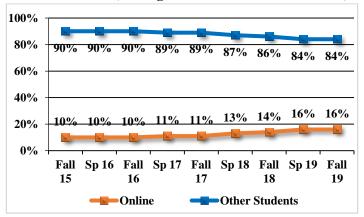# Enrollments and Success Rates: Face-to-Face vs. Online Classes
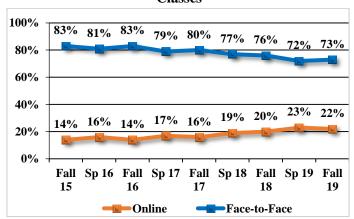
FALL AND SPRING SEMESTERS

Out of all Chabot College students, the proportion of students who enroll *only* in online classes increased from 10% in Fall 15 to 16% in Fall 19. Enrollments* (or the number of class seats) in online classes made up 14% of total enrollments in Fall 15 and rose to 22% of all enrollments in Fall 19. Thus, online enrollments are a somewhat higher proportion of total enrollments than the proportion of online only students. This is due, in part, to students taking both face-to-face and online courses. But in mid-spring of 2020, due to the Covid-19 shelter-in-place order, *almost all* our students became online only!

Percentage of Students taking Only Online Classes and *Other* Students (Taking at least 1 Face-to-Face Class)

Percentage of Enrollments in Online and Face-to-Face Classes
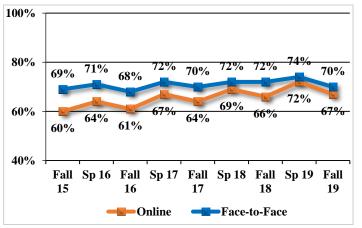

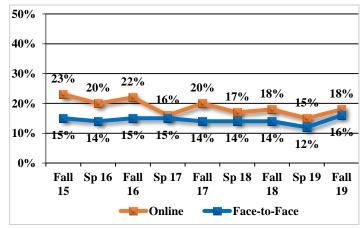*Enrollments in Hybrid classes were not included in this report.*

SUCCESS AND WITHDRAWAL RATES

Success rates tend to be higher in face-to-face classes. In Fall 15, face-to-face classes had a success rate of 69% versus only 60% in online classes, a gap of 9%. However, this gap has been decreasing, with only a 3% gap in success rates in Fall 19 (70% in face-to-face versus 67% online). Withdrawals tend to be higher in online classes. But again, the gap in withdrawal rates has been decreasing (from an 8% gap in Fall 15 to 2% in Fall 19).

Success Rate in Online and Face-to-Face Classes
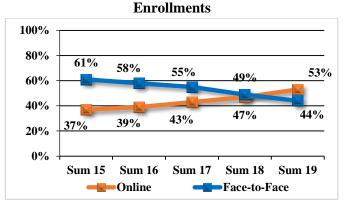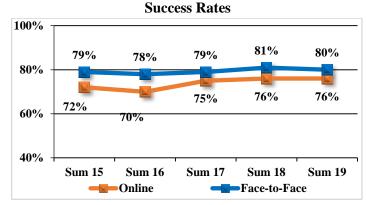

Withdrawal Rate in Online and Face-to-Face Classes

Enrollments and Success Rates: Face-to-Face vs. Online Classes

SUMMER SEMESTERS

Enrollments* in online classes are considerably higher in summer than during the academic year, ranging from 37% (Summer 15) to 53% (Summer 19) of total enrollments. Further, summer online enrollments have shown an upward trend, with the proportion of online enrollments (53%) beating that of face-to-face enrollments (44%) in Summer 19. Similar to the academic year, success rates in online classes are lower than face-to-face classes. But this gap is decreasing. In Summer 19, face-to-face classes had a success rate of 80% in comparison to 76% in online classes, a gap of 4%. Back in Summer 15, this gap was 7%.
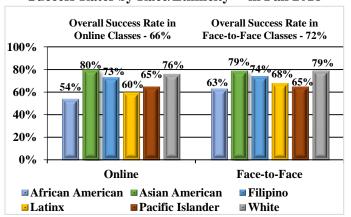
Enrollments

	Sum 15	Sum 16	Sum 17	Sum 18	Sum 19
Face-to-Face	61%	58%	55%	49%	44%
Online	37%	39%	43%	47%	53%

Success Rates

	Sum 15	Sum 16	Sum 17	Sum 18	Sum 19
Face-to-Face	79%	78%	79%	81%	80%
Online	72%	70%	75%	76%	76%

Enrollments in Hybrid classes were not included in this report.
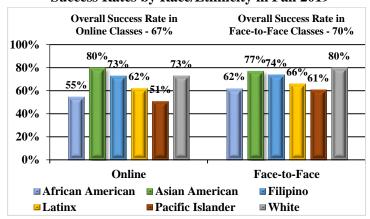
SUCCESS RATES BY RACE/ETHNICITY

As noted above, success rates in face-to-face classes are higher than in online classes. However, this gap is particularly pronounced for African American/Black students, whose success rates in face-to-face classes (in comparison to online classes) were 9% higher in Fall 18 and 7% higher in Fall 19. The overall student population only experienced gaps in face-to-face versus online course success of 6% in Fall 18 and 3% in Fall 19. For Latinx and White students, the gaps in success rates were variable in Fall 18 and Fall 19. Both Asian American and Filipino students had smaller success rate gaps in face-to-face versus online classes than the overall student population: Asian American students' success rate gap in face-to-face versus online classes was 1% in Fall 18 and 3% in Fall 19 and Filipino students had only a 1% gap for both falls.

Success Rates by Race/Ethnicity** in Fall 2018

Overall Success Rate in Online Classes - 66%
Overall Success Rate in Face-to-Face Classes - 72%

	Online	Face-to-Face
African American	54%	63%
Asian American	80%	79%
Filipino	73%	74%
Latinx	60%	68%
Pacific Islander	65%	65%
White	76%	79%

Success Rates by Race/Ethnicity in Fall 2019

Overall Success Rate in Online Classes - 67%
Overall Success Rate in Face-to-Face Classes - 70%

	Online	Face-to-Face
African American	55%	62%
Asian American	80%	77%
Filipino	73%	74%
Latinx	62%	66%
Pacific Islander	51%	61%
White	73%	80%

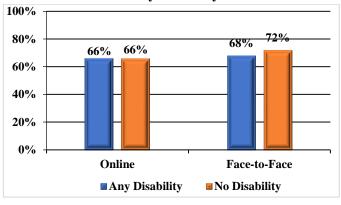***Native Americans' cohort sizes are too small to be included in the chart.*

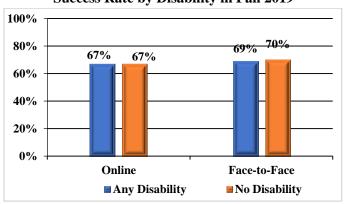# Enrollments and Success Rates: Face-to-Face vs. Online Classes

SUCCESS RATES BY DISABILITY STATUS

Like the general student population, students with disabilities have higher success rates in face-to-face classes; however, the disparity with success rates in online classes is less pronounced. In both Fall 18 and Fall 19, students with disabilities had a 2% gap in success rates between face-to-face and online classes. For students without disabilities, the gap was 6% in Fall 18 and 3% in Fall 19.
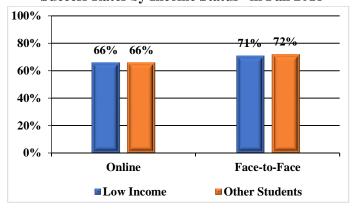
Success Rate by Disability in Fall 2018

	Online	Face-to-Face
Any Disability	66%	68%
No Disability	66%	72%

Success Rate by Disability in Fall 2019

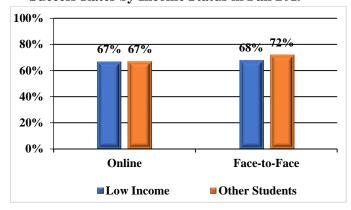|	Online	Face-to-Face
Any Disability	67%	69%
No Disability	67%	70%

SUCCESS RATES BY INCOME STATUS

Like the general student population, low income students have higher success rates in face-to-face classes. However, similar to students with disabilities, the disparity in success rates between face-to-face and online classes is less pronounced. In Fall 18 and Fall 19, low income students' success rates gaps between face-to-face and online classes were 5% and 1%, respectively. In both cases, this gap was smaller than that of non-low-income students (6% in Fall 18 and 3% in Fall 19). Interestingly, this trend diverges from what is reported in online learning literature, which shows that low-income students often experience *larger* success gaps in online environments.

Success Rates by Income Status* in Fall 2018

	Online	Face-to-Face
Low Income	66%	71%
Other Students	66%	72%

Success Rates by Income Status in Fall 2019

	Online	Face-to-Face
Low Income	67%	68%
Other Students	67%	72%

Low-income: Students who received CAL Promise Grants.

Enrollments and Success Rates: Face-to-Face vs. Online Classes

The Office of Institutional Research reached out to Chabot's Student Access Success and Equity (SASE) committee for their recommendations on strategies to address disparate outcomes in online learning and services.

STRATEGIES FOR EQUITABLE ONLINE INSTRUCTION

Many strategies inspired by Employing Equity-Minded and Culturally-Affirming Teaching and Learning Practices in Online Environments (Woods & Harris)

- Avoid using language like "Grit" or "Pulling oneself up by your bootstraps." These messages often obscure and/or do not take seriously the structural barriers that students are experiencing. Rather than telling a student to display "grit," we can share clear ways for students to access the resources they need to succeed.
  - For example, telling a student without a laptop to show "grit" and make it through their online classes on their phone is far less helpful than providing the student with instructions on how to get a laptop from Chabot.
- Find ways to avoid burn-out that work for you, so you can stay effective with students.
  - Some instructors have found creating spaces to share vulnerability with colleagues can be helpful.
- Emphasize the importance of maintaining and building community among students and structure ways to build it.
  - When feasible, offer students the *option* of synchronous classes and/or smaller synchronous meetings so that students can have real-time interactions with instructor and students.
    - Such synchronous meetings could be online or physically-distanced face-to-face, depending on the state of the shelter-in-place order.
  - Simultaneously, ensure class offerings include options for asynchronous instruction, as many students are working longer hours and caring for children and elders impacted by the shelter-in-place orders.
  - There are multiple ways to build community regardless of meeting type, for example:
    - In synchronous sessions include breakout rooms, discussion groups and interactive media
    - In asynchronous sessions include peer reviews; Canvas forums for students to share thoughts, embed artwork, and videos; options for students to do group work, and instructors posting greeting videos
- Ensure professional development around culturally responsive and affirming texts and curriculum; students must see themselves reflected in the curriculum.
- Encourage and/or take part in coordinated campus efforts to reach out to students well in advance of semester with information about how to obtain laptops, hotspots, and any other equipment or software required for your class.

STRATEGIES FOR EQUITABLE ONLINE STUDENT SERVICES

Many strategies inspired by Equity-Minded Student Services in the Online Environment: (Woods & Harris)

- Be aware of the digital divide.
  - When advertising resources and supports, give multiple options for how students can access and learn about those resources: e.g., zoom, phone calls, and emails.
- Provide ways for students to fill out forms online (for students without access to a printer or laptop).
- Update websites to be culturally-responsive (e.g., reflect diversity, inclusive images and content, etc.)
- Be "intrusive" in respectful ways and show authentic care. This means being proactive in reaching out to students and trying to do so in multiple ways (e.g., email, phone call, text, follow-up phone call).
- Anticipate what students might need. Share information about services broadly, so students don't have to ask:
  - But be careful to frame messages in non-paternalistic ways. Our students are bright adults and capable of assessing their own needs. Rather than telling students what they need to be successful, tell them what resources we can provide and how to access them, so that students can make their own decisions.
- Spend time streamlining and organizing emails and websites so that information is easy to find.
- Practice warm hand-offs: This means connecting students to people, as opposed to just services.