

# ONLINE INSTRUCTION

## Numbers Enrolled, Demographic Characteristics and Success Rates of Los Angeles Community College District Students Enrolled in Online Classes

Online instruction has grown dramatically over the past five years. The number of online class enrollments has at least doubled at each of the nine colleges and has increased over three fold district wide from the academic year 2003-04 to the present. In the most recent year, online classes produced almost 6% of all district enrollments and accounted for 24% of all enrollments at West Los Angeles College.

### Growth of Online Instruction

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	Total
<b><u>Online Enrollments</u></b>										
2003-04	90	3,689	1,512	1,237	352	103	2,444	373	1,714	11,514
2004-05	293	4,036	1,844	1,532	436	172	3,387	457	3,784	15,941
2005-06	585	4,322	2,066	2,042	705	1,260	4,705	742	7,233	23,660
2006-07	1,185	4,431	2,291	1,979	1,098	1,117	5,413	1,394	9,592	28,500
2007-08	1,870	6,177	3,019	4,107	1,682	1,179	5,158	2,683	13,768	39,643
<b><u>Percent of All Class Enrollments</u></b>										
2003-04	0.1%	2.9%	2.9%	3.1%	0.4%	0.3%	3.2%	0.4%	3.1%	1.7%
2004-05	0.3%	3.2%	3.6%	3.9%	0.5%	0.5%	4.5%	0.5%	7.8%	2.4%
2005-06	0.6%	3.4%	4.0%	5.3%	0.7%	3.5%	6.5%	0.8%	14.7%	3.6%
2006-07	1.2%	3.5%	4.4%	5.4%	1.1%	3.1%	7.6%	1.5%	19.6%	4.3%
2007-08	1.8%	4.6%	5.7%	9.5%	1.5%	3.2%	6.6%	2.9%	24.4%	5.6%

By Fall 2007, almost 8% of all students enrolled in an online class. However, 63% of these “online students” also enrolled in another on-campus or off-campus class and an additional 25% had previously been so enrolled in one of the colleges. Only 13% of online students, less than 1% of all students, had no current or previous non online enrollment. This group was 6% of all students at West Los Angeles College, however, and can be expected to increase with further expansion of this mode of instruction.

### Students by Type of Online Enrollment, Fall 2007

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	Total
<b><u>Students by Type of Enrollment Fall 2007</u></b>										
No online enrollment	16,251	20,360	8,176	7,643	18,735	5,591	12,250	16,275	7,155	112,436
Dual enrolled (online & non online)	495	983	575	531	438	325	673	588	1,277	5,885
Online only but prior non online	93	376	155	239	82	80	337	152	825	2,339
Online only	36	157	68	114	34	24	137	50	562	1,182
Total Online	624	1,516	798	884	554	429	1,147	790	2,664	9,406
Percent Online	3.7%	6.9%	8.9%	10.4%	2.9%	7.1%	8.6%	4.6%	27.1%	7.7%
All Students	16,875	21,876	8,974	8,527	19,289	6,020	13,397	17,065	9,819	121,842
<b><u>Percent of Online Students</u></b>										
Dual enrolled	79.3%	64.8%	72.1%	60.1%	79.1%	75.8%	58.7%	74.4%	47.9%	62.6%
Prior non online	14.9%	24.8%	19.4%	27.0%	14.8%	18.6%	29.4%	19.2%	31.0%	24.9%
Online only	5.8%	10.4%	8.5%	12.9%	6.1%	5.6%	11.9%	6.3%	21.1%	12.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Overall, online students are somewhat older than those enrolling only in traditional classes with dual enrolled students being closer in age to the traditional while the online only are decidedly older. These patterns are not consistent across all of the colleges, however, perhaps because of the particular program offerings at each college. Likewise, women are somewhat more likely to enroll online, but not consistently so. Online only students are consistently more likely to be enrolled in only one course, a significant characteristic when considering course success and particularly term to term persistence which will be examined later.

**Age, Gender and Number of Courses Enrolled of Online and Traditionally Enrolled Students, Fall 2007**

	<i>City</i>	<i>East</i>	<i>Harbor</i>	<i>Mission</i>	<i>Pierce</i>	<i>South-west</i>	<i>Trade-Tech</i>	<i>Valley</i>	<i>West</i>	<i>Total</i>
<b><i>Percent 25 and Older</i></b>										
No online enrollment	53.0%	39.0%	34.8%	34.4%	32.5%	48.9%	53.9%	41.5%	47.7%	42.4%
Dual enrolled	61.6%	44.3%	40.7%	42.4%	30.8%	64.6%	57.8%	44.6%	55.6%	49.4%
Prior non online	66.7%	58.5%	52.3%	69.0%	52.4%	75.0%	69.4%	57.2%	69.5%	65.2%
Online only	77.1%	59.0%	54.4%	69.3%	29.4%	79.2%	50.4%	52.0%	68.3%	62.9%
<b><i>Percent Female</i></b>										
No online enrollment	58.7%	61.5%	61.1%	62.8%	56.0%	73.6%	48.6%	59.2%	59.2%	59.0%
Dual enrolled	63.8%	69.8%	68.7%	72.5%	63.5%	80.3%	64.6%	65.6%	67.2%	68.0%
Prior non online	62.4%	72.9%	72.3%	76.2%	65.9%	85.0%	72.7%	68.4%	68.5%	71.1%
Online only	38.9%	64.3%	58.8%	77.2%	61.8%	83.3%	69.3%	76.0%	61.7%	64.6%
<b><i>Percent Taking One Class</i></b>										
No online enrollment	27.2%	29.3%	27.2%	29.4%	27.2%	29.1%	34.8%	32.1%	36.1%	29.9%
Online only	65.9%	59.6%	59.3%	48.6%	78.1%	67.3%	50.3%	64.4%	48.9%	54.3%

There are substantially different patterns of online enrollment among ethnic groups. African Americans and Anglo American students are larger proportions of online students than among the traditionally enrolled. Hispanic students are significantly smaller proportions of the online, while Asian students are fairly similar proportions across all categories of enrollment. However, these ethnic differences largely follow the age distributions of each group and thus may not reflect any cultural or socio-economic factors either encouraging or limiting access to online enrollment.

## Ethnicity of Online and Traditionally Enrolled Students, Fall 2007

	<i>City</i>	<i>East</i>	<i>Harbor</i>	<i>Mission</i>	<i>Pierce</i>	<i>South-west</i>	<i>Trade-Tech</i>	<i>Valley</i>	<i>West</i>	<i>Total</i>
<b><i>Percent African American</i></b>										
No online enrollment	11.5%	1.9%	16.4%	4.8%	6.8%	70.8%	30.2%	6.8%	45.7%	15.4%
Dual enrolled	15.9%	4.7%	17.2%	10.1%	9.7%	82.7%	37.5%	9.0%	50.4%	26.3%
Prior non online	11.4%	5.4%	16.1%	13.1%	13.3%	82.9%	44.4%	13.3%	54.1%	33.2%
Online only	28.1%	8.3%	22.4%	13.1%	6.7%	77.3%	40.2%	7.1%	40.3%	30.2%
<b><i>Percent Asian</i></b>										
No online enrollment	22.1%	20.1%	20.3%	6.4%	19.7%	1.9%	8.3%	12.2%	9.9%	15.4%
Dual enrolled	25.3%	21.8%	24.7%	10.7%	23.5%	2.9%	9.9%	14.7%	10.8%	15.9%
Prior non online	20.3%	15.8%	21.2%	9.8%	14.7%	3.9%	5.5%	9.6%	9.3%	11.1%
Online only	25.0%	27.1%	17.2%	11.1%	10.0%	0.0%	7.1%	21.4%	11.6%	14.1%
<b><i>Percent Hispanic</i></b>										
No online enrollment	42.9%	76.1%	46.6%	79.3%	34.4%	26.3%	55.0%	46.4%	29.8%	50.8%
Dual enrolled	28.4%	69.3%	34.4%	60.8%	29.5%	13.4%	47.1%	35.6%	25.2%	40.5%
Prior non online	35.4%	73.2%	40.1%	44.9%	16.0%	13.2%	42.1%	35.6%	20.5%	37.4%
Online only	21.9%	53.5%	15.5%	31.3%	10.0%	22.7%	33.9%	14.3%	17.7%	25.6%
<b><i>Percent White</i></b>										
No online enrollment	23.4%	1.9%	16.7%	9.5%	39.1%	1.1%	6.5%	34.6%	14.5%	18.3%
Dual enrolled	30.4%	4.2%	23.7%	18.4%	37.3%	1.0%	5.6%	40.7%	13.6%	17.3%
Prior non online	32.9%	5.6%	22.6%	32.2%	56.0%	0.0%	8.0%	41.5%	16.1%	18.3%
Online only	25.0%	11.1%	44.8%	44.4%	73.3%	0.0%	18.8%	57.1%	30.4%	30.1%

On the whole, students in online classes are less likely to complete those courses successfully. District wide, 68% of students in traditional classes over the past five years who remained enrolled past the no penalty drop date completed those enrollments with a grade of C or better. For online enrollments the successful course completion rate was 55%. At a few colleges these differences were rather modest while at others, particularly Southwest and Trade-Tech the differences were more substantial. Success rates in online courses by students also enrolled in traditional classes were very similar across the board to those enrolled only in online classes. It thus appears that the type of class rather than the characteristics of the students produces this lower success rate.

## Successful Course Completion of Online Students

	<i>City</i>	<i>East</i>	<i>Harbor</i>	<i>Mission</i>	<i>Pierce</i>	<i>South-west</i>	<i>Trade-Tech</i>	<i>Valley</i>	<i>West</i>	<i>Total</i>
<b><i>Successful Course Completion (C or better) 2007-08</i></b>										
All online enrollments	61.8%	50.1%	55.8%	61.0%	64.7%	43.3%	45.4%	58.1%	57.7%	55.2%
Students who were online only	56.8%	50.7%	56.2%	63.2%	66.4%	44.3%	45.9%	58.9%	58.6%	56.0%
Dual enrolled students	64.1%	49.6%	55.6%	57.9%	63.7%	42.4%	44.8%	57.5%	56.1%	54.3%
All non online enrollments	67.2%	66.8%	68.5%	67.6%	69.8%	60.9%	66.9%	68.9%	66.4%	67.5%

Fall to spring persistence for online only students is also lower than those for traditionally enrolled. However, persistence is highly structured by the intensity of enrollment—those taking two or more classes in a fall term are twice as likely to enroll in the subsequent spring than students taking only one class. When the online only students are compared with traditionally enrolled students taking only one class, persistence by the online students appears to be equal or greater.

### Fall to Spring Persistence of Online Students

	<i>City</i>	<i>East</i>	<i>Harbor</i>	<i>Mission</i>	<i>Pierce</i>	<i>South- west</i>	<i>Trade- Tech</i>	<i>Valley</i>	<i>West</i>	<i>Total</i>
<b><i>Fall to Spring Persistence of First-time Students (5-year averages)</i></b>										
With 2+ classes but no online enrollment	70.2%	75.6%	69.8%	69.1%	77.6%	55.2%	61.7%	71.1%	60.4%	70.7%
With both online and regular classes	62.3%	75.8%	73.1%	64.5%	69.5%	60.7%	65.3%	72.8%	70.1%	69.5%
With online classes only	42.9%	42.6%	31.7%	50.0%	38.5%	45.5%	24.2%	29.0%	39.9%	37.0%
With only one class (not online)	34.1%	38.4%	30.1%	41.7%	39.2%	19.7%	23.5%	32.2%	25.6%	32.6%