2023 REPORT

Distance Education

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

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2023 DISTANCE EDUCATION REPORT

Prepared By

California Community Colleges Chancellor's Office
Equitable Student Learning, Experience & Impact Office
Educational Services & Support Division

James Todd
Dean, Educational Services & Support Division

Chad Funk
Specialist, Equitable Student Learning, Experience & Impact Office

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SUMMARY

In this 2023 submission of the Distance Education report, pre- and post- pandemic data (2017-18 to 2022-23) is analyzed to demonstrate the changes to distance education in California Community Colleges prior to and following the significant impact of COVID-19.

The requirement for almost all face-to-face courses to convert to distance education modalities in Spring 2020, and for multiple semesters beyond, led to significant increases in course sections offered to students via distance education. In 2017-18, 62,452 course sections were offered as distance education. In 2022-23, the total number of distance education course sections grew to 173,730.

The number of students taking distance education courses has also drastically increased. In 2017-18, 932,265 non-duplicated students (30% of total) were enrolled in distance education courses. By 2022-23, 1,565,073 non-duplicated students (54% of total) were enrolled in distance education courses. The gap in completion rates between traditional face-to-face (73%) and distance education courses (69%) in 2022-23 has remained fairly static over the past five years: face-to-face (72%) and distance education (68%) six years ago in 2017-18.

The composition of distance education students in credit course sessions (duplicated headcounts) has changed from 2017-18 to 2022-23 as follows:

- Duplicated (multi-semester) total of students taking distance education courses grew from 1.89 million in 2017-18 to 4.31 million in 2022-23 (2.28X growth).
- Sixty percent of students were female in 2017-18; fifty-seven percent of students were female in distance education in 2022-23.
- The under 18-year-old student percentage grew from just over 3% 2017-18 to slightly above 7% in 2022-23.
- Hispanic students comprised 39% of distance education students in 2017-18, but this grew to 48% in 2022-23. Hispanic students represent the largest ethnic group in distance education followed by White at 23%, Asian at 12% and Black at 6%.

INTRODUCTION

Distance education creates a convenient educational experience of equal qualitative value as an alternative to the face-to-face course. California's community colleges serve 1.8 million students and make up the largest system of higher education in the nation. This report on distance education provides an overview of the California Community Colleges in accordance to the Board of Governors per Standing Order 409 (b) "that evaluates the effectiveness of distance education and education technology systemwide and provides analysis of data demographically (by age, disability, ethnicity, and gender of student accessibility to instruction, and enrollment and completion rates)."

Data within the report demonstrates the impact of the pandemic on the distance education landscape of California Community Colleges and explores issues that are expected to influence distance education in the future, such as quality course development and support,

professional development needs, and generative artificial intelligence (AI use by both instructors and students). These key themes provide touchstones that will impact distance education in the California Community Colleges for the foreseeable future. Additionally, an overview of key partnerships and current factors impacting distance education is provided.

This Distance Education report is divided into four sections following the background and methodology: 1. Data reports as required in Board of Governors per Standing Order 409 (b), 2. Data regarding the Chancellor's Office contracted California Virtual Campus (CVC) Course Exchange for distance education, professional development addressing educational quality improvement and Online tutoring, 3. Data regarding Chancellor's Office-contracted organizations that provide educational accessibility, and 4. Future issues and foreseeable needs related to distance education quality and success with alignment of goals to the Vision 2030 key strategies and objectives.

BACKGROUND

Distance education is defined as "education that uses one or more of the technologies (internet, one-way and two-way transmissions through a broadcast medium, audio conference or other non-correspondence media used in the delivery of course) to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously."[1] (title 5, section 55200). The Board of Governors' (BOG) Standing Order 409 requires biennial reports evaluating the effectiveness of distance education and education technology throughout the California Community Colleges. The Distance Education report has incurred gaps with the August 2013 report covering the five-year period from 2006-07 to 2011-12. The March 2018 BOG Distance Education report covered distance education up to the 2016-17 fiscal year. Due to the impact of the COVID-19 pandemic, the fall 2023 report is designed to explore distance education changes from the 2017-18 year to the 2022-23 year. By comparing 2017-18 data from prior to the pandemic and 2022-23 data, a comparative analysis from the aftermath of the pandemic can be examined in scope.

As distance education continues to expand, the California Community Colleges is working to address legislative, regulatory and policy barriers to student success. The Distance Education and Educational Technology Advisory Committee (DEETAC) meets to review and make recommendations regarding regulatory and guidance issues. In November 2023, the committee met to review post-pandemic distance education data and to explore factors that will shape distance education and opportunities for improvement in the coming years. Additionally, in fall 2023, the BOG approved recommendations put forward by the Burden-Free Instructional Materials (BFIM) task force, and the work to begin implementing the BFIM task force's recommendations will begin in spring 2024. Among the recommendations put forward are sustainable technology solutions to support distance education students and improve the storage of open educational resource (OER) materials that are most easily utilized in distance education modalities.

1 California Code of Regulations, title 5, section 55200

METHODOLOGY

This report uses data from the Chancellor's Office Management Information System (MIS), the Online Educational Initiative (California Virtual Campus and @ONE), the High Tech Center Training Unit (HTCU) at Butte College, and the Distance Education Captioning and Transcription (DECT) provider at College of the Canyons. The data obtained during the years of the pandemic (2020-21 and 2021-22) must be taken in the context of the Chancellor's Office receiving varied distance education reporting methods by colleges with inconsistent categorization of courses. During the pandemic, students and professors were involuntarily moved between instructional modalities, and consistency for data reporting during this time frame was challenging. Accordingly, surveys were not employed for this report due to those involuntary changes that impacted distance education students and instructors during the pandemic years (2020-2021), as data would be influenced by this extraordinary context. New survey data is recommended for future BOG distance education reports.

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 2017-18 year and compares data to the most recent 2022-23 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.[1] 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 graphic 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 derive from the Chancellor's Office Management Information Systems. 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:

1 California Code of Regulations, title 5, section 55210

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 offering 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 Bio. 1 lecture section, the college may offer two sections, Bio 1-04A and Bio 1-04B, to allow for smaller laboratory class sizes for students from thesame 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 has significantly grown over the last 10 years (2013-14 to 2022-23). The number and percentage of course sessions have increased substantially; likewise, the number of students taking distance education courses has grown by 2.28 times the duplicated headcount totals in 2017-18.

STUDENT ENROLLMENT IN DISTANCE EDUCATION HAS INCREASED

In 2017-18, a total of 932,265 unduplicated students enrolled in a distance education course. They accounted for 29.58% of the total unduplicated students that year. In 2022-23, 1,565,073 students enrolled in a distance education course accounting for 53.78% of unduplicated students for the year. Table 1, Total Student Headcount in All Distance Education and Traditional Education Course Sessions shows the 10-year unduplicated student headcount annually beginning in 2013-14 through 2022-23.

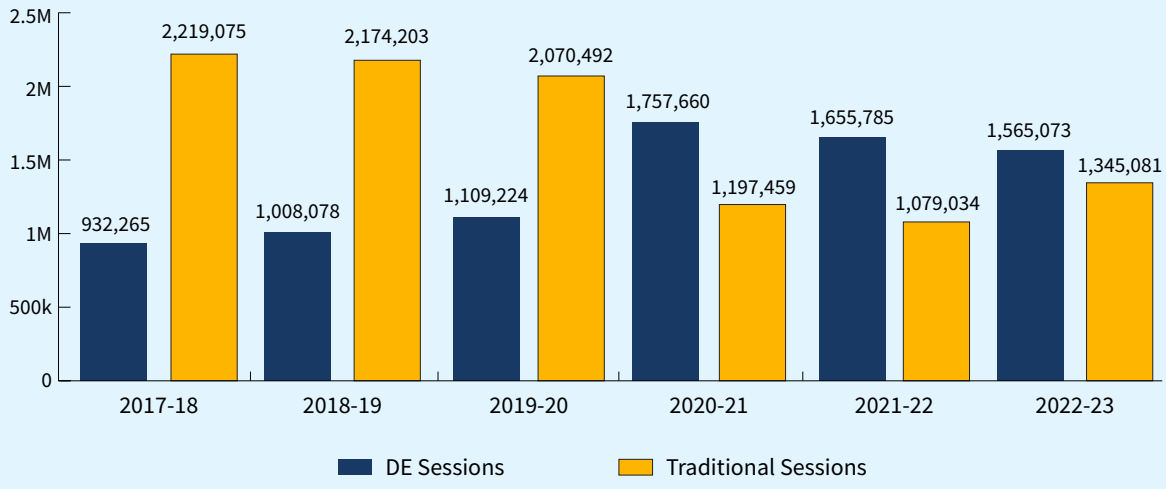
Table 1. Student Headcount in Distance Education versus Traditional Education Course Sessions (Unduplicated Headcount)

Fiscal Year	Distance Education	Traditional Education	Total	Percent of Total Headcount
2013-14	687,935	2,256,020	2,943,955	23%
2014-15	732,577	2,244,158	2,976,735	25%
2015-16	796,536	2,251,136	3,047,672	26%
2016-17	860,567	2,244,251	3,104,818	28%
2017-18	932,265	2,219,075	3,151,340	30%
2018-19	1,008,078	2,174,203	3,182,281	32%
2019-20	1,109,224	2,070,492	3,179,716	35%
2020-21	1,757,660	1,197,459	2,955,119	60%
2021-22	1,655,785	1,079,034	2,734,819	61%
2022-23	1,565,073	1,345,081	2,910,154	54%

Student headcount percentage in distance education courses more than doubled from fiscal year 2017-18 to 2021-22. The total number of distanced education students peaked in 2020-21 at 1,757,660 with an increase of 825,395 students from 2017-18. This increase was largely influenced by the pandemic; however, the years leading up to the pandemic demonstrated continuous growth in distance education for both the number of total students and percentage of total student enrollments. Distance education student enrollment declined by 192,587 students between 2020-21 to 2022-23; however, this drop reflects both the restoration of traditional education courses following the pandemic and a slight drop in total student headcount in the California Community Colleges. As of 2022-23, distance education

continued to account for more than half (53.78 percent) of student enrollments in the California Community Colleges. Figure 1: Total Student Headcount in All Distance Education and Traditional Education Course Sessions, highlights the duplicated headcount of students in distance education between 2017-18 to 2022-23.

Figure 1. Total Student Headcount in Traditional Face-to-Face Versus Distance Education Course Sessions (Duplicated Headcount)

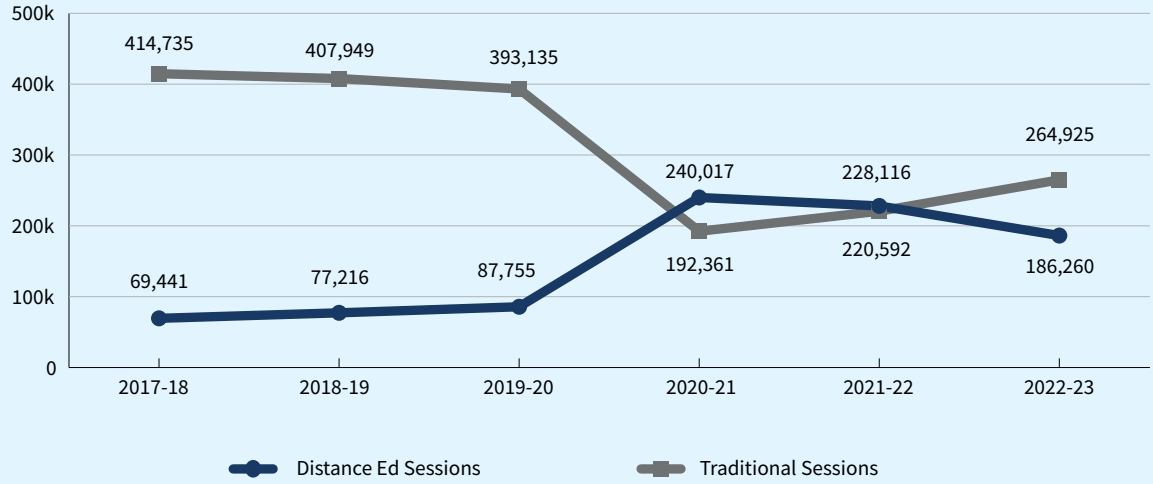


TOTAL DE COURSE SESSIONS OFFERED STATEWIDE (2017-18 TO 2022-2023)

Distance education course session offerings were on a steady climb prior to the pandemic, growing from 69,441 sessions in 2017-18 to 85,755 sessions in 2019-20. Due to the pandemic, the two-year period from 2020-21 to 2021-22 saw significant growth for system-wide distance education course offerings. In 2020-21, 240,017 course sessions were offered via distance education, and this total remained very high at 228,116 sessions in 2021-22. It must be noted that college methodology for reporting of distance education course session data varied significantly as colleges grappled with requirements to move courses to distance education modalities at various times during the academic year. By 2022-23, 186,260 course sessions continued to be offered in a distance education modality, but traditional education course sessions returned to being offered at a greater frequency with 264,925 in 2022-23.

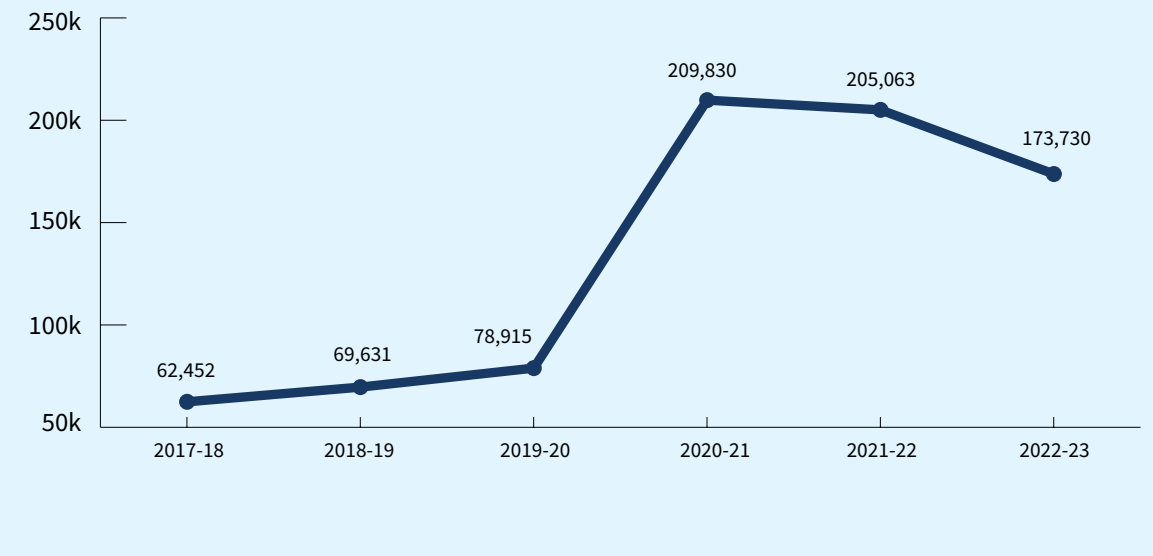
Figure 2, Distance Education Course Sessions versus Traditional Education Course Sessions (2017-18 to 2022-23), shows the prior modest increase, followed by the sharp increase induced by the pandemic, and then the subsequent decline of distance education course sessions (69,441 for distance education sessions in 2017-18 to 186,260 distance education sessions in 2022-23).

Figure 2. Distance Education Course Sessions versus Traditional Education Course Sessions



Likewise, distance education course sections followed the same pattern between the 2017-18 to 2022-23 academic years. Course sections offered as distance education were seeing gradual growth from 62,452 in 2017-18 to 78,915 in 2019-20. Due to the impact of the pandemic, distance education course sections jumped to 209,830 in 2020-21 and slowly decreased to 173,730 sections of distance education courses by 2022-23. Figure 3, Total DE Course Sections Offered State-wide (2017-18 to 2022-23), shows the prior modest increases, followed by the sharp increase of distance education course sections that were induced by the pandemic, and then the subsequent, modest decline of distance education course sections following the pandemic.

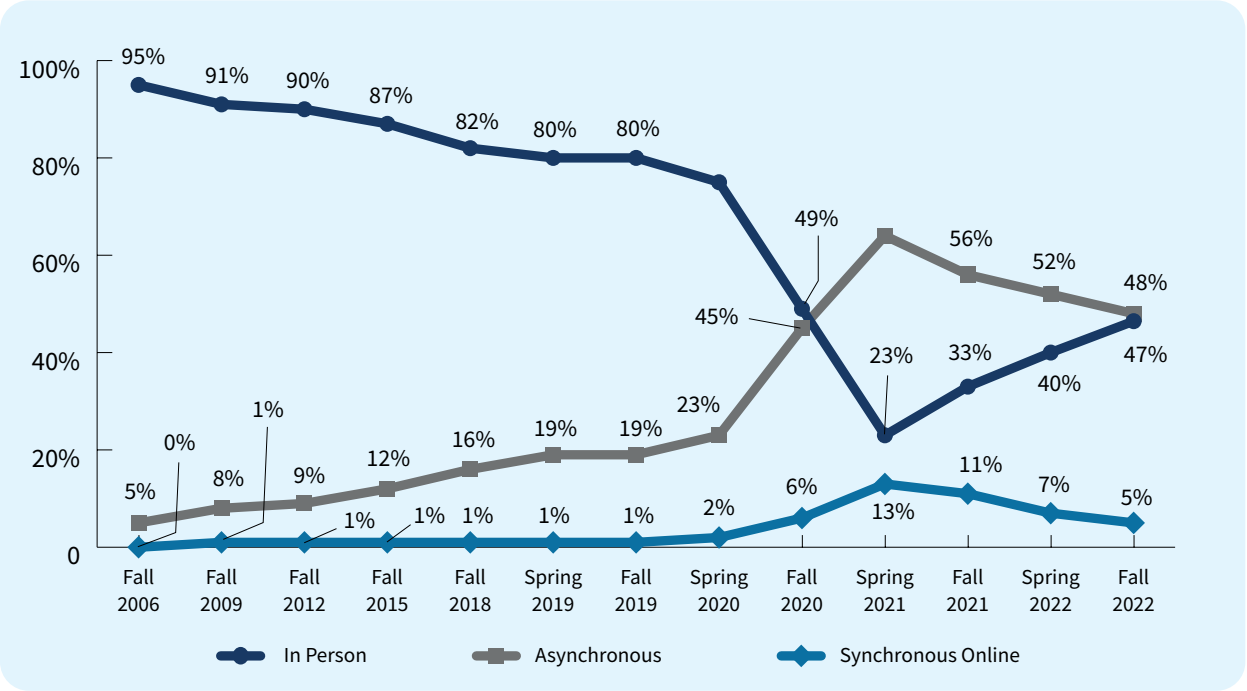
Figure 3. Total Distance Education Course Sections Offered State-wide



DISTRIBUTION OF COURSE MODALITY

Distance education continues to evolve, not only in the growth of course sections and sessions offered, but also in the delivery modality. Reviewing course offering by modality across the years, 95% of courses were offered in the traditional face-to-face modality in fall 2006. Synchronous online distance education was nearly nonexistent, and asynchronous online instruction accounted for roughly 5% of distance education. By fall 2019, 82% of instruction was still traditional face-to-face instruction with 19% of instruction being asynchronous and 1% being synchronous online distance education respectively. The pandemic impacted instructional modality significantly. In spring 2021, traditional in-person instruction fell to 23% while asynchronous distance education rose to 64% and synchronous distance education rose to 13% respectively. Following the pandemic, fall 2022 saw in-person traditional education return to 48%, asynchronous distance education held at 47% of course modalities, and synchronous distance education had fallen back to 5% from its high point of 13% in spring 2021. Figure 4, Distribution of Course Modality (by majority of delivery modality), shows course modality percentages from fall 2006 to fall 2022.

Figure 4. Distribution of Course Modality (by majority of delivery modality)



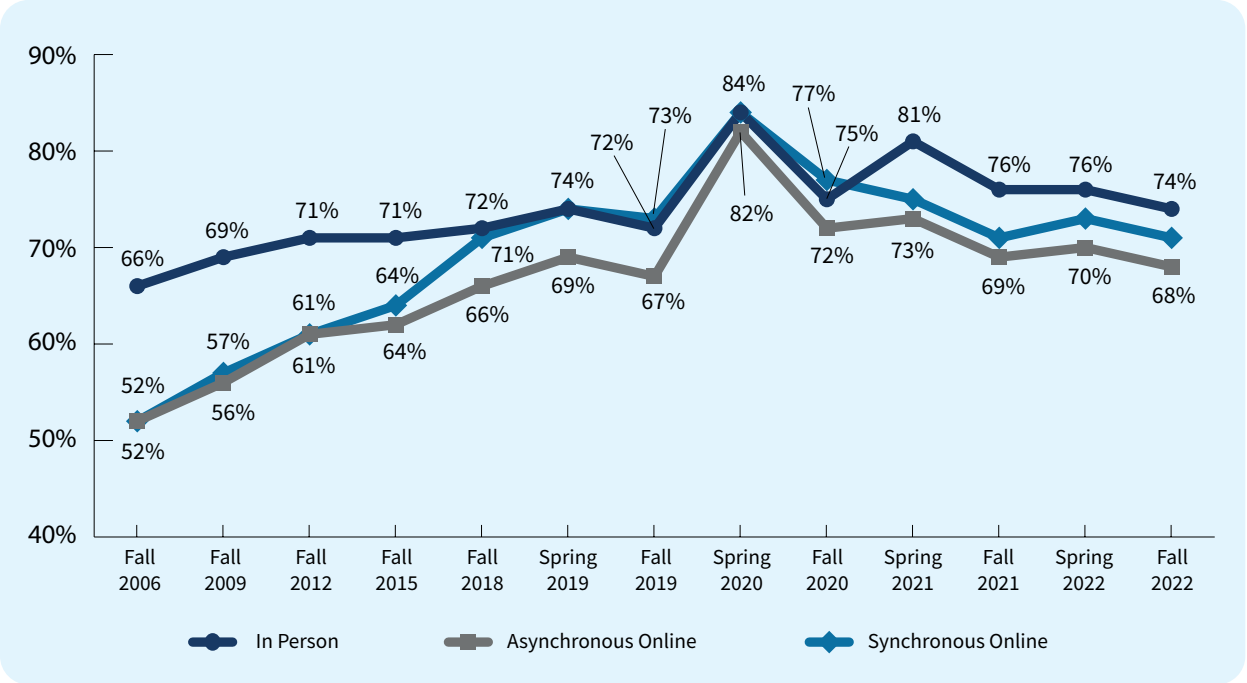
DISTANCE EDUCATION STUDENTS

OVERALL SUCCESS RATES

Success rates in distance education provide consideration regarding the impact of the delivery of instructional content on educational outcomes. A comparison of student success rates from fall 2006 to fall 2022 demonstrates that student success in all modalities has improved, but the large success gaps between in-person and distance education modalities has significantly closed. The success rate between in-person courses in Fall 2006 was 14% higher than both synchronous and asynchronous course success that same semester. The spring 2020 semester saw the highest level of student success for all modalities; however, it must be noted that this semester allowed an authorization of course withdrawals and correction of non-passing grades emergency withdrawal (EW) notation for students. By fall 2022 following the pandemic, success rates between modalities had traditional in-person courses only exceeding distance education success rates by 3% for asynchronous Online courses and by 6% for online synchronous course modalities.

Figure 5, Success Rate by Primary Course Modality (fall 2006 - fall 2022) demonstrates the growth of overall student success rates in all modalities during the past years, the closing of gaps during the initial impact of the pandemic, and the return to the prior pattern of success rates before the pandemic occurred in fall 2019.

Figure 5. Success Rate by Primary Course Modality

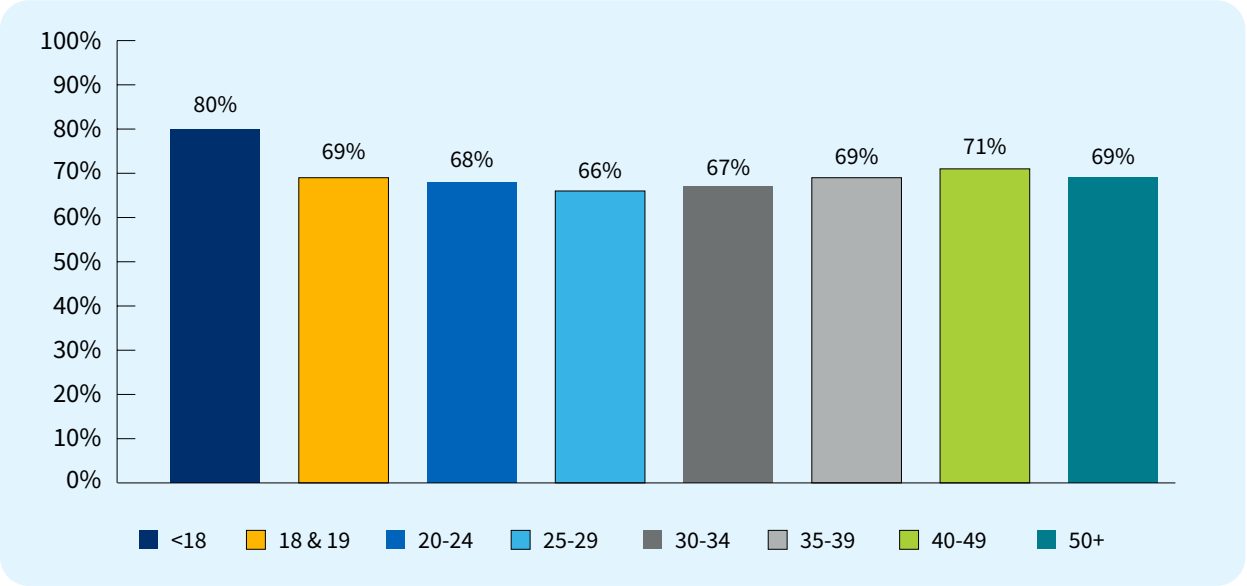


CURRENT DEMOGRAPHICS

Completion Rates by Age

Student completion rates in distance education by age provide insight regarding consideration of familiarity with technology and associated support. There are eight age categories: under 18 years; 18-19 years; 20-24 years; 25-29 years; 30-34 years; 35-39 years; 40-49 years; and over 50-years old. Of all age groups, students who are less than 18 years of age have the highest percentage (80%) of distance education course completion. Students in the <18 age range are defined as "dual enrollment" and are generally categorized as high-performing students, and/or they are students who are taking dual enrollment courses as part of their CCAP dual enrollment program through their local high school with support services available. The lowest performing age-group are students between 25-29 years completing at 66%; however, the variance between completion rates for all other age groups (excluding <18 and 25-29) is only 4 percentage points. Students between the age of 40-49 complete at 71% which is the second-highest completing group. Other age groups (18-19, 20-24, 30-34, 35-34, 35-39 and over 50-years old) range in completion rates between 66% to 69%. Figure 6, Completion Rate by Age for DE Courses, shows the 2022-23 data. Years between 2017-18 to present are not included as completion rates have not varied within any age group by more than 2% during the prior 6 years.

Figure 6. Completion Rate by Age for Distance Education Courses in 2022-2023



Enrollment and Successful Completion Rates by Disability

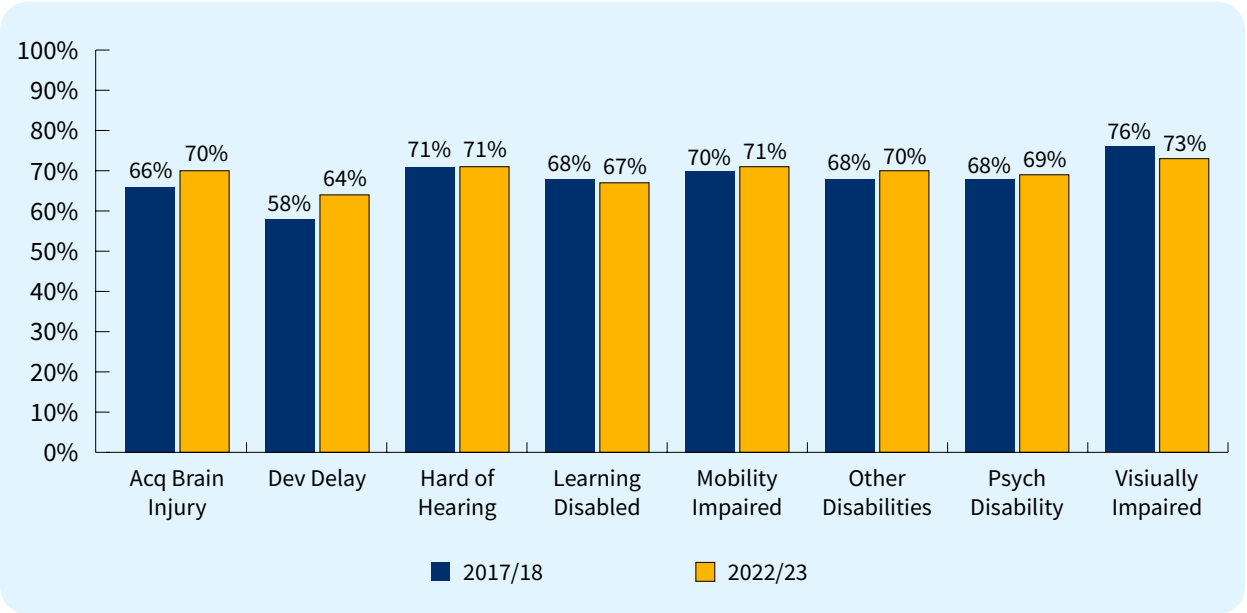
Eight categories of disabilities that are selected for review because they persisted between 2017-18 to 2022-23 and are recorded in Chancellor's Office Management Information Systems data:

- Acquired brain injury
- Developmentally delayed learner
- Learning disabled
- Mobility impaired
- Other disability
- Psychological disability
- Visually impaired

Student completion by type of disability displays the impact of specific disabilities on students in distance education course sessions. Disabled students are provided a wide range of services to assist them in academic course work. In addition, all distance education courses must be adapted to accommodate disabled learners. Over the span of 2017-18 to 2022-23, most disability categories reported improved completion rates. Students will acquired brain injuries and developmental delay learning saw the greatest improvements at 4% and 6% respectively. Students with learning disabilities incurred a 1% reduction and students with visually impairment incurred a 3% reduction to completion rates.

Figure 7, Completion Rate by Disability Type: 2017-18 to 2022-23, shows the change in completion rates for students with different classifications of disabilities. Students with developmental delayed learning demonstrated the greatest improvement during this 6-year time frame, and students with visual impairments demonstrated the most reduction to completion rate during the same time span.

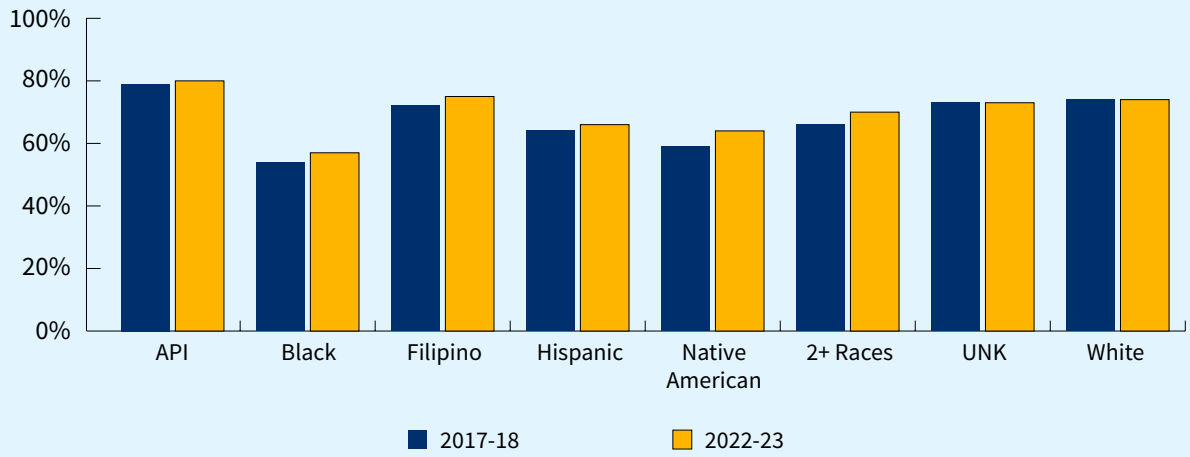
Figure 7. Completion Rate by Disability Type: 2017-18 to 2022-23



Enrollment and Completion Rates by Ethnic Groups

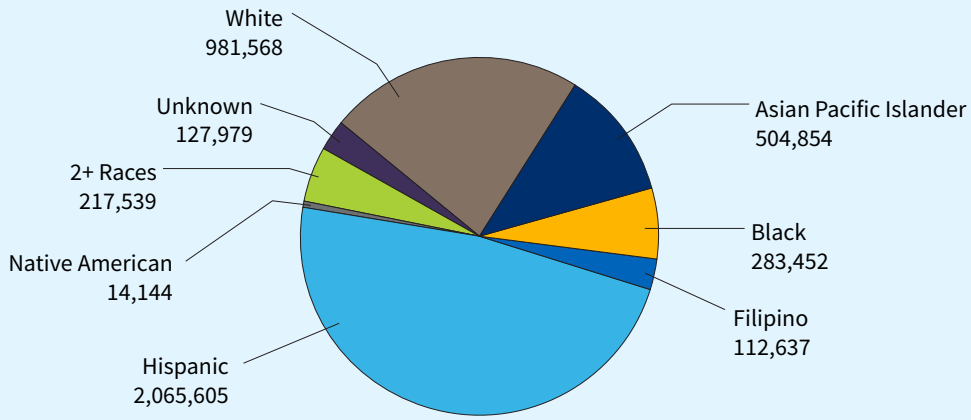
Comparing completion rates between ethnic groups during the 2017-18 to 2022-2023 time frame demonstrates improvement for minority groups while White and Unknown student completion rates remained static. This gives preliminary data that equity efforts in distance education pedagogy and anti-racist course content appear to be improving completion rates for students of non-White ethnic groups. While the improvements are modest, the impact of inclusive practices in distance education are worth noting. Figure 8, Completion Rates by Ethnicity 2017-18 vs 2022-23, reveals the consistent improvements across all historically under-served student populations in distance education.

Figure 8. Completion Rates by Ethnicity 2017-18 vs 2022-23



Student enrollment by ethnicity in 2022-23 reveals the ethnic composition of students who enrolled in distance education courses in the recent academic year. Hispanic students enroll in distance education in higher numbers than their White, Asian Pacific Islander and Black fellow students.

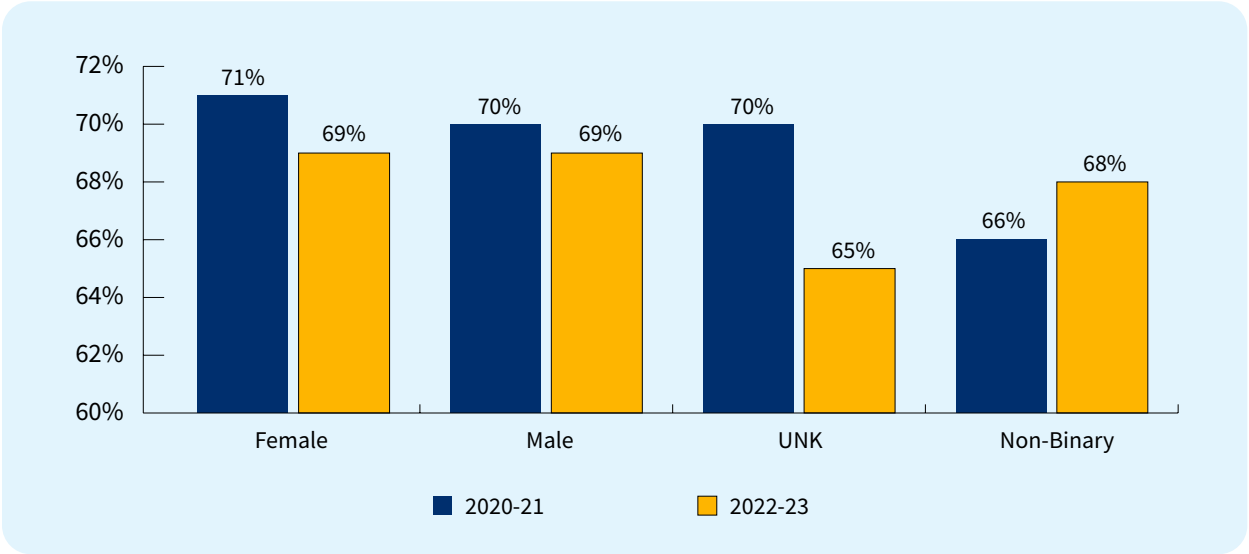
Figure 9. Student Enrollment by Ethnicity 2022-23 (duplicated headcount)



Completion Rate in Distance Education by Gender

In 2017-18, female students accounted for 60% of distance education enrollments. Male students enrolled in 39% of distance education courses and unknown (not reported) students enrolled in less than 1% of distance education courses. In 2020-21, non-binary student enrollments began to be calculated. Although the 2017-18 versus 2022-23 data comparisons are the emphasis of this report, a review of the 2020-21 to 2022-23 data is important in this section as it shows the notable distance education completion growth of non-binary students. In 2022-23, female student enrollments composed 57% of enrollments, male student enrollments made up 41% of enrollments, unknown (non reported) comprised 0.4% of enrollments, and non-binary student enrollments accounted for 1.4% of enrollments. However, non-binary student enrollments have grown from 5,735 in 2020-21 to 61,832 in 2022-23. Conversely, during the same time period (2020-21 to 2022-23), unknown (non-reported) student enrollments have fallen from 60,113 to 18,885. Figure 10, Completion Rate in DE Courses by Gender 2020-21 vs 2022-23 shows completion rates have slightly fallen (-2%) for female students, (-1%) male students, and (-5%) for unknown students. Conversely, non-binary student completions have grown from 66% to 68% during the same time period.

Figure 10. Completion Rate in DE Courses by Gender 2020-21 vs 2022-23



CALIFORNIA VIRTUAL CAMPUS ONLINE COURSE EXCHANGE

Through the Online Education Initiative (OEI), students' options to access courses needed for early program completion or accommodate the demands of their personal schedules has significantly increased. California Community Colleges participating in the California Virtual Campus (CVC) OEI course exchange can crossenroll their students into available Online courses at other colleges, while other colleges may do the same with their students. The course exchange includes courses in high demand for the Associate Degree for Transfer, general education required courses and courses that often fill the fastest at colleges.

Data provided from the CVC for this report includes the 2018-19 academic year through the 2022-23 academic year. As of 2023-24, there are 115 colleges participating in the course exchange consortium. This is a substantial expansion from the 59 colleges that were participating in 2018-19. Likewise, teaching colleges that are participating in the course exchange have grown from 11 colleges in 2020-21 to 39 colleges in 2022-23. Cross enrollments in the course exchange have developed with an 18-fold increase from 368 enrollments taking place in 2020-21 to 6,586 enrollments during the 2022-23 academic year. The course exchange is growing student access options for finding needed courses and is expected to continue to increase the system distance education enrollments.

DISTANCE EDUCATION COURSE QUALITY AND PROFESSIONAL DEVELOPMENT

With the goal of continuous improvement for distance education courses, the CVC's @ONE training program has implemented the Peer Online Course Review (POCR) program. POCR is a process that engages faculty to interact with their faculty peers who are trained in best practices for distance education pedagogy and course design. Distance education courses are reviewed and evaluated using a quality rubric with feedback to enhance the educational experience and success outcomes for students. In 2021-22, 970 distance education courses had become POCR certified, and as of November 2023, this total has grown to 1594 courses now holding POCR certification status. Additionally, colleges are able to develop their own cadre of peer review faculty and become designated "certified colleges." In 2020-21 when POCR was implemented, 8 colleges became certified to support local POCR efforts and certify courses. As of November 2023, 68 colleges are now POCR certified and are reviewing their local distance education courses to ensure that they meet quality standards. @ONE continues to offer professional development to professors with various options:

- **Desktop Webinars**
  CVC/@ONE hosts 60 - 90 minutes webinars that present emerging issues, ongoing trends and best practices in online education. Sessions are conducted virtually and feature presenters from across the California Community Colleges who are leaders in their respective fields. Participants are able to enage with both webinar presenters as well as other participants online.

- **Instructor-Led Online Courses**
  CVC/@ONE offers several courses facilitated by California community college faculty and staff from across the state. Courses are typically four, six or 12 weeks in length and provide learners with an in-depth understanding on a variety of topics including, but not limited to: online course design, accessibility in online courses, equitable grading practices, culturally responsive teaching and more. Registration for CVC/@ONE classes is free throughout the current academic year.

- **Self-Paced Training**
  CVC/@ONE offers self-paced course 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 and Online learning.

DISTANCE EDUCATION TUTORING SUPPORT VIA NETTUTOR

Data presented earlier in this report demonstrates 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 under-served populations. Online tutoring became a considerable need for students during the pandemic, and it served a particular niche supporting education. Services provided by NetTutor helped meet that need in addition to local efforts offered through the individual colleges. Prior to the pandemic in 2018-19, 86 colleges made use of NetTutor and served 35,552 students by providing 78,584 tutoring sessions. In 2020-21, these numbers climbed significantly with 106 colleges using NetTutor, 55,564 students being served, and 203,532 tutoring sessions being conducted. The totals for each of these data points have reduced from the highpoint in 2020-21, but use of NetTutor remains at rates that are higher than before the pandemic. In 2022-23, 105 colleges continued to make NetTutor available to students, 41,110 students were served, and 122,202 tutoring sessions were provided.

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 trainings, information and support in several areas related to distance education, including the following:

- Accessibility Basics
- Using the Shire Captioning Tool
- Alternate Media Production Manual
- Introduction to Alternate Media
- Introduction to Braille
- Kurzweil 3000 features
- Pope Tech Accessibility Guide
- Understanding PDF barriers
- Workflows for PDF Remediation
- Document Accessibility (MS Suite)
- Creating Accessible Images & Alt Text
- Creating Accessible Forms & Tables
- Section 508

Most of these trainings are held online in a self-paced environment to support faculty and support staff state-wide. Additionally, HTCTU has rainings in its facility and responds to ADA 504 and 508 inquiries. HTCTU staff can (and often do) visit individual campuses to provide on-site trainings 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 2022-23 year. The HTCTU also provides Canvas trainings 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 Santa Clarita Community College District (SCCCD) has 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 general public by ensuring the accessibility of aural information. The SCCCD establishes outside contracts with captioning vendors to provide assistance to 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 grant period of 2020-2023, the DECT grant: provided the following services:

- 56 colleges served 56
- 593 applications received
- 25,002 hours sync captionining
- 38,168 hours of async captioning

THE FUTURE OF DISTANCE EDUCATION

California community college distance education administrators, coordinators and faculty are working collaboratively to keep pace with the growing student demand for courses and programs that fit their individual needs. Specifically, the Online education community is exploring options to remove technological, statutory and regulatory barriers to meet student demand. Colleges have absorbed unprecedented growth in distance education course offerings out of necessity, and they have simultaneously had to adopt best practices, ensure technological innovation and foster continuous improvement for distance education at their respective institutions. As distance education settles into a new equilibrium following the pandemic, the California Community Colleges will need to continue making adjustments for an educational environment where distance education is a norm rather than a specialized sub-section in colleges' educational offerings.

In Fall 2023, the Chancellor's Office released an Request for Proposal (RFP) for a third party research organization to conduct an Online Education Review and Recommendations study. This legislatively funded research project is expected to yield valuable information and guidance to the Chancellor's Office and community colleges to inform and guide efforts to enhance distance education in California. The research study will contribute to the system's

knowledge base for distance education by: 1. analyzing current course offerings statewide, 2. performing a literature review on student outcomes related to student education in synchronous, asynchronous and hybrid learning models, 3. conducting a research study that explores student outcomes related to distance education delivery for different student populations, and 4. exploring the efficacy of course offerings to students' needs for modality and transferability.

CALIFORNIA COMMUNITY COLLEGES VISION 2030 AND DISTANCE EDUCATION

In 2023, the Chancellor's Office put forward Vision 2030 for the California Community Colleges that will guide the goals and strategies of the system. Distance provides an effective set instructional methodology options that will help fulfill the goals of the Vision 2030 plan:

- Action #3 - Increase and improve access to, success of, and support for quality of online programs of study.
- Action #5 - Increase flexible term structures, flexible schedules and credit for prior learning opportunities to support the success of working adult learners.
- Action #8 - Health care: Expand access to health care pathway programs with particular attention to nursing, mental health and behavioral health.
- Action #11 - Education: Increase system capacity to decrease faculty shortages in key sectors including nursing, early childhood pathways and education.
- Action #12b - Modernize system technology infrastructure to support online education delivery. Develop an analysis of the impact of generative AI technology and its potential implications for teaching and learning and take the necessary action in policy reform, systems development and practices to advance success, access and support for our students.

These key actions within Vision 2030 directly address distance education quality and also identify expanding access goals in specific sectors that will require flexibility options provided by distance education modalities for students to fill the needs in niche fields. Additionally, distance educational provides more faculty options statewide to teach courses that were formerly land-locked to a specific college or within a specific regional location. Now, faculty can be selected to provide high quality instruction to students who are geographically separated and would not have otherwise had access to teach opportunities.

DEETAC will seek to make updates to guiding regulations with the goal of maximizing distance education efficacy, defining distance education methodologies and supporting practices that align with Vision 2030 goals in the post-pandemic environment. The Online Education Research project is expected to provide substantial data and insights into course offering patterns. It will analyze how regulations and funding methodology interacts with colleges' distance education course offerings, students' preferences and accessibility to distance education, and students' performance in varying distance education modalities by ethnicity and age. This research will also include literature review of the best practices in distance education across the nation. Additionally, the Distance Education Professional

Development Request for Information process will gather further insight into current best practices in distance education pedagogy and technology. This multifaceted approach to seek practitioner knowledge and to provide guidance to the field will support ongoing efforts to ensure equitable outcomes for California students and to close the performance gaps between in-person and Online education modalities.

KEY FACTORS TO MEET VISION 2030 GOALS

Following the pandemic, California Community Colleges are finding a new equilibrium between traditional in-person and distance education course offerings. The ZTC Degree Grant Program is expected to create significant additions to OER content, and the expansion of teaching colleges and courses offered by the California Virtual Campus (CVC) exchange are bringing greater distance educational course options as both teaching and participating colleges to students throughout the state. Faculty members are creating and converting courses to distance education modalities and certifying courses for quality through the peer-review process to meet the growing demand. More colleges are integrating distance student support services to boost student success in distance education courses and programs.

The percentage of course offerings that are distance education are anticipated to find a new equilibrium point that is much higher than the pre-pandemic course offering levels. This is largely due to the flexibilities and access options provided to both students and faculty in the academic environment. Distance education is expected to grow as a choice instructional delivery method that aligns with the key Vision 2030 goals of Equity in Access, Equity in Success and Equity in Support. Students not only can access course instruction through distance education but also need to develop greater options for interactions with key college services such as admissions, counseling, financial aid, categorical support programs, tutoring, and many more. The willingness to allow Generative AI to be activated in these service areas will also be critical as staffing levels, costs, hours of operation, and distance from the physical college or satellite campuses. Student choice must be supported by clear student pathways in dashboards and widgets that provide instant access to information during times that students seek information without the requirement to take time off from work or set aside other familial and life responsibilities.

The development of technology systems and access to educational resources must be prioritized by future initiatives to bring all aspects of the student learning experience to the touch of a fingertip from a mobile device. Additionally, efforts must be made to update antiquated distance education definitions, regulations and data elements to help inform and shape a continuous improvement model for distance education delivery and support in the years to come. Partnerships will be key to assure that these goals are met in an environment of collaboration, flexibility and feedback to ensure students, instructors and administrators are engaged in distance education delivery and support.

The Chancellor's Office, the Distance Education and Education Technology Advisory Committee (DEETAC), the Online Education Initiative (OEI), the ASCCC and other stakeholders assist colleges in fostering the growth and success of their online academic programs. Each of these supportive agencies have undertaken efforts to improve distance education in the following efforts: 1) Statutory, regulatory and policy guidance updates, 2) Student access to distance education, 3) Continuous quality improvement for distance education instruction and course design, and 4) Artificial intelligence impacts on distance education.

Statutory, Regulatory and Policy Guidance Updates

The Distance Education and Education Technology Advisory Committee (DEETAC) meets to review statutory and regulatory barriers to distance education and make recommendations for improvement, as necessary. Subsequent guidance documents are issued including recommendations for training.

Student Access to Distance Education

The CVC Online Course Exchange's expanding number of courses, participating colleges, infrastructure and tools continue to support student access to needed courses in Online modalities across the state to expedite program completion.

Continuous Quality Improvement

The Chancellor's Office has contracted with @ONE and the ASCCC OERI to offer professional development for distance education quality enhancement. Additionally, the Chancellor's Office is launching an open Request for Information (RFI) for Online professional development in Spring 2024 to solicit additional evidence-based best practice educational methods and explore professional development opportunities for distance education instructors. The need for ongoing professional development to equip instructors to deliver pedagogically sound education using evidence-based strategies is necessary to support students' learning needs and preferences. Additionally, equipping students to successfully engage educational content and grow competencies in distance education interactions is essential to ensure all students overcome the digital divide and are prepared for success in the mixed modality workforce.

Generative Artificial Intelligence

Exploration into the use of generative artificial intelligence (AI) by instructors and students in the learning environment is a significant need identified in Vision 2030. Generative AI opens new options to assist professors in the development of course materials, enhancing student learning with individualized educational assessment opportunities, growing student abilities in academic and technological skills, and supporting creativity in the education sphere. Generative AI also presents challenges regarding authentic student learning and challenges for instructors who will require ongoing professional development and new technology tools to ensure student learning and pedagogical standards are preserved.

APPENDIX A: TOTAL STUDENT HEADCOUNT IN ALL DISTANCE EDUCATION AND TRADITIONAL EDUCATION COURSE SESSIONS (UNDUPLICATED HEADCOUNT)

Fiscal Year	Distance Education	Traditional Education	Total	Percent of Total Headcount	Corrected % Formula
2005-06	328,372	2,630,207	2,958,579	12.48%	11.10%
2006-07	392,355	2,694,149	3,086,504	14.56%	12.71%
2007-08	483,884	2,810,572	3,294,456	17.22%	14.69%
2008-09	611,689	2,923,137	3,534,826	20.93%	17.30%
2009-10	649,518	2,758,831	3,408,349	23.54%	19.06%
2010-11	675,760	2,570,688	3,246,448	26.29%	20.82%
2011-12	643,255	2,388,913	3,032,168	26.93%	21.21%
2012-13	633,058	2,257,177	2,890,235	28.05%	21.90%
2013-14	687,935	2,256,020	2,943,955	30.49%	23.37%
2014-15	732,577	2,244,158	2,976,735	32.64%	24.61%
2015-16	796,536	2,251,136	3,047,672	35.38%	26.14%
2016-17	860,567	2,244,251	3,104,818	38.35%	27.72%
2017-18	932,265	2,219,075	3,151,340	42.01%	29.58%
2018-19	1,008,078	2,174,203	3,182,281	46.37%	31.68%
2019-20	1,109,224	2,070,492	3,179,716	53.57%	34.88%
2020-21	1,757,660	1,197,459	2,955,119	146.78%	59.48%
2021-22	1,655,785	1,079,034	2,734,819	153.45%	60.54%
2022-23	1,565,073	1,345,081	2,910,154	116.36%	53.78%

APPENDIX B: DISTANCE EDUCATION AND TRADITIONAL EDUCATION COURSE SESSIONS

Fiscal Years	Distance Education	Traditional Education	Percentage
2005-06	21,407	456,644	4.69%
2006-07	26,121	465,680	5.61%
2007-08	32,380	486,866	6.65%
2008-09	39,178	482,756	8.12%
2009-10	39,964	440,933	9.06%
2010-11	43,561	419,466	10.38%
2011-12	41,246	391,191	10.54%
2012-13	42,053	376,289	11.18%
2013-14	48,087	396,407	12.13%
2014-15	52,477	407,662	12.87%
2015-16	57,749	415,658	13.89%
2016-17	63,091	418,796	15.06%
2017-18	69,441	414,735	16.74%
2018-19	77,216	407,949	18.93%
2019-20	85,755	393,135	21.81%
2020-21	240,017	192,361	124.77%
2021-22	228,116	220,592	103.41%

APPENDIX C: TOTAL DISTANCE EDUCATION SECTIONS OFFERED STATE-WIDE

Academic Year	"Total Courses"	"Total Sections"	"Total Course Sessions"
2005-06	12,607	20,050	21,414
2006-07	15,080	24,391	26,134
2007-08	18,147	30,343	32,417
2008-09	21,481	36,667	39,244
2009-10	21,713	36,886	40,038
2010-11	22,705	39,434	43,665
2011-12	21,652	37,239	41,354
2012-13	21,522	37,892	42,147
2013-14	23,543	42,893	48,194
2014-15	25,348	46,968	52,580
2015-16	27,317	51,658	57,883
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

APPENDIX D: DISTRIBUTION OF COURSE MODALITY (BY MAJORITY OF DELIVERY MODALITY)

TERM NAME	INST-71	% INST-71	INST-72	% INST-72	INST-02	% INST-02
Fall 06	698	0.00	7132	0.05	141216	0.95
Fall 09	846	0.01	13408	0.08	138087	0.91
Fall 12	1332	0.01	15017	0.09	122592	0.90
Fall 15	1574	0.01	19721	0.12	131481	0.87
Fall 18	1699	0.01	25672	0.16	125626	0.82
Fall 19	1499	0.01	29391	0.19	125679	0.80
Fall 20	11670	0.06	70462	0.45	71857	0.49
Fall 21	20639	0.11	89815	0.56	52126	0.33
Fall 22	9720	0.05	70949	0.47	72621	0.48
Spring 19	1807	0.01	27791	0.19	123868	0.80
Spring 20	2544	0.02	32766	0.23	116345	0.75
Spring 21	25087	0.13	103909	0.64	33955	0.23
Spring 22	13534	0.07	73055	0.52	61702	0.40

APPENDIX E: SUCCESS RATE BY PRIMARY COURSE MODALITY (FALL 2006 - FALL 2022)

	Fall 2006	Fall 2009	Fall 2012	Fall 2015	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022
	Credit	Credit	Credit	Credit	Credit	Credit	Credit	Credit	Credit	Credit	Credit	Credit	Credit
	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
State of California Total	**65.25 %**	**67.41 %**	**70.03 %**	**69.72 %**	**71.22 %**	**72.93 %**	**71.04 %**	**83.16 %**	**73.90 %**	**75.25 %**	**71.38 %**	**75.46 %**	**70.62 %**
Delayed Interaction (Internet Based)	51.64 %	55.72 %	60.71 %	62.28 %	66.27 %	68.55 %	66.71 %	81.64 %	71.99 %	73.08 %	68.91 %	70.36 %	67.62 %
Non Distance Education Methods	66.21 %	68.72 %	71.20 %	70.84 %	72.24 %	73.97 %	72.06 %	83.67 %	75.39 %	81.44 %	76.19 %	76.27 %	73.61 %
Simultaneous Interaction (Internet Based)	51.94 %	56.89 %	60.77 %	64.49 %	71.36 %	73.63 %	72.69 %	84.44 %	77.06 %	75.30 %	70.56 %	72.82 %	71.29 %

APPENDIX F: STUDENT ENROLLMENT AND COMPLETION RATE BY AGE IN DISTANCE EDUCATION AND CREDIT COURSE SESSIONS (DUPLICATED HEADCOUNT)

Age	Student Outcome	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<18	Completed	6,986	9,571	12,126	16,295	15,574	14,085	12,587	13,187	16,908	20,084	27,222	36,024	48,883	64,680	84,801	262,492	253,049
	Not Completed	4,892	6,647	8,324	10,814	9,000	6,720	5,513	5,111	5,976	6,881	8,593	9,965	12,973	15,378	19,816	57,478	66,278
	Total	11,878	16,218	20,450	27,109	24,574	20,805	18,100	18,298	22,884	26,965	35,815	45,989	61,856	80,058	104,617	319,970	319,327
	Rate of completion	59%	59%	59%	60%	63%	68%	70%	72%	74%	74%	76%	78%	79%	81%	81%	82%	79%
18 & 19	Completed	47,209	57,903	75,824	97,402	112,148	119,133	113,451	118,155	134,259	148,938	177,784	207,603	251,271	306,535	384,648	1,065,275	993,561
	Not Completed	51,229	61,280	77,670	92,631	95,819	92,328	80,102	77,163	84,002	90,236	97,886	105,297	115,766	137,457	166,198	470,113	463,254
	Total	98,438	119,183	153,494	190,033	207,967	211,461	193,553	195,318	218,261	239,174	275,670	312,900	367,037	443,992	550,846	1,535,388	1,456,815
	Rate of completion	48%	49%	49%	51%	54%	56%	59%	60%	62%	62%	64%	66%	68%	69%	70%	69%	68%
20 - 24	Completed	104,921	130,155	164,851	212,068	230,314	249,109	247,131	260,032	294,347	325,430	370,264	413,311	472,583	518,153	578,151	1,222,974	1,058,165
	Not Completed	111,298	134,268	163,056	197,209	197,920	199,658	184,437	175,030	191,249	206,041	215,898	223,720	229,777	241,043	255,809	550,306	512,285
	Total	216,219	264,423	327,907	409,277	428,234	448,767	431,568	435,062	485,596	531,471	586,162	637,031	702,360	759,196	833,960	1,773,280	1,570,450
	Rate of completion	49%	49%	50%	52%	54%	56%	57%	60%	61%	61%	63%	65%	67%	68%	69%	69%	67%
25 - 29	Completed	50,035	63,059	83,021	110,796	117,689	125,808	121,618	121,721	133,736	146,965	164,289	182,400	204,541	221,424	239,743	473,118	396,399
	Not Completed	45,445	54,930	69,133	88,102	87,134	88,048	82,073	76,853	84,130	91,643	98,342	102,762	103,690	108,659	113,083	211,679	194,015
	Total	95,480	117,989	152,154	198,898	204,823	213,856	203,691	198,574	217,866	238,608	262,631	285,162	308,231	330,083	352,826	684,797	590,414
	Rate of completion	52%	53%	55%	56%	57%	59%	60%	61%	61%	62%	63%	64%	66%	67%	68%	69%	67%
30 - 34	Completed	33041	39,818	50,829	67,924	69,952	76,019	74,223	73,786	79,656	85,499	94,280	102,194	114,535	128,446	142,082	280,835	248,732
	Not Completed	25607	29,626	36,688	47,028	47,479	49,069	46,354	42,419	44,573	47,737	49,583	51,435	51,894	55,654	61,503	110,667	113,977
	Total	58,648	69,444	87,517	114,952	117,431	125,088	120,577	116,205	124,229	133,236	143,863	153,629	166,429	184,100	203,585	391,502	362,709
	Rate of completion	56%	57%	58%	59%	60%	61%	62%	63%	64%	64%	66%	67%	69%	70%	70%	72%	69%

Age	Student Outcome	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
35 - 39	Completed	25,058	30,199	38,702	48,949	48,839	50,641	47,588	45,605	49,955	53,841	59,167	64,334	72,685	81,939	89,859	168,991	157,662
	Not Completed	17,551	20,856	25,224	31,994	30,199	30,476	27,178	24,738	27,330	28,631	29,990	30,705	31,251	33,300	36,235	62,694	68,435
	Total	42,609	51,055	63,926	80,943	79,038	81,117	74,766	70,343	77,285	82,472	89,157	95,039	103,936	115,239	126,094	231,685	226,097
	Rate of completion	59%	59%	61%	60%	62%	62%	64%	65%	65%	65%	66%	68%	70%	71%	71%	73%	70%
40 - 49	Completed	36,117	42,399	51,021	64,868	66,539	70,448	66,388	62,830	64,573	65,641	68,695	72,258	78,507	87,986	95,221	179,139	168,411
	Not Completed	22,396	26,386	30,626	38,279	37,395	38,941	35,698	31,592	33,749	33,511	32,724	32,961	32,547	34,102	37,472	60,418	66,678
	Total	58,513	68,785	81,647	103,147	103,934	109,389	102,086	94,422	98,322	99,152	101,419	105,219	111,054	122,088	132,693	239,557	235,089
	Rate of completion	62%	62%	62%	63%	64%	64%	65%	67%	66%	66%	68%	69%	71%	72%	72%	75%	72%
50+	Completed	16,106	18,988	23,716	31,619	34,942	38,731	39,103	38,905	40,692	40,622	42,827	42,762	45,692	50,919	54,797	107,356	102,216
	Not Completed	10,538	12,505	15,003	19,012	19,697	20,338	19,804	19,069	21,286	20,801	20,812	20,650	19,616	20,590	23,513	38,026	45,862
	Total	26,644	31,493	38,719	50,631	54,639	59,069	58,907	57,974	61,978	61,423	63,639	63,412	65,308	71,509	78,310	145,382	148,078
	Rate of completion	60%	60%	61%	62%	64%	66%	66%	67%	66%	66%	67%	67%	70%	71%	70%	74%	69%
Unknown	Completed	67	49	51	74	86	57	50	28	51	33	28	20	22	23	36	137	99
	Not Completed	49	42	36	67	73	33	31	24	18	16	12	15	13	18	14	47	38
	Total	116	91	87	141	159	90	81	52	69	49	40	35	35	41	50	184	137
	Rate of completion	58%	54%	59%	52%	54%	63%	62%	54%	74%	67%	70%	57%	63%	56%	72%	74%	72%

APPENDIX G: STUDENT ENROLLMENT AND COMPLETION RATE BY TYPE OF DISABILITY EDUCATION CREDIT COURSE SESSIONS (DUPLICATED HEADCOUNT)

Disability	Student Outcome	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Acquired Brain Injury	Completed	258	262	305	423	536	580	566	564	761	640	787	877	953	1100	1202	3,809	3,039	2,348
	Not Completed	231	306	301	341	456	464	412	364	454	499	491	499	494	471	481	1,222	1,242	1,005
	Total	489	568	606	764	992	1,044	978	928	1,215	1,139	1,278	1,376	1,447	1,571	1,683	5,031	4,281	3,353
	Rate of completion	53%	46%	50%	55%	54%	56%	58%	61%	63%	56%	62%	64%	66%	70%	71%	76%	71%	70%
Attention Deficit Hyperactivity Disorder	Completed																14,982	15,037	13,788
	Not Completed																6,050	6,778	6,206
	Total																21,032	21,815	19,994
	Rate of completion																71%	69%	69%
Autism Spectrum	Completed																14,421	14,709	13,233
	Not Completed																4,504	4,887	4,321
	Total																18,925	19,596	17,554
	Rate of completion																76%	75%	75%
Developmentally Delayed Learner	Completed	145	159	203	190	285	450	327	368	375	443	456	552	585	657	768	2,520	2,564	1,883
	Not Completed	271	211	230	233	322	512	325	322	261	345	361	383	421	401	450	1,073	1,110	1,072
	Total	416	370	433	423	607	962	652	690	636	788	817	935	1,006	1,058	1,218	3,593	3,674	2,955
	Rate of completion	35%	43%	47%	45%	47%	47%	50%	53%	59%	56%	56%	59%	58%	62%	63%	70%	70%	64%
Hearing Impaired	Completed	296	408	443	548	674	804	854	878	984	987	1,151	1,172	1393	1577	1721	4,276	3,770	3,149
	Not Completed	351	387	420	475	548	584	509	578	600	589	573	611	581	634	772	1,693	1,585	1,297
	Total	647	795	863	1,023	1,222	1,388	1,363	1,456	1,584	1,576	1,724	1,783	1,974	2,211	2,493	5,969	5,355	4,446
	Rate of completion	46%	51%	51%	54%	55%	58%	63%	60%	62%	63%	67%	66%	71%	71%	69%	72%	70%	71%
Learning Disabled	Completed	2,167	2,626	3,083	3,698	3,970	4,205	3,987	3,884	3,976	4,293	5,104	7,641	9384	11133	12789	34,230	31,832	27,009
	Not Completed	2,310	2,739	3,223	3,385	3,429	3,264	2,883	2,588	2,591	2,634	2,720	4,147	4460	5101	5648	14,362	14,883	13,104
	Total	4,477	5,365	6,306	7,083	7,399	7,469	6,870	6,472	6,567	6,927	7,824	11,788	13,844	16,234	18,437	48,592	46,715	40,113
	Rate of completion	48%	49%	49%	52%	54%	56%	58%	60%	61%	62%	65%	65%	68%	69%	69%	70%	68%	67%

Disability	Student Outcome	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Mobility Impaired	Completed	1484	1,597	1,691	2,054	2,344	2,650	2,819	2,832	2,964	3,020	3,232	3,284	3272	3551	3536	7,180	6,131	5,437
	Not Completed	1471	1,481	1,638	1,848	2,049	2,147	2,007	1,881	1,815	1,788	1,741	1,668	1435	1408	1377	2,484	2,248	2,189
	Total	2,955	3,078	3,329	3,902	4,393	4,797	4,826	4,713	4,779	4,808	4,973	4,952	4,707	4,959	4,913	9,664	8,379	7,626
	Rate of completion	50%	52%	51%	53%	53%	55%	58%	60%	62%	63%	65%	66%	70%	72%	72%	74%	73%	71%
Other Disability	Completed	2,048	2,542	3,301	4,068	5,417	6,970	7,674	8,675	9,591	11,149	12,885	8,554	6601	7192	7825	19,454	18,405	16,449
	Not Completed	2,290	2,785	3,406	4,109	5,303	6,261	6,073	6,127	6,827	7,463	7,028	4,169	3077	3117	3496	7,444	7,807	7,095
	Total	4,338	5,327	6,707	8,177	10,720	13,231	13,747	14,802	16,418	18,612	19,913	12,723	9,678	10,309	11,321	26,898	26,212	23,544
	Rate of completion	47%	48%	49%	50%	51%	53%	56%	59%	58%	60%	65%	67%	68%	70%	69%	72%	70%	70%
Psychological Disability	Completed	1,213	1,467	1,772	2,366	2,986	3,736	3,956	4,320	4,741	5,405	6,605	7,776	9549	11498	13104	32,639	32,631	30,985
	Not Completed	1,428	1,706	2,012	2,423	2,760	3,394	3,364	3,226	3,323	3,660	3,544	4,234	4407	5238	6062	14,056	14,765	14,202
	Total	2,641	3,173	3,784	4,789	5,746	7,130	7,320	7,546	8,064	9,065	10,149	12,010	13956	16,736	19,166	46,695	47,396	45,187
	Rate of completion	46%	46%	47%	49%	52%	52%	54%	57%	59%	60%	65%	65%	68%	69%	68%	70%	69%	69%
Speech/Language Impaired	Completed	36	41	66	96	110	118	113	145	152	177	243	107	58	74	15			
	Not Completed	29	50	76	83	103	105	104	100	112	129	117	51	20	33	2			
	Total	65	91	142	179	213	223	217	245	264	306	360	158	78	107	17			
	Rate of completion	55%	45%	46%	54%	52%	53%	52%	59%	58%	58%	68%	68%	74%	69%	88%			
Visually Impaired	Completed	274	267	319	410	478	582	571	591	674	614	816	1121	1977	2704	3459	4,997	4,800	4,197
	Not Completed	277	256	343	367	428	431	393	346	401	400	422	456	618	860	1170	1,674	1,653	1,542
	Total	551	523	662	777	906	1,013	964	937	1,075	1,014	1,238	1,577	2,595	3,564	4,629	6,671	6,453	5,739
	Rate of completion	50%	51%	48%	53%	53%	57%	59%	63%	63%	61%	66%	71%	76%	76%	75%	75%	74%	73%

APPENDIX H: STUDENT ENROLLMENT AND COMPLETION RATE BY ETHNICITY IN CREDIT COURSE SESSIONS (DUPLICATED HEADCOUNT)

Ethnicity	Student Outcome	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Asian/ Pacific Islander	Completed	40,739	52,311	65,326	81,686	84,400	101,856	99,519	100,737	109,205	113,616	141,005	159,941	182,402	206,493	239,355	506,387	451,067	402,264
	Not Completed	29,804	36,327	45,871	53,400	51,799	55,334	50,942	48,717	52,016	54,059	47,446	48,940	48,629	52,381	57,733	120,722	118,998	102,590
	Total	70,543	88,638	111,197	135,086	136,199	157,190	150,461	149,454	161,221	167,675	188,451	208,881	231,031	258,874	297,088	627,109	570,065	504,854
	Rate of completion	58%	59%	59%	60%	62%	65%	66%	67%	68%	68%	75%	77%	79%	80%	81%	81%	79%	80%
Black	Completed	21,134	25,400	32,703	48,158	46,608	52,082	49,975	48,984	55,681	58,686	64,890	67,797	74,998	82,056	90,243	179,055	170,377	160,889
	Not Completed	33,488	38,412	48,891	70,546	63,116	69,973	64,352	57,670	65,320	67,198	66,495	65,768	64,524	66,704	71,296	126,330	127,389	122,563
	Total	54,622	63,812	81,594	118,704	109,724	122,055	114,327	106,654	121,001	125,884	131,385	133,565	139,522	148,760	161,539	305,385	297,766	283,452
	Rate of completion	39%	40%	40%	41%	42%	43%	44%	46%	46%	47%	49%	51%	54%	55%	56%	59%	57%	57%
Filipino	Completed	10,164	13,114	17,970	22,700	21,694	23,202	22,277	22,687	25,109	27,710	31,976	36,503	40,312	47,955	54,466	124,358	104,420	84,225
	Not Completed	10,075	12,171	15,760	17,861	16,335	16,257	14,154	13,308	14,639	16,012	14,905	15,810	15,430	17,386	19,117	38,592	35,890	28,412
	Total	20,239	25,285	33,730	40,561	38,029	39,459	36,431	35,995	39,748	43,722	46,881	52,313	55,742	65,341	73,583	162,950	140,310	112,637
	Rate of completion	50%	52%	53%	56%	57%	59%	61%	63%	63%	63%	68%	70%	72%	73%	74%	76%	74%	75%
Hispanic	Completed	54,834	69,043	92,843	126,477	141,384	170,400	181,461	200,077	241,206	279,961	348,659	406,153	486,886	573,166	680,011	1,661,521	1,495,887	1,356,239
	Not Completed	64,405	80,163	102,662	134,974	140,938	161,153	160,707	166,061	195,560	219,798	234,690	255,730	275,246	308,238	348,842	842,868	809,998	709,366
	Total	119,239	149,206	195,505	261,451	282,322	331,553	342,168	366,138	436,766	499,759	583,349	661,883	762,132	881,404	1,028,853	2,504,389	2,305,885	2,065,605
	Rate of completion	46%	46%	47%	48%	50%	51%	53%	55%	55%	56%	60%	61%	64%	65%	66%	66%	65%	66%
Native American	Completed	3,519	4,414	5,347	6,578	5,369	4,821	4,104	3,918	3,837	4,214	4,949	5,656	6,310	6,889	6,069	11,399	10,076	8,995
	Not Completed	3,902	4,905	5,697	6,307	5,065	4,562	3,555	3,077	2,938	3,924	3,810	4,022	4,410	4,841	3,481	6,369	5,933	5,149
	Total	7,421	9,319	11,044	12,885	10,434	9,383	7,659	6,995	6,775	8,138	8,759	9,678	10,720	11,730	9,550	17,768	16,009	14,144
	Rate of completion	47%	47%	48%	51%	51%	51%	54%	56%	57%	52%	57%	58%	59%	59%	64%	64%	63%	64%
Two or More Races	Completed	5,956	7,537	9,022	244	9,861	19,342	24,543	28,754	34,543	39,314	46,305	52,550	61,045	68,833	76,799	180,431	167,045	151,332
	Not Completed	5,876	7,141	8,407	261	9,873	17,766	21,043	22,614	26,665	30,145	29,444	30,363	31,906	33,538	35,957	76,422	75,307	66,207
	Total	11,832	14,678	17,429	505	19,734	37,108	45,586	51,368	61,208	69,459	75,749	82,913	92,951	102,371	112,756	256,853	242,352	217,539
	Rate of completion	50%	51%	52%	48%	50%	52%	54%	56%	56%	57%	61%	63%	66%	67%	68%	70%	69%	70%

Ethnicity	Student Outcome	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Unknown/Declined to State	Completed	25,850	32,547	43,805	75,977	90,381	53,090	37,934	29,111	26,573	24,809	25,850	26,246	32,298	37,558	66,168	127,111	115,512	93,896
	Not Completed	20,820	27,428	36,186	60,855	68,778	36,389	24,793	16,578	14,841	13,668	10,660	10,035	11,918	13,825	26,375	45,351	46,060	34,083
	Total	46,670	59,975	79,991	136,832	159,159	89,479	62,727	45,689	41,414	38,477	36,510	36,281	44,216	51,383	92,543	172,462	161,572	127,979
	Rate of completion	55%	54%	55%	56%	57%	59%	60%	64%	64%	64%	71%	72%	73%	73%	71%	74%	71%	73%
White	Completed	155,807	185,598	225,268	277,851	279,140	298,078	281,602	275,670	286,038	301,934	340,926	366,061	404,469	437,166	456,233	970,099	863,925	724,671
	Not Completed	122,173	142,185	170,146	191,258	186,070	185,339	162,368	148,287	152,321	157,504	146,392	146,843	145,464	148,841	150,844	304,803	311,261	256,897
		277,980	327,783	395,414	469,109	465,210	483,417	443,970	423,957	438,359	459,438	487,318	512,904	549,933	586,007	607,077	1,274,902	1,175,186	981,568
	Rate of completion	56%	57%	57%	59%	60%	62%	63%	65%	65%	66%	70%	71%	74%	75%	75%	76%	74%	74%

APPENDIX I: STUDENT ENROLLMENT AND COMPLETION RATE BY GENDER IN CREDIT COURSE SESSIONS (DUPLICATED HEADCOUNT)

Gender	Student Outcome	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Female	Completed	200,641	244,575	305,512	394,200	419,447	441,585	425,320	427,611	467,503	509,966	602,694	678,388	782,398	887,261	1,019,028	2,222,857	1,964,324	1,714,043
	Not Completed	179,232	214,495	264,494	328,115	323,267	321,846	296,381	276,288	303,308	326,939	324,057	341,939	356,502	387,922	423,944	893,922	876,980	758,602
	Total	379,873	459,070	570,006	722,315	742,714	763,431	721,701	703,899	770,811	836,905	926,751	1,020,327	1,138,900	1,275,183	1,442,972	3,116,779	2,841,304	2,472,645
	Rate of completion	53%	53%	54%	55%	56%	58%	59%	61%	61%	61%	65%	66%	69%	70%	71%	71%	69%	69%
Male	Completed	115,375	143,009	183,338	239,059	252,644	274,055	269,516	276,193	308,177	333,540	392,929	431,895	493,446	557,880	631,990	1,491,626	1,364,124	1,214,043
	Not Completed	109,679	132,349	166,402	203,055	213,979	220,127	201,182	196,065	216,750	230,960	224,811	230,105	235,093	251,838	281,593	647,566	630,299	540,403
	Total	225,054	275,358	349,740	442,114	466,623	494,182	470,698	472,258	524,927	564,500	617,740	662,000	728,539	809,718	913,583	2,139,192	1,994,423	1,754,446
	Rate of completion	51%	52%	52%	54%	54%	55%	57%	58%	59%	59%	64%	65%	68%	69%	69%	70%	68%	69%
Unknown	Completed	1,987	2,380	3,434	6,412	6,746	7,231	6,579	6,134	6,512	6,738	8,937	10,624	12,869	14,953	17,699	42,117	7,767	12,221
	Not Completed	1,632	1,888	2,724	4,292	4,728	4,800	4,351	3,959	4,242	4,409	4,974	5,467	6,911	6,423	7,749	17,996	4,748	6,634
	Total	3,619	4,268	6,158	10,704	11,474	12,031	10,930	10,093	10,754	11,147	13,911	16,091	19,780	21,376	25,448	60,113	12,515	18,855
	Rate of completion	55%	56%	56%	60%	59%	60%	60%	61%	61%	60%	64%	66%	65%	70%	70%	70%	62%	65%
Non-Binary	Completed																3761	42,094	42,204
	Not Completed																1973	18,809	19,628
	Total																5,734	60,903	61,832
	Rate of completion																66%	69%	68%

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1102 Q Street | Suite 4400 | Sacramento, CA 95811
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