



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

## Fall 2023-Fall 2025

**Success Rates in Online Synchronous, Asynchronous, and Face-to-Face Classes by Race/Ethnicity, Fall 2023-2025**

Chabot College	Fall 2023			Fall 2024			Fall 2025			
	Modality (Total)**	Online Sync (519)	Online Async (12,317)	Face-to-Face (12,137)	Online Sync (342)	Online Async (12,410)	Face-to-Face (14,495)	Online Sync (357)	Online Async (12,960)	Face-to-Face (14,778)
African American		47% (60)	61% (1,304)	64% <sup>DI-</sup> (940)	37% <sup>DI-</sup> (60)	64% <sup>DI-</sup> (1,463)	68% <sup>DI-</sup> (1,077)	69% (36)	67% <sup>DI-</sup> (1,673)	68% <sup>DI-</sup> (1,000)
Asian/Asian American		72% <sup>DA+</sup> (72)	82% <sup>DA+</sup> (1,841)	82% <sup>DA+</sup> (2,160)	75% <sup>DA+</sup> (55)	81% <sup>DA+</sup> (1,906)	83% <sup>DA+</sup> (2,463)	86% <sup>DA+</sup> (50)	85% <sup>DA+</sup> (2,157)	84% <sup>DA+</sup> (2,708)
Filipino/a/x		69% (39)	75% <sup>DA+</sup> (790)	78% <sup>DA+</sup> (1,120)	55% (29)	77% <sup>DA+</sup> (839)	80% <sup>DA+</sup> (1,219)	81% <sup>DA+</sup> (26)	81% <sup>DA+</sup> (934)	80% <sup>DA+</sup> (1,128)
Latino/a/x		56% (241)	67% (4,684)	70% <sup>DI-</sup> (5,690)	61% (122)	67% <sup>DI-</sup> (5,112)	73% <sup>DI-</sup> (6,988)	68% (160)	71% <sup>DI-</sup> (5,682)	72% <sup>DI-</sup> (7,128)
Native American/Alaska Native		* (2)	60% (25)	* (9)	* (1)	58% (12)	63% (19)	- (0)	35% <sup>DI-</sup> (17)	38% <sup>DI-</sup> (13)
Pacific Islander		* (8)	74% (194)	69% (201)	* (5)	67% (268)	71% (181)	* (6)	62% <sup>DI-</sup> (217)	75% (245)
White		64% (59)	39% <sup>DI-</sup> (2,536)	78% <sup>DA+</sup> (1,129)	36% <sup>DI-</sup> (50)	64% <sup>DI-</sup> (1,805)	82% <sup>DA+</sup> (1,585)	35% <sup>DI-</sup> (60)	78% <sup>DA+</sup> (1,288)	82% <sup>DA+</sup> (1,625)
Multiracial		40% (30)	67% (800)	74% (783)	79% <sup>DA+</sup> (19)	66% (891)	77% (851)	50% (18)	69% <sup>DI-</sup> (911)	75% (775)
Unknown		* (8)	48% (143)	80% (105)	* (1)	61% (114)	77% (112)	* (1)	74% (81)	81% (156)
<b>Overall Success Rate</b>		58% (519)	63% (12,317)	74% (12,137)	56% (342)	69% (12,410)	76% (14,495)	65% (357)	74% (12,960)	76% (14,778)

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

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

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

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

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

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

<sup>DA+</sup> Disproportionate achievement (DA+) is when a group achieves at a higher rate than the comparison group (and the difference in rates is larger than the margin of error).



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

## Fall 2023-Fall 2025

From Fall 2023 to Fall 2025, overall, **face-to-face courses** are most likely to have the **highest course success rates** of any modality; however, there is some variation.

- For Latinx, White, and students of an unknown racial-ethnic background, from Fall 2023 to Fall 2025, face-to-face courses consistently have higher course success rates than online courses (both asynchronous and synchronous). Pacific Islander students generally followed this pattern, except in Fall 2023.
- Although in previous years, face-to-face saw higher course success compared to online modalities for African American/Black, Asian/Asian American, and Filipinx, in Fall 2025, these students held relatively comparable success rates across modalities.
- It is more difficult to establish trends in Native American/Alaska Native course success by modality, due to fluctuations in percentages for small groups sizes and hiding some metrics to protect student privacy.

Online synchronous course success rose from 56% in Fall 2024 to 65% in Fall 2025.

- For African American/Black, Asian/Asian American, and Filipinx students in online synchronous courses, rates increased anywhere from 11% to 32%. Latinx students also increased 7% between Fall 2024 and Fall 2025.
- White students remained low in course success within this modality between Fall 2024 and Fall 2025. However, in Fall 2023, White students had almost double the success rate, signaling a need to further investigate the cause of this sustained decrease.
- All other racial-ethnic groups did not have enough students to examine course success within online synchronous sections.

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

- Latinx and African American/Black students experience DI- most frequently across the nine metrics for success rates in course modalities (face-to-face, online synchronous, and online asynchronous) from Fall 2023 to Fall 2025.
  - African American students experience DI- on six of nine metrics (in all three falls of face-to-face, two of three falls in online asynchronous, and once in online synchronous).
  - Latinx students experience DI- in five of nine metrics (in all three falls of face-to-face, two of three falls in online asynchronous, and zero falls in online synchronous).
- Two groups that did not have any DI- in Fall 2023 or Fall 2024 received DI- within online asynchronous in Fall 2025: 1) Pacific Islander and 2) Multiracial
- White students experience both DI- and DA+.
  - White students experience DI- in two of three falls in online asynchronous, but Fall 2025, they experienced DA+. For two of three falls, they have DI- for online synchronous course success rates. However, they also experience DA+ in all three falls in face-to-face course success rates.
- Filipinx and Asian American students experience DA+.
  - Filipinx experience DA+ in seven of the nine metrics. They were consistently DA+ for online asynchronous and face-to-face course success rates in between Fall 2023 and Fall 2025. In Fall 2025, they also experienced DA+ for online synchronous course success.
  - Asian American students consistently experience DA+ in all nine course success metrics Falls 2023-2025.