Distance Education
2021-22 Update
Data Briefing
February 10, 2023

Overview

This briefing contains high level enrollment and outcomes trends for online courses at City, Mesa, and Miramar Colleges over the last five years. Data is presented for each academic year. Data for 2019-20 reflects courses as they were originally scheduled; while all instruction was transitioned online midway through the Spring term, courses were scheduled largely on-campus in line with scheduling patterns before the pandemic.

Enrollment data includes duplicated enrollments, headcount, and success rates. Section counts and fill rates are referenced in places.

This briefing includes an update from the original document regarding online enrollments and outcomes disaggregated by age group. Also included is data from the Online Support Services survey, conducted in Fall 2020 and Fall 2021. The survey was distributed to a sample of 2,000 students enrolled in each of those terms.

A Changing Enrollment Landscape

Until the Spring of 2020, enrollment in distance education courses at SDCCD grew steadily year over year, accounting for just over one in four enrollments across the credit colleges in 2019-20. By the beginning of the Spring 2020 semester, over half of students were enrolling in at least one distance education course, often citing the convenience of the online modality as allowing them to complete coursework while meeting family care and work responsibilities.

In addition to navigating declining enrollments and the introduction of new funding formula to the California Community College (CCC) system, years of development culminated in the activation of the Campus Solutions data system in Fall 2019. Additionally, distance education courses were fully transitioned from Blackboard to Canvas – a sponsored learning management system used across CCCs – in the 2019-20 academic year to create a unified student experience. All of these changes occurred prior to Spring 2020.

The Pandemic

Then, in response to the COVID-19 pandemic, instruction at SDCCD was transitioned online during the Spring 2020 semester. All employee work that could be performed remotely was also transitioned online. The early impacts of the pandemic were sharp. One indicator, the amount of course withdrawals, nearly doubled in Spring 2020: withdrawals accounted for 17% of all enrollments that term, compared to 9% the prior

Spring. Faculty, staff, and administrators helped transition instruction that had always been offered on-campus to online delivery. Course success rates in Spring 2020 dipped slightly (2% lower than the prior Spring). Overall enrollment at the district, which had been declining since 2008, decreased even more sharply.

An Evolving District

As of August 2022, SDCCD is still learning about the impacts that the pandemic had on students' lives and educational journeys. The pandemic continues to evolve through new variants and seasonal spikes in caseloads. However, SDCCD has evolved to meet the needs brought by these challenges. The district met the unprecedented spike in demand for online coursework through the dedication of staff and faculty, and students persevered. As on-campus instruction was re-activated in Fall 2021, SDCCD implemented lessons learned during the pandemic through expanded online support services, new course modalities, more offerings in distance education, professional development, and more robust pedagogy.

Link to Data

A dashboard with Distance Education Enrollments and Outcomes is available here:

Access this dashboard to view additional disaggregations of enrollment trends by modality, as well as success and completion rates.

Definitions-General

- **Enrollments**: Duplicated instances of students taking a course. One student enrolled in two courses is counted twice. Enrollments are as of course census; students that drop before course census are excluded.

- **Fill Rate**: Course enrollment divided by course capacity. Fill rate is one indicate of student interest in a course – a high fill rate may be evidence of higher student interest in a course compared to a course with lower fill rates.

- **Headcount**: Unduplicated count of students. One student enrolled in two courses counts once.

- **Success Rate**: The percentage of students who complete a course with a grade of A, B, C, or P out of total official census enrollments. Tutoring, non-credit, and cancelled classes are excluded.

Definitions-Section Modalities

- **Asynchronous**: A type of online without set meeting times. The CCCCO MIS Data Element Dictionary provides the following definition of *Delayed Interaction* courses – "Session under supervision of instructor not available by line of sight using the Internet <u>without the immediate involvement</u> of the instructor."

- **Online**: A course that takes place entirely online. Online sections at the credit college are largely Asynchronous or Synchronous. The CCCCO MIS Data Element Dictionary provides the following definition of *Distance Education* courses – "Distance Education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology."

- **On-campus**: A course that takes place entirely on-campus. Students and instructor occupy the same classroom or instructional facility at the same time.

- **Online and On-campus**: A course that includes both online and on-campus components. At SDCCD, this includes both courses known as "Partially Online" (in which more than 50% of instruction occurred online) and "Hybrid" (in which more than 50% of instruction occurred on-campus).

- **Synchronous**: The CCCCO MIS Data Element Dictionary provides the following definition of *Simultaneous Interaction* courses – "Session under supervision of instructor not available by line of sight using the Internet with <u>immediate</u> opportunity for exchange between participants."

Contents

Summary

1. In 2021-22, over three-quarters of credit enrollments were in online courses (77%, or 162,013 out of 210,805). Courses held entirely On-campus were 16% of the total, and courses with both Online and On-campus components were 7%. In 2021-22, the count of online enrollments decreased 28% from the prior year as on-campus instruction was reactivated.

2. Asynchronous courses accounted for 75% of online enrollments across the credit colleges in 2021-22 (City/ECC: 74%, Mesa: 69%, Miramar: 86%), up from 64% in 2020-21.

3. 90% of students across the credit colleges took a course with an online component in 2021-22 (City/ECC: 97%, Mesa: 95%, Miramar: 81%), or over 46,000 students.

4. As the number of online enrollments more than tripled from 2019-20 to 2020-21, success rates in transfer level online courses across the credit colleges rose from 72% to 74%.

Key Finding #1: Success rates in online classes remain below on-campus classes, at 71%. Responses from student surveys indicate that intentional efforts by faculty to communicate help to address the challenges brought by the distance in online classes.

5. Success rates in Asynchronous courses are generally similar to success rates in Synchronous courses, although this varies by college and course. At Mesa and Miramar College, Asynchronous success rates have been between 1% and 3% higher than Synchronous success rates. City College Asynchronous course success rates are 1% to 2% lower than success rates in Synchronous courses.

6. Gaps in online success rates remain largest for African American and Latinx students, although significant gaps exist for all groups (compared to a reference group – Asian students).

Key Finding #2: Over the last three years, success rates for Latinx students in transfer-level coursework were more than 15% lower than rates for Asian students. The gap was 20% or more for African American students.

7. Older students enroll Online at similar, though slightly higher, rates than younger students. Students who were 50 and older and enrolled in online courses experienced a larger gap in success rates in 2021-22 compared to younger students, as well as lower success rates in online classes.

8. Students indicate that resources from their professors are most helpful in answering questions about coursework and homework.

Key Finding #3: Students indicated they were mostly likely to get help about coursework and homework from emails from their professor and resources posted to Canvas by their professor.

9. Students were most likely to report learning how to use Canvas by teaching themselves and using online explanations.

10. Over half of respondents in Fall 2021 reported using Online Counseling for Academic Planning, Online Library Resources, and Canvas support. Among respondents that did use services in Fall 2021, over 70% indicated the services were Helpful.

11. Fall 2021 data indicates that students largely access online course content via personal computers (86%) and/or smart phones (34%).

12. Students indicated that the physical distance between themselves and professors was one of the main challenges to learning in online classes. Students also indicated that in addition to asynchronous access to course content, professor-created materials and quick communication from the professor were two aspects of online courses that helped them learn.

Findings and Next Steps

Key Finding	Next Steps
1) Success rates in online classes remain below on-campus classes, at 71%. Responses from student surveys indicate that intentional efforts by faculty to communicate help to address the challenges brought by the distance in online classes.	Large shifts in enrollments by modality through the COVID-19 Pandemic have posed new and difficult challenges to supporting student success. As large segments of the SDCCD student population became familiar with online instruction, continuing to supporting their success will require ongoing efforts to **use existing technology like email, as well as communication platforms like Canvas and Pronto, to stay connected to students**. Additionally, faculty should examine data from their courses – **disaggregated by gender and ethnicity when possible** – to identify patterns in outcomes and possible changes to course delivery.
2) Over the last three years, success rates for Latinx students in transfer-level coursework were more than 15% lower than rates for Asian students. The gap was 20% or more for African American students.	More information about the student experience in SDCCD online courses may inform professional development and communications to faculty. The volume of responses to the Fall 2021 Online Support Services survey was too low for a disaggregated analysis by ethnicity; future surveys may **sample more students** to improve response volume. Findings from survey data that was collected align with existing best practices in distance education – **clear course organization and consistent, meaningful communication** in distance education support student success. This includes **pre-recorded videos from instructors**. When making expectations around **email communication** clear, courses may include templates to support students to getting their questions resolved.
3) Students indicated they were mostly likely to get help about coursework and homework from emails from their professor and resources posted to Canvas by their professor.	Many students take advantage of the online modality due to the convenience of being able to access education while balancing work and life requirements. However, that convenience comes at the cost of increased distance between student and faculty, which can make it harder to get questions answered. Communication from professors is extremely important in distance education. When professors communicate well, students benefit. When professors don't communicate well, students' challenges in learning course material are amplified.

Metrics

1. **Enrollments by Modality: In 2021-22, over three-quarters of credit enrollments were in online courses (77%, or 162,013 out of 210,805). Courses held entirely On-campus were 16% of the total, and courses with both Online and On-campus components were 7%.**

    Online courses accounted for a steadily increasing proportion of enrollments through 2019-20 – up to just over 1 out of every 4 enrollments in 2019-20. Instruction was transitioned almost entirely online in 2020-21, with 95% of enrollments occurring via distance education that year. The 3% of enrollments that occurred in on-campus courses were largely in In-service/Academies courses in Administrative Justice and Fire Protection at Miramar College, and Veterinary Technology, Radiologic Technology, and Dental Assisting at Mesa College.

    In 2021-22, the count of online enrollments decreased 28% from the prior year as on-campus instruction was reactivated. Online enrollments accounted for 77% of enrollments across the credit colleges in 2021-22 (City/ECC: 87%, Mesa: 77%, Miramar: 67%).

    See Tables 15 and 16 in the appendix for enrollment and section counts by modality and college.

    See Section 4 for Success Rate by modality.

Figure 1. Annual Enrollments proportion (duplicated) by Modality
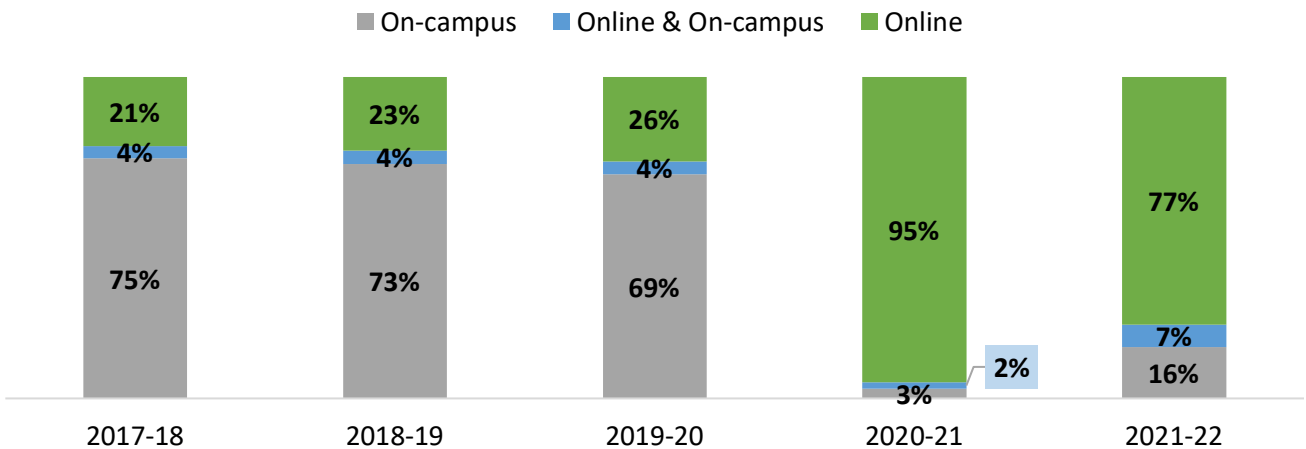
Figure 2. Annual Enrollment count (duplicated) by modality
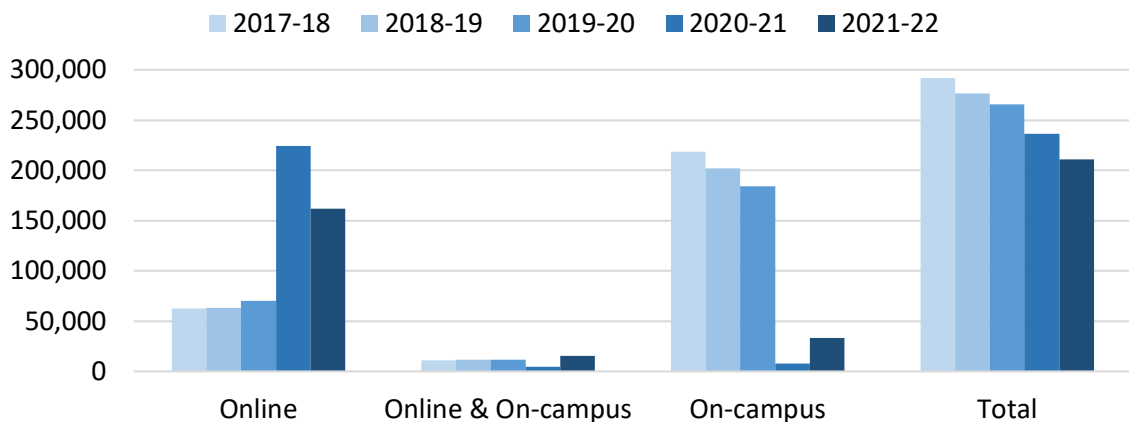
Online % Change	On-campus % Change	Overall % Change
2019-20 to 2020-21: +220%	2019-20 to 2020-21: -96%	2019-20 to 2020-21: -11%
2020-21 to 2021-22: -28%	2020-21 to 2021-22: +338%	2020-21 to 2021-22: -11%

2. **Online Synchronous and Asynchronous Enrollments:** **Asynchronous courses accounted for 75% of online enrollments across the credit colleges in 2021-22 (City/ECC: 74%, Mesa: 69%, Miramar: 86%), up from 64% of online enrollments the prior year.**

Across the credit colleges in 2021-22, Asynchronous courses overall had a higher fill rate (82%) than Synchronous courses (78%). However, there was some variation in this pattern by college across the last two years and course. For example, Synchronous sections of PERG120 had a higher fill rate in 2021-22 (100%) than Asynchronous sections (87%). See Tables 1 and 2 for more detail.

See Section 5 for information about course outcomes by synchronous/asynchronous sections.

Figure 3. Online Enrollment (duplicated) Proportion, by Synchronous/Asynchronous
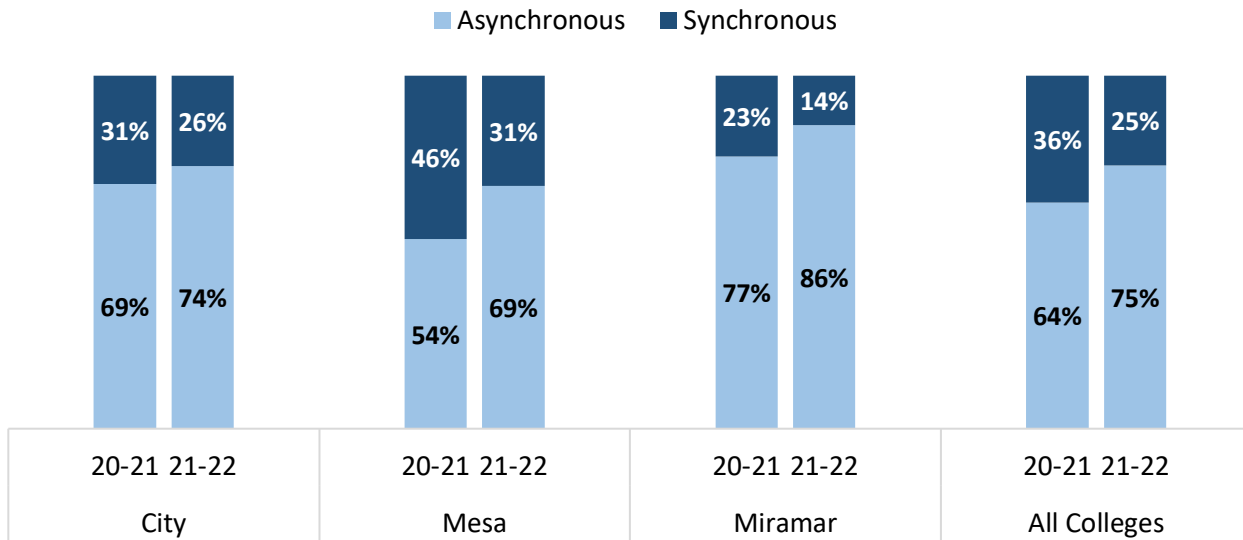
Table 1. Online Enrollments (duplicated) by Synchronous/Asynchronous

		2020-21	2021-22	Difference	% Change
City College/ECC	Asynchronous	44,922	37,712	-7,210	-16%
	Synchronous	19,856	12,921	-6,935	-35%
	Total	**64,778**	**50,633**	**-14,145**	**-22%**
Mesa College	Asynchronous	55,675	49,729	-5,946	-11%
	Synchronous	47,882	22,674	-25,208	-53%
	Total	**103,557**	**72,403**	**-31,154**	**-30%**
Miramar College	Asynchronous	42,905	33,489	-9,416	-22%
	Synchronous	12,755	5,488	-7,267	-57%
	Total	**55,660**	**38,977**	**-16,683**	**-30%**
All Colleges	Asynchronous	143,502	120,930	-22,572	-16%
	Synchronous	80,493	41,083	-39,410	-49%
	Total	**223,995**	**162,013**	**-61,982**	**-28%**

Note. Excludes tentative and cancelled sections, sections with no enrollment, tutoring, and credit-by-exam.

Blue-highlighted cells in the tables below indicate the modality with the higher fill rate within the given year. I.e. English 101 Async sections had a higher fill rate in both years.

Table 2.Online Fill Rate by Synchronous/ Asynchronous Sections, by College

		2020-21	2021-22
City	Async	89%	82%
	Sync	82%	76%
	Total	**87%**	**80%**
Mesa	Async	84%	83%
	Sync	86%	78%
	Total	**85%**	**81%**
Miramar	Async	88%	82%
	Sync	86%	81%
	Total	**87%**	**82%**
All Colleges	Async	87%	82%
	Sync	85%	78%
	Total	**86%**	**81%**

Note 1. Excludes tentative and cancelled sections, sections with no enrollment, tutoring, and credit-by-exam.

Note 2. Excludes sections with a capacity of less than ten or more than 125.

Table 3. Online Fill Rate by Synchronous/ Asynchronous Sections, Top 10 Courses by Enrollment

		2020-21	*2021-22*
ENGL 101	Async	91%	89%
	Sync	88%	88%
	Total	**90%**	**89%**
ENGL 205	Async	93%	91%
	Sync	95%	85%
	Total	**94%**	**89%**
COMS 103	Async	91%	89%
	Sync	90%	87%
	Total	**91%**	**88%**
PSYC 101	Async	90%	86%
	Sync	87%	85%
	Total	**89%**	**86%**
MATH 119	Async	86%	85%
	Sync	88%	80%
	Total	**87%**	**83%**
BIOL 107	Async	99%	104%
	Sync	94%	97%
	Total	**95%**	**98%**
SOCO 101	Async	86%	86%
	Sync	85%	77%
	Total	**86%**	**84%**
HEAL 101	Async	84%	83%
	Sync	84%	58%
	Total	**84%**	**82%**
PERG 120	Async	93%	87%
	Sync	91%	100%
	Total	**92%**	**90%**
POLI 102	Async	88%	82%
	Sync	70%	69%
	Total	**84%**	**80%**

Note 1. Excludes tentative and cancelled sections, sections with no enrollment, tutoring, and credit-by-exam.

Note 2. Excludes sections with a capacity of less than ten or more than 125.

3. **Headcount by Modality:** **90% of students across the credit colleges took a course with an online component in 2021-22 (City/ECC: 97%, Mesa: 95%, Miramar: 81%), or over 46,000 students.**

Following the move to online instruction in response to the COVID-19 Pandemic, 95% of students across the credit colleges took a class with an online component in 2020-21 (the remaining 5% were largely enrolled in Administrative Justice and Fire Protection at Miramar College, and Veterinary Technology, Radiologic Technology, and Dental Assisting at Mesa College).

Figure 4. Headcount Proportion (unduplicated) by Modality, All Colleges
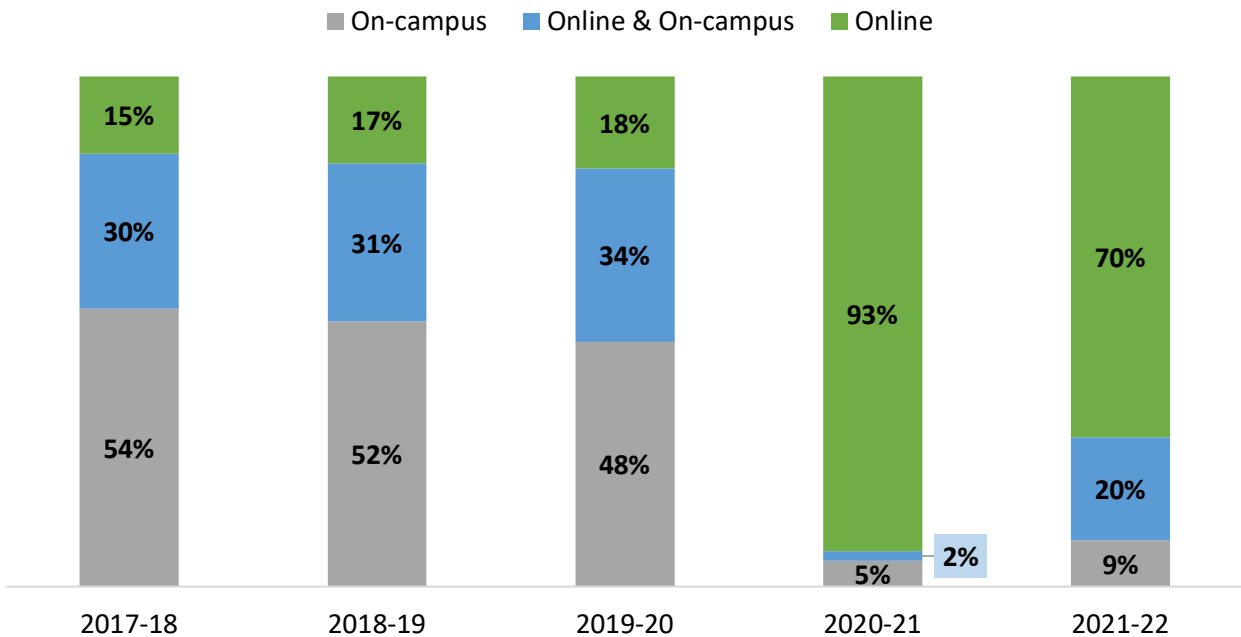
Table 4. Headcount (unduplicated) by Modality, All Colleges

	2017-18	2018-19	2019-20	2020-21	2021-22	Difference	% Change
Online	10,522	11,035	11,334	51,448	35,715	-15,733	-31%
Online & On-campus	20,706	20,459	21,144	1,244	10,396	9,152	736%
On-campus	37,237	34,075	30,083	2,792	4,810	2,018	72%
Total	**68,465**	**65,569**	**62,561**	**55,484**	**50,921**	**-4,563**	**-8%**

Note. Excludes students who only earned credit through credit-by-exam. Excludes students who dropped all courses before census.

Table 5. Headcount Proportion by Modality, by College

		2017-18	2018-19	2019-20	2020-21	2021-22	Difference
City College/ECC	Online	25%	26%	30%	99%	89%	-10%
	Online & On-campus	21%	21%	24%	1%	8%	8%
	On-campus	55%	53%	47%	1%	3%	2%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	---
Mesa College	Online	23%	25%	27%	98%	75%	-23%
	Online & On-campus	26%	27%	29%	2%	20%	18%
	On-campus	51%	49%	44%	0%	4%	4%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	---
Miramar College	Online	27%	29%	29%	87%	69%	-18%
	Online & On-campus	18%	19%	21%	2%	12%	10%
	On-campus	55%	52%	50%	11%	19%	8%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	---

Note. Excludes students who only earned credit through credit-by-exam. Excludes students who dropped all courses before census.

Table 6. Headcount by Modality, by College

		2017-18	2018-19	2019-20	2020-21	2021-22	Difference
City College/ECC	Online	6,316	6,422	6,923	24,139	19,378	-4,761
	Online & On-campus	5,250	5,092	5,485	194	1,850	1,656
	On-campus	14,012	12,763	10,870	161	606	445
	Total	**25,578**	**24,277**	**23,278**	**24,494**	**21,834**	**-2,660**
Mesa College	Online	8,351	8,694	8,840	31,244	21,737	-9,507
	Online & On-campus	9,551	9,421	9,744	601	5,790	5,189
	On-campus	18,755	17,159	14,694	46	1,283	1,237
	Total	**36,657**	**35,274**	**33,278**	**31,891**	**28,810**	**-3,081**
Miramar College	Online	7,775	7,824	7,259	21,248	15,121	-6,127
	Online & On-campus	5,084	5,096	5,255	413	2,600	2,187
	On-campus	15,790	14,151	12,340	2,626	4,036	1,410
	Total	**28,649**	**27,071**	**24,854**	**24,287**	**21,757**	**-2,530**

Note. Excludes students who only earned credit through credit-by-exam. Excludes students who dropped all courses before census.

4. **Success Rate by Modality: As the number of online enrollments more than tripled from 2019-20 to 2020-21, success rates in transfer level online courses across the credit colleges rose from 72% to 74%. Online success rates then decreased to 71% in 2021-22.**

In 2020-21, success rates in transfer level coursework in on-campus courses rose to 93%; this was as the number of on-campus enrollment decreased to 7,612 (these enrollments were largely in Administrative Justice and Fire Protection at Miramar College, and Veterinary Technology, Radiologic Technology, and Dental Assisting at Mesa College). As on-campus instruction was reactivated in 2021-22 and the number of on-campus enrollments increased to over 33,000, success rates in transfer level courses taught on-campus decreased to 79%.

Success rates in online classes have historically been lower those taught on-campus. The transition of nearly all instruction online in 2020-21 posed huge challenges for both faculty and student success. Survey data indicates that the increased distance between faculty and students in online courses is responsible for much of these challenges.

Responses from student surveys indicate that intentional efforts by faculty to communicate help to address the challenges brought by the distance in online classes.

> *Survey Responses, Fall 2021*
>
> *Q: What helped you learn course content?*
>   "The professors that had recorded videos were the most helpful."
> "Videos provided by my professors and their quick responses to my emails really helped me."
>
> *Q: What aspects of online classes were challenging?*
>   "Sometimes it is hard to receive quick help from professors."
>   "Wish Mesa had more tutors for high demand classes like the one I was in."
>
> *For more survey context, see gray boxes pages 16-19.*

Table 7. Success Rates in Transfer Level Coursework, All Colleges
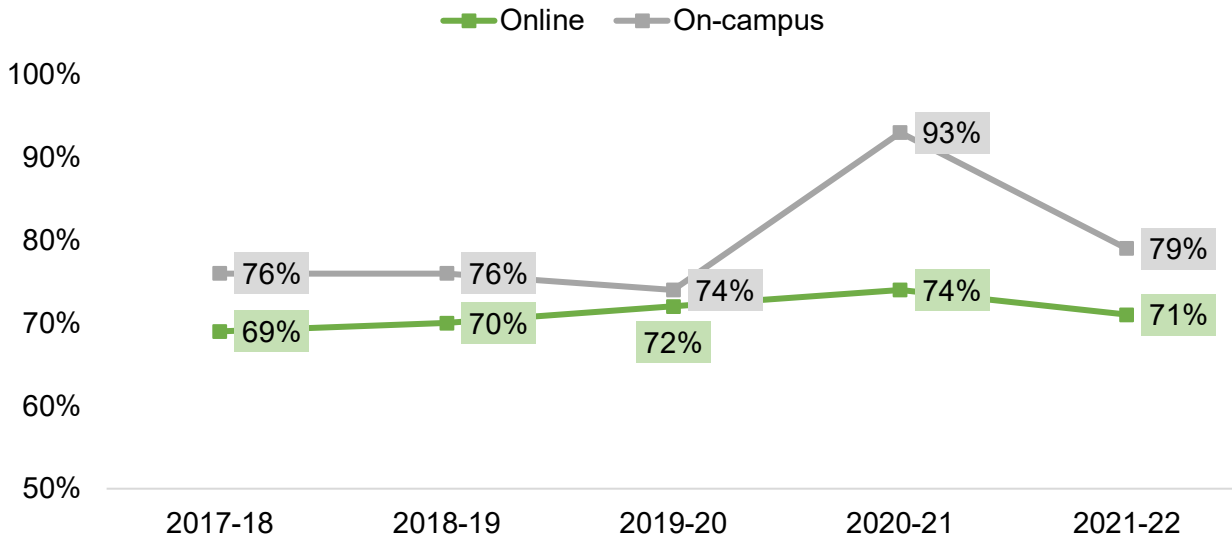
Note. Includes enrollments in transfer level coursework. Excludes tutoring and credit-by-exam. Excludes courses taught both on-campus and online.

Table 8. Success Rates in Transfer-level coursework by Modality, All Colleges

	2017-18	2018-19	2019-20	2020-21	2021-22	Difference
Online	69%	70%	72%	74%	71%	-3%
Online & On-campus	67%	67%	72%	83%	77%	-6%
On-campus	76%	76%	74%	93%	79%	-14%
Total	**74%**	**74%**	**73%**	**75%**	**72%**	**-3%**

Note. Includes enrollments in transfer level coursework. Excludes tutoring and credit-by-exam..

Table 9. Success Rates in Transfer-level coursework, by Modality and College

		2017-18	2018-19	2019-20	2020-21	2021-22	Difference
Online	City	68%	70%	69%	71%	68%	-3%
	Mesa	69%	68%	73%	75%	72%	-3%
	Miramar	70%	72%	75%	76%	73%	-3%
	Total	**69%**	**70%**	**72%**	**74%**	**71%**	**-3%**
Online and On-campus	City	57%	59%	66%	88%	74%	-14%
	Mesa	71%	70%	75%	84%	77%	-7%
	Miramar	72%	74%	74%	79%	78%	-1%
	Total	**67%**	**67%**	**72%**	**83%**	**77%**	**-6%**
On-campus	City	73%	73%	69%	93%	81%	-12%
	Mesa	75%	75%	74%	95%	76%	-19%
	Miramar	80%	80%	79%	91%	83%	-8%
	Total	**76%**	**76%**	**74%**	**93%**	**79%**	**-14%**

Note. Includes enrollments in transfer level coursework. Excludes tutoring and credit-by-exam.

5. **Online Success Rate by Synchronous/Asynchronous: Success rates in Asynchronous courses are generally similar to success rates in Synchronous courses, although this varies by college and course.**

At Mesa and Miramar College, Asynchronous success rates have been between 1% and 3% higher than Synchronous success rates. City College Asynchronous course success rates are 1% to 2% lower than success rates in Synchronous courses.

Table 10. 2021-22 Success Rates, Online Transfer-level Courses by Synchronous/Asynchronous

		2020-21	2021-22	Difference
City College/ECC	Asynchronous	71%	67%	-4%
	Synchronous	72%	69%	-3%
	Online Total	**71%**	**68%**	**-3%**
Mesa College	Asynchronous	76%	72%	-4%
	Synchronous	73%	71%	-2%
	Online Total	**75%**	**72%**	**-3%**
Miramar College	Asynchronous	77%	73%	-4%
	Synchronous	75%	72%	-3%
	Online Total	**76%**	**73%**	**-3%**
All Credit Colleges	Asynchronous	75%	71%	-4%
	Synchronous	73%	71%	-2%
	Online Total	**74%**	**71%**	**-1%**

Note. Includes enrollments in transfer level coursework. Excludes tutoring and credit-by-exam.

Among courses with more than 10 sections scheduled in both Asynchronous and Synchronous modalities across the credit colleges in 2021-22, there was variation in which modality showed higher success rates.

- Success rates were higher in Asynchronous sections in MATH119 (+7%), MATH116 (+5%), PSYC258 (+7%), and ENGL105 (+7%).
- Success rates were higher in Synchronous sections in COMS135 (+8%), PERG120 (+6%), CHIC141A (+12%), and CHEM152L (+21%).

See Table 11 on the next page for more detail.

Green-highlighted cells in the tables below indicate the modality with the higher success rate in 2021-22. I.e. English 101 Async sections had a higher success rate.

In the column marked Async-Sync:

- **Dark green cells** indicate courses in which Asynchronous sections had a much higher success rate than Synchronous sections.
- **Dark red cells** indicate courses in which Synchronous Sections had a much higher success rate than Asynchronous sections.

Table 11. 2021-22 Success Rates, Online Transfer-level Courses by Synchronous/Asynchronous, by Course

	Enrollments			Success Rate		
Course	Async	Sync	Total	Async	Sync	Async - Sync
ENGL 101	5,201	2,574	7,775	63%	60%	3%
COMS 103	2,951	1,477	4,428	74%	72%	2%
PSYC 101	2,908	1,210	4,118	70%	71%	-1%
ENGL 205	2,637	1,333	3,970	72%	71%	1%
MATH 119	2,172	1,605	3,777	67%	60%	7%
SOCO 101	1,878	611	2,489	70%	72%	-2%
COMS 135	1,217	898	2,115	69%	77%	-8%
PERG 120	1,343	519	1,862	72%	78%	-6%
MATH 116	1,142	689	1,831	63%	58%	5%
HUMA 101	994	469	1,463	72%	74%	-2%
MATH 104	729	612	1,341	53%	50%	3%
CHIC 141A	714	349	1,063	57%	69%	-12%
PSYC 258	593	432	1,025	70%	63%	7%
MATH 141	486	364	850	69%	72%	-3%
CHEM 152L	304	280	584	51%	72%	-21%
ENGL 105	277	289	566	52%	45%	7%

Note 1. Includes enrollments in transfer level coursework. Excludes tutoring and credit-by-exam.
Note 2. Includes courses that had more than 10 Synchronous and more than 10 Asynchronous sections scheduled per academic year.

6. **Online Success Rate by Ethnicity: Gaps in online success rates remain largest for African American and Latinx students, although significant gaps exist for all groups (compared to a reference group – Asian students).**

> Over the last three years, success rates for Latinx students in transfer-level coursework were more than 15% lower than rates for Asian students. The gap was 20% or more for African American students.

Comparisons to on-campus success rates are somewhat difficult to make as there were very few on-campus offerings in 2020-21, but gaps in on-campus success rates across the last three years are nonetheless smaller than those seen online (see Figure 6 and Table 13 on next page).

Figure 5. Online Success Rates in Transfer Level Coursework, Difference from Reference Group (Asian)
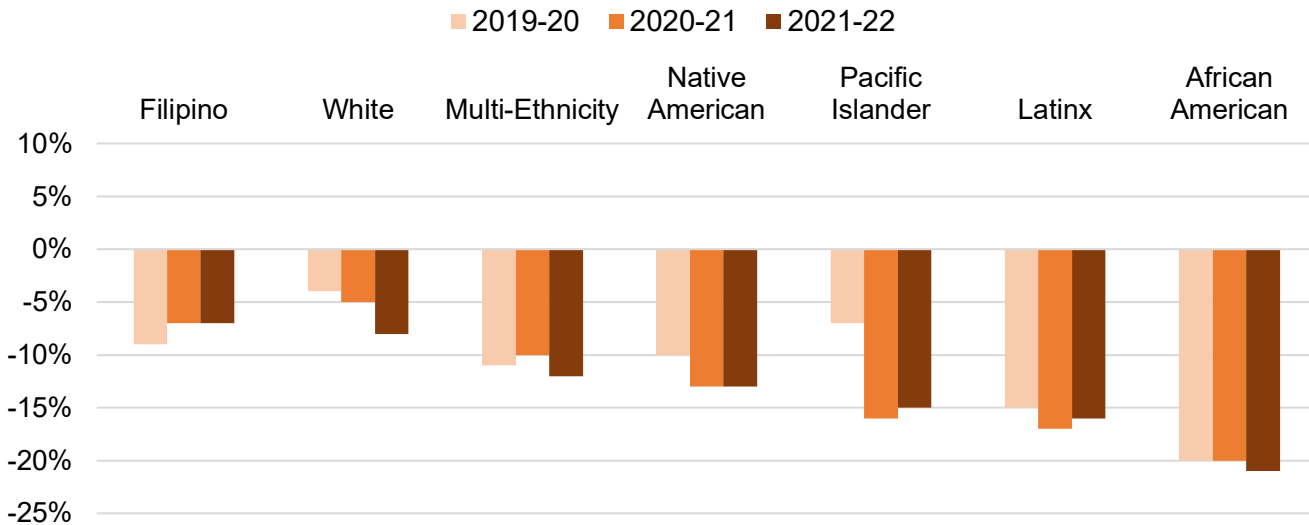
Note. Success rates for Asian students used as reference for above differences.

Table 12. Online Success Rates in Transfer Level Coursework, by Ethnicity, 2021-22, All Colleges

	2019-20	2020-21	2021-22	Difference
Asian	82%	85%	83%	-2%
Filipino	73%	78%	76%	-2%
White	78%	80%	75%	-5%
Multi-Ethnicity	71%	75%	71%	-4%
Native American	72%	72%	70%	-2%
Pacific Islander	75%	69%	68%	-1%
Latinx	67%	68%	67%	-1%
African American	62%	65%	62%	-3%
Overall	**72%**	**74%**	**71%**	**-3%**

Note. Includes enrollments in transfer level coursework. Excludes tutoring and credit-by-exam. Excludes courses taught both on-campus and online.

Figure 6. On-campus Success Rates in Transfer Level Coursework, Difference from Reference Group (Asian)
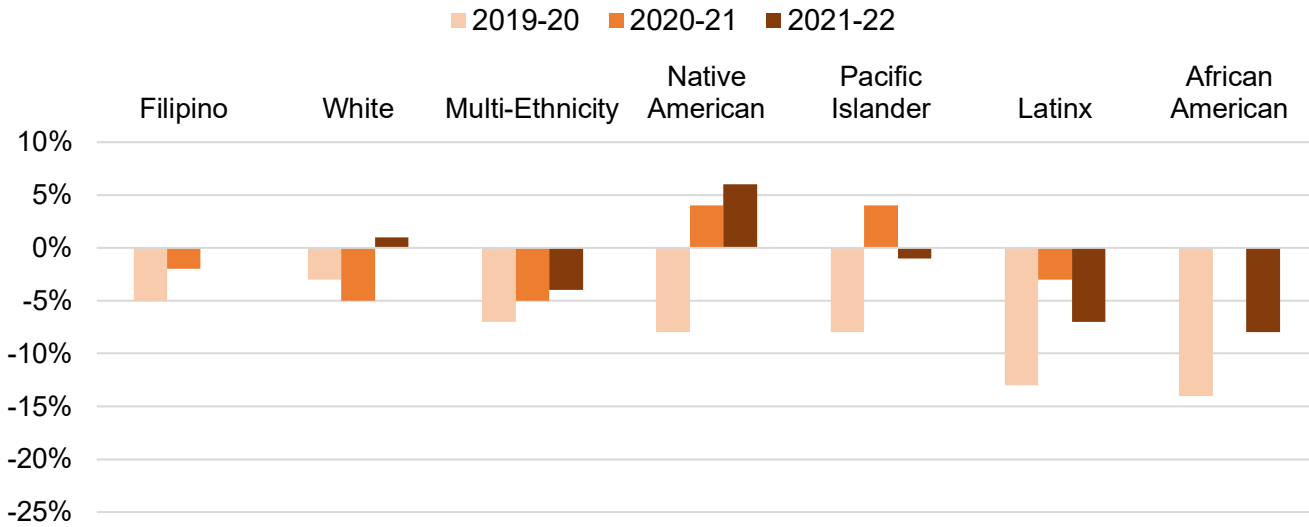
Note 1. Success rates for Asian students used as reference for above differences.
Note 2. There were fewer than 8,000 on-campus enrollments in 2020-21.

Table 13. On-campus Success Rates in Transfer Level Coursework, by Ethnicity, 2021-22, All Colleges

	2019-20	2020-21	2021-22	Difference
Asian	82%	96%	82%	-14%
Filipino	77%	94%	82%	-12%
White	79%	91%	83%	-8%
Multi-Ethnicity	75%	91%	78%	-13%
Native American	74%	100%	88%	-12%
Pacific Islander	74%	100%	81%	-19%
Latinx	69%	93%	75%	-18%
African American	68%	96%	74%	-22%
Overall	**74%**	**93%**	**79%**	**-14%**

Note 1. Includes enrollments in transfer level coursework. Excludes tutoring and credit-by-exam. Excludes courses taught both on-campus and online.

Note 2. There were fewer than 8,000 on-campus enrollments in 2020-21. The 93% overall success rate represents the small subset of courses that were taught on-campus that year.

7. **Online Success by Age**: **Older students enroll Online at similar, though slightly higher, rates than younger students. Students who were 50 and older and enrolled in online courses experienced a larger gap in success rates in 2021-22 compared to younger students, as well as lower success rates in online classes.**

The transition to online instruction drastically changed enrollment patterns by modality for all age groups: the percentage of all enrollments occurring in online classes jumped from 30% to 97% in 2020-21, then dropped slightly to 80% in 2021-22. Both before and after the 2020-21 academic year, older students enrolled online at higher rates than younger students. See Table 20 in the appendix for On-campus and Online & On-campus enrollment proportions.

Table 14. Enrollment proportion by age (percent of all enrollments, by age group, in online classes)

Modality	Age Group	Year			19-20 to 21-22 Diff.
		2019-20	2020-21	2021-22	
Online	18-24	27%	97%	78%	51%
	25-29	33%	95%	79%	45%
	30-39	37%	96%	83%	47%
	40-49	39%	97%	85%	46%
	50+	31%	95%	82%	51%
	Total	**30%**	**97%**	**80%**	**50%**

Success rate analyses by age are nuanced – age groupings and enrollment patterns may obscure trends. **Qualitative research would likely reveal more detail about how students in different age groups experience online classes**. Nonetheless, data shows that students in the oldest age group (50+) had the lowest success rates in online classes in 2021-22 (66%), while students in the 40-49 age group had the highest (73%). The gap between online and on-campus success rates was largest for students 50+, although that group also had the highest success rate online. See Figure 13 for success rates by modality and age over the last three years.

Older students (40+) enroll in a wider variety of classes online than younger students (18 to 29), who enrolled in online Math and English courses at higher rates (7% to 10%). See Figure 7 on the next page for enrollment proportions by age group among the top 6 online subjects in transfer level coursework.

Table 15. 2021-22 Online Success Rates

■ Online ■ On-campus

Age	18-24	25-29	30-39	40-49	50+	Overall
Online	70%	69%	68%	73%	66%	70%
On-campus	79%	85%	91%	94%	94%	84%
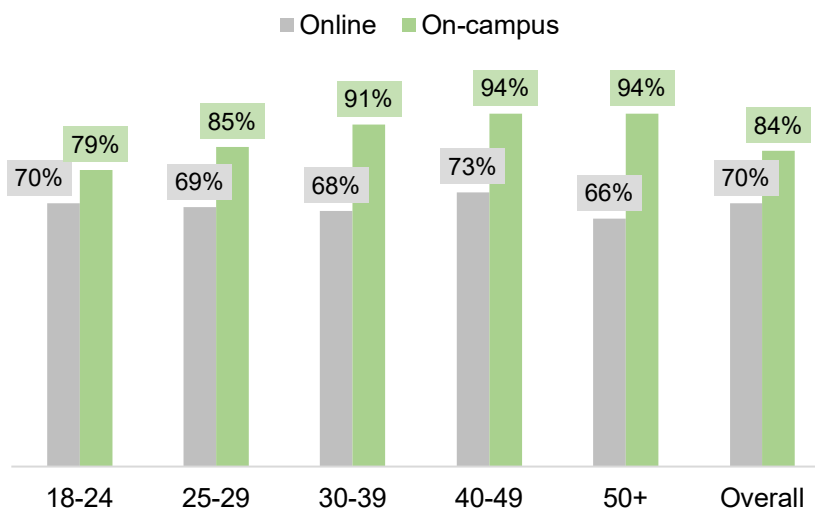
Figure 7. Online Enrollments by subject, % of all transfer level enrollments by age group, Top 6 Subjects by Enrollment

Subject	18-24	25-29	30-39	40-49	50+	Grand Total
ENGL	9.6%	6.8%	5.5%	4.7%	4.0%	8.2%
MATH	8.3%	7.3%	5.3%	3.6%	2.4%	7.3%
PSYC	6.3%	6.4%	5.6%	5.2%	5.0%	6.1%
COMS	5.2%	4.1%	3.5%	3.4%	1.9%	4.6%
HIST	4.7%	3.7%	3.7%	3.5%	3.8%	4.3%
BUSE	3.9%	4.6%	4.9%	5.5%	5.3%	4.3%
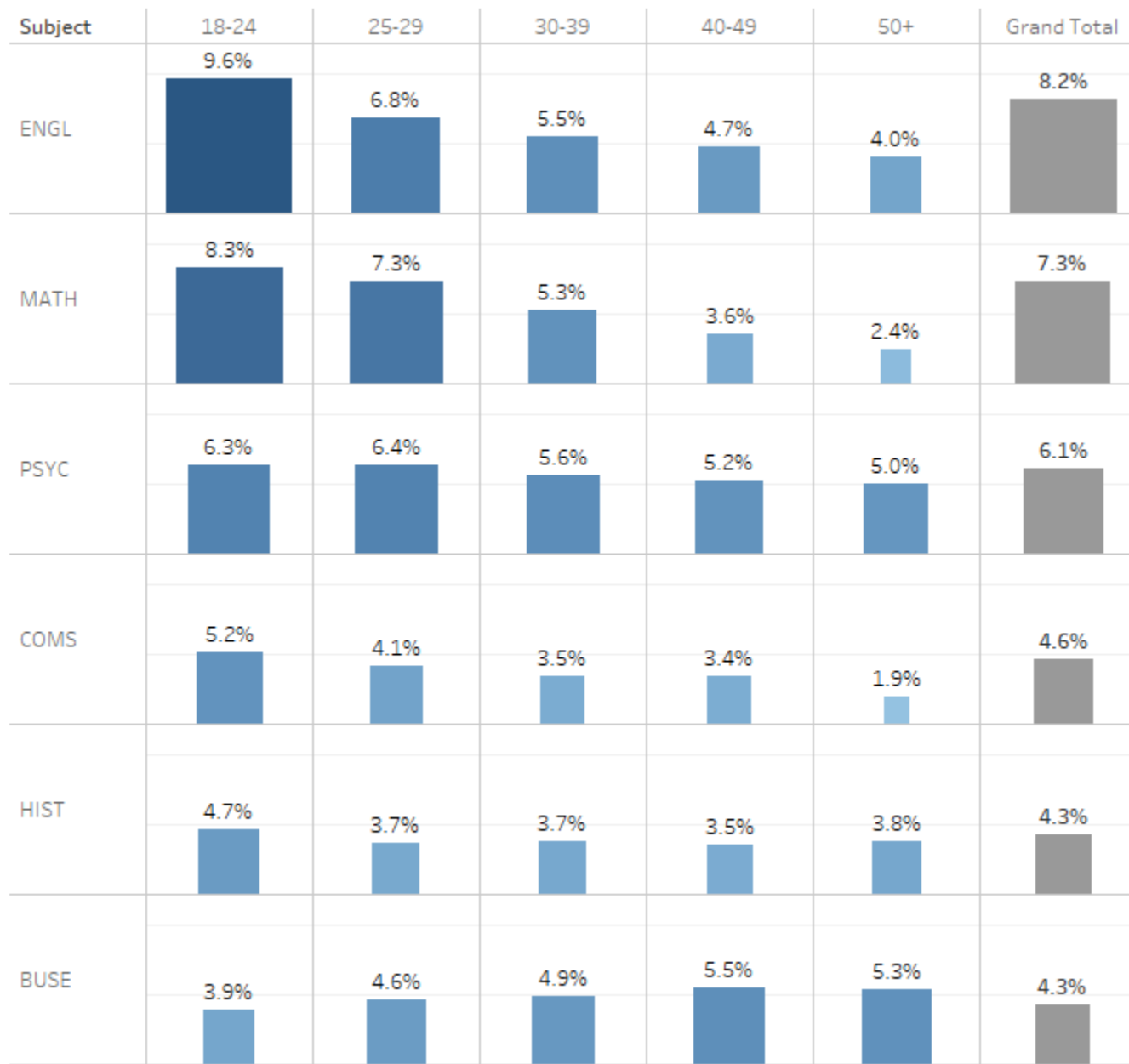
8. **Online Support Services, Where Students Get Coursework Help: Students indicate that resources from their professors are most helpful in answering questions about coursework and homework.**

Students indicated they were mostly likely to get help about coursework and homework from emails from their professor and resources posted to Canvas by their professor.

Half of students indicated they used outside resources, such as YouTube videos, when they had questions.

12% of respondents in Fall 2021 indicated they accessed online tutoring. While this rate is slightly higher than in Fall 2020 (7%), low response rates to the survey suggest that these values should be interpreted as roughly similar.

Figure 8. Survey Results, Source of help about coursework for students
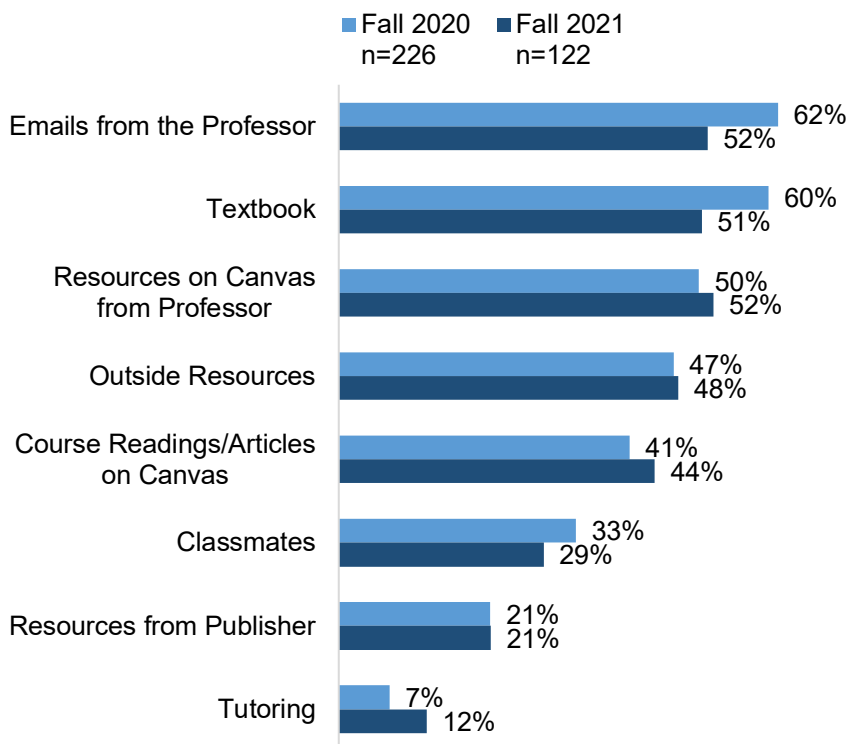
9. **Online Support Services, How Students Learn How to Use Canvas:** Students were most likely to report learning how to use Canvas by teaching themselves and using online explanations.

Materials and communications developed by the professor accounted for the third and fourth-most common responses.

See page 26 for survey context.

Figure 9. How students learned about Canvas

How students learned about Canvas	Percentage
I learned everything by myself	43%
Online videos, tutorials, or other online explanations	40%
Instructor provided explanation and guidance in class	38%
Instructor provided written or recorded directions	24%
Tutorial guides from software support page	11%
Other (please specify)	5%
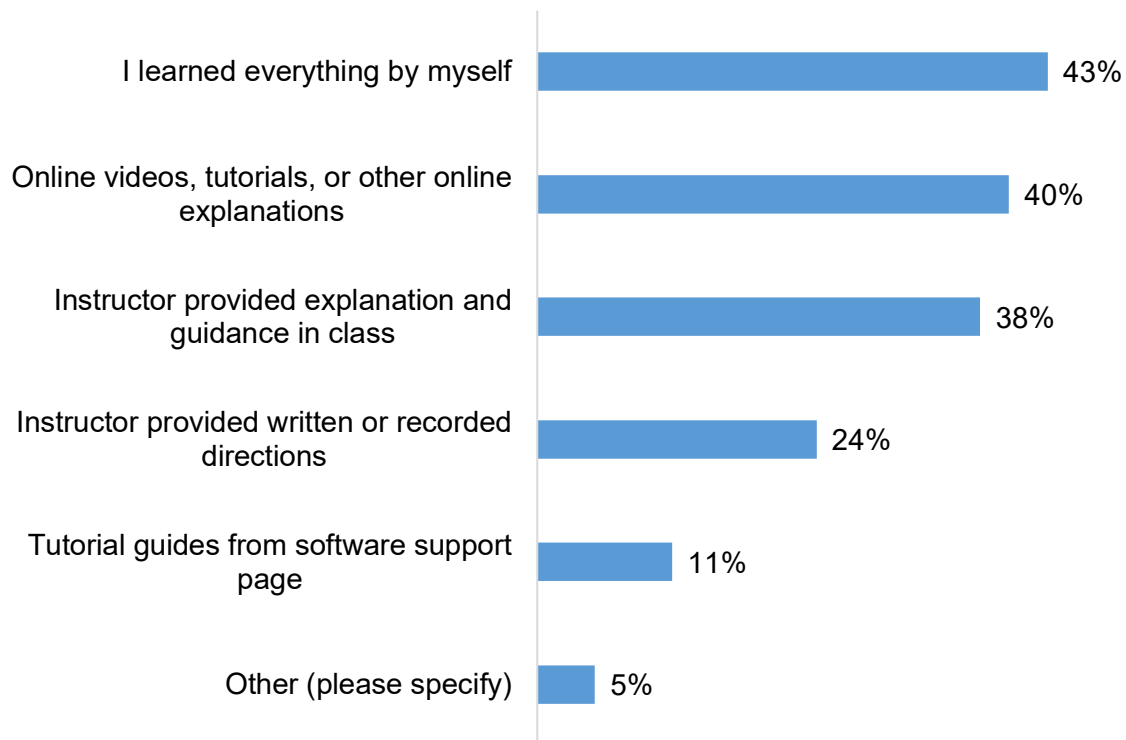
10. **Online Support Services, Use and Helpfulness of Resources:** Over half of respondents in Fall 2021 reported using Online Counseling for Academic Planning, Online Library Resources, and Canvas support. Among respondents that did use services in Fall 2021, over 70% indicated the services were either Somewhat Helpful or Very Helpful.

Fall 2021 survey data indicated higher rates of use of support services than in Fall 2020, but low response rates in Fall 2021 suggest caution when generalizing conclusions.

Figure 11. Survey Results, Use of Online Resources

■ Fall 2020
n=206   ■ Fall 2021
n=108

Resource	
Online Counseling for Academic Planning	42% / 73%
Online Library Resources	55%
Canvas Support	50%
Quest for Success	24% / 49%
Online Tutoring from my College	20% / 46%
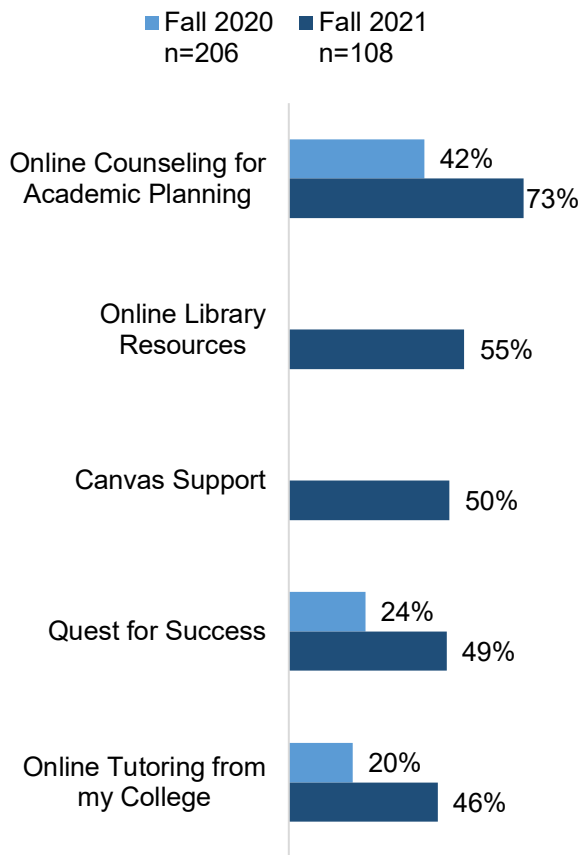
Figure 10. Survey Results, % Who Reported Resources were Helpful (n=students who used resource)

■ Fall 2020   ■ Fall 2021

Resource	
Online Tutoring from my College 2020: 41, 2021: 50	80% / 80%
Quest for Success 2020: 49, 2021-22: 53	59% / 79%
Online Counseling for Academic Planning 2020: 87, 2021: 79	79% / 75%
Canvas Support 2021: 54	72%
Online Library Resources 2021: 59	71%
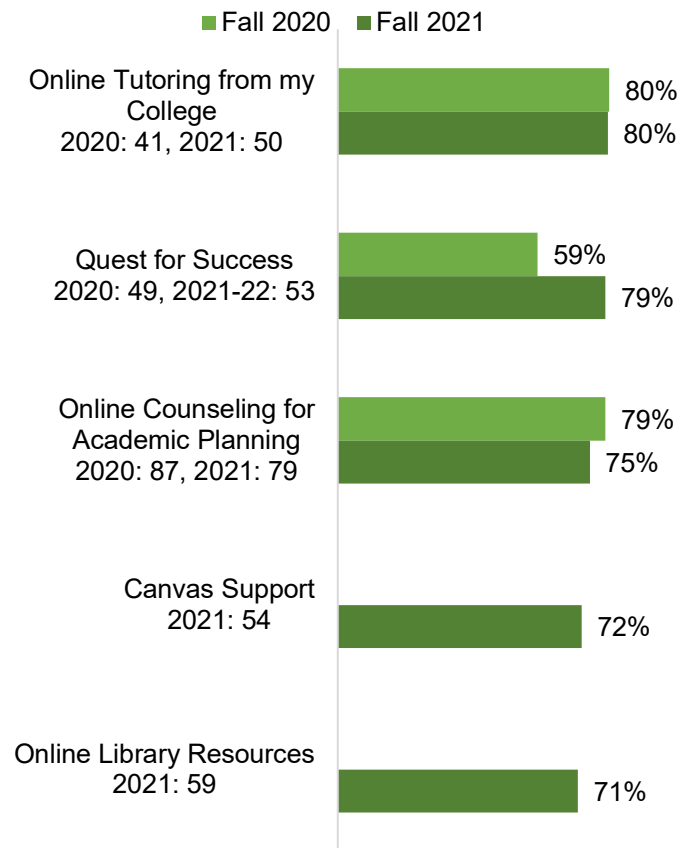
11. **Online Support Services, Course Content Access:** **Fall 2021 data indicates that students largely access online course content via personal computers (86%) and/or smart phones (34%).**

See page 26 for survey context.

Figure 12. Ways that Student Access Course Content

Category	Percentage
Personal computer, laptop, or tablet	86%
Cellphone or smartphone	34%
Shared home computer or laptop	9%
Borrowed computer or laptop from somewhere other than SDCCD	8%
Borrowed computer or laptop from SDCCD	4%
Other	2%
Work	2%
I have not been able to	0%
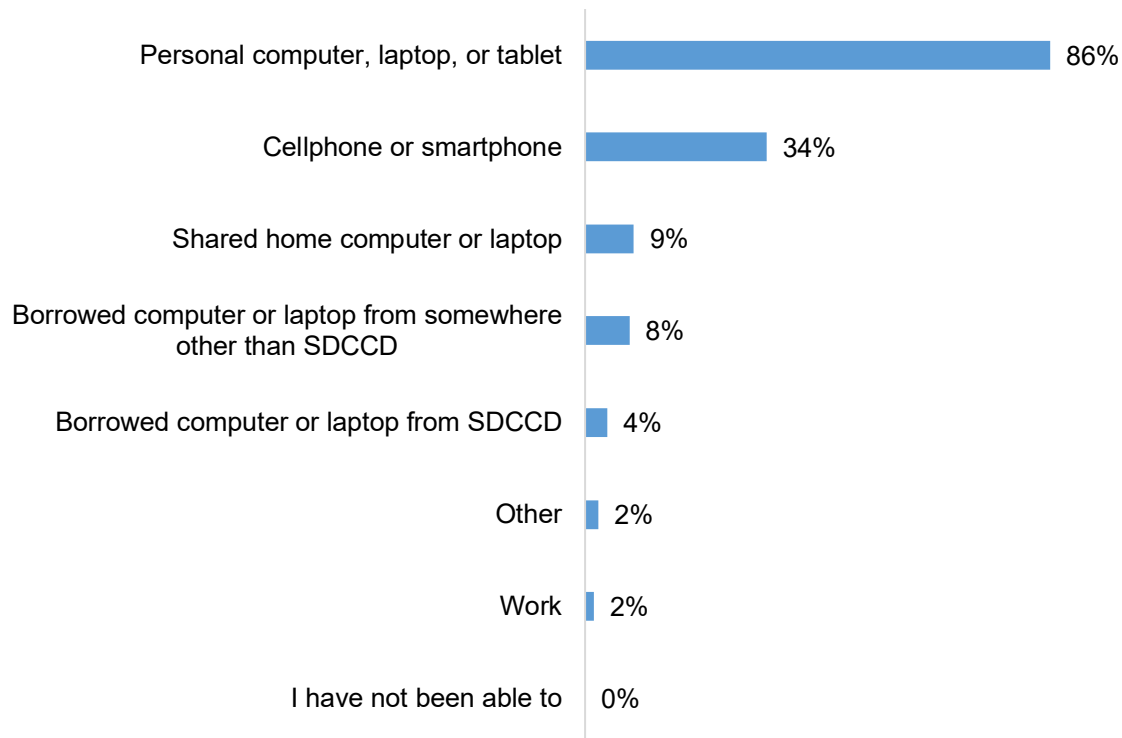
12. **Online Support Services, Student Voice: Students indicated that the physical distance between themselves and professors was one of the main challenges to learning in online classes. Students also indicated that in addition to asynchronous access to course content, professor-created materials and quick communication from the professor were two aspects of online courses that helped them learn.**

Communication from professors is extremely important in distance education. When professors communicate well, students benefit. When professors don't communicate well, students' challenges in learning course material are amplified. See page 26 for survey context.

Table 16. Qualitative Survey Data: Helpful Aspects on Online Courses

Survey Question: What aspects of online classes helped you learn course content?	
Common Response Theme	**Example Response**
Asynchronous Access to Course Content	"Being able to access all material taught in synchronous lectures online was very helpful." "The professors that had recorded videos were the most helpful. Also, the ones with hybrid classes was also helpful"
Course Content	"Videos embedded into your coursework as well as mylab type of homework sessions "Videos, articles, quizzes, ppt, modules"
Professor-created materials	"Textbook, lectures, discussion, organization of modules" "Online textbook, lecture videos/discussions posted on Canvas by my professors"
Clear or quick Communication with professor	"Videos provided by my professors and their quick responses to my emails really helped me." "Discussion questions, quizzes, and my teachers clear and concise instructions"

Table 17. Qualitative Survey Data: Challenges to Learning in Online Courses

Survey Question: What aspects of online classes were challenging?	
Common Response Theme	**Example Response**
Accessing Resources	"Wish Mesa had more tutors for high demand classes like the one I was in. There was only 1 tutor for all levels of the course. It was hard to reserve a time; her times booked quickly because she is the only one…" "[Not] getting the full potential help I would have received at a school site"
Communication	"Sometimes it is hard to receive quick help from professors" "[It's] hard to contact with the professors if a student struggles."
Time Management	"Time to complete tasks and projects was hard due to working earlier" "It was hard sometimes time managing and getting used to online learning."

Appendix: Tables

Table 18. Enrollment Counts by Modality and College

		2017-18	2018-19	2019-20	2020-21	2021-22	Diff. 19-20 to 20-21	% Change 19-20 to 20-21	Diff. 20-21 to 21-22	% Change 20-21 to 21-22
City College/ECC	Online	14,449	13,985	18,054	64,778	50,633	46,724	259%	-14,145	-22%
	Online & On-campus	4,208	4,552	3,857	635	3,350	-3,222	-84%	2,715	428%
	On-campus	62,194	56,273	51,760	479	4,101	-51,281	-99%	3,622	756%
	Total	**80,851**	**74,810**	**73,671**	**65,892**	**58,084**	**-7,779**	**-11%**	**-7,808**	**-12%**
Mesa College	Online	28,093	28,451	30,820	103,557	72,403	72,737	236%	-31,154	-30%
	Online & On-campus	98,740	91,208	4,947	1,987	7,918	-2,960	-60%	5,931	298%
	On-campus	4,340	4,565	84,836	1,332	14,244	-83,504	-98%	12,912	969%
	Total	**131,173**	**124,224**	**120,603**	**106,876**	**94,565**	**-13,727**	**-11%**	**-12,311**	**-12%**
Miramar College	Online	20,127	20,597	21,192	55,660	38,977	34,468	163%	-16,683	-30%
	Online & On-campus	57,335	54,279	2,584	2,210	4,201	-374	-14%	1,991	90%
	On-campus	2,422	2,435	47,832	5,801	14,978	-42,031	-88%	9,177	158%
	Total	**79,884**	**77,311**	**71,608**	**63,671**	**58,156**	**-7,937**	**-11%**	**-5,515**	**-9%**
All Colleges	Online	62,669	63,033	70,066	223,995	162,013	153,929	220%	-61,982	-28%
	Online & On-campus	10,970	11,552	11,388	4,832	15,469	-6,556	-58%	10,637	220%
	On-campus	218,269	201,760	184,428	7,612	33,323	-176,816	-96%	25,711	338%
	Total	**291,908**	**276,345**	**265,882**	**236,439**	**210,805**	**-29,443**	**-11%**	**-25,634**	**-11%**

Note. Excludes tentative and cancelled sections, sections with no enrollment, tutoring, and credit-by-exam.

Table 19. Enrollment Proportions by Modality and College

		2017-18	2018-19	2019-20	2020-21	2021-22	Difference
City College/ECC	Online	18%	19%	25%	98%	87%	-11%
	Online & On-campus	5%	6%	5%	1%	6%	5%
	On-campus	77%	75%	70%	1%	7%	6%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	**0%**
Mesa College	Online	21%	23%	26%	97%	77%	-20%
	Online & On-campus	3%	4%	4%	2%	8%	7%
	On-campus	75%	73%	70%	1%	15%	14%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	**0%**
Miramar College	Online	25%	27%	30%	87%	67%	-20%
	Online & On-campus	3%	3%	4%	3%	7%	4%
	On-campus	72%	70%	67%	9%	26%	17%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	**0%**

Note. Excludes tentative and cancelled sections, sections with no enrollment, tutoring, and credit-by-exam.

Table 20. Enrollment proportion by age (percent of all enrollments, by age group, in classes by modality)

Modality	Age Group	Year			19-20 to 21-22 Diff.
		2019-20	2020-21	2021-22	
Online	18-24	27%	97%	78%	51%
	25-29	33%	95%	79%	45%
	30-39	37%	96%	83%	47%
	40-49	39%	97%	85%	46%
	50+	31%	95%	82%	51%
	Total	**30%**	**97%**	**80%**	**50%**
On-campus	18-24	69%	1%	14%	-56%
	25-29	61%	2%	14%	-48%
	30-39	57%	2%	10%	-47%
	40-49	53%	2%	8%	-45%
	50+	63%	3%	10%	-52%
	Total	**66%**	**1%**	**13%**	**-53%**
Online and On-campus	18-24	3%	2%	8%	4%
	25-29	5%	2%	7%	2%
	30-39	6%	2%	7%	0%
	40-49	8%	2%	7%	-1%
	50+	6%	2%	7%	1%
	Total	**4%**	**2%**	**7%**	**3%**

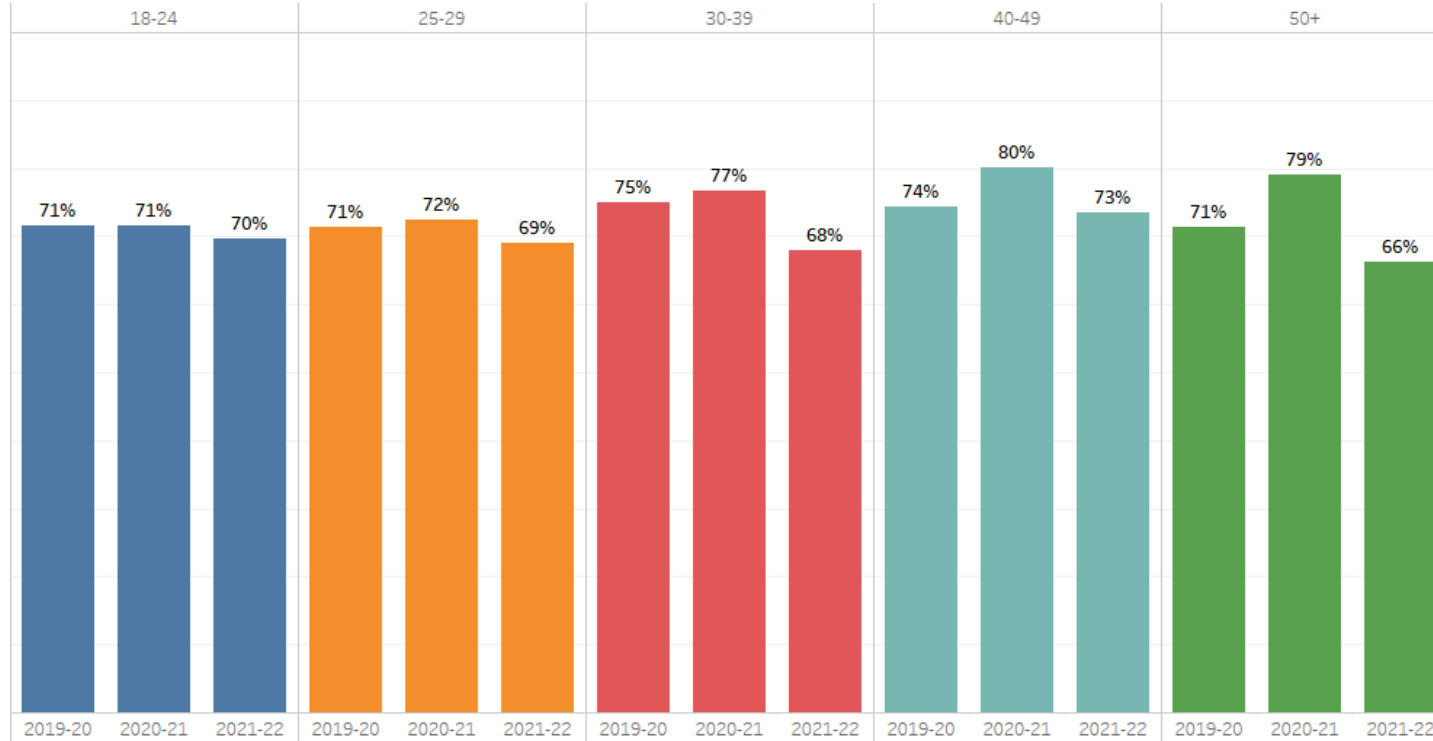Figure 13. Online Success Rates by Age Group, 2019-20 to 2020-21

Table 21. Section Counts by Modality and College

		2017-18	2018-19	2019-20	2020-21	2021-22	Diff. 19-20 to 20-21	% Change 19-20 to 20-21	Diff. 20-21 to 21-22	% Change 20-21 to 21-22
City	Online	449	421	529	2,407	1,883	1,878	355%	-524	-22%
	OL & OC	143	156	145	31	239	-114	-79%	208	671%
	On-campus	3,272	3,032	2,419	50	363	-2,369	-98%	313	626%
	Total	**3,864**	**3,609**	**3,093**	**2,488**	**2,485**	**-605**	**-20%**	**-3**	**0%**
Mesa	Online	898	862	887	3,660	2,508	2,773	313%	-1,152	-31%
	OL & OC	195	199	208	162	556	-46	-22%	394	243%
	On-campus	4,797	4,520	3,783	163	867	-3,620	-96%	704	432%

SDCCD Office of Institutional Effectiveness and Research

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Distance Education Update, 2021-22

	Total	**5,890**	**5,581**	**4,878**	**3,985**	**3,931**	**-893**	**-18%**	**-54**	**-1%**
Miramar	Online	631	624	621	1,928	1,403	1,307	210%	-525	-27%
	OL & OC	91	87	96	130	215	34	35%	85	65%
	On-campus	2,615	2,491	1,917	226	755	-1,691	-88%	529	234%
	Total	**3,337**	**3,202**	**2,634**	**2,284**	**2,373**	**-350**	**-13%**	**89**	**4%**
All College	Online	1,978	1,907	2,037	7,995	5,794	5,958	292%	-2,201	-28%
	OL & OC	429	442	449	323	1,010	-126	-28%	687	213%
	On-campus	10,684	10,043	8,119	439	1,985	-7,680	-95%	1,546	352%
	Total	**13,091**	**12,392**	**10,605**	**8,757**	**8,789**	**-1,848**	**-17%**	**32**	**0%**

Note. Excludes tentative and cancelled sections, sections with no enrollment, tutoring, and credit-by-exam.

Appendix: Survey Context

This survey used a stratified sampling approach to collect responses from students enrolled at City, Mesa, and Miramar in Fall 2021. The population from which the sample was generated consisted of 32,429 students who were enrolled in active sections in the Fall 2021 term at one of the colleges (as of 11/17/21, when samples were created). Prior to creating the sample, students already surveyed in Fall 2021 for an Open Educational Resources Survey were excluded from the population. Stratified sampling was used to produce similar representation of two sub-populations of students among respondents:

- Did not enroll in classes in the 2020-21 academic year (31% of population)

- Enrolled in classes in 2021-22 (64% of population)

1,000 students were randomly selected from each of the above sub-populations, resulting in a total sample of 2,000 students. Representation within each sub-population was compared to the population to ensure similar representation based on **age, ethnicity, gender, and colleges attended in Fall 2021**. In all cases, representation within each sub-population was within 3% of representation in the population.

Of the 2,000 students sampled, 122 responded, yielding a response rate of 6.1%. The survey was open for roughly one month, and two reminder emails were sent out during that time. Survey fatigue, the online format, and the timing of the survey may have contributed to the low response rate.