCH*012	59194	Guich	21	71.4	2.18951	20	357
PSYCH*025	59200	Guich	10	34	1.04262	20	170
PSYCH*055	59202	Guich	23	78.2	2.39804	20	391
SOC*001	59261	Moyers	45	153	4.69181	20	765
SOC*001	59262	Moyers	42	142.8	4.37902	20	714
SOC*021	59266	Laird	10	34	1.04262	20	170
SOC*040	59268	O'Connell	9	30.6	0.938362	20	153
SOC*041	59270	O'Connell	15	51	1.56394	20	255
PSYCH*012	61698	Guich	18	61.2	1.87672	20	306
PSYCH*001	61700	Guich	27	91.8	2.81509	20	459
WHP*004B	61794	Kraines	35	119	3.64919	15	793.33
<b>Spring 08 Television Courses</b>			<b>682</b>	<b>2357.3</b>	<b>72.29</b>	<b>4.98</b>	<b>472.98</b>

### Spring 08 Online courses

Course ID	Section	Instructor	Enrollment	WSCH	FTES	WSCH/FTE	Load
MATH*903	61722	Musat	34	190.4	5.8387	571.77	33.3
ACCTG*001A	58127	Christopher	36	165.6	5.0782	620.23	26.7
ACCTG*022	58133	Mostyn	36	230.4	7.06532	691.89	33.3
BUS*021	58265	Van Tassel	47	159.8	4.90034	799	20
BUS*021	58267	Whitehill	47	159.8	4.90034	799	20
BUS*021L	58269	Van Tassel	47	159.8	4.90034	1117.48	14.3
BUS*021L	58270	Whitehill	43	146.2	4.48329	3045.83	4.8
BUS*028A	58274	Van Tassel	33	112.2	3.44066	561	20
BUS*028A	58275	Meyer	31	105.4	3.23214	527	20
BUS*051	58280	Van Tassel	16	54.4	1.6682	272	20
BUS*051	58281	Braun	33	112.2	3.44066	561	20
BUS*061	58287	Braun	25	85	2.60656	425	20
BUS*078B	58292	Meyer	30	102	3.12787	510	20
CA*033A	58333	Golden	19	108.3	3.32107	Infinity	0
CA*033B	58335	Golden	15	85.5	2.6219	Infinity	0
CA*037A	58339	Smebye	15	51	1.56394	Infinity	0
CA*045A	58346	Smebye	17	59.84	1.83502	893.13	6.7
CA*045B	58347	Smebye	18	73.6	2.25698	553.38	13.3
CA*046E	58349	Beadell	21	92.4	2.83349	1379.1	6.7
CA*081B	58357	Smebye	23	80.96	2.48267	1208.36	6.7
CA*084A	58360	Pancella	20	68	2.08525	Infinity	0
CA*084B	58362	Pancella	19	64.6	1.98099	646	10
CA*084C	58363	Pancella	8	27.2	0.8341	136	20
CA*084D	58364	Pancella	5	17	0.521312	Infinity	0
CA*097A	58367	Wisner	29	102.08	3.13033	1523.58	6.7
CA*097B	58369	Matenciuc-Antonescu	28	98.56	3.02239	1471.04	6.7
CA*097C	58370	Pancella	23	101.2	3.10334	1510.45	6.7
CA*097D	58371	Thoppay	16	70.4	2.15885	1050.75	6.7
CA*097E	58372	Thoppay	11	48.4	1.48421	722.39	6.7
CHD*017	58394	Valenzuela	40	136	4.1705	680	20
CHEM*001A	58397	Shea	29	229.1	7.02545	588.95	38.9
CHEM*001B	58401	O'Brien	23	181.7	5.57191	467.1	38.9
CHEM*030A	58406	Shea	28	212.8	6.52561	765.47	27.8
CHEM*030A	58407	Shea	25	190	5.82643	683.45	27.8
ENGL*001A	58570	Lang	26	88.4	2.71082	353.6	25
ENGL*001A	58586	Brennan	21	71.4	2.18951	285.6	25
ENGL*001B	58589	Brown	37	125.8	3.85771	503.2	25
ENGL*001B	58596	Brown	36	122.4	3.75345	489.6	25
ESL*970G	58723	Chan	15	51	1.56394	255	20
HIST*017A	58834	Gallup	52	176.8	5.42165	884	20
MATH*001	58899	Nakahama	10	34	1.04262	170	20
MATH*010	58927	Kravets	41	184.5	5.65777	691.01	26.7
MATH*903	58947	Nakahama	45	202.5	6.20975	758.43	26.7
MATH*904	58953	Nakahama	3	5.1	0.156394	Infinity	0
MGMT*103	58961	Braun	27	91.8	2.81509	459	20
MKT*056A	58970	Meyer	33	112.2	3.44066	561	20
PSYCH*007	59191	Cormier	33	112.2	3.44066	561	20

PSYCH*030	59201	Guich	42	142.8	4.37902	714	20
READ*053	59210	Vasquez	28	95.2	2.91935	476	20
SOC*002	59263	Moyers	42	142.8	4.37902	714	20
SOC*002	59264	Cormier	25	85	2.60656	425	20
SOC*045	59271	Moyers	12	40.8	1.25115	204	20
SOC*045	59272	Moyers	51	173.4	5.31739	867	20
SOC*047	59274	O'Connell	34	115.6	3.54492	578	20
BUS*028B	61670	Braun	12	40.8	1.25115	204	20
PSYCH*010	61699	Cormier	49	166.6	5.10886	833	20
MATH*010	61719	Kravets	39	175.5	5.38178	657.3	26.7
MATH*900	61721	Joh	33	112.2	3.44066	561	20
MATH*000C	61723	Joh	37	207.2	6.35388	622.22	33.3
CHEM*002	61736	Al Baker	33	112.2	3.44066	671.86	16.7
GLOBL*003	61750	Khashan	8	27.2	0.8341	136	20
GLOBL*004	61751	Khashan	4	13.6	0.41705	68	20
SOCSC*003	61752	Khashan	1	3.4	0.104262	17	20
SOCSC*004	61753	Khashan	4	13.6	0.41705	68	20
LIB*010	61770	Kanemura	35	45.5	1.39528	679.1	6.7
LIB*010	61771	Baker	22	28.6	0.877032	426.87	6.7
LIB*010	61772	Speck	30	39	1.19595	582.09	6.7
LIB*010	61773	Wong	14	18.2	0.558111	271.64	6.7
BUS*038	62316	Meyer	33	112.2	3.44066	561	20
CHD*017	67753	Valenzuela	18	61.2	1.87672	306	20
ACCTG*001A	58125	Christopher	30	138	4.23183	516.85	26.7
ACCTG*001B	58129	Christopher	25	115	3.52653	430.71	26.7
<b>Spring 08 Online Courses Total</b>			<b>1930.00</b>	<b>7485.54</b>	<b>229.55</b>	<b>588.02</b>	<b>12.73</b>

2007-2008