



Success Rates in Online and Face-to-Face Classes by Race/Ethnicity

Fall 2022-Fall 2024

Success Rates in Online Synchronous, Asynchronous, and Face-to-Face Classes by Race/Ethnicity, Fall 2022-2024

Chabot College	Fall 2022			Fall 2023			Fall 2024		
	Online Sync (1,196)	Online Async (11,486)	Face-to-Face (9,647)	Online Sync (519)	Online Async (12,317)	Face-to-Face (12,137)	Online Sync (342)	Online Async (12,410)	Face-to-Face (14,495)
African American	55% ^{DI-} (123)	58% ^{DI-} (1,188)	71% ^{DI-} (796)	47% (60)	61% (1,304)	64% ^{DI-} (940)	37% ^{DI-} (60)	64% ^{DI-} (1,463)	68% ^{DI-} (1,077)
Asian/Asian American	83% ^{DA+} (207)	77% ^{DA+} (1,927)	83% ^{DA+} (1,751)	72% ^{DA+} (72)	82% ^{DA+} (1,841)	82% ^{DA+} (2,160)	75% ^{DA+} (55)	81% ^{DA+} (1,906)	83% ^{DA+} (2,463)
Filipino/a/x	65% (100)	71% (948)	78% (883)	69% (39)	75% ^{DA+} (790)	78% ^{DA+} (1,120)	55% (29)	77% ^{DA+} (839)	80% ^{DA+} (1,219)
Latino/a/x	65% ^{DI-} (517)	63% ^{DI-} (4,667)	69% ^{DI-} (4,338)	56% (241)	67% (4,684)	70% ^{DI-} (5,690)	61% (122)	67% ^{DI-} (5,112)	73% ^{DI-} (6,988)
Native American/Alaska Native	* (2)	68% (25)	92% ^{DA+} (13)	* (2)	60% (25)	* (9)	* (1)	58% (12)	63% (19)
Pacific Islander	59% (27)	61% (223)	74% (132)	* (8)	74% (194)	69% (201)	* (5)	67% (268)	71% (181)
White	65% (121)	55% ^{DI-} (1,625)	84% ^{DA+} (1,007)	64% (59)	39% ^{DI-} (2,536)	78% ^{DA+} (1,129)	36% ^{DI-} (50)	64% ^{DI-} (1,805)	82% ^{DA+} (1,585)
Multiracial	74% (94)	70% (768)	75% (623)	40% (30)	67% (800)	74% (783)	79% ^{DA+} (19)	66% (891)	77% (851)
Unknown	* (5)	63% (115)	81% (104)	* (8)	48% (143)	80% (105)	* (1)	61% (114)	77% (112)
Overall Success Rate	68% (1,196)	65% (11,486)	75% (9,647)	58% (519)	63% (12,317)	74% (12,137)	56% (342)	69% (12,410)	76% (14,495)

Source: Chabot-Las Positas Community College District Institutional Research Dataset

Note: Enrollments in Hybrid, Hyflex, Online Combined, and Other/Unknown (including apprenticeship) classes were not included.

* Success rates are not shown for groups smaller than 10 to protect student privacy.

** The modality total for success rates differs from the modality total for enrollments because enrollments that do not have useable success outcomes data (e.g., IP/in-progress or RD/report delayed) are excluded.

*** Metrics for group sizes less than 20 are in italics. They should be interpreted with caution, as the circumstances of a single student could cause substantial changes in success rates.

^{DI-} Disproportionate impact (DI-) is when a group achieves at a lower rate than the comparison group (and the difference in rates is larger than the margin of error). For calculated MOE ≥ 2%, the actual MOE is used; for calculated MOE < 2%, 2% was used as the margin of error following the guidelines for PPG-1 from the California Community College Chancellor's Office. (<https://launchboard-resources.wested.org/resources/113>)

^{DA+} Disproportionate achievement (DA+) is when a group achieves at a higher rate than the comparison group (and the difference in rates is larger than the margin of error).



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From Fall 2022 to Fall 2024, overall, **face-to-face courses** are most likely to have the **highest course success rates** of any modality; however, there is some variation.

- For African American/Black, Filipinx, Latinx, and White students, from Fall 2022 to Fall 2024, face-to-face courses consistently have higher course success rates than online courses (both asynchronous and synchronous).
- For Asian Americans, face-to-face and online synchronous courses tied for the highest success rate in Fall 2022, face-to-face and online asynchronous courses tied for the highest success rate in Fall 2023, and face-to-face courses have the highest success rate in Fall 2024.
- For Pacific Islander students, face-to-face course success rates are the highest in Fall 2022 and 2024; however, in Fall 2023 online asynchronous courses have the highest success rates.
- It is more difficult to establish trends in Native American/Alaska Native course success by modality, due to fluctuations in percentages for small groups sizes and hiding some metrics to protect student privacy.

Disproportionate impact (DI-) is when a group achieves at a lower rate than the comparison group (and the difference in rates is larger than the margin of error). *Disproportionate achievement (DA+)* is when a group achieves at a higher rate than the comparison group (and the difference in rates is larger than the margin of error).

- Latinx and African American/Black students experience DI- most frequently across the nine metrics for success rates in course modalities (face-to-face, online synchronous, and online asynchronous) from Fall 2022 to Fall 2024.
 - African American students experience DI- on seven of nine metrics (in all three falls of face-to-face, two of three falls in online asynchronous, and once in online synchronous).
 - Latinx students also experience DI- in six of nine metrics (in all three falls of face-to-face, two of three falls in online asynchronous, and once in online synchronous).
- White students experience both DI- and DA+.
 - White students experience DI- in all three falls in online asynchronous and also in Fall 2024 online synchronous course success rates. However, they also experience DA+ in all three falls in face-to-face course success rates.
- Filipinx and Asian American students experience DA+.
 - Filipinx experience DA+ in four of the nine metrics: in online asynchronous and face-to-face course success rates in Fall 2023 and Fall 2024.
 - Asian American students consistently experience DA+ in all nine course success metrics Falls 2022-2024.