



2023-25 REPORT

Distance Education

California Community Colleges Chancellor's Office | Sonya Christian, Chancellor

2023-25 DISTANCE EDUCATION BOARD OF GOVERNORS REPORT

Prepared By

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SUMMARY

Distance education has become established as a mainstream educational avenue for students in California community colleges compared to its prior status as a subset option limited to specialty courses and programs. Largely driven by its essential role during the COVID-19 pandemic, distance education has evolved to be approaching parity with traditional in-person courses in terms of course offerings, enrollment trends and educational outcomes across the state. The following data demonstrates the new, post-pandemic landscape for distance education across the California community colleges:

- Course offerings with distance education sessions have grown substantially from 13.09% in 2016-17 to 39.68% in 2024-25
- In 2016-17, 27.7% of student enrollments were in courses with distance education sessions; this percentage has grown to 53.4% by 2024-25
- The student completion rate was 5% lower in distance education courses in 2016-17 compared to students enrolled in traditional in-person courses. By 2024-25, this difference had reduced to 2%
- Nearly all age-range groups increased completion rate in courses with distance education sessions between 2016-17 to 2024-25.
- Students in all disability categories have improved completion rates in courses with distance education sessions by at least 4% from 2016-17 to 2024-25. Most disability categories improved by at least
- All ethnic groups have improved completion rates in courses with distance education sessions from 2016-17 to 2024-25 and are closing equity gaps; the highest improvements were among “Two or More Ethnic Groups” students (11%), Black students (10%) and Hispanic students (9%)
- Between 2016-17 to 2024-25, completion rates improved in courses with distance education sessions for female-identifying students by 7%, male-identifying students by 6%, and unknown (non-reporting) students by 4%

INTRODUCTION

This 2025 edition of the Board of Governors Distance Education Biennial Report arrives at a pivotal moment, when the impact and aftermath of the COVID-19 pandemic can be meaningfully examined and contextualized. In spring 2020, colleges were required to pivot almost overnight from a system defined by predominantly in-person instruction to one operating in an almost entirely online environment for students and faculty. That rapid transition reshaped the educational landscape in ways that are unlikely to be replicated for decades, and the data now point to a new equilibrium in distance education course offerings, student enrollments, and student performance over the nine-year span from 2016-17 to 2024-25.

As education has shifted from the emergency “distance education response environment” into a more stable “post-pandemic phase,” colleges have established a new balance regarding the percentage of traditional in-person course offerings and distance education courses available to students. Concurrently, student completion rates in distance education courses have reset in a positive manner for nearly every age group, in all gender identification groups, for all ethnic groups and across all disability categories. The positive upward trend for student performance in distance education courses across all monitored demographic strata is indicative of greater faculty expertise, stronger pedagogical strategies and improved student preparation for learning in the online environment. These gains are reinforced by systemwide efforts including strengthened professional development, Peer Online Course Review (POCR), and equity-centered design for online instruction.

This edition of the BOG Biennial Distance Education Report examines this new educational equilibrium and the positive trajectory in student outcomes, with particular attention to disproportionately impacted student populations. The report focuses on trend data pre-pandemic into 2016-17 (three years prior to the pandemic) and post-pandemic 2024-25 (three years following the pandemic), providing a clear view of how distance education evolved once significant steps were taken to educate students during an unprecedented time and allowing for analysis of the effectiveness of those strategic efforts.

In the post-pandemic environment, colleges and the system are continuing to modernize distance education through regulatory and policy updates, enhancements to Management Information Systems (MIS) data collection, and strengthened professional development for online educators. Challenges continue to manifest in the distance education landscape as colleges undertake appropriate responses to the emergence of Generative Artificial Intelligence (Gen AI) and Agentic AI bots; however, distance education is no longer a second-level option for students or instructors. Rather, distance education has emerged from being a limited and specialized option to a mode of preference for many students and instructors, firmly established as a central component of the California Community Colleges educational ecosystem.

BACKGROUND

Distance education is defined as instruction that utilizes one or more technologies—such as the internet, one-way or two-way transmissions via broadcast media, audio conferencing, or other non-correspondence-based methods—to teach students who are physically separated from the instructor(s). It also supports consistent and meaningful interaction between students and instructors, whether in real-time (synchronously) or at different times (asynchronously) (Title 5, Section 55200). Under Standing Order 409, the Board of Governors (BOG) mandates biennial reports that assess the performance and impact of distance education and related educational technologies across the California Community Colleges system.

There have been prior inconsistencies in the distance education reporting timeline: the August 2013 report evaluated five academic years from 2006-07 through 2011-12, and the March 2018 BOG report gave a review of data from 2012 up to the 2016-17 academic year. A gap in reporting occurred between 2018-19 and 2021-22. The 2022-2023 Distance Education report was a catch-up effort that served as a first glimpse of the pandemic’s impacts on distance education. The 2022-23 Distance Education Report explored distance education trends, outcomes and student performance pre-pandemic, during the pandemic and immediately post-pandemic. The interruption of the traditional educational environment provided a unique set of circumstances for individual colleges, college districts, and the California Community Colleges system to rethink distance education practices, the efficacy of distance education modalities, and review student performance in distance education courses. This 2024-25 Biennial BOG Distance Education Report provides a more comprehensive pre- and post-pandemic perspective regarding the trends in distance education.

Following the [2023 Distance Education Report](#), two additional reports were published that are currently influencing efforts to enhance and improve distance education, as identified as a goal within Vision 2030.

- First, the [Results From a Comprehensive California Community Colleges Online Education Study](#) was produced by The RP Group in response to [California Senate Bill 117 \(SB 117\)](#) Section 24. The legislature commissioned a “comprehensive study on the current online and hybrid course offerings by community colleges” to obtain “information about best practices and pedagogy in online education for community colleges, and how colleges and the state should support effective teaching and learning in online and in-person course offerings to close equity gaps and maximize student access and outcomes.” The recommendations from The RP Group report were to: 1. Establish clear definitions and guidelines for online education, 2. Improve data collection and reporting practices and procedures, 3. Invest in faculty development and technology infrastructure, and 4. To promote ongoing research and evaluation.
- Second, the [Vision 2030 Online Teaching and Learning Work Plan](#) highlighted two strategic goals for distance education: 1. To build and grow student-centered systems and robust learning environments that enhance equitable access that are easy to

navigate (available anytime and anywhere) and are capable of supporting students' holistic needs, and 2. To strengthen professional development to ensure instruction is delivered with quality, equity and accessibility at their core.

In January 2026, Phill Hill and Associates released the article, [Two Online Strategies, Not One: What the Data Now Show About Community Colleges](#), based upon IPEDS data that demonstrates the growing trend of students concurrently enrolled in fully online and mixed-modality (traditional in-person with distance education) courses. Distance education is being sought at increasingly greater rates by students. When looking at fully online distance education enrollment at the community college level, California Community Colleges have 9 institutions ranked in the top 20 across the nation. Notably, the article also highlighted that mixed-modality education is now the dominant experience for community college students. Regarding student headcount among students who co-enroll in a mix of distance education and face-to-face traditional classes, eight California community colleges are ranked within the national top 20. The article also noted that online community college education is no longer relegated to being a temporary or specialized side option. Instead, it is clearly established that two durable educational modalities now co-exist in the community colleges' educational space (traditional in-person and distance education), and both models are necessary to meet students' educational and support service needs.

Guided by these informative reports' insights, recommendations and strategies, intentional efforts are in motion to improve distance education availability, quality and outcome performance metrics. Identified trends and issues discovered from our data are being examined to determine the best courses of action to support improvements. Based upon the conditions, the Chancellor's Office may pursue legislative or regulatory changes, provide policy guidance, engage partner agencies for action and explore options to improve internal data collection methods. When issues are discovered and action is pursued, this is often conducted through established committees and relationships with representative constituency groups.

The Distance Education and Educational Technology Advisory Committee (DEETAC) meets four times annually to review data, trends and issues leading to proposals and recommendations regarding regulatory, data collection and distance education practices. To include the importance of the student perspective, one of the DEETAC co-chair positions is annually held by an appointee of the Student Senate of the California Community Colleges. In the most recent year, DEETAC made recommendations to modernize the definitions of distance education modalities by including partially online (hybrid) and Hyflex course offerings. These modality definitions for distance education were approved by the Curriculum Committee of the California Community Colleges (5Cs) and are currently in process to be added to the Program and Course Approval Handbook (PCAH). In December 2025, DEETAC completed its review of current MIS data collection and made recommendations to update MIS data elements related to distance education to gather improved, modernized data that will be available to the public. These recommendations are currently under consideration by the Information Technology department at the Chancellor's Office with expectation to make updates to the MIS data elements associated with distance education by Summer 2027.

METHODOLOGY

The Biennial BOG Distance Education Report uses data from the Chancellor's Office Management Information System (MIS), the Online Educational Initiative California Virtual Campus (CVC), the Online Network of Educators (@ONE), the High-Tech Center Training Unit (HTCTU) at Butte College and the Distance Education Captioning and Transcript (DETC) provider at Palomar College. The data obtained and examined follows the years of significant educational disruption during the pandemic (2020-21 and 2021-22) and all data for those years must be taken in the context of the California Community Colleges Chancellor's Office (Chancellor's Office) receiving varied distance education data from colleges and inconsistent categorization of courses as the pandemic's impact was not linear.

During the pandemic, students and professors were involuntarily moved between instructional modalities, and consistency for data reporting during this time frame was challenging. As such, the data obtained from the aforementioned sources is best viewed by examining information that captures pre- and post-pandemic trends. With a multi-year perspective, the emergence of the new educational landscape following an extraordinary educational upheaval period is revealed. It must be noted that the data for this edition of the BOG Distance Education Report was acquired under the current education modality definitions and MIS data elements; these definitions and data elements are in the process of being updated. Future editions of this biennial distance education report are expected to be informed by updated distance education modality definitions and modernized MIS data elements.

CHANCELLOR'S OFFICE MANAGEMENT INFORMATION SYSTEM (MIS)

The Chancellor's Office Management Information System was implemented in 1990. It collects data to provide answers to fundamental questions related to the areas of students, faculty, staff, and courses. Colleges submit data to the Chancellor's Office within 30 days of the end of each term. Distance education data related to the number of course sessions, Full Time Equivalent Students (FTES), student completion, student retention and student demographics are derived from the Chancellor's Office Management Information System. This report primarily focuses on data from prior to the pandemic in the 2016-17 year (three years prior to the pandemic) and compares data to the most recent 2024-25 year. It is acknowledged that data obtained via MIS reports does not distinguish the analysis of Partially Online (hybrid) or Hyflex course offerings. Courses with 51% or more of course sessions meeting in an Online format are designated as distance education courses. Courses which are offered that have at least one course session meeting asynchronously are recorded as asynchronous courses for data collection purposes.

In the following report, attention to terminology regarding courses, course sections and course sessions are important to understand and consider regarding the presented data. An explanatory section is presented to support understanding of the terminologies and data reviewed to analyze trends in student access, completion and success in distance education courses.

COURSES, SECTIONS AND SESSIONS

All enrollment data for this report are derived from the Chancellor's Office Management Information Systems (MIS). Colleges report enrollment data according to the criteria set forth in the Data Element Dictionary codes. For purposes of this report, a distinction is

made between a course, course section, and course session. The Data Element Dictionary definitions are as follows:

- A course is a unique offering by a college, which has a unique course outline that is approved by a local college's curriculum committee (e.g., Bio. 1: Principles of Biology)
- A course section is an individual course offered at the local college (e.g., Bio. 1-04, which would denote the fourth section of Bio. 1 offered in a particular term)
- A course session represents a unique instructional occurrence within a course section. There are two types of course sessions identified in the Data Element Dictionary:
 - Type A is the standard type of course session
 - Type C is a course session that is used to assign students from the primary course section to smaller class sizes (e.g., to schedule two or more laboratory course sessions for students in the same Biology 1 lecture section, the college may offer two sections, Biology 1-04A and Biology 1-04B, to allow for smaller laboratory class sizes for students from the same biology lecture course)
- In this report, a course session is roughly equivalent to a course section because a course session captures all student enrollments and presents a more precise count of course offerings.

DISTANCE EDUCATION IN THE CALIFORNIA COMMUNITY COLLEGES

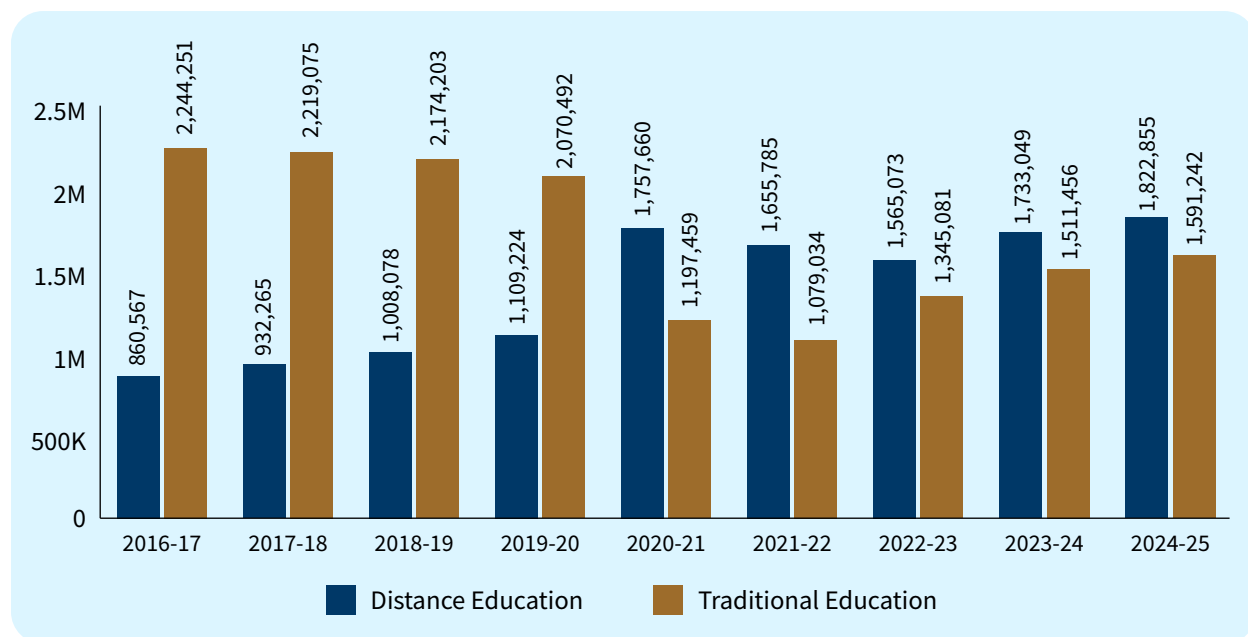
Distance education was growing steadily during the years prior to the pandemic. On average, approximately 1,700 new distance education courses were being added annually between 2005-06 to 2019-20. The significant increase in distance education transpired during the pandemic years (2020-21 and 2021-22), which is to be expected due to the emergency education protocol; however, the amount of increase in distance education offerings has largely been retained post-pandemic. Concurrently, student headcounts in online education have grown. Student success indicators also steadily increased across the system over the past decade among nearly all student demographic groups improving from distance education opportunities in the post-pandemic years.

STUDENT HEADCOUNT IN DISTANCE EDUCATION

In 2016-17, the unduplicated headcount of students enrolled in distance education course sessions was 860,567. This accounted for 27.72% of the total unduplicated headcount for the year. Between 2016-17 to 2019-20, growth in total student headcount grew at 2% - 3% annually in distance education courses. This modest but steady growth pattern experienced a dramatic increase when the emergency transition to distance education modalities occurred during the 2020-21 and 2021-22 academic years in response to the COVID-19 pandemic. Student headcount in distance education course sessions was dramatically pushed upward from 34.88% during the 2019-20 academic year to approximately 60% in the 2020-21 academic year. This was roughly a 25% increase in student headcount occurring in the span of one year.

Immediately following the pandemic, student headcount percentage in distance education course sessions was difficult to estimate. The prior edition of this report showed the year following the pandemic, 2022-23, distance education accounted for 53.78% of total student headcount. For the past three years (including 2022-23), there has been a small declining trend of overall student headcount percentage in distance education course sessions, reducing from 53.78% to 53.39%; however, this is a very minor reduction. The student headcount percentage has remained relatively stable in the 53% range. While there is a fractionally small student headcount percentage decline in distance education has occurred over the past three years, there has been a rebound in the number of students taking courses in California community colleges. In 2024-25, the headcount total of students taking courses with distance education sessions reached a record high of 1,822,855 for the year. This means that the growing number of students has maintained its percentage share in distance education course sessions. It is uncertain that distance education course enrollments will be sustained at 53% into the future, but based upon the most recent three years, no data supports that this headcount percentage in distance education will drop significantly over the next few years. Figure 1 demonstrates the spike in student headcount in for-credit distance education and traditional education course sessions percentage during the pandemic years and the post-pandemic trend that has occurred.

Figure 1. Student Headcount in For-Credit Distance Education and Traditional Education Course Sessions (Unduplicated Headcount)

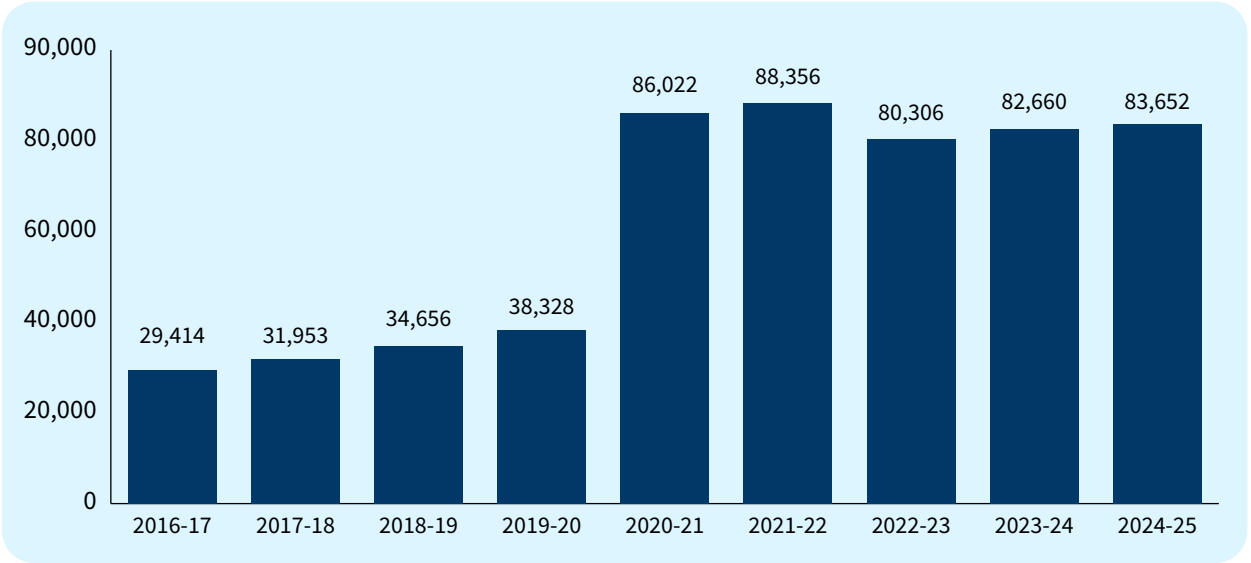


TOTAL DISTANCE EDUCATION COURSES OFFERED STATEWIDE

Distance education courses were on a steady climb prior to the pandemic at a rate commensurate with growing student headcount percentages in distance education course sessions. In 2016-17, there were 29,413 distance education courses reported systemwide. Due to the pandemic, the two-year period from 2020-21 to 2021-22 saw significant distance education course offerings spike to 86,022 and 88,356 respectively. It must be noted that colleges had challenges reporting distance education and traditional education courses

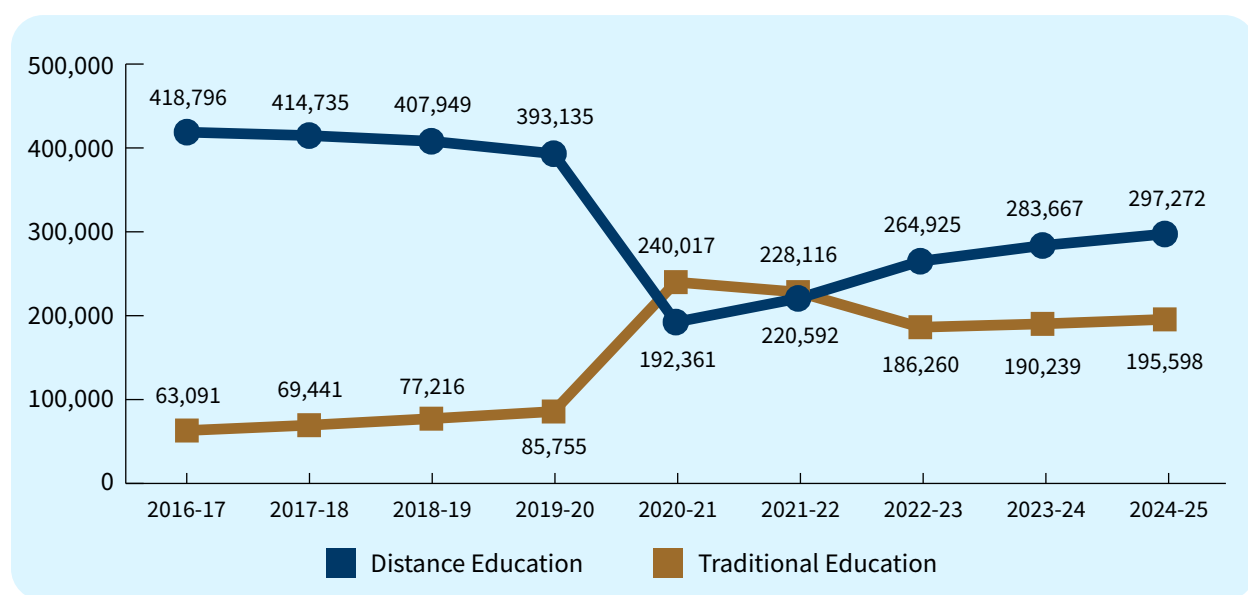
during the pandemic due to the realities of transitioning to distance education modalities at various times during the span of those academic years. Following the pandemic, 80,306 distance education courses were reported for the 2022-23 academic year, which was down from the 2021-22 high point. However, in 2023-24 and 2024-25, distance education course offerings have shown moderate increases. Figure 2 shows the pre-pandemic for-credit distance education course offerings, the sharp increase in for-credit distance education courses due to the pandemic, and how for-credit distance education course offerings have remained above 80,000 in the three years following the pandemic.

Figure 2. Growth in For-Credit Distance Education Courses



Traditional education course session numbers have rebounded from the low point during the pandemic, but they have not returned to their pre-pandemic levels. Conversely, distance education course sessions have grown substantially from their pre-pandemic levels. A moderate reduction to distance education course sessions occurred immediately following the pandemic, but this was a one-year occurrence. Distance education course sessions are shown to be increasing again. In 2024-25, distance education course sessions were above 195,000, and Figure 3 demonstrates a realistic expectation for distance education course sessions to once again exceed 200,000 by the forthcoming edition of the distance education report.

Figure 3. Traditional Education and Distance Education Course Sessions

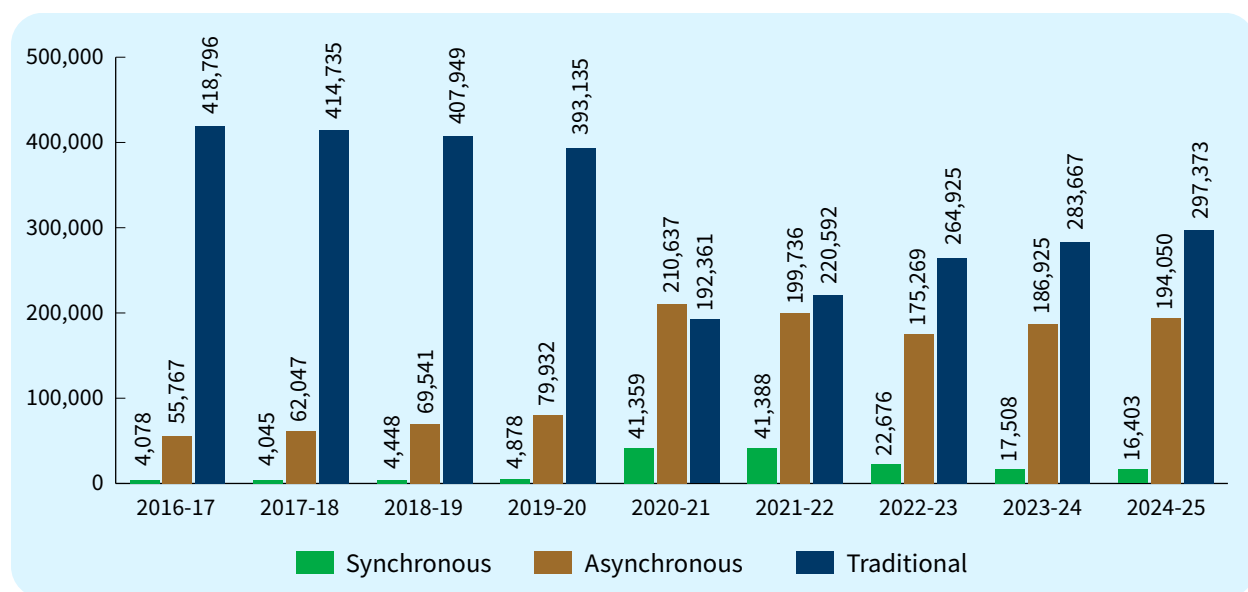


DISTRIBUTION OF COURSE MODALITY

Distance education has continued to evolve over time, reflected not only in the increasing number of course sections and sessions offered but also in the pattern for how distance education is offered. An analysis of course offerings by modality indicates that from 2016-17 to 2019-20, in-person distance education course sessions experienced most growth of an average of 267 additional sessions per year. Asynchronous education course sessions, however, increased by a rate of approximately 8,055 course sessions per year during this same timeframe.

The onset of the COVID-19 pandemic produced a substantial shift in instructional modality out of necessity. In 2020-21, synchronous distance education course sessions reached a high point of 41,359 and asynchronous course sessions soared to 210,637. By 2022-23, both synchronous and asynchronous course sessions were on a reducing trend, but that is where the data between these distance education modalities then changed. From 2023-24 to 2024-25, synchronous distance education course sessions continued a gradual decline with 16,403. This is an average annual decline of 2089 course sessions per year in the three years since the pandemic. While asynchronous education courses saw an initial decline in 2022-23 to 175,269 course sessions, asynchronous education course sessions conversely began to grow in the following years at a rate of approximately 6260 additional course sessions in the three years following the pandemic. Figure 4, Number of For-Credit Course Sessions by Delivery Modality presents the synchronous and asynchronous modality trends from 2016-17 through 2024-25.

Figure 4. Number of For-Credit Course Sessions by Delivery Modality (Distance Education)



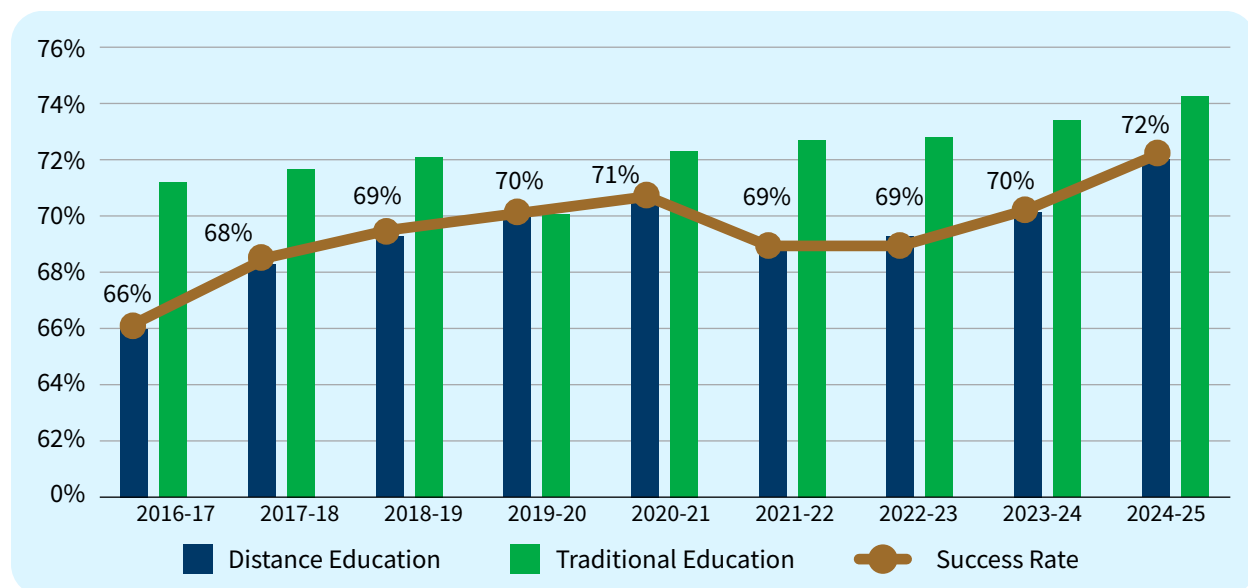
OVERALL COURSE SUCCESS RATES

Success rates in distance education offer important insight into the influence of instructional delivery methods on student outcomes. A comparison of student success rates from 2016-17 to 2024-25 indicates a steady improvement for distance education modalities in relationship to traditional in-person instruction. The substantial narrowing of success gaps between in-person and distance education formats is worthy of further exploration; however, multiple factors can be considered contributors to the trend: greater student familiarity with distance education courses following the pandemic, improved instructor familiarity with teaching in distance education modalities following the pandemic, improved professional development to better engage and educate students in distance education modality formats, improvements in online technologies and tools for distance education and improved accessibility standards. In 2016-17, student success rates in traditional in-person courses exceeded those in distance education courses by 5%.

The highest success rates across all modalities occurred in 2020-21; however, these outcomes should be interpreted with caution. This academic year included expanded allowances for non-recorded course withdrawals and the use of the Emergency Withdrawal (EW) notation to replace non-passing grades. However, by 2024-25 with the immediate impacts of the pandemic being left behind, the success rate gap between traditional in-person education and distance education modalities narrowed to only a 2% difference. It is notable that success rates have improved by 6% (66% in 2016-17 to 72% in 2024-25) in distance education but have likewise increased by 3% in traditional in-person education (71% in 2016-17 to 74% in 2024-25).

Figure 5, Success Rates of For-Credit Courses having Distance Education Sessions vs. Traditional Education Sessions, illustrates the overall growth in student success rates for both distance education and traditional education, the temporary convergence of modality outcomes during the two years specifically impacted years of the pandemic (2019-20 and 2020-2021), and the trend of success rates improving in both traditional and distance education courses in the three years following the pandemic.

Figure 5. Success Rates of For-Credit Courses having Distance Education Sessions vs. Traditional Education Sessions



DEMOGRAPHIC INFORMATION IN DISTANCE EDUCATION

Examining demographic trends in distance education by age group, disability type, ethnicity, and gender is essential to ensuring that the expansion of online learning equitably benefits all students in higher education. Disaggregated data allows identification of disparities in access, participation, and success among different student populations, including groups that have been historically underserved or disproportionately affected by structural barriers. By understanding how various demographic groups engage with and are supported in distance education, evaluation can be made regarding efforts to ameliorate distance education opportunities or find if inadvertent reinforcement of existing inequities persists. Based upon disaggregated data analysis, the Chancellor's Office can implement targeted strategies that promote inclusive, accessible and student-centered distance education approaches, focused professional development, equitable use of technology tools and meaningful college guidance.

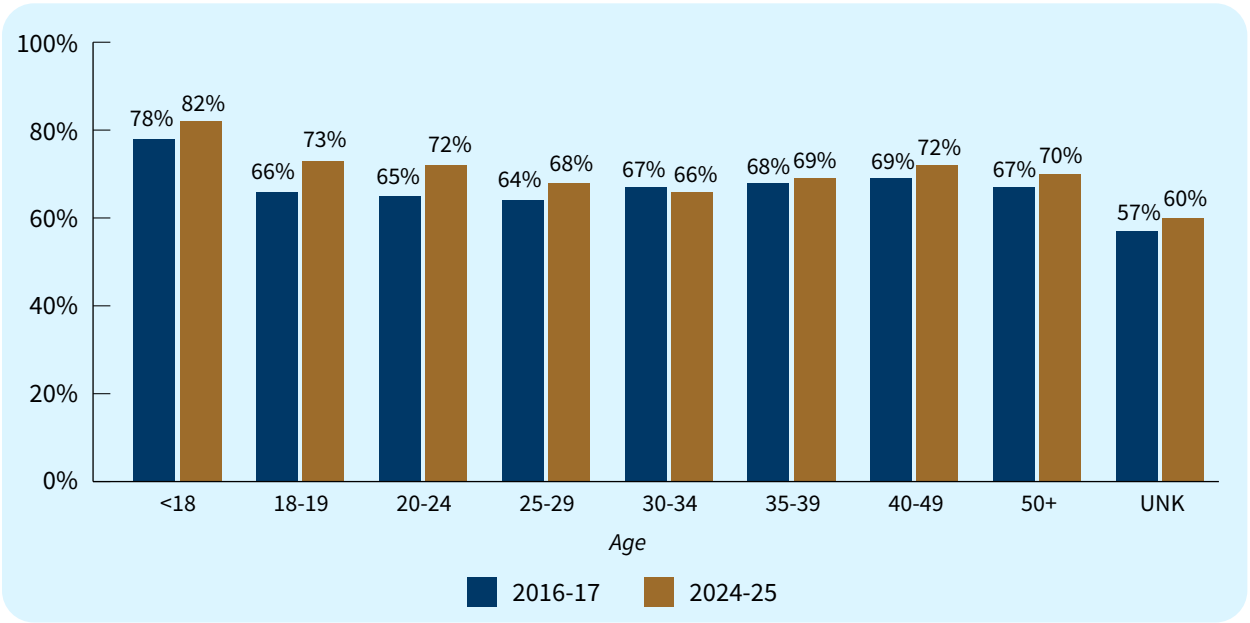
DISTANCE EDUCATION COURSE SUCCESS RATES BY AGE GROUP

Completion rates in distance education, when examined by age group, provide valuable insight into factors such as technological familiarity and the need for associated support services. Eight age categories are used for this analysis: under 18; 18–19; 20–24; 25–29; 30–34; 35–39; 40–49; and 50 and older. In the time span from 2016-17 to 2024-25, early every age category has shown at least modest improvement regarding distance education success rates. Among these groups, students under 18 years of age continue to demonstrate the highest distance education course completion rate at 82% in 2024-25. It must be noted that students in this category are often dual enrollment participants selected due to high-performance in high school courses who may receive additional academic support through College and Career Access Pathways (CCAP) programs offered in partnership with local high schools.

The lowest completion rate is observed among students aged 30–34 at 66% in 2024-25. This is the only age group to show a decrease, although minor, in success rates from 67% in 2016-17 down to 66% in 2024-25. The factors leading to stagnant success growth for this age group are worthy of additional exploration. Excluding the 30–34 age group, all other age groups have improved regarding completion percentage. 18–19-year-old students have improved completion by 7% from 2016-17 to 2024-25 while the 20–24-year-old students have also demonstrated a 7% increase (65% in 2016-17 to 72% in 2024-25) during the same timeframe. Success rates increased across all other age categories are between 1% - 4%. Only 3 age group categories now have completion rates below 70% in distance education courses: 25–29-year-old-students at 68%, 30–34-year-old students at 66%, and 35–39-year-old students at 69%.

Figure 6, Student Enrollment and Completion Rate by Age in For-Credit Courses having Distance Education Sessions (Duplicated Headcount), presents the 2016-17 to 2024-25 data. Data from 2017–18 through the present are not displayed, as completion rates within each age group have fluctuated by no more than two percentage points during the past six years.

Figure 6. Student Enrollment and Completion Rate by Age in For-Credit Courses having Distance Education Sessions (Duplicated Headcount)



SUCCESSFUL COMPLETION RATES BY DISABILITY

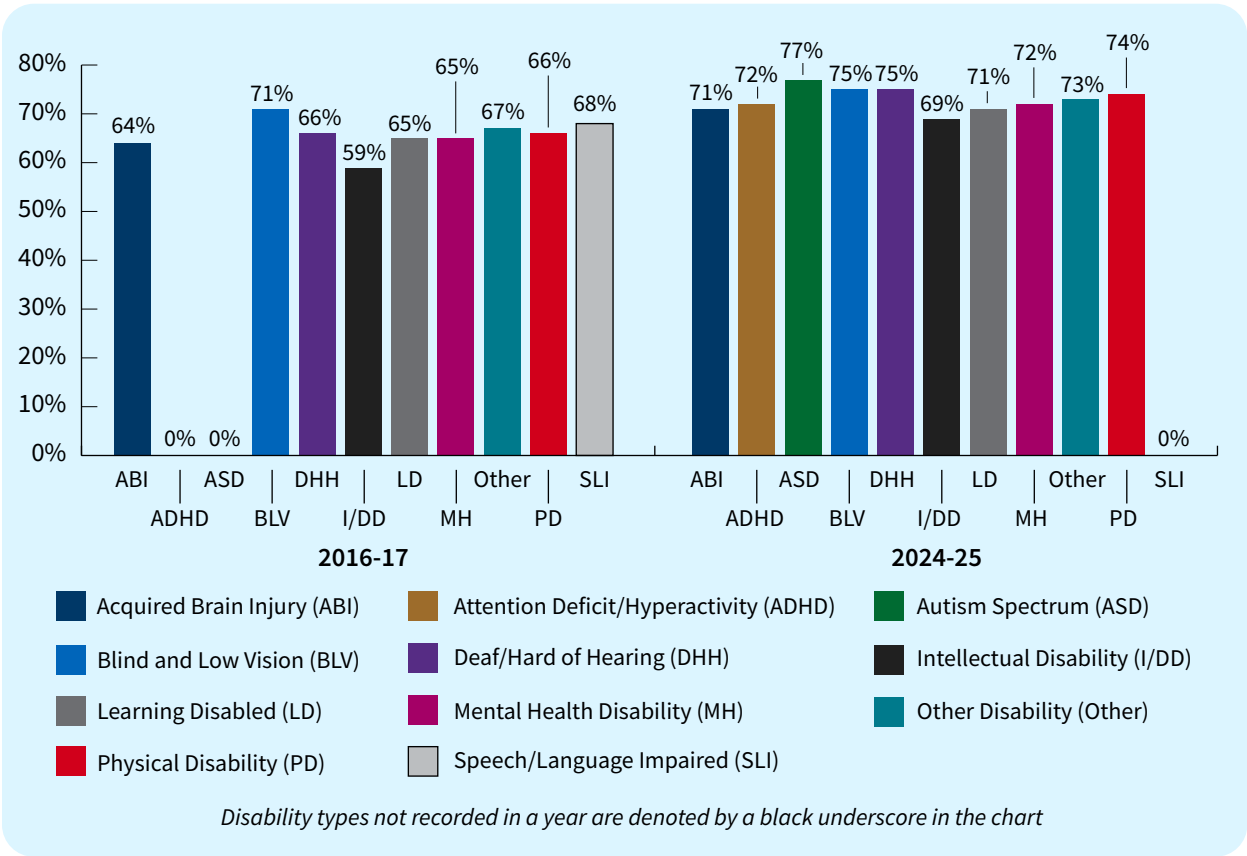
Eleven categories of disabilities were identified and recorded in the Chancellor’s Office Management Information Systems (MIS) data system between 2016-17 to 2024-25. These are listed below:

- Acquired Brain Injury (ABI) • Speech/Language Impaired (SLI) • Autism Spectrum (ASD)
- Blind and Low Vision (BLV) • Deaf/hard of hearing (DHH) • Intellectual Disability (I/DD)
- Learning Disabled (LD) • Mental Health Disability (MH) • Other Disability (Other)
- Physical Disability (PD) • Attention Deficit/Hyperactivity (ADHD)

During the years of review in this edition of the Distance Education Report, two of these categories were introduced in 2020-21: Attention-deficit-hyperactivity-disorder (ADHD) and Autism spectrum (ASD). One category was removed in 2020-21: Speech/language impaired (SLI). Student completion rates by disability type illustrate the extent to which specific disabilities may affect outcomes in distance education courses and the quality of assistive services that support students in distance education modalities. Students with disabilities receive a broad range of academic support services, and all distance education courses are required to incorporate appropriate accommodations to ensure equitable access.

Between 2016–17 to 2024–25, all disability categories experienced increases in course completion rates for distance education courses. The largest gains were observed among students with intellectual disabilities and students who are deaf/hard-of-hearing, with improvements of 10% and 9%, respectively. In contrast, students on the autism spectrum and students with attention-deficit-hyperactivity-disorder showed a modest percentage increase of 1% from their initial year of reporting in 2020-21. However, the consistent improvement of completion percentage across all categories of disability is a testament to the growth of faculty teaching strategies and student engagement in distance education courses. Investments by the Chancellor’s Office to support implementation of Peer Online Course Review (POCR) standards for distance education courses, specialized professional development opportunities to support students with disabilities offered through the Online Network of Educators (@ONE) and salience of equity in education principles are improving successful outcomes among students with disabilities. Figure 7, Completion Rate by Disability in For-Credit Courses having Distance Education Sessions: 2016–17 vs. 2024–25, presents the positive changes in completion rates across disability classifications.

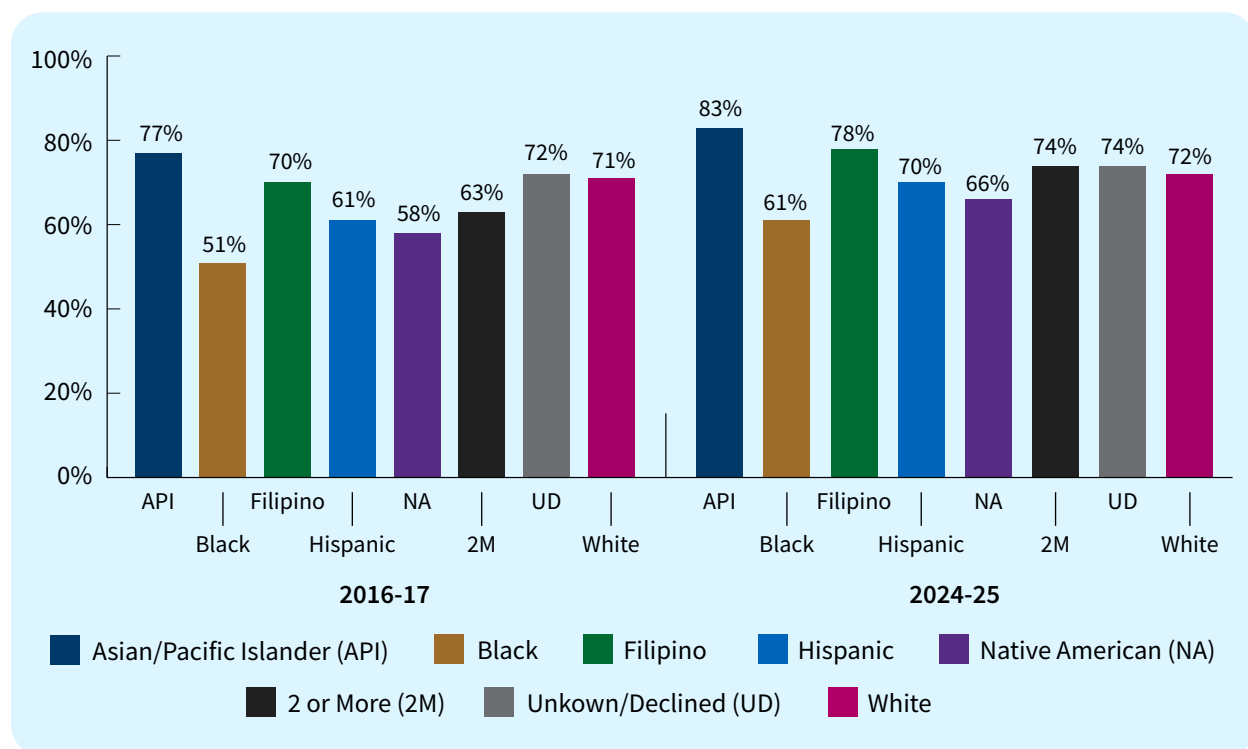
Figure 7. Completion Rate by Disability in For-Credit Courses having Distance Education Sessions: 2016-17 vs. 2024-25



COMPLETION RATES BY ETHNICITY

Distance education success rates have improved for all ethnic groups between 2016-17 to 2024-2025. Students who report “two or more races” have improved the most from 63% to 74% completion during this timeframe. Black student completion in distance education courses is up 10% and Hispanic student completion is up 9%. Asian students continue to have the highest completion percentage at 83% while Black student completion is the lowest at 61%. White student completion in distance education has improved 1% between 2016-17 to 2024-25. This data supports that equity efforts in distance education pedagogy and anti-racist course content are improving completion rates for students of non-White ethnic groups. Figure 8, Completion Rates by Ethnicity in For-Credit Courses having Distance Education Sessions: 2016-17 vs 2024-25, reveals consistent improvements across all historically under-served student populations in distance education.

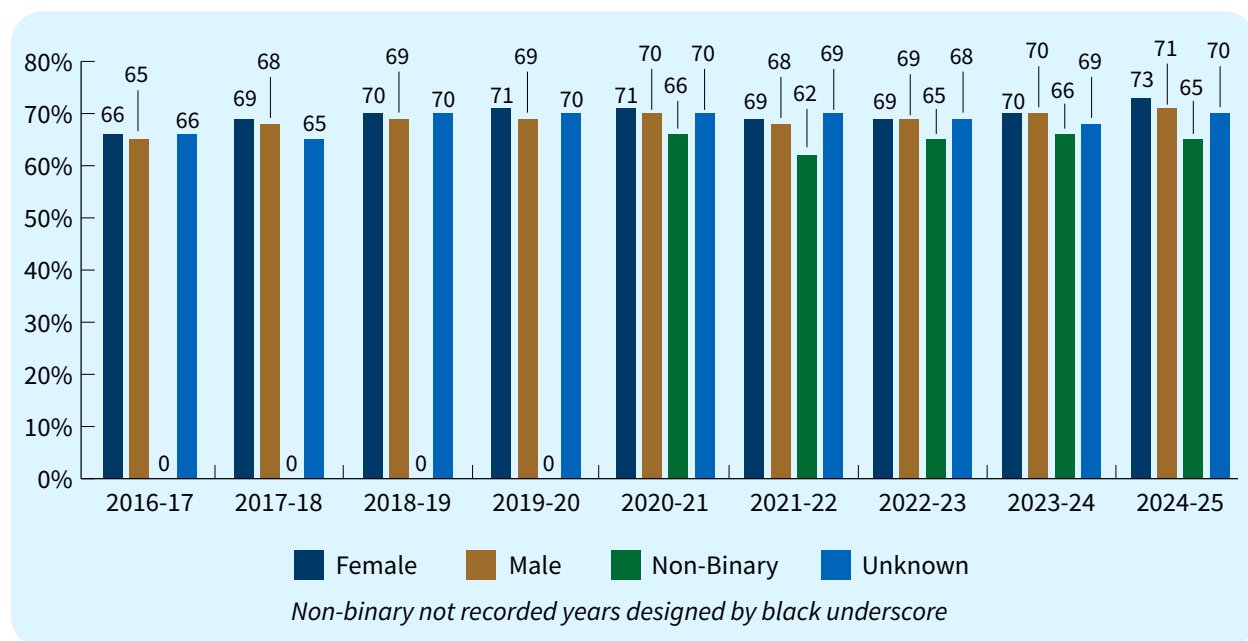
Figure 8. Completion Rates by Ethnicity in For-Credit Courses having Distance Education Sessions: 2016-17 vs. 2024-25



COMPLETION RATE IN DISTANCE EDUCATION BY GENDER

In 2016-17, female students completed only 66% of distance education enrollments. Male students fared slightly worse completing 65% of their distance education courses. Non-binary students were not yet reported in the 2016-17 year. By 2024-25, female students' completion percentage of distance education courses had grown to 73%. Male students completed distance education courses at 71% and non-binary students completed 65% of distance education courses. Students who did not report their gender completed 65% of their distance education courses in 2016-17 and this percentage had grown to 70% completion by 2024-25. Much like categories in analysis of other demographic groups, success rates across gender groups have grown positively from 2016-17 to 2024-25. Non-binary student information only began to be reported and tracked in 2020-21. This student group's completion rate in distance education courses has ranged between 66% completion in the inaugural year of reporting in 2020-21 to as low as 62% completion at the height of the pandemic in 2021-22. By 2024-25, non-binary student completion in distance education courses is at 65%. Figure 9, Completion Rate by Gender in For-Credit Courses having Distance Education Sessions: 2016-17 to 2024-25 shows the positive change in completion rates for female students, male students, and unknown (non-reporting) students. Conversely, nonbinary student completions dipped, albeit only slightly across the same period. Blank areas in the figure appear for non-binary prior to this category being tracked.

Figure 9. Completion Rate by Gender in For-Credit Courses having Distance Education Sessions: 2016-17 to 2024-25



SUPPORTING DISTANCE EDUCATION ACCESS, QUALITY AND ACCESSIBILITY

Partnership agencies play a critical role in supporting the effective delivery of distance education by providing infrastructure, expertise and services that individual colleges may not be able to sustain independently. Through collaborative partnerships such as with the California Virtual Campus course exchange, partnership agencies expand student access to a broader range of instructional offerings while reducing duplication of effort and improving systemwide efficiency. Additionally, centralized accessibility supports, including transcription and captioning services provided by the Distance Education Captioning and Transcription (DECT) grant, help ensure systemwide compliance with accessibility standards and promote equitable access for students with disabilities. The High-Tech Center Training Unit is a valuable resource for supporting accessibility and technology training, providing essential guidance, tools, and professional development that enhance the effectiveness and viability of distance education across the system.

CALIFORNIA VIRTUAL CAMPUS

Through the California Virtual Campus (CVC), students' options to access courses needed for early program completion or to accommodate the demands of their personal schedules have significantly increased. The CVC Exchange allows California Community Colleges students to enroll in available online courses at other colleges without filling out an additional application. Additionally, students may combine federal financial aid to pay for courses, and transcripts are automatically sent between Home and Teaching Colleges. The Exchange includes many fully online, in-demand courses, including mathematics, ethnic studies, lab sciences, and public speaking.

Data provided by the CVC for this report includes the 2018-19 academic year through the 2024-25 academic year. As of June 2025, there are 114 colleges participating in the CVC consortium. This is a substantial expansion from the 59 colleges that participated in 2018-19. Likewise, the number of Teaching Colleges (those colleges that are offering courses to students with different “home colleges”) has grown from 11 colleges in 2020-21 to a projected 100 in 2025-2026. Cross-enrollments in the Exchange have risen substantially, from 368 enrollments in 2020-21 to a projected 50,000 in the 2025-2026 academic year. The considerable growth in enrollments demonstrates that the CVC Exchange is providing much-needed access to high-demand courses across the California Community Colleges system that is creating greater flexibility and earlier completion options for students.

The CVC Exchange is also leveraging several key innovative partnerships to further support students, including:

- Support for a Rural College Transfer Collaborative, where several rural colleges have come together to offer fully online associate degrees for Transfer (ADTs) and pathways.
- Study Abroad from Home, which will allow students in other countries to take fully online courses and pathways through the California Community Colleges.
- Credit for Prior Learning, where the CVC is working to enable students to quickly recognize CPL opportunities at colleges and seek those units easily through a workflow.
- CSU partnerships which will enable current CSU students to take courses at the California Community Colleges without filling out an additional application.

Finally, the CVC provides an ecosystem of support for learners that includes technology, student services, and instructional support through systemwide financial aid agreements, crosswalks to transfer data and pathways, prerequisite clearance workflows, and other business processes to improve students’ distance education experience. CVC’s badging for quality course design and incorporation of Zero Textbook Cost options further support student choices in distance education.

DISTANCE EDUCATION COURSE QUALITY AND PROFESSIONAL DEVELOPMENT

With the goal of continuous improvement for distance education courses, the CVC Online Network of Educator’s (CVC@ONE) professional development program implemented the Peer Online Course Review (POCR) program. POCR is a process that engages faculty to interact with faculty peers who are trained in best practices for distance education pedagogy and course design. Fully online courses are reviewed and evaluated using a quality-assessment rubric with feedback that is used to enhance the educational experience and success outcomes for students. In 2021-22, 970 distance education courses had become POCR certified, and as of June 2025, the number of courses had grown to 1,898. Additionally, colleges are now able to develop their own cadre of peer review faculty and become designated “certified colleges.” In 2020-21, eight colleges were certified to support local POCR efforts and certify courses. As of June 2025, 84 colleges are now POCR certified and are reviewing their local distance education courses to ensure that they meet quality standards.

CVC@ONE continues to offer professional development to faculty, staff, and administrators from the CCCs with various options:

- **Webinars:** CVC@ONE hosts 60 to 90-minute webinars that present emerging issues, ongoing trends, and best practices in online education. Topics include artificial intelligence, equity, inclusive course design, accessibility, Universal Design for Learning, best practices in online learning, and a variety of other topics. Sessions are conducted virtually and feature presenters from across the California Community Colleges who are leaders in their respective fields, as well as nationally recognized experts. Participants can engage with both webinar presenters and other participants online. During the 2024-25 academic year, CVC@ONE hosted 32 webinars, with a special focus on artificial intelligence. 2,365 people attended the webinars, which doesn't include ongoing viewership of the recordings posted on the CVC@ONE YouTube channel
- **Instructor-Led Online Courses:** CVC@ONE offers several courses facilitated by California Community College faculty, staff, and administrators from across the state. Courses are typically four, six, or 12 weeks in length and provide learners with an in-depth understanding of a variety of topics, including, but not limited to: online course design, accessibility in online courses, equitable grading practices, culturally responsive teaching, and humanizing online presence. Registration for CVC@ONE classes is free for California Community Colleges employees. During the 2024-2025 academic year, CVC@ONE offered 143 courses with 4,290 participants
- **Self-Paced Training:** CVC@ONE offers self-paced courses, which allow participants to learn on their own schedule. Certain courses contain identical content as the instructor-facilitated courses, while others are more focused on video content creation, online learning, and artificial intelligence. Currently, five self-paced courses are available to faculty each semester. In the academic year 2024-2025, there were five courses offered with 1,164 participants
- **Communities of Practice:** During the 2024-2025 academic year, CVC@ONE supported the Chancellor's Office in developing and leading a Community of Practice for Dreamscape Learn. This includes a three-year pilot project where biology faculty from around the state come together to learn and integrate the engaging content from Dreamscape Learn into their biology courses. The project also includes technical support for colleges. The first cohort includes 20 faculty members from 15 different colleges
- **Plug and Play Adoptable Courses:** Piloted during the 2024-2025 academic year, CVC@ONE launched an exciting new initiative, in collaboration with discipline faculty from across the state, to design adoptable courses that follow the common course numbering initiative and are supported by an OER textbook. This project also included

the adoption of the statewide California Community College Consortium Commons, which provides a secure portal for faculty to share content with other faculty

- **Canvas Instance Host:** Due to the Canvas infrastructure within CVC@ONE, numerous statewide organizations utilize the CVC@ONE Canvas instance to provide their professional development needs. These include the Accessibility Center, ASCCC OERI, AI Fellows, PlayLab AI Community of Practice, Zero Textbook Cost Technical Assistance Provider, and others. CVC@ONE provides technical assistance and hosting services for each partner
- **Adoptable Courses:** Every CVC@ONE course is posted to the Canvas Commons so colleges can adopt and adapt the materials for their own professional development needs. This gives the state a foundation for enhancing learning opportunities at the local level

DISTANCE EDUCATION TUTORING SUPPORT VIA NETTUTOR

Data presented earlier in this report demonstrate that success rates and completion percentages for students in distance education courses have improved from prior to the pandemic, and most notably for students belonging to historically underserved populations. Online tutoring usage rose considerably during the pandemic. The CVC oversees and supports the systemwide contract for NetTutor, which provides up to 250 hours of online tutoring for each college. In 2020-21, 106 colleges used NetTutor, serving 55,564 students in 203,532 tutoring sessions. As the marketplace continues to evolve and more tutoring services are offered, NetTutor usage has dipped slightly. In June 2025, 99 colleges used NetTutor, serving 45,847 students during 119,134 sessions. It is also to be noted; however, that this slight dip in numbers must be associated with colleges returning from closed campus conditions during the pandemic and the restoration of traditional in-person tutoring sessions on college campuses.

SYSTEMWIDE TECHNOLOGY SUPPORT FOR DISTANCE EDUCATION

The CVC serves as the contact for all operational support related to Canvas, the Learning Management System (LMS) for the CCCs. This role includes resolution of technical issues, communications, professional development, and other programmatic and technological needs on behalf of the system. The CVC also conducts support reviews and examines system usage data to inform professional development and user-support strategies, manages technical deployments, implementations, and supports integrations with other components of the California Community Colleges technology ecosystem related to the Canvas LMS. The CVC has been involved in multiple operations-related LMS activities on behalf of the California Community Colleges and is an active participant in efforts to address emerging challenges, such as Agentic AI.

The CVC partners with the Foundation for the California Community Colleges (FCCC) annually on the Systemwide Technology Access Collaborative (STAC). STAC, a systemwide collaboration between the Chancellor's Office, FCCC, and the CVC, centralizes the ordering of online teaching, learning, and student support tools and provides broader access to

educational technology tools at an additional discounted price achieved through aggregate procurement during a specified buying window. STAC is available to all 116 California Community Colleges. To date, the CVC has helped to reach 109 colleges, delivering more than \$31 million in savings since launching in fiscal year 2021. STAC provides efficiency by centralizing procurement of essential online education tools, combining spending potential to create economies of scale, centralizing vetting, pricing and delivery, and supporting state compliance around procurement practices.

HIGH TECH CENTER TRAINING UNIT

The High Tech Center Training Unit (HTCTU) is a Disabled Students Program and Services grant-funded project awarded to the Butte Community College District. It houses a state-of-the-art training facility and venue for community college faculty and staff who wish to acquire or improve teaching skills, methodologies, and pedagogy in assistive computer technology, alternate media, and web accessibility. The HTCTU provides training, information and support in several areas related to distance education, including the following:

- Accessibility Basics
- Alternate Media Production Manual
- Introduction to Alternate Media
- Introduction to Braille
- Kurzweil 3000 features
- Pope Tech Accessibility Guide
- Using the Shire Captioning Tool

Most of these training courses are held online in a self-paced environment to support faculty and support staff state-wide. Additionally, HTCTU has training in its facility and responds to ADA 504 and 508 inquiries. HTCTU staff can (and often do) visit individual campuses to provide on-site training for faculty and staff to assist the campus in fulfilling its obligations to provide access for students with disabilities.

To reach Distance Education instructors, the HTCTU has previously partnered with @ONE to develop an accessibility training as part of @ONE's certificate program for online teaching and learning: Creating Accessible Online Courses. In addition to a link to the Distance Education Accessibility Guidelines, the HTCTU website provides a range of resources from manuals to curriculum to specialized lists at www.htctu.net. Utilizing an annual budget of \$943,00, the HTCTU grant provided support to more than 80 colleges and responded to 527 service tickets during the 2024-25 year. The HTCTU also provides Canvas training for colleges and collaborates with the Chancellor's Office on various topics including ADA section 508, implementing Universal Design for instruction, support related to the Federal Rehabilitation Act and associated laws.

DISTANCE EDUCATION CAPTIONING AND TRANSCRIPTION GRANT

The Palomar Community College District currently holds responsibility for the Distance Education Captioning and Transcription (DECT) grant. The purpose of the \$1.2 million annual grant is to provide assistance to all California Community Colleges in the facilitation of live and off-line captioning and transcription services for California Community Colleges. The program aids California Community Colleges by improving their capacity to serve disabled student populations and, in some instances, the public by ensuring the accessibility of aural information. Palomar College establishes outside contracts with captioning vendors to aid any community college that elects to use these vendors. Colleges can receive funds to pay for these services in advance or on a reimbursement basis. Between the most recent year of the grant, 2024-2025, the DECT grant: provided the following services:

- 34 colleges served
- 119 applications received
- 713 minutes for audio description
- 40,534 minutes of sync captioning
- 99,368 minutes of async captioning
- 181,296 3C media async minutes

THE FUTURE OF DISTANCE EDUCATION

California community college distance education administrators, coordinators, faculty and partner organizations are working collaboratively to keep pace with the growing student demand for courses and programs that fit their individual needs. While the education community consistently seeks opportunities to remove barriers that impede student higher education access, new challenges to distance education are manifesting. Colleges have absorbed unprecedented growth in distance education offerings out of necessity, and they have simultaneously labored as a community to adopt best practices, explore technological innovation and foster continuous improvement for distance education at their respective institutions.

However, in the distance education environment, new challenges to authentic teaching and learning are manifesting. Agentic artificial intelligence (bots that are capable of autonomous multi-step problem solving, goal-directed action, and decision making with minimal human prompts) is a significant issue regarding authentic student engagement and learning. Agentic AI can go beyond an assistive tool for generating writing ideas or providing tutorial steps to solve arithmetic questions. Bots are increasingly capable of entering educational platforms, reading assignment prompts and completing course work by imitating real student interactions.

This raises significant ethical, governance, and academic integrity concerns if not intentionally managed by prepared pedagogical practices and careful oversight. In distance education where instructors and students are physically separated, the risks of agentic AI's impacts are magnified. Ambiguities concerning what constitutes permitted AI-use versus non-permitted AI-use related to authentic student content submission and assessment of student learning is becoming a challenging grey area.

To address these challenges, distance education educators and institutions offering distance education courses will need to explore new methodologies to support teaching and learning in the virtual environment. Authentic and alternative assessment design must be explored

to replace or supplement traditional essays/exams with tasks that require application, reflection, and real-world problem solving. This can include student creation of portfolios, projects, simulations, or presentations that inherently require greater engagement than simple AI answers. Process-focused evaluation (assessing processes and reasoning, not just final products) is another strategy that requires drafts, annotated bibliographies, lab notebooks, and/or recorded explanations of work to encourage genuine learning and allows instructors to judge a student's thinking rather than solely reviewing an end-product. Frequent low-stakes assessments also can be employed that use regular, smaller assignments to monitor ongoing engagement and reduce the incentive to cheat on high-stakes, high-pressure tasks. These strategies can build student confidence in subject matter areas and reduce academic misconduct opportunities.

Additionally, colleges must develop clear AI use policies and AI literacy that explicitly communicate what kinds of AI assistance, if any, are allowed and how students should document any tool use. Colleges must also lead by providing AI literacy training to faculty by providing professional development opportunities and concurrently invest in technology systems that support educators in the role of managing modern classrooms where AI is certainly a factor. Additionally, colleges must provide students with positive opportunities and educational experiences that involve AI for students. Activities that help students understand the ethical implications of AI while concurrently learning the importance of creating personally generated work reflective of their own values, purposes and goals are critical. By rethinking assessment toward authenticity and engagement, that is supported by clear policies, educator training, and student education about integrity, instructors can allow students to participate in AI's potential to enhance learning while also maintaining academic integrity standards.

Another challenge and future opportunity in the distance education environment is the development of strong student support services offered virtually that are commensurate in quality with in-person service experiences and availability. Significant variability currently exists between colleges regarding the quality and availability of student services offered remotely. The importance of expanding and standardizing online delivery of core student services, including academic advising, counseling, tutoring, library services, and mental health supports, with particular attention to the availability of synchronous, real-time modalities that align with student preferences is significant to ensure students can succeed in distance education outside the instructional environment. Colleges are challenged by having adequate personnel to respond to student needs both in-person and virtually. Additionally, online service portals run the risk of being spammed by AI bots that often impersonate students but covertly seek to acquire access to systems and student information.

While AI is not the answer for all challenges for the delivery of student services support, colleges will need to invest into systems that can support workloads and reduce errors in normative processing tasks to free up personnel to support students who study at a distance. There is a definite need to intentionally design virtual support services that promote student engagement, connection, and well-being, thereby supporting both academic success and a sense of belonging. Improvement of communication and outreach strategies to students to raise awareness and utilization of available online resources is critical. Targeted college-level investments in staffing, professional development, and technological infrastructure

are necessary to ensure the sustainable and effective delivery of student support services in online and hybrid educational contexts. To adequately support the growing number of students who are studying at a distance, colleges will need to more consistently provide the care, sense of belonging and services needed by the students who are separated from the physical college campus but are an integral part of the college community.

While policy development, AI literacy, new technology exposure and robust quantitative data analysis are critical to continually pursue improved distance education outcomes, the lived realities of community college students must always remain at the forefront of strategic planning, policy implementation and pedagogical practices in distance education. A significant number of community college students are adult learners who balance employment, family responsibilities and financial constraints. At the same time, a growing population is found amongst dual enrollment students who balance high school courses, activities, sports and social engagements that are essential for preparation to success in the adult world.

The rapid evolution of various technologies is further shaping how students are accessing, experiencing and evolving in the educational environment, especially related to distance education. This report demonstrates that students are seeking distance education in increasing numbers, and they are performing better in the distance education courses in which they participate. The efforts made by the Chancellor's Office and colleges to support quality distance education are bearing fruit, and all efforts must be made to ensure that these positive trends continue in the years to come.

APPENDICES

Table 1. Student Headcount in For-Credit Distance Education and Traditional Education Course Sessions (Unduplicated headcount)

Fiscal Year	Distance Education	Traditional Education	Total	% of Headcount
2016-17	860,567	2,244,251	3,104,818	27.72%
2017-18	932,265	2,219,075	3,151,340	29.58%
2018-19	1,008,078	2,174,203	3,182,281	31.68%
2019-20	1,109,224	2,070,492	3,179,716	34.88%
2020-21	1,757,660	1,197,459	2,955,119	59.48%
2021-22	1,655,785	1,079,034	2,734,819	60.54%
2022-23	1,565,073	1,345,081	2,910,154	53.78%
2023-24	1,733,049	1,511,356	3,244,405	53.42%
2024-25	1,822,855	1,591,242	3,414,097	53.39%

Table 2. Growth in For-Credit Distance Education Courses

Academic Year	Total Courses	Total Sections	Total Course Sessions
2016-17	29,413	56,691	63,234
2017-18	31,953	62,452	69,614
2018-19	34,656	69,631	77,489
2019-20	38,328	78,915	87,595
2020-21	86,022	209,830	255,812
2021-22	88,356	205,063	246,292
2022-23	80,308	173,730	202,088
2023-24	82,660	180,031	209,347
2024-25	83,652	185,531	215,741

Table 3. Traditional Education and Distance Education Course Sessions

Fiscal Years	Distance Education	Traditional Education	Total Sessions	Percentage DE Sessions
2016-17	63,091	418,796	481,887	13.09%
2017-18	69,441	414,735	484,176	14.34%
2018-19	77,216	407,949	485,165	15.92%
2019-20	85,755	393,135	478,890	17.91%
2020-21	240,017	192,361	432,378	55.51%
2021-22	228,116	220,592	448,708	50.84%
2022-23	186,260	264,925	451,185	41.28%
2023-24	190,239	283,667	473,906	40.14%
2024-25	195,598	297,373	492,971	39.68%

Table 4. Number of For-Credit Course Sessions by Delivery Modality (Distance Education)

Fiscal Year	Synchronous	Asynchronous	Traditional
2016-17	4,078	55,767	418,796
2017-18	4,045	62,047	414,735
2018-19	4,448	69,541	407,949
2019-20	4,878	79,932	393,135
2020-21	41,359	210,637	192,361
2021-22	41,388	199,736	220,592
2022-23	22,676	175,269	264,925
2023-24	17,508	186,925	283,667
2024-25	16,403	194,050	297,373

Table 5. Success Rates of For-Credit for Courses having Distance Education Sessions vs. Traditional Education Sessions**Credit Distance Education Sessions**

Student Outcome	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Completed	1,120,927	1,288,720	1,460,116	1,669,344	3,760,361	3,378,309	2,982,511	3,265,789	3,490,296
Not Completed	577,511	597,527	646,204	713,645	1,561,457	1,530,836	1,325,267	1,393,022	1,357,673
Total	1,698,438	1,886,247	2,106,320	2,382,989	5,321,818	4,909,145	4,307,778	4,658,811	4,847,969
Success Rate	66%	68%	69%	70%	71%	69%	69%	70%	72%

Credit Traditional Education Sessions

Student Outcome	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Completed	5,351,597	5,178,683	5,031,055	4,677,402	2,093,855	1,854,992	2,473,699	2,869,856	3,098,792
Not Completed	2,157,059	2,049,779	1,947,574	2,000,219	801,579	695,247	922,529	1,041,710	1,073,807
Total	7,508,656	7,228,462	6,978,629	6,677,621	2,895,434	2,550,239	3,396,228	3,911,566	4,172,599
Success Rate	71%	72%	72%	70%	72%	73%	73%	73%	74%

Table 6. Student Enrollment and Completion Rate by Age in For-Credit Courses having Distance Education Sessions (Duplicated Headcount)

Age	Student Outcome	2016-17	2024-25
<18	Completed	36,024	340,494
	Not Completed	9,965	74,781
	Total	45,989	415,275
	Rate of completion	78%	82%

Age	Student Outcome	2016-17	2024-25
18 & 19	Completed	207,603	995,663
	Not Completed	105,297	374,671
	Total	312,900	1,370,334
	Rate of completion	66%	73%
20 - 24	Completed	413,311	1,047,488
	Not Completed	223,720	405,844
	Total	637,031	1,453,332
	Rate of completion	65%	72%
25 - 29	Completed	182,400	375,088
	Not Completed	102,762	172,567
	Total	285,162	547,655
	Rate of completion	64%	68%
30 - 34	Completed	102,194	250,986
	Not Completed	51,435	127,843
	Total	153,629	378,829
	Rate of completion	67%	66%
35 - 39	Completed	64,334	175,320
	Not Completed	30,705	79,691
	Total	95,039	255,011
	Rate of completion	68%	69%
40 - 49	Completed	72,258	194,296
	Not Completed	32,961	75,379
	Total	105,219	269,675
	Rate of completion	69%	72%
50+	Completed	42,762	110,862
	Not Completed	20,650	46,840
	Total	63,412	157,702
	Rate of completion	67%	70%
UNKNOWN	Completed	20	58
	Not Completed	15	39
	Total	35	97
	Rate of completion	57%	60%

Table 7. Completion Rate by Disability in For-Credit Courses having Distance Education Sessions: 2016-17 vs. 2024-25

Disability	Student Outcome	2016-17	2024-25
ACQUIRED BRAIN INJURY	Completed	877	2,539
	Not Completed	499	1,026
	Total	1,376	3,565
	Rate of completion	64%	71%
ATTENTION DEFICIT HYPERACTIVITY DISORDER	Completed		20,356
	Not Completed		7,757
	Total		28,113
	Rate of completion	0%	72%
AUTISM SPECTRUM	Completed		15,177
	Not Completed		4,628
	Total		19,805
	Rate of completion	0%	77%
BLIND AND LOW VISION	Completed	1121	3,643
	Not Completed	456	1,191
	Total	1,577	4,834
	Rate of completion	71%	75%
DEAF AND HARD OF HEARING	Completed	1,172	3,516
	Not Completed	611	1,187
	Total	1,783	4,703
	Rate of completion	66%	75%
INTELLECTUAL DISABILITY	Completed	552	2,303
	Not Completed	383	1,034
	Total	935	3,337
	Rate of completion	59%	69%
LEARNING DISABLED	Completed	7,641	31,754
	Not Completed	4,147	12,812
	Total	11,788	44,566
	Rate of completion	65%	71%
MENTAL HEALTH DISABILITY	Completed	7,776	39,188
	Not Completed	4,234	15,451
	Total	12,010	54,639
	Rate of completion	65%	72%

Disability	Student Outcome	2016-17	2024-25
OTHER DISABILITY	Completed	8,554	19,263
	Not Completed	4,169	6,993
	Total	12,723	26,256
	Rate of completion	67%	73%
PHYSICAL DISABILITY	Completed	3,284	6,758
	Not Completed	1,668	2,336
	Total	4,952	9,094
	Rate of completion	66%	74%
SPEECH/LANGUAGE IMPAIRED	Completed	107	-
	Not Completed	51	-
	Total	158	-
	Rate of completion	68%	0%

Table 8. Completion Rates by Ethnicity in For-Credit Courses having Distance Education Sessions: 2016-17 vs. 2024-25

Ethnicity	Student Outcome	2016-17	2024-25
Asian/ Pacific Islander	Completed	159,941	463,978
	Not Completed	48,940	98,406
	Total	208,881	562,384
	Rate of completion	77%	83%
Black	Completed	67,797	190,159
	Not Completed	65,768	120,708
	Total	133,565	310,867
	Rate of completion	51%	61%
Filipino	Completed	36,503	81,929
	Not Completed	15,810	22,539
	Total	52,313	104,468
	Rate of completion	70%	78%
Hispanic	Completed	406,153	1,629,955
	Not Completed	255,730	687,664
	Total	661,883	2,317,619
	Rate of completion	61%	70%
Native American	Completed	5,656	10,504
	Not Completed	4,022	5,433
	Total	9,678	15,937
	Rate of completion	58%	66%

Ethnicity	Student Outcome	2016-17	2024-25
Two or More Races	Completed	52,550	179,078
	Not Completed	30,363	64,267
	Total	82,913	243,345
	Rate of completion	63%	74%
Unknown/Declined to State	Completed	26,246	113,242
	Not Completed	10,035	40,543
	Total	36,281	153,785
	Rate of completion	72%	74%
White	Completed	366,061	821,451
	Not Completed	146,843	318,113
	Total	512,904	1,139,564
	Rate of completion	71%	72%

Table 9. Completion Rate by Gender in For-Credit Courses having Distance Education Sessions: 2016-17 to 2024-25

Gender	Student Outcome	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Female	Completed	678,388	782,398	887,261	1,019,028	2,222,857	1,964,324	1,714,043	1,861,121	1,994,690
	Not Completed	341,939	356,502	387,922	423,944	893,922	876,980	758,602	781,073	744,233
	Total	1,020,327	1,138,900	1,275,183	1,442,972	3,116,779	2,841,304	2,472,645	2,642,194	2,738,923
	Rate of completion	66%	69%	70%	71%	71%	69%	69%	70%	73%
Male	Completed	431,895	493,446	557,880	631,990	1,491,626	1,364,124	1,214,043	1,327,982	1,403,031
	Not Completed	230,105	235,093	251,838	281,593	647,566	630,299	540,403	576,587	571,942
	Total	662,000	728,539	809,718	913,583	2,139,192	1,994,423	1,754,446	1,904,569	1,974,973
	Rate of completion	65%	68%	69%	69%	70%	68%	69%	70%	71%
Non-Binary	Completed	-	-	-	-	3761	7,767	12,756	18,494	21,132
	Not Completed	-	-	-	-	1973	4,748	7,010	9,581	11,163
	Total	-	-	-	-	5,734	12,515	19,766	28,075	32,295
	Rate of completion	0%	0%	0%	0%	66%	62%	65%	66%	65%
Unknown	Completed	10,624	12,869	14,953	17,699	42,117	42,094	42,400	58,192	71,443
	Not Completed	5,467	6,911	6,423	7,749	17,996	18,809	19,713	25,781	30,335
	Total	16,091	19,780	21,376	25,448	60,113	60,903	62,113	83,973	101,778
	Rate of completion	66%	65%	70%	70%	70%	69%	68%	69%	70%

Front cover photo:
Virtual Learning

Photo at right:
Virtual Learning

Back cover photo:
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