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Research • Planning • Professional Development
for California Community Colleges

OEI Enrollment, Demographics, and Outcomes Summary

Fall 2016 to Spring 2017

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Introduction

The Online Education Initiative (OEI) is a collaborative effort among California Community Colleges (CCCs) whose goal is to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses. California Community Colleges may choose to participate in OEI activities by taking advantage of one or more of the following:

- Shared resources, such as the OEI Course Design Rubric, Online Learner Readiness Tutorials, and @ONE workshops;
- Adoption of Canvas as their course management system; and/or
- Participation in the OEI Consortium along with the Course Exchange.

This report offers an examination of OEI enrollments, demographics, success and withdrawal rates, and grade distributions for participating students enrolled in the pilot course sections in fall 2016 and spring 2017. Comparative statewide data are also shown for all online courses in the same Taxonomy of Program (TOP) codes during fall 2016 and spring 2017 semesters.

The purpose of this report is to provide an assessment of the impact of the OEI on students' online course success and retention. The relevant statewide data are shown here to provide context for the OEI results; however, it is important to note that direct comparisons should not be made since the composition of OEI courses varies from that of what is offered in statewide online courses. In addition, some pilot colleges were not included in this analysis because these colleges did not submit their data to the Research and Planning Group for California Community Colleges (RP Group), the initiative's evaluator.

In this Report

In this report, readers will find comparative analyses on the OEI's impact on student success. Comparative analyses are broken into the following sections: enrollments and demographics, success rates, withdrawal rates, grade distributions, and a conclusion based on the findings. OEI flagged sections are compared to the overall rates found in courses matched on credit status, and program area by the courses' assigned taxonomy of program (TOP) code) at participating colleges in the OEI and statewide.

Enrollments and Demographics

This section includes descriptive information about the demographic composition of students participating in an OEI pilot course section in fall 2016 and/or spring 2017. Also included in this section is the number of students enrolled in an OEI section by college, TOP code, and region. The consideration of OEI student characteristics may aid in understanding the students served by the initiative and the representativeness of the success and retention rates presented elsewhere in this report.

Table 1 describes the enrollments and number of sections offered in OEI courses by 20 pilot that provided data for fall 2016 and spring 2017, with the largest enrollments coming from Coastline Community College (12.4%).

Table 1. Enrollment and Section Counts in OEI Courses by College

College	Number of Students Enrolled	Proportion of Total OEI Enrollment	Number of Course Sections	Proportion of Total OEI Sections
Butte College	192	4.3%	11	8.1%
Cabrillo College	372	8.4%	13	9.6%
Coastline Community College	550	12.4%	7	5.1%
College of the Canyons	95	2.1%	4	2.9%
Columbia College	414	9.3%	14	10.3%
Foothill College	99	2.2%	8	5.9%
Fresno City College	238	5.4%	7	5.1%
Imperial Valley College	157	3.5%	5	3.7%
Lake Tahoe Community College	222	5.0%	3	2.2%
Los Angeles Pierce College	187	4.2%	5	3.7%
Mira Costa College	216	4.9%	8	5.9%
Monterey Peninsula College	201	4.5%	14	10.3%
Mt. San Antonio Community College	168	3.8%	4	2.9%
Mt. San Jacinto College	161	3.6%	3	2.2%
Ohlone College	22	0.5%	1	0.7%
Rio Hondo College	136	3.1%	5	3.7%
Saddleback College	196	4.4%	5	3.7%
Shasta College	276	6.2%	9	6.6%
Ventura College	237	5.3%	4	2.9%
West Los Angeles College	301	6.8%	6	4.4%
TOTAL	4,440	100.0%	136	100.0%

Table 2 provides demographic details regarding the enrollments in fall 2016 and spring 2017 OEI courses and in a subset of statewide online courses with the same taxonomy of program codes. Less than one percent of the total statewide online enrollments were part of the OEI pilot (4,440 of 480,170). The number of students indicated does not represent an unduplicated headcount; students are counted for each course in which they were enrolled. Some key observations regarding the comparison between OEI course participation and the characteristics of students in statewide online courses include the following:

- The proportions of female and male students in OEI courses were very similar to the statewide enrollment total.
- The distributions of OEI and non-OEI students within each age group are similar. However, OEI students tended to be younger than statewide averages—students aged 19 and younger made up 24.8% of OEI enrollments, compared to 21.5% of statewide

online enrollments. However, OEI students aged 20-24 were underrepresented compared with the statewide proportion by 2 percentage points.

- Asian/Pacific Islander and Hispanic students were noticeably underrepresented in OEI course sections by 5.0 and 6.4 percentage points, respectively). On the other hand, White students were overrepresented in OEI sections by 9.3 percentage points compared to the statewide online proportion.

Table 2. Demographics of OEI Students Compared to Statewide Averages

Student Characteristic	OEI Enrollment		Statewide Online Enrollment		Difference
	Number	Percent	Number	Percent	Percentage Point
Gender					
Female	2,930	66.0%	317,914	66.2%	-0.2%
Male	1,462	32.9%	158,156	32.9%	0.0%
Unknown	48	1.1%	4,100	0.9%	0.2%
Age Group					
19 and younger	1,099	24.8%	103,136	21.5%	3.3%
20 to 24	1,710	38.5%	194,467	40.5%	-2.0%
25 to 29	771	17.4%	82,205	17.1%	0.3%
30 to 39	568	12.8%	64,421	13.4%	-0.6%
40 and above	307	6.9%	35,933	7.5%	-0.6%
Unknown	153	3.4%	8	0.0%	3.4%
Ethnicity					
Asian/Pacific Islander	355	8.0%	62,593	13.0%	-5.0%
African American/Black	312	7.0%	36,537	7.6%	-0.6%
Hispanic	1,540	34.7%	197,530	41.1%	-6.4%
Native American/ Native Alaskan	38	0.9%	2,405	0.5%	0.4%
Two or more races	316	7.1%	24,345	5.1%	2.0%
Unknown	94	2.1%	8,502	1.8%	0.3%
White	1,785	40.2%	148,258	30.9%	9.3%
Total Enrollments	4,440	100.0%	480,170	100.0%	0.9%

Next, Table 3 details enrollments in OEI course sections and statewide online courses broken down by the California Community Colleges Chancellor’s Office’s (CCCCO) TOP code for fall 2016 and spring 2017. Some key differences between OEI and statewide courses include the following:

- Enrollment in geology was the most overrepresented subject area in the OEI pilot (by 7.0 percentage points), followed by sociology (by 4.9 percentage points).

- Meanwhile, the most underrepresented subject area based on enrollment in the OEI pilot was mathematics (by 11.9 percentage points).

Table 3. Enrollment in OEI and Statewide Online Courses by TOP Code

TOP Code	TOP Title	OEI Course Section Enrollment		Statewide Online Course Enrollment		Difference
		Enrollment	Proportion of Enrollment	Enrollment	Proportion of Enrollment	Percentage Point
130500	Child Development/ Early Care and Education	430	9.7%	39,617	8.3%	1.4%
150100	English	777	17.5%	70,206	14.6%	2.9%
150600	Speech Communication	106	2.4%	15,602	3.2%	-0.8%
150900	Philosophy	267	6.0%	22,361	4.7%	1.3%
170100	Mathematics, General	45	1.0%	61,895	12.9%	-11.9%
191400	Geology	361	8.1%	5,102	1.1%	7.0%
200100	Psychology, General	528	11.9%	63,330	13.2%	-1.3%
210500	Administration of Justice	267	6.0%	19,120	4.0%	2.0%
220100	Social Science, General	29	0.7%	796	0.2%	0.5%
220200	Anthropology	267	6.0%	26,364	5.5%	0.5%
220400	Economics	224	5.0%	29,353	6.1%	-1.1%
220500	History	333	7.5%	58,985	12.3%	-4.8%
220600	Geography	69	1.6%	6,126	1.3%	0.3%
220700	Political Science	101	2.3%	16,074	3.3%	-1.0%
220800	Sociology	636	14.3%	45,239	9.4%	4.9%
Total Enrollment		4,440	100.0%	480,170	100.0%	0.9%

Similarly, Table 4 illustrates enrollment in specific OEI course sections and compares those figures to enrollment by TOP code in all online courses at OEI pilot colleges for fall 2016 and spring 2017. Please note that only the OEI pilot colleges listed in Table 1 are included in this analysis. Some key differences include the following:

- Geology and sociology remain the most overrepresented subject areas (by 5.9 and 6.4 percentage points, respectively), while mathematics continued to be underrepresented (by 11.1 percentage points).

Table 4. OEI Course Sections and OEI College Online Course Enrollment by TOP Code

TOP Code	TOP Title	OEI Section Enrollments		OEI College Online Course Enrollment ¹		Difference
		Enrollment	Proportion of Enrollment	Enrollment	Proportion of Enrollment	Percent
130500	Child Development/ Early Care and Education	430	9.7%	8,658	7.9%	1.8%
150100	English	777	17.5%	17,005	15.4%	2.1%
150600	Speech Communication	106	2.4%	4,324	3.9%	-1.5%
150900	Philosophy	267	6.0%	5,708	5.2%	0.8%
170100	Mathematics, General	45	1.0%	13,343	12.1%	-11.1%
191400	Geology	361	8.1%	2,411	2.2%	5.9%
200100	Psychology, General	528	11.9%	13,809	12.5%	-0.6%
210500	Administration of Justice	267	6.0%	3,845	3.5%	2.5%
220100	Social Science, General	29	0.7%	173	0.2%	0.5%
220200	Anthropology	267	6.0%	6,734	6.1%	-0.1%
220400	Economics	224	5.0%	6,875	6.2%	-1.2%
220500	History	333	7.5%	13,496	12.2%	-4.7%
220600	Geography	69	1.6%	1,846	1.7%	-0.1%
220700	Political Science	101	2.3%	3,270	3.0%	-0.7%
220800	Sociology	636	14.3%	8,759	7.9%	6.4%
Total Enrollment		4,440	100.0%	110,256	100.0%	4.03%

Table 5 provides the fall 2016 and spring 2017 enrollments for OEI and statewide online courses by regional groupings (see Appendix for the list of college included in each regional grouping). The table provides an indication of the proportion of enrollments in OEI course sections and non-OEI online course sections by region, allowing the reader some perspective as to the representation of each region in overall OEI and non-OEI online enrollments. Some key differences include the following:

- The proportion of students within the Santa Cruz/Monterey, Northern Inland, and Orange County regions enrolled in OEI course sections is larger than the overall proportion of students enrolled in online courses (by 7.4, 6.8, and 5.7 percentage points, respectively).
- The proportion of students within the Inland Empire/Desert and Easy Bay regions enrolled in OEI course sections is lower than the overall proportion of students enrolled in online courses (by 6.6 and 6.0 percentage points, respectively), reflecting the

geographic distribution of the current OEI pilot colleges. Based on proportional enrollments (and data submitted from colleges), OEI pilot colleges are underrepresented in these regions.

Table 5. Enrollments by Region

Region	OEI Section Enrollment		Enrollment in Other Regional Colleges		Difference
	Enrollment	Proportion of Enrollment	Enrollment	Proportion of Enrollment	Percentage Point
Central Valley/ Mother Lode	652	14.7%	56,938	11.9%	2.8%
East Bay	22	0.5%	31,136	6.5%	-6.0%
Greater Sacramento	222	5.0%	33,176	6.9%	-1.9%
Inland Empire/ Desert	161	3.6%	48,794	10.2%	-6.6%
Los Angeles	792	17.8%	84,366	17.6%	0.2%
Northern Inland	468	10.5%	17,933	3.7%	6.8%
Orange County	746	16.8%	53,396	11.1%	5.7%
San Diego/ Imperial	373	8.4%	53,036	11.0%	-2.6%
Santa Cruz/ Monterey	672	15.1%	37,038	7.7%	7.4%
South Central	332	7.5%	35,971	7.5%	0.0%
Total	4,440	100.0%	480,170	100.0%	0.92%

Success Rates

This section includes descriptive information about the success rates of students participating in an OEI pilot course section in fall 2016 and/or spring 2017. For added insight into the impact of the OEI on students' course success, success rates are disaggregated and presented by demographic, TOP code, and region. The consideration of success rates by various OEI student characteristics may aid in understanding the benefits of enrolling in an OEI course section for different student groups, as well as reflecting on the distribution of any benefits across students.

Success rates are calculated using the definition specified by the California Community Colleges Chancellor's Office: "Success rate is the number of enrollments with grade of A, B, C, P, IA, IB, IC, IPP divided by the total number of enrollments." Table 6 describes the success rates of students in OEI course sections and compares them to success rates in statewide online courses in fall 2016 and spring 2017, broken down by the key student characteristics of gender, age, and ethnicity. Some notable differences between OEI and statewide data include the following:

- Overall, students enrolled in OEI sections achieved a success rate that was 4.9 percentage points higher than the statewide rate.

- OEI students of both genders had higher success rates than the statewide population of students in online courses. The female student OEI course section success rate was 67.2%, compared to the 62.7% success rate statewide, while the male student OEI course section success rate was 67.7%, compared to the 62.1% success rate statewide.
- OEI students across all age groups had higher success rates than online students statewide, with the exception of students aged 40 and above (by 1.3 percentage points).
- Students whose ethnicity was identified as “Unknown” in OEI course sections was the only ethnic group to have a lower success rate than the statewide online course success rate (by 6.6 percentage points).

Table 6. Success Rates in OEI and Statewide Online Courses by Demographics

Student Characteristic	OEI Course Sections			Statewide Online Courses			Difference
	Total Enrollment	Success Count	Success Rate	Total Enrollment	Success Count	Success Rate	Percentage Point
Gender							
Female	2,930	1,969	67.2%	317,914	199,345	62.7%	4.5%
Male	1,462	990	67.7%	158,156	98,217	62.1%	5.6%
Unknown	48	34	70.8%	4,100	2,520	61.5%	9.3%
Age Group							
19 and younger	1,099	743	67.6%	103,136	65,994	64.0%	3.6%
20 to 24	1,710	1095	64.0%	194,467	119,116	61.3%	2.7%
25 to 29	771	488	63.3%	82,205	49,761	60.5%	2.8%
30 to 39	568	365	64.3%	64,421	41,350	64.2%	0.1%
40 and above	307	200	65.1%	35,933	23,855	66.4%	-1.3%
Unknown	153	102	66.7%	8	6	75.0%	-8.3%
Ethnicity							
Asian/Pacific Islander	355	256	72.1%	62,593	45,358	72.5%	-0.4%
African American/Black	312	164	52.6%	36,537	17,543	48.0%	4.6%
Hispanic	1,540	940	61.0%	197,530	113,395	57.4%	3.6%
Native American/ Native Alaskan	38	29	76.3%	2,405	1,409	58.6%	17.7%
Two or more races	316	205	64.9%	24,345	14,446	59.3%	5.6%
Unknown	94	60	63.8%	8,502	5,983	70.4%	-6.6%
White	1,785	1,339	75.0%	148,258	101,948	68.8%	6.2%
Total	4,440	2,993	67.4%	480,170	300,082	62.5%	4.9%

Table 7 provides further information on success rates, this time examining the success of students in both OEI and statewide online courses broken down by TOP Code. Some notable differences between OEI and statewide data include the following:

- OEI sections of history and English courses had the highest success rates compared to statewide online course success rates in the same subject areas (by 9.7 and 9.5 percentage points, respectively).
- In contrast, the success rate in political science courses was lower in OEI sections compared with the statewide online course success rate in the same subject (by 16.2 percentage points).

Table 7. OEI Course Sections and State Online Course Success Rates by TOP Code

TOP Code	TOP Title	OEI Course Sections			Statewide Online Courses		Difference	
		Total Enrollment	Success Count	Success Rate	Total Enrollment	Success Count	Success Rate	Percentage Point
130500	Child Development/ Early Care and Education	430	283	65.8%	39,617	26,295	66.4%	-0.6%
150100	English	777	546	70.3%	70,206	42,709	60.8%	9.5%
150600	Speech Communication	106	79	74.5%	15,602	11,117	71.3%	3.2%
150900	Philosophy	267	190	71.2%	22,361	13,900	62.2%	9.0%
170100	Mathematics, General	45	23	51.1%	61,895	30,709	49.6%	1.5%
191400	Geology	361	259	71.7%	5,102	3,693	72.4%	-0.7%
200100	Psychology, General	528	342	64.8%	63,330	41,421	65.4%	-0.6%
210500	Administration of Justice	267	173	64.8%	19,120	12,311	64.4%	0.4%
220100	Social Science, General	29	19	65.5%	796	514	64.6%	0.9%
220200	Anthropology	267	186	69.7%	26,364	17,173	65.1%	4.6%
220400	Economics	224	143	63.8%	29,353	20,427	69.6%	-5.8%
220500	History	333	239	71.8%	58,985	36,641	62.1%	9.7%
220600	Geography	69	47	68.1%	6,126	4,174	68.1%	0.0%
220700	Political Science	101	47	46.5%	16,074	10,071	62.7%	-16.2%
220800	Sociology	636	417	65.6%	45,239	28,927	63.9%	1.7%
Total		4,440	2,993	67.4%	480,170	300,082	62.5%	4.9%

Table 8 on the next page shows the success rates for OEI course sections compared to the success rates in all online courses offered at OEI pilot colleges (as listed in Table 1), broken down by TOP Code.¹ Some notable differences between student outcomes in OEI course sections and OEI colleges' full offering of online courses data include the following:

¹ Note: Not all online course sections at OEI pilot colleges are part of the OEI.

- Overall, students in OEI sections had a success rate that was 3.0 percentage points higher than the college’s overall online course success rate for the same TOP codes.
- The success rate in anthropology courses was 11.9 percentage points higher in OEI sections than the college’s overall online success rate in the same TOP codes.
- At the same time, OEI political science courses had a success rate 16.6 percentage points lower than the college’s overall online success rate in the same TOP codes.

Table 8. OEI Course Sections and OEI College Online Course Success Rates by TOP Code

TOP Code	TOP Title	OEI Section Success Rates			Overall OEI College Success Rates			Difference Percentage Point
		Total Enrollments	Success Count	Success Rate	Total Enrollments	Success Count	Success Rate	
130500	Child Development/ Early Care and Education	430	283	65.8%	6,163	4,130	67.0%	-1.2%
150100	English	777	546	70.3%	10,699	6,863	64.1%	6.2%
150600	Speech Communication	106	79	74.5%	5,823	4,102	70.4%	4.1%
150900	Philosophy	267	190	71.2%	4,811	3,261	67.8%	3.4%
170100	Mathematics, General	45	23	51.1%	13,877	7,611	54.8%	-3.7%
191400	Geology	361	259	71.7%	2,640	1,897	71.9%	-0.2%
200100	Psychology, General	528	342	64.8%	7,172	4,841	67.5%	-2.7%
210500	Administration of Justice	267	173	64.8%	7,394	4,694	63.5%	1.3%
220100	Social Science, General	29	19	65.5%	173	125	72.3%	-6.8%
220200	Anthropology	267	186	69.7%	8,708	5,035	57.8%	11.9%
220400	Economics	224	143	63.8%	5,633	3,964	70.4%	-6.6%
220500	History	333	239	71.8%	11,852	7,750	65.4%	6.4%
220600	Geography	69	47	68.1%	4,030	2,765	68.6%	-0.5%
220700	Political Science	101	47	46.5%	3,270	2,063	63.1%	-16.6%
220800	Sociology	636	417	65.6%	5,738	3,999	69.7%	-4.1%
Total		4,440	2,993	67.4%	97,983	63,100	64.4%	3.0%

Next, Table 9 illustrates the success rates for OEI and statewide online courses broken down by region. Some notable differences between OEI sections and statewide data include the following:

- Overall, students in OEI sections had a success rate 4.9 percentage points above the statewide rate for online courses at colleges in the same regions.
- Colleges with higher success rates in their OEI courses than those of other colleges in the same regions are located in the East Bay and Inland Empire/Desert regions (by 22.3 and 19.8 percentage points).
- OEI courses in the Los Angeles region had a success rate that was 4.6 percentage points lower than non-OEI online course success rates at colleges in the same region.

Table 9. Success Rates in OEI and Non-OEI Colleges by Region

Region	OEI Section Success Rates			Regional Success Rates			Difference
	Total Enrollments	Success Count	Success Rate	Total Enrollments	Success Count	Success Rate	Percentage Point
Central Valley/ Mother Lode	652	548	65.8%	56,938	33,907	59.6%	6.20%
East Bay	22	19	86.4%	31,136	19,951	64.1%	22.30%
Greater Sacramento	222	146	65.8%	33,176	21,979	66.2%	-0.40%
Inland Empire/ Desert	161	132	82.0%	48,794	30,333	62.2%	19.80%
Los Angeles	792	447	56.4%	84,366	51,501	61.0%	-4.60%
Northern Inland	468	291	62.2%	17,933	11,537	64.3%	-2.10%
Orange County	746	479	64.2%	53,396	33,609	62.9%	1.30%
San Diego/ Imperial	373	224	60.1%	53,036	32,554	61.4%	-1.30%
Santa Cruz/ Monterey	672	463	68.9%	37,038	24,267	65.5%	3.40%
South Central	332	244	73.5%	35,971	22,653	63.0%	10.50%
Total	4,440	2,993	67.4%	480,170	300,082	62.5%	4.9%

Withdrawal Rates

This section includes descriptive information about the withdrawal rates of students participating in an OEI pilot course section in fall 2016 and/or spring 2017. For added insight into the impact of the OEI on students' course success, withdrawal rates are disaggregated and presented by demographic, TOP code, and region. The consideration of withdrawal rates by various OEI student characteristics may aid in understanding the benefits of enrolling in an OEI

course section for different student groups, with a lower withdrawal rate indicating a positive impact.

Table 10 on the next page examines students who withdrew from their online course(s) in fall 2016 and spring 2017, broken down by the characteristics of gender, age, and ethnicity. Students are considered to have withdrawn from their course if they received a grade of “W.” Some notable differences include the following:

- Overall, students enrolled in OEI sections had a withdrawal rate that was 4.2 percentage point lower than the statewide average.
- The female student OEI course section withdrawal rate was 3.4 percentage points lower than the female withdrawal rate statewide, while the male student OEI course section withdrawal rate was 5.8 percentage points lower than the male withdrawal rate statewide.
- Students of all reported ages and ethnicities enrolled in an OEI course have lower withdrawal rates compared to the statewide averages for their age or ethnicity grouping.

Table 10. Withdrawal Rates by Demographics

Student Demographics	OEI Section Withdrawal Rates			Statewide Withdrawal Rates			Difference
	Total Enrollment	Withdrawal Count	Withdrawal Rate	Total Enrollment	Withdrawal Count	Withdrawal Rate	Percentage Point
Gender							
Female	2,930	437	14.9%	317,914	58,337	18.3%	-3.4%
Male	1,462	194	13.1%	158,156	29,871	18.9%	-5.8%
Unknown	48	2	6.5%	4,100	760	18.5%	-12.0%
Age Group							
19 and younger	1,099	120	11.3%	103,136	16,362	15.9%	-4.6%
20 to 24	1,710	224	13.7%	194,467	36,581	18.8%	-5.1%
25 to 29	771	118	15.8%	82,205	17,212	20.9%	-5.1%
30 to 39	568	89	16.3%	64,421	12,332	19.1%	-2.8%
40 and above	307	52	17.5%	35,933	6,481	18.0%	-0.5%
Unknown	153	30	19.6%	8	0	0.0%	19.6%
Ethnicity							
Asian/Pacific Islander	355	50	14.1%	62,593	9,091	14.5%	-0.4%
African American/Black	312	69	22.0%	36,537	8,907	24.4%	-2.4%
Hispanic	1,540	287	17.8%	197,530	40,751	20.6%	-2.8%
Native American/Native Alaskan	38	3	7.9%	2,405	490	20.4%	-12.5%
Two or more races	316	43	13.6%	24,345	4,818	19.8%	-6.2%
Unknown	94	9	9.6%	8,502	1,249	14.7%	-5.1%
White	1,785	172	10.0%	148,258	23,662	16.0%	-6.0%
Total	4,440	633	14.3%	480,170	88,968	18.5%	4.2%

Table 11 on the next page provides information about students who withdrew from their online course(s) by TOP code. Some notable differences between OEI courses and statewide averages for online courses include the following:

- The overall OEI withdrawal rate was 4.2 percentage points lower than the withdrawal rate for statewide online courses in the same TOP code categories.
- Administration of justice OEI courses had the highest withdrawal rate of all TOP codes at 22.1%, which is 6.5 percentage points higher than the statewide average withdrawal rate for that TOP code.

- The subject area with the lowest OEI withdrawal rate among all TOP codes was speech communication, with a withdrawal rate of 0.9%; the statewide average for this TOP code was significantly higher at 14.3%.

Table 11. Withdrawal Rates in OEI and Statewide Online Courses by TOP Code

TOP Code	TOP Title	OEI Section Withdrawal Rate			Statewide Withdrawal Rate			Difference
		Total Enrollment	Withdrawal Count	Withdrawal Rate	Total Enrollment	Withdrawal Count	Withdrawal Rate	Percentage Point
130500	Child Development/ Early Care and Education	430	65	15.1%	39,617	6,414	16.2%	-1.1%
150100	English	777	81	10.4%	70,206	15,275	21.8%	-11.4%
150600	Speech Communication	106	1	0.9%	15,602	2,232	14.3%	-13.4%
150900	Philosophy	267	18	6.7%	22,361	4,553	20.4%	-13.7%
170100	Mathematics, General	45	5	11.1%	61,895	14,519	23.5%	-12.4%
191400	Geology	361	51	14.1%	5,102	755	14.8%	-0.7%
200100	Psychology, General	528	106	20.1%	63,330	10,244	16.2%	3.9%
210500	Administration of Justice	267	59	22.1%	19,120	2,978	15.6%	6.5%
220100	Social Science, General	29	6	20.7%	796	145	18.2%	2.5%
220200	Anthropology	267	25	9.4%	26,364	4,386	16.6%	-7.2%
220400	Economics	224	43	19.2%	29,353	4,426	15.1%	4.1%
220500	History	333	39	11.7%	58,985	11,059	18.7%	-7.0%
220600	Geography	69	11	15.9%	6,126	1,007	16.4%	-0.5%
220700	Political Science	101	11	10.9%	16,074	3,081	19.2%	-8.3%
220800	Sociology	636	112	17.6%	45,239	7,894	17.4%	-0.2%
Total		4,440	633	14.3%	480,170	88,968	18.5%	-4.2%

Table 12 further investigates students who withdrew from their online course(s) in fall 2016 and spring 2017 by TOP code, comparing withdrawal rates from OEI course sections to the entire offering of online courses at OEI pilot colleges (as listed in Table 1). Some notable differences include the following:

- The overall withdrawal rate in OEI course sections was 3.5 percentage points lower than the withdrawal rate across all online courses at OEI colleges in the same TOP code categories.

- OEI English courses had the largest percentage point difference in withdrawal rates compared to non-OEI courses in the same subject area at the pilot colleges, with OEI students having a withdrawal rate 19.5 percentage points lower than their non-OEI peers.
- OEI administration of justice courses had the largest percentage point difference in withdrawal rate at the other end of the spectrum when compared to similar non-OEI online courses at the pilot colleges, with OEI students having a withdrawal rate 14.7 percentage points higher than their non-OEI peers.

Table 12. Withdrawal Rates by TOP Code in OEI Course Sections and All Online Course Offerings at Pilot Colleges

TOP Code	TOP Title	OEI Section Withdrawal Rate			OEI Colleges' Overall Online Course Withdrawal Rate			Difference Percentage Point
		Total Enrollment	Withdrawal Count	Withdrawal Rate	Total Enrollment	Withdrawal Count	Withdrawal Rate	
130500	Child Development/ Early Care and Education	430	65	15.1%	6,163	1,317	21.4%	-6.3%
150100	English	777	81	10.4%	10,699	3,199	29.9%	-19.5%
150600	Speech Communication	106	1	0.9%	5,823	463	8.0%	-7.1%
150900	Philosophy	267	18	6.7%	4,811	919	19.1%	-12.4%
170100	Mathematics, General	45	5	11.1%	13,877	3,120	22.5%	-11.4%
191400	Geology	361	51	14.1%	2,640	327	12.4%	1.7%
200100	Psychology, General	528	106	20.1%	7,172	1,878	26.2%	-6.1%
210500	Administration of Justice	267	59	22.1%	7,394	550	7.4%	14.7%
220100	Social Science, General	29	6	20.7%	173	35	20.2%	0.5%
220200	Anthropology	267	25	9.4%	8,708	889	10.2%	-0.8%
220400	Economics	224	43	19.2%	5,633	710	12.6%	6.6%
220500	History	333	39	11.7%	11,852	2,068	17.4%	-5.7%
220600	Geography	69	11	15.9%	4,030	196	4.9%	11.0%
220700	Political Science	101	11	10.9%	3,270	618	18.9%	-8.0%
220800	Sociology	636	112	17.6%	5,738	1,166	20.3%	-2.7%
Total		4,440	633	14.3%	97,983	17,455	17.8%	-3.5%

Table 13 provides information about the students who withdrew from their online course(s) by region. Some notable differences between OEI course section and regional online course withdrawal rates include the following:

- OEI colleges in the Inland Empire/Desert and Easy Bay regions reported no withdrawals from their OEI courses.
- OEI courses at colleges in the San Diego/Imperial and Los Angeles regions reported withdrawal rates that were higher than overall rates among all colleges in the same regions (by 4.4 and 2.6 percentage points, respectively).

Table 13. OEI Course and Overall Online Course Withdrawal Rates by Region

Region	OEI Section Withdrawal Rates			Regional Withdrawal Rates			Difference
	Total Enrollments	Withdrawal Count	Withdrawal Rate	Total Enrollments	Withdrawal Count	Withdrawal Rate	Percentage Point
Central Valley/ Mother Lode	652	19	2.9%	56,938	9,741	17.1%	-14.2%
East Bay	22	0	0.0%	31,136	6,188	19.9%	-19.9%
Greater Sacramento	222	25	11.3%	33,176	6,222	18.8%	-7.5%
Inland Empire/Desert	161	0	0.0%	48,794	8,073	16.5%	-16.5%
Los Angeles	792	181	22.9%	84,366	17,120	20.3%	2.6%
Northern Inland	468	93	19.9%	17,933	3,341	18.6%	1.3%
Orange County	746	112	15.0%	53,396	9,815	18.4%	-3.4%
San Diego/Imperial	373	81	21.7%	53,036	9,163	17.3%	4.4%
Santa Cruz/Monterey	672	77	11.5%	37,038	4,052	10.9%	0.6%
South Central	332	45	13.6%	35,971	3,001	8.3%	5.3%
Total	4,440	633	14.3%	480,170	82,181	17.1%	-2.8%

Grade Distribution

This section includes descriptive information about the grade distribution of students participating in an OEI pilot course section in fall 2016 and/or spring 2017.² The consideration of the distribution of student grades may aid in understanding course section outcomes among students enrolled in OEI course sections.

Tables 14 illustrates the grade distribution for students enrolled in OEI sections in fall 2016 and spring 2017. Statewide grade distributions for students in online courses are currently not available through the CCCCO DataMart and therefore are not displayed in this table. The largest proportion of grades were As, at 31.7%, followed by B grades at 21.2%.

Table 14. OEI Course Grade Distribution

Grade	Number of Students	Percentage of Students
A	1,408	31.7%
B	943	21.2%
C	639	14.4%
D	194	4.3%
F	506	11.4%
FW (Withdrawn without permission & without having achieved a final passing grade)	7	0.2%
NP (Not Passed)	35	0.8%
P (Passed)	10	0.2%
W (Withdrew)	633	14.3%
DR (Drop)	54	1.2%
ID (Incomplete, grade to be posted as D if course not completed within one year)	9	0.2%
IF (Incomplete, grade to be posted as F if course not completed within one year)	1	0.0%
MW (Military Withdrawal)	1	0.0%
TOTAL	4,440	100.0%

² Statewide online course grades are not available for comparison.

Conclusion

The assessment of the impact of the OEI on students' online course success and retention as provided in this report suggests that OEI does appear to have overall positive impact on students' success and retention in online courses. Students enrolled in OEI course sections appear to have higher success rates and lower withdrawal rates than their peers in non-OEI online courses. Success rates in English and at colleges in the East Bay, Inland Empire/Desert, and South Central regions were particularly strong. Furthermore, OEI student enrollment within math and English courses, as well overall course section enrollments in the Central Valley/Mother Lode, East Bay, and Inland Empire/Desert regions showed lower withdrawal rates than their OEI and non-OEI peers.

However, there are some exceptions to the overall encouraging results provided in this report. The success rates for older students and students with a reported unknown ethnicity enrolled in OEI course sections may be lower than their peers in non-OEI online courses. Moreover, students enrolled in OEI course sections for political science and OEI enrolled students in the Los Angeles region may be have success rates lower than their non-OEI peers. Nevertheless, success rates may be impacted by small sample size, the overrepresentation of OEI students from certain colleges (for instance, 13.4% of OEI students are enrolled at Coastline Community College) or, as in the case of course sections, the influence of one or two OEI pilot colleges (for instance, OEI political science courses were offered at only two colleges). Thus, caution may be warranted when making generalizations about the data presented in this report.

Research and Planning Group for California Community Colleges

The Research and Planning Group for Community Colleges (RP Group) strengthens the ability of California community colleges to discover and undertake high-quality research, planning, and assessments that improve evidence-based decision-making, institutional effectiveness, and success for *all* students.

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Appendix: Colleges by Region

Region	OEI Colleges that Submitted Data	Other Colleges in Region
Central Valley/Mother Lode	Fresno City College Columbia College	Bakersfield College Cerro Coso Community College Clovis College Modesto Junior College Porterville College Reedley College San Joaquin Delta College College of the Sequoias Taft College West Hills College, Coalinga West Hills College, Lemoore
East Bay	Ohlone College	College of Alameda Berkeley City College Chabot College Contra Costa College Diablo Valley College Laney College Las Positas College Los Medanos College Merritt College
Greater Sacramento	Lake Tahoe Community College	American River College Cosumnes River College Folsom Lake College Sacramento City College Sierra College Woodland Community College Yuba College
Inland Empire/Desert	Mt. San Jacinto College	Barstow Community College Chaffey College College of the Desert Copper Mountain College Crafton Hills College Moreno Valley College Norco College Palo Verde College Riverside City College San Bernardino Valley College Victor Valley College

Region	OEI Colleges that Submitted Data	Other Colleges in Region
Los Angeles	LA Pierce College Mt. San Antonio College Rio Hondo College West Los Angeles College	Cerritos College Citrus College East Los Angeles College El Camino College Glendale Community College LA City College LA Harbor College LA Mission College LA Southwest College LA Trade-Tech College LA Valley College Long Beach City College Pasadena City College Santa Monica College
Mid-Peninsula		Canada College City College of San Francisco College of San Mateo Skyline College
North Bay		College of Marin Napa Valley College Santa Rosa College Solano College
Northern Coastal		College of the Redwoods Mendocino College
Northern Inland		Butte College Feather River College Lassen College College of the Siskiyous Shasta College
Orange County	Coastline Community College Saddleback College	Cypress College Fullerton College Golden West College Irvine Valley College Orange Coast College Santa Ana College Santiago Canyon College
San Diego/Imperial	Imperial Valley College MiraCosta College	Cuyamaca College Grossmont College Palomar College San Diego City College San Diego Mesa College San Diego Miramar College Southwestern College

Region	OEI Colleges that Submitted Data	Other Colleges in Region
Santa Cruz/Monterey	Cabrillo College Foothill College Monterey Peninsula College	De Anza College Evergreen Valley College Gavilan College Hartnell College Mission College San Jose City College West Valley College
South Central	College of the Canyons Ventura College	Allan Hancock College Antelope Valley College Cuesta College Moorpark College Oxnard College Santa Barbara City College

Note: List does not include Merced College (an OEI pilot college) because no data were reported from the college.