



SAN DIEGO
Community College District

City College · Mesa College · Miramar College
College of Continuing Education

Distance Education Outcomes Report

2024-25

Office of Institutional Effectiveness and Research



Distance Education Update

December 1, 2025

Overview

This briefing contains information about trends in enrollment and outcomes by modality for courses at SDCCD over the last five years. Data is presented for each academic year. Data for 2019-20 reflects courses as they were originally scheduled; while all instruction was transitioned online midway through the Spring term, courses were scheduled largely on-campus in line with scheduling patterns before the pandemic.

Enrollment data includes duplicated enrollments, headcount, and success rates. Section counts are referenced in places.

Data for the College of Continuing Education (SDCCE) is reported two ways to account for multiple enrollments in the same course in the same term and enrollments that do not receive a grade. Enrollment data for SDCCE generally reflects **all** enrollments at that college. Success rate data for SDCCE reflects **graded enrollments** only; sections that do not assign grades and duplicate course enrollments are excluded¹. Success rate data for SDCCE and the credit colleges is reported separately in this briefing; pending districtwide discussion of success definitions, this data may be aggregated.

Dashboard

A dashboard with [Distance Education Enrollments and Outcomes](#) is available for further disaggregation of findings in this report. Often, District- and college-level trends in enrollment and success do not hold true at the department, subject, and course level. Practitioners and leadership are strongly encouraged to explore trends within their program using the dashboard. The three tabs of the dashboard provide two views of distance education data and definitions of terms.



In most tabs, data can be disaggregated using the following filters.

Institution	<input type="text" value="Credit Colleges"/>	Outcome	<input type="text" value="Success Rate"/>	Modality View	<input type="text" value="Online - Partial - Campus"/>	<input type="button" value="Reset Filters"/>			
Population Filters				Course Filters					
Age	<input type="text" value="All"/>	DSPS	<input type="text" value="All"/>	Modality	<input type="text" value="All"/>	Course	<input type="text" value="All"/>	Session	<input type="text" value="All"/>
Ethnicity	<input type="text" value="All"/>	Deg. Seeking	<input type="text" value="All"/>	Terms	<input type="text" value="All"/>	CTE	<input type="text" value="All"/>	Type	<input type="text" value="All"/>
Gender	<input type="text" value="All"/>	Major	<input type="text" value="All"/>	Transfer	<input type="text" value="Transfer"/>	Subject	<input type="text" value="All"/>		

¹ At SDCCE, students often enroll in multiple sections of the same course in the same term.

Definitions-General

- **Enrollments:** Duplicated instances of students taking a course. One student enrolled in two courses is counted twice. Enrollments are as of course census; students that drop before course census are excluded.
- **Graded Enrollments:** enrollments in sections that assign letter grades. At the credit colleges, all enrollments are graded. At The College of Continuing Education (SDCCE), graded enrollments are those in sections in which students received grades; in cases where students enrolled in multiple sections of the same course in the same term, only the enrollment that received the highest grade is included.
- **Headcount:** Unduplicated count of students. One student enrolled in two courses counts once.
- **Success Rate:** At the credit colleges, the percentage of students who complete a course with a grade of A, B, C, or P out of total official census enrollments. At SDCCE, passing grades include a grade of "SP" and/or a CE Satisfactory Completion value of "S". At the credit colleges, tutoring, non-credit, and cancelled classes are excluded. At SDCCD, cancelled classes are excluded.

Definitions-Section Modalities

- **Online:** Sections offered online, including Fully Online, Online-live, and Hyflex, in which students may attend completely online. The CCCCO MIS Data Element Dictionary provides the following definition of *Distance Education* courses: "Distance Education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology."
 - **Fully Online:** Sections offered online with no set meeting time (asynchronous). These are a subset of Online enrollments.
 - **Online-live:** Sections offered online with set meeting time (synchronous). These are a subset of Online enrollments.
 - **Hyflex:** Sections offered in which students may attend fully online, fully on-ground, or any possible combination of online and on-ground. These are a subset of Online enrollments.
- **On-ground:** "Face to face" sections, in which the instructor and students physically occupy the same place at the same time. This includes sections offered on-campus and off-campus (such as CCAP sections offered on high school campuses) sections.
- **Partially Online:** Sections that include components both in online and on-campus modalities.

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Summary

1. **Enrollments by Modality:** In 2024-25, there were 312,118 enrollments across the San Diego Community College District. 140,725 were online (45% all enrollments), 139,511 were on-ground (45% of all enrollments), and 31,882 enrollments were partially online (10% of all enrollments).
2. **The Transition to Online Instruction, Credit Colleges, Key Finding #1.1:** Across the credit colleges, students were nearly 1.75 times as likely to take a class online in 2024-25 than before the pandemic. However, this varies by group, with female, African American, and older students more likely to enroll online in 2024-25 than their peers.
3. **The Transition to Online Instruction, SDCCE, Key Finding #1.2:** At SDCCE, students were more than twice as likely to take a class online in 2024-25 than before the pandemic. However, this varies by group, with female, Native American, Multi-Ethnicity, Asian, and older students more likely to enroll online in 2024-25 than their peers.
4. **Headcount by Modality:** 55,476 students enrolled in an online or partially online course in 2024-25 across SDCCD (City: 16,961, Mesa: 25,354, Miramar: 17,596, SDCCE: 13,320), or 70% of students (City: 75%, Mesa: 82%, Miramar: 69%, SDCCE: 57%).
5. **Success Rate by Modality, Credit Colleges:** At the credit colleges in 2024-25, 74% of enrollments in online transfer-level courses were successful (City: 71%, Mesa: 75%, Miramar: 76%), equal to that of 2023-24.
6. **Success Rate by Modality, SDCCE:** At SDCCE in 2024-25, the success rate for online graded enrollments remained steady at 61% compared to 2023-24, while their total number decreased from 2023-24 to 2024-25 by nearly one-third, continuing a 3-year trend into its 4th year. Conversely, both success rates and total counts for on-ground graded enrollments continue a multi-year trend of steady increases, with success increasing by 2% in 2024-25 and total enrollments increasing by 15%. Notably, for the first time since before the pandemic the number of on-ground graded enrollments has surpassed that of online graded enrollments (21,448 and 17,629, respectively, in 2024-25).
7. **Online Success by Ethnicity, Credit Colleges:** At the credit colleges in 2024-25, gaps in online success rates were largest for Native American, Pacific Islander, and African American students, although significant gaps existed for all groups.
8. **Online Success by Ethnicity, SDCCE:** At SDCCE, gaps in online success rates have increased somewhat since 2023-24.
9. **Online Success by Age, Credit Colleges:** At the credit colleges in 2024-25, success rates were between 71% and 73% in Online transfer-level for all age groups except students over 50. For students over 50, 67% of enrollments were successful.
10. **Online Success by Age, SDCCE:** At SDCCE in 2024-25, success rates ranged between 57% and 71% for Online graded sections for all age groups. The lowest performing age group was 18-24 and 50+ was the highest.

Metrics

- Enrollments by Modality, Districtwide:** In 2024-25, there were 312,118 enrollments across the San Diego Community College District. 140,725 were online (45% of the total), 139,511 were on-ground (45%), and 31,882 enrollments were partially online (10%).

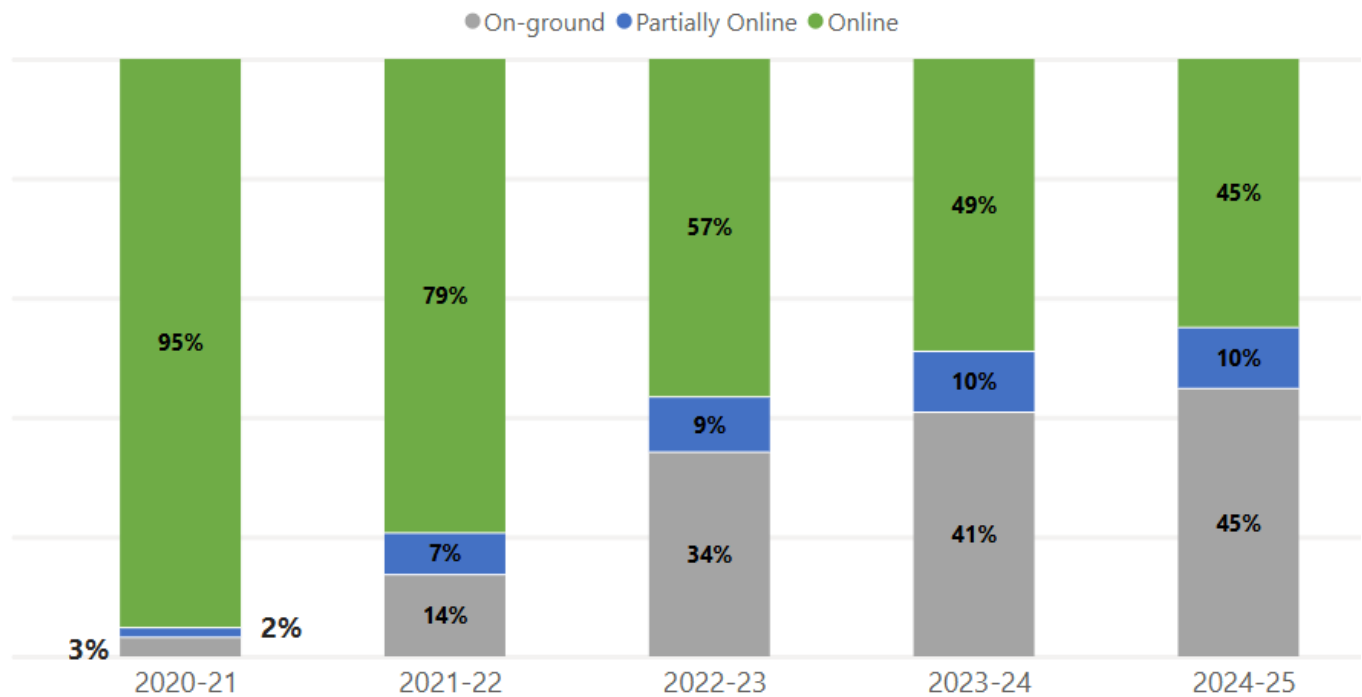
In response to the pandemic, instruction was transitioned almost entirely online in 2020-21, with 95% of enrollments occurring entirely online that year. In 2021-22, the count of online enrollments decreased 25% from the prior year as on-ground instruction was reactivated; in 2022-23, online enrollments decreased another 26% from the prior year. The year-over-year percentage drops in online enrollments normalized to 5% in 2023-24 from 2022-23 and 7% in 2024-25 from 2023-24. On-ground enrollments grew 12% in 2024-25 compared to the previous year.

Across the credit colleges in 2024-25, online enrollments accounted for 45% of all enrollments (City: 43%, Mesa: 47%, Miramar: 43%). At SDCCE in 2024-25, online enrollments accounted for 46% of all enrollments.

See Table 14 and Table 15 in the appendix for enrollment proportion and section counts by modality and college.

See Section 4 on page 11 for success rates by modality.

Figure 1. Annual Enrollments proportion (duplicated) by Modality, Districtwide



Note. "Online" is an aggregation of fully online (asynchronous), online-live (synchronous), and Hyflex courses (in which students may attend up to 100% of instruction online).

Table 1. Total enrollments (duplicated) by modality and college

		2020-21	2021-22	2022-23	2023-24	2024-25	Difference 23-24 to 24-25	% Change 23-24 to 24-25
City	Online	64,963	50,908	30,690	28,638	27,270	-1,368	-5%
	Partially Online	596	3,279	4,702	6,279	6,412	133	2%
	On-ground	498	4,158	20,128	26,454	29,573	3,119	12%
	Total	66,057	58,345	55,520	61,371	63,255	1,884	3%
Mesa	Online	103,672	72,612	55,027	53,740	51,480	-2,260	-4%
	Partially Online	1,987	7,991	7,986	7,821	7,156	-665	-9%
	On-ground	1,350	14,267	36,377	45,458	50,133	4,675	10%
	Total	107,009	94,870	99,390	107,019	108,769	1,750	2%
Miramar	Online	55,664	39,032	27,256	28,829	29,155	326	1%
	Partially Online	2,242	4,233	8,558	9,973	9,236	-737	-7%
	On-ground	6,779	16,464	23,045	26,413	29,693	3,280	12%
	Total	64,685	59,729	58,859	65,215	68,084	2,869	4%
Credit Colleges	Online	224,299	162,552	112,973	111,207	107,905	-3,302	-3%
	Partially Online	4,825	15,503	21,246	24,073	22,804	-1,269	-5%
	On-ground	8,627	34,889	79,550	98,325	109,399	11,074	11%
	Total	237,751	212,944	213,769	233,605	240,108	6,503	3%
SDCCE	Online	61,807	51,995	46,216	39,520	32,820	-6,700	-17%
	Partially Online	0	3,341	4,695	7,243	9,078	1,835	25%
	On-ground	532	1,650	16,036	26,770	30,112	3,342	12%
	Total	62,339	56,986	66,947	73,533	72,010	-1,523	-2%
District	Online	286,106	214,547	159,189	150,727	140,725	-10,002	-7%
	Partially Online	4,825	18,844	25,941	31,316	31,882	566	2%
	On-ground	9,159	36,539	95,586	125,095	139,511	14,416	12%
	Total	300,090	269,930	280,716	307,138	312,118	4,980	2%

Note 1. Excludes enrollments in cancelled sections, tutoring, and credit by exam.

Note 2. Includes SDCCE enrollments in non-graded sections.

2. The Transition to Online Instruction by Group, Credit Colleges: Across the credit colleges, students were about 1.75 times as likely to take a class online in 2024-25 than before the pandemic. However, this varies by group, with female, African American, and older students more likely to enroll online in 2024-25 than their peers.

Online enrollment varies by college, program, and group, as does growth in online enrollment.

- **By College:** In 2024-25, City and Miramar students are similarly likely to enroll online (43%), and Mesa students are more likely to enroll online (47%) than City and Miramar students.
- **By Gender:** Similar to before the pandemic, female students are much more likely to enroll online (49% of enrollments online in 2024-25) than male students.
- **By Ethnicity:** African American students are slightly more likely to enroll online (50% of enrollments online in 2024-25) than other ethnicities, followed by Asian and White students (47%). As on-campus enrollment has grown over the past three years, differences in enrollment patterns by modality and ethnicity have become less pronounced.
- **By Age:** Older students are more likely to enroll online, with just over half of enrollments by students 30 and older in online classes.

Table 2. Percent of all enrollments online, by group, pre-pandemic compared to 2024-25, Credit Colleges

		2019-20	2024-25
College	City	25%	43%
	Mesa	26%	47%
	Miramar	30%	43%
Gender	Female	29%	49%
	Male	23%	41%
	Non-Binary	18%	39%
Ethnicity	African American	29%	50%
	Asian	28%	47%
	Filipino	27%	45%
	Latinx	24%	42%
	Multi-Ethnicity	29%	46%
	Native American	29%	46%
	Pacific Islander	30%	43%
	White	28%	47%
Age Group	18 - 24	26%	43%
	25 - 29	30%	46%
	30 - 39	32%	51%
	40 - 49	33%	52%
	50 & Over	27%	51%
Credit Colleges Average		26%	45%

Note. "Online" is an aggregation of fully online (asynchronous), online-live (synchronous), and Hyflex courses (in which students may attend up to 100% of instruction online).

3. **The Transition to Online Instruction by Group, SDCCE:** At SDCCE, students were more than twice as likely to take a class online in 2024-25 than before the pandemic. However, this varies by group, with female, Native American, Multi-Ethnicity, Asian, and older students more likely to enroll online in 2024-25 than their peers.

Online enrollment varies by college, program, and group, as does growth in online enrollment.

- **By Gender:** The percentage growth since before the pandemic of online enrollments among female SDCCE students has outpaced that of their male counterparts, leading to a 14 percentage-point gap in 2024-25 compared to just 3 points in 2019-20. The proportion of online enrollments among females reached parity with the other course modality types, coming in at 50% in 2024-25.
- **By Ethnicity:** Native American students have enrolled online at higher rates than over groups in each of the last two years of reporting.
- **By Age:** Older students are more likely to enroll online than younger students. The difference in online enrollment compared to pre-pandemic is also larger for older students than younger students.

Table 3. Percent of all enrollments online, by group, pre-pandemic compared to 2024-25, SDCCE

		2019-20	2024-25
Age Group	18 - 24	12%	28%
	25 - 29	19%	41%
	30 - 39	23%	43%
	40 - 49	21%	44%
	50 & Over	19%	53%
Ethnicity	African American	11%	27%
	Asian	24%	52%
	Filipino	20%	44%
	Latinx	14%	38%
	Multi-Ethnicity	20%	56%
	Native American	25%	84%
	Pacific Islander	20%	38%
	White	24%	58%
Gender	Female	20%	50%
	Male	17%	36%
	Non-Binary	55%	30%
SDCCE Average		19%	46%

Note. "Online" is an aggregation of fully online (asynchronous), online-live (synchronous), and Hyflex courses (in which students may attend up to 100% of instruction online).

4. Headcount by Modality: 55,476 students enrolled in an online or partially online course in 2024-25 across SDCCD (City: 16,961, Mesa: 25,354, Miramar: 17,596, SDCCE: 13,320), or 70% of students (City: 75%, Mesa: 82%, Miramar: 69%, SDCCE: 57%).

In 2024-25, students who only enrolled in Online classes accounted for 28% of students across the district. Students who enrolled in both Online classes and On-ground classes, and/or Partially Online classes accounted for an additional 42%. Students who enrolled in only On-ground classes accounted for the remaining 30%.

These trends differ by career: compared to students at the credit colleges, students from SDCCE are more likely to enroll in only On-ground classes (43%, compared to 25% of credit college students). SDCCE students are also much less likely that students from the credit colleges to enroll online and on-ground (SDCCE: 27%, Credit Colleges: 47%).

Figure 2. Headcount Proportion (unduplicated) by Modality, Districtwide

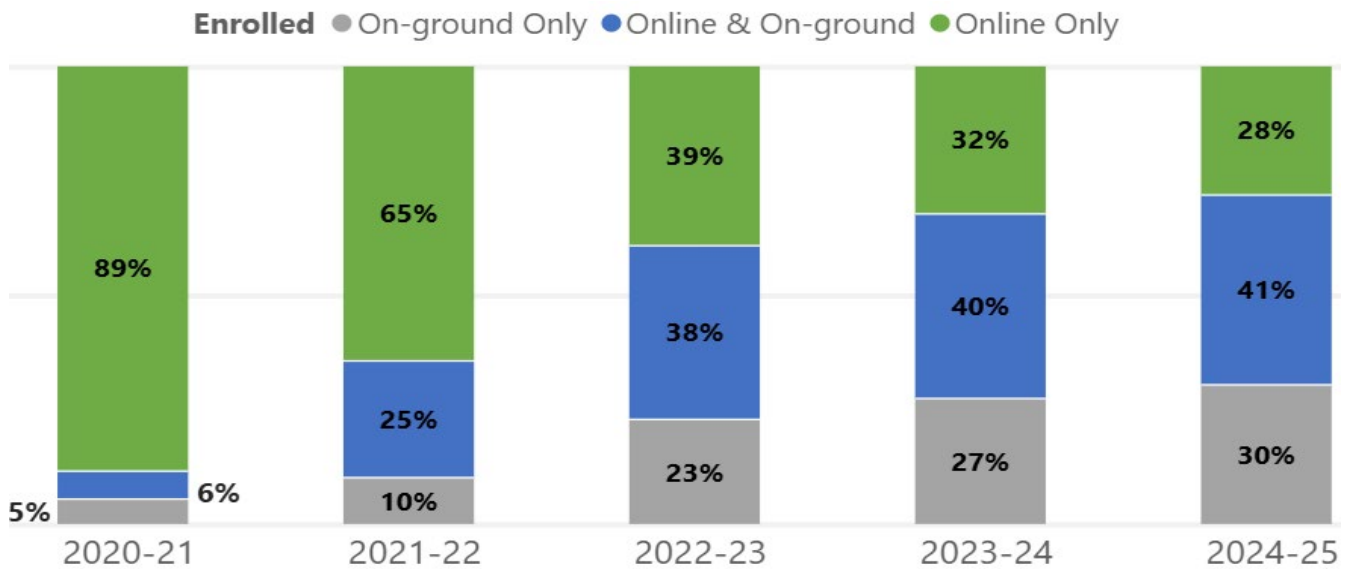


Table 4. Headcount (unduplicated) by Modality, Districtwide

	Modality in which students exclusively enrolled	2020-21	2021-22	2022-23	2023-24	2024-25	Difference 23-24 to 24-25	% Change 23-24 to 24-25
Credit Colleges	Online Only	48,699	31,054	17,793	16,252	15,973	-279	-2%
	Online & On-ground	3,994	15,039	23,482	26,101	26,592	491	2%
	On-ground Only	3,765	6,179	11,432	12,670	14,305	1,635	13%
	Total	56,458	52,272	52,707	55,023	56,870	1,847	3%
SDCCE	Online Only	16,024	14,156	11,953	9,807	6,920	-2,887	-29%
	Online & On-ground	414	2,587	4,642	5,718	6,400	682	12%
	On-ground Only	26	709	5,579	9,077	9,995	918	10%
	Total	16,464	17,452	22,174	24,602	23,315	-1,287	-5%
District	Online Only	63,952	44,599	29,224	25,606	22,517	-3,089	-12%
	Online & On-ground	4,402	17,605	28,153	31,820	32,959	1,139	4%
	On-ground Only	3,788	6,861	16,799	21,476	24,020	2,544	12%
	Total	72,142	69,065	74,176	78,902	79,496	594	1%

Note. Excludes CBE students and those who dropped all courses before census.

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Table 5. Headcount (unduplicated) by Modality, by College, Credit Colleges

	Modality in which students exclusively enrolled	2020-21	2021-22	2022-23	2023-24	2024-25	Difference 23-24 to 24-25	% Change 23-24 to 24-25
City	Online Only	23,706	17,523	10,009	9,043	8,735	-308	-3%
	Online & On-ground	627	3,683	6,650	7,940	8,226	286	4%
	On-ground Only	166	624	3,689	4,681	5,576	895	19%
	Total	24,499	21,830	20,348	21,664	22,537	873	4%
Mesa	Online Only	29,927	19,584	14,412	13,355	13,218	-137	-1%
	Online & On-ground	1,918	7,949	10,744	12,062	12,136	74	1%
	On-ground Only	46	1,280	4,142	4,987	5,753	766	15%
	Total	31,891	28,813	29,298	30,404	31,107	703	2%
Miramar	Online Only	20,239	13,406	8,896	9,134	9,330	196	2%
	Online & On-ground	1,422	4,313	7,278	8,147	8,266	119	1%
	On-ground Only	3,602	5,393	6,896	7,093	7,791	698	10%
	Total	25,263	23,112	23,070	24,374	25,387	1,013	4%

Note. Excludes CBE students and those who dropped all courses before census.

Table 6. Headcount Proportion (unduplicated) by Modality, by College

	Modality in which students exclusively enrolled	2020-21	2021-22	2022-23	2023-24	2024-25	Difference 23-24 to 24-25
Credit Colleges	Online Only	86%	59%	34%	30%	28%	-1%
	Online & On-ground	7%	29%	45%	47%	47%	-1%
	On-ground Only	7%	12%	22%	23%	25%	2%
	Total	100%	100%	100%	100%	100%	0%
City	Online Only	97%	80%	49%	42%	39%	-3%
	Online & On-ground	3%	17%	33%	37%	36%	-0%
	On-ground Only	1%	3%	18%	22%	25%	3%
	Total	100%	100%	100%	100%	100%	0%
Mesa	Online Only	94%	68%	49%	44%	42%	-1%
	Online & On-ground	6%	28%	37%	40%	39%	-1%
	On-ground Only	0%	4%	14%	16%	18%	2%
	Total	100%	100%	100%	100%	100%	0%
Miramar	Online Only	80%	58%	39%	37%	37%	-1%
	Online & On-ground	6%	19%	32%	33%	33%	-1%
	On-ground Only	14%	23%	30%	29%	31%	2%
	Total	100%	100%	100%	100%	100%	0%
SDCCE	Online Only	97%	81%	54%	40%	30%	-10%
	Online & On-ground	3%	15%	21%	23%	27%	4%
	On-ground Only	0%	4%	25%	37%	43%	6%
	Total	100%	100%	100%	100%	100%	0%

Note. Excludes CBE students and those who dropped all courses before census.

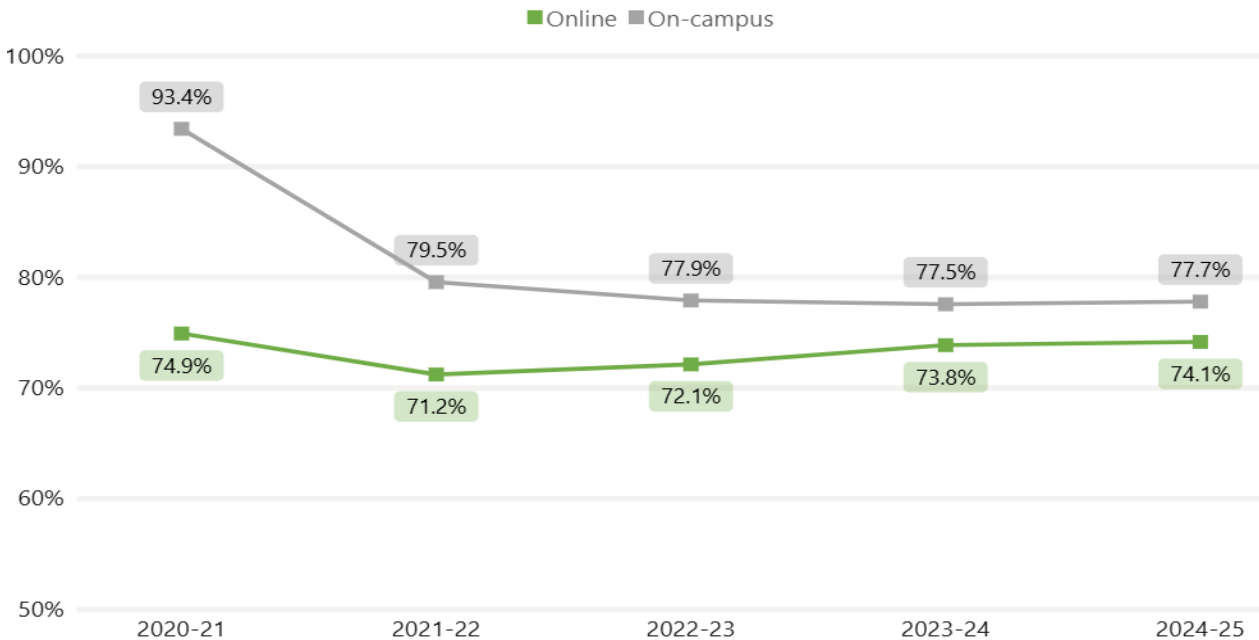
5. Success Rate by Modality, Credit Colleges: At the credit colleges in 2024-25, 74% of enrollments in online transfer-level courses were successful (City: 71%, Mesa: 75%, Miramar: 76%), slightly outperforming the 2023-24 rate by 0.3%.

Success rates in transfer level online courses at the credit colleges rose to 75% in 2020-21, dropped back to pre-pandemic levels in 2021-22, and have been rising steadily since.

In 2020-21 at the credit colleges, success rates in transfer level on-ground courses rose to 93%; this was as the number of on-campus enrollment decreased to 7,612 (these enrollments were largely in Administrative Justice and Fire Protection at Miramar College, and Veterinary Technology, Radiologic Technology, and Dental Assisting at Mesa College). As on-campus instruction was reactivated through 2024-25 and the number of on-campus enrollments increased to over 85,000, success rates in transfer level courses taught on-campus decreased to about 78% and has remained steady the last 3 academic years (within 0.4%).

See Table 15 in the appendix for section counts by modality and college.

Figure 3. Success Rates in Transfer Level Coursework, Credit Colleges



Note 1. Includes enrollments in transfer level coursework. Excludes tutoring and credit-by-exam. Excludes courses taught both on-campus and online.

Note 2. "Online" is an aggregation of fully online (asynchronous), online-live (synchronous), and Hyflex courses (in which students may attend up to 100% of instruction online).

Table 7. Success Rates in Transfer-level coursework by Modality, Credit Colleges

	2020-21	2021-22	2022-23	2023-24	2024-25	Difference 23-24 to 24-25
Online	73%	69%	70%	72%	73%	0.7%
Partially Online	83%	75%	76%	74%	72%	-1.9%
On-campus	74%	72%	73%	74%	75%	0.3%
Total	74%	72%	73%	74%	75%	0.3%

Note 1. Includes enrollments in transfer level coursework. Excludes tutoring and credit-by-exam.

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Note 2. "Online" is an aggregation of fully online (asynchronous), online-live (synchronous), and Hyflex courses (in which students may attend up to 100% of instruction online).

Table 8. Success Rates in Transfer-level coursework, by Modality and College

		2020-21	2021-22	2022-23	2023-24	2024-25	Difference 23-24 to 24-25
City	Online	71%	67%	67%	71%	71%	-0.1%
	Partially Online	82%	75%	66%	62%	63%	0.9%
	On-campus	90%	83%	75%	74%	75%	0.6%
	Total	71%	69%	70%	71%	72%	0.4%
Mesa	Online	75%	72%	73%	74%	75%	0.4%
	Partially Online	85%	77%	79%	78%	78%	0.4%
	On-campus	96%	77%	77%	77%	78%	0.4%
	Total	75%	73%	75%	76%	76%	0.5%
Miramar	Online	77%	73%	74%	75%	76%	0.6%
	Partially Online	82%	80%	81%	80%	79%	-1.0%
	On-campus	95%	90%	85%	86%	83%	-3.2%
	Total	79%	78%	79%	80%	79%	-1.1%
SDCCE	Online	65%	63%	64%	66%	66%	0.1%
	Partially Online	0%	62%	72%	73%	66%	-7.2%
	On-campus	62%	61%	65%	67%	69%	2.6%
	Total	65%	63%	64%	67%	68%	1.1%

Note 1. At the credit colleges, includes enrollments in transfer level coursework. At SDCCE, includes graded enrollments. Excludes tutoring and credit-by-exam.

Note 2. "Online" is an aggregation of fully online (asynchronous), online-live (synchronous), and Hyflex courses (in which students may attend up to 100% of instruction online).

6. **Success Trends at SDCCE:** In 2024-25, 66% of enrollments in online classes at SDCCE were successful. While success rates stayed the same in 2024-25 compared to 2023-24, the number of online enrollments decreased 32% over that time, from 26,056 in 2023-24 to 17,629 in 2024-25.

SDCCE success rates are based on unduplicated attempts in graded sections, which is a subset of all enrollments at the college. In this report, unduplicated attempts in graded sections are referred to as “**graded enrollments**”. For more context on success calculations for SDCCE, see the Definitions section (page 2) or Appendix page **Error! Bookmark not defined.**

The number of online graded enrollments ballooned to 36,287 in 2020-21 (98.6% of graded enrollments), with 65% of those enrollments receiving passing grades. As the number of online graded enrollments decreased through 2024-25, success rates gradually increased, plateauing at 66% beginning in 2023-24 and continuing into 2024-25.

Figure 4. SDCCE Graded Enrollments and Success Rates, Online and On-ground Courses



Note 1. Includes graded enrollments. Excludes credit-by-exam.

Note 2. “Online” is an aggregation of fully online (asynchronous), online-live (synchronous), and Hyflex courses (in which students may attend up to 100% of instruction online).

7. Online Success by Ethnicity, Credit Colleges: At the credit colleges in 2024-25, gaps in online success rates were largest for Native American, Pacific Islander, and African American students, although significant gaps existed for all groups compared to Asian students.

Compared to Asian students, gaps in success rates by ethnicity remained larger in online classes in 2024-25 for all groups. However, success rates online have increased in each of the last two years for Latinx and African American students.

To disaggregate success rate data by ethnicity and college, subject, and/or course, visit the [Distance Education Outcomes Dashboard](#).

Figure 5. Gaps in Online Success Rates from Reference Group (Asian), Transfer Level, Credit Colleges

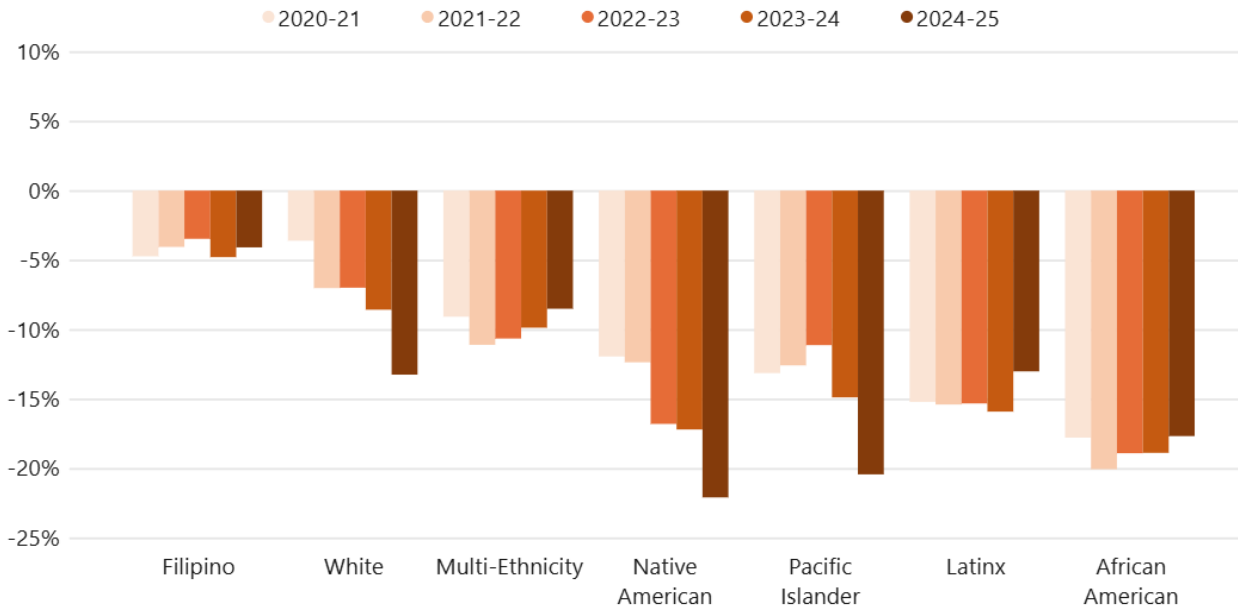


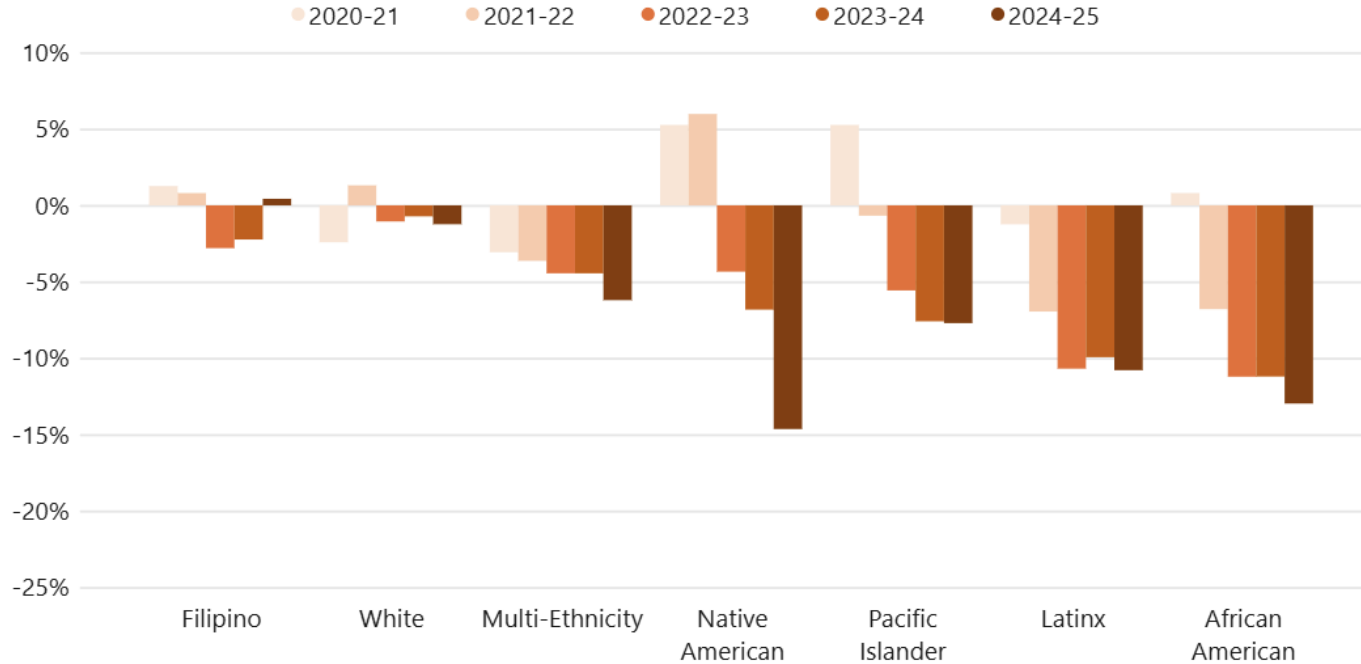
Table 9. Online Success Rates in Transfer Level Coursework, by Ethnicity, Credit Colleges

	2020-21	2021-22	2022-23	2023-24	2024-25	Difference 23-24 to 24-25
African American	66%	62%	64%	66%	68%	2%
Asian	84%	82%	83%	85%	85%	0%
Filipino	79%	78%	79%	80%	81%	1%
Latinx	69%	67%	67%	69%	72%	3%
Multi-Ethnicity	75%	71%	72%	75%	77%	2%
Native American	72%	70%	66%	68%	63%	-5%
Pacific Islander	71%	70%	72%	70%	65%	-5%
White	81%	75%	76%	76%	72%	-4%
Overall	75%	71%	72%	74%	74%	0%

Note 1. Includes enrollments in transfer level coursework. Excludes tutoring and credit-by-exam.

Note 2. "Online" is an aggregation of fully online (asynchronous), online-live (synchronous), and Hyflex courses (in which students may attend up to 100% of instruction online).

Figure 6. Gaps in On-ground Success Rates from Reference Group (Asian), Transfer Level, Credit Colleges



Note. There were fewer than 8,000 on-ground enrollments in 2020-21.

Table 10. On-ground Success Rates in Transfer Level Coursework, by Ethnicity, Credit Colleges

	2020-21	2021-22	2022-23	2023-24	2024-25	Difference 23-24 to 24-25
African American	96%	75%	73%	72%	71%	-1%
Asian	95%	82%	84%	83%	84%	1%
Filipino	96%	83%	81%	81%	85%	4%
Latinx	93%	75%	73%	73%	74%	1%
Multi-Ethnicity	92%	79%	79%	79%	78%	-1%
Native American	100%	88%	80%	76%	70%	-6%
Pacific Islander	100%	82%	78%	76%	77%	1%
White	92%	84%	83%	83%	83%	0%
Overall	93%	79%	78%	77%	78%	1%

Note 1. Includes enrollments in transfer level coursework. Excludes tutoring and credit-by-exam. Excludes courses taught both on-campus and online.

Note 2. There were fewer than 8,000 on-ground enrollments in 2020-21. The 93% overall success rate represents the small subset of courses that were taught on-campus that year.

8. **Online Success by Ethnicity, SDCCE:** At SDCCE, gaps in online success rates have increased somewhat since 2023-24 compared to Asian students.

Success rates at SDCCE vary significantly by program and should be disaggregated further on the [Distance Education Outcomes Dashboard](#).

Figure 7. Gaps in Online Success Rates from Reference Group (Asian), Graded Enrollments, SDCCE

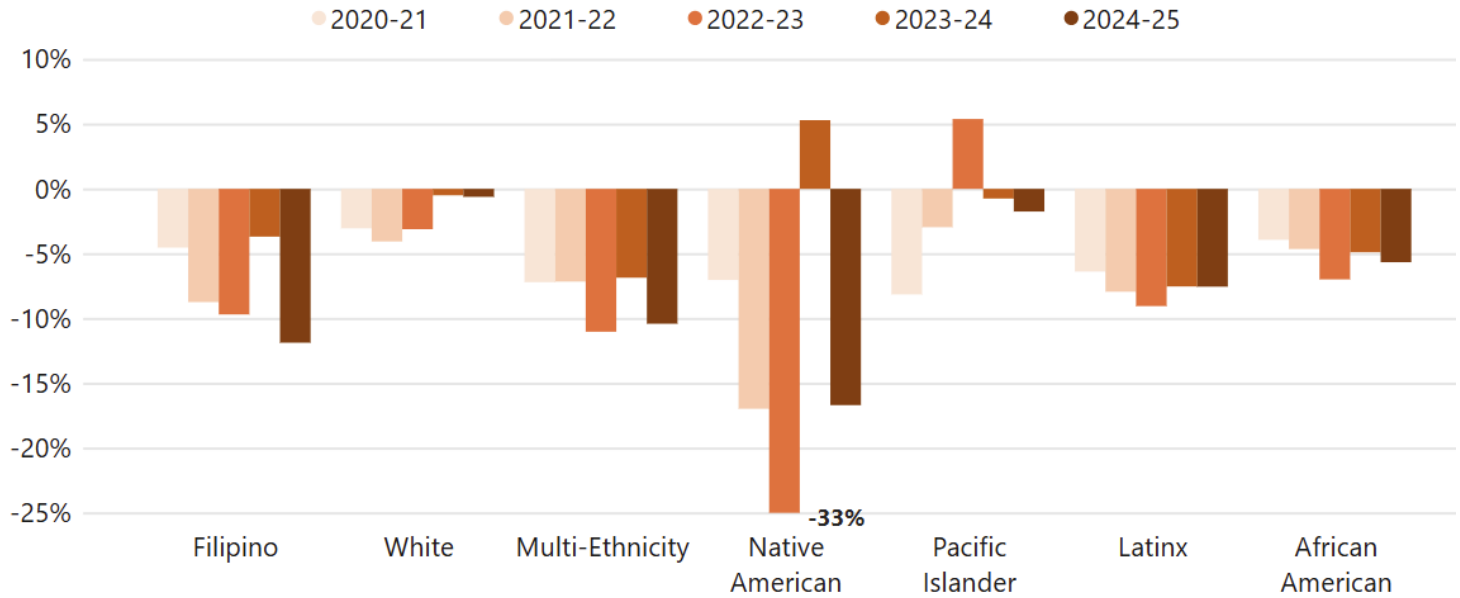


Table 11. Online Success Rates, Graded Enrollments, by Ethnicity, SDCCE

	2020-21	2021-22	2022-23	2023-24	2024-25	Difference 23-24 to 24-25
African American	66%	64%	63%	65%	64%	-1%
Asian	70%	69%	70%	70%	70%	0%
Filipino	65%	60%	60%	66%	58%	-8%
Latinx	63%	61%	61%	62%	62%	0%
Multi-Ethnicity	62%	61%	59%	63%	59%	-4%
Native American	63%	52%	37%	75%	53%	-22%
Pacific Islander	61%	66%	75%	69%	68%	-1%
White	66%	65%	67%	69%	69%	0%
Overall	65%	63%	64%	66%	66%	0%

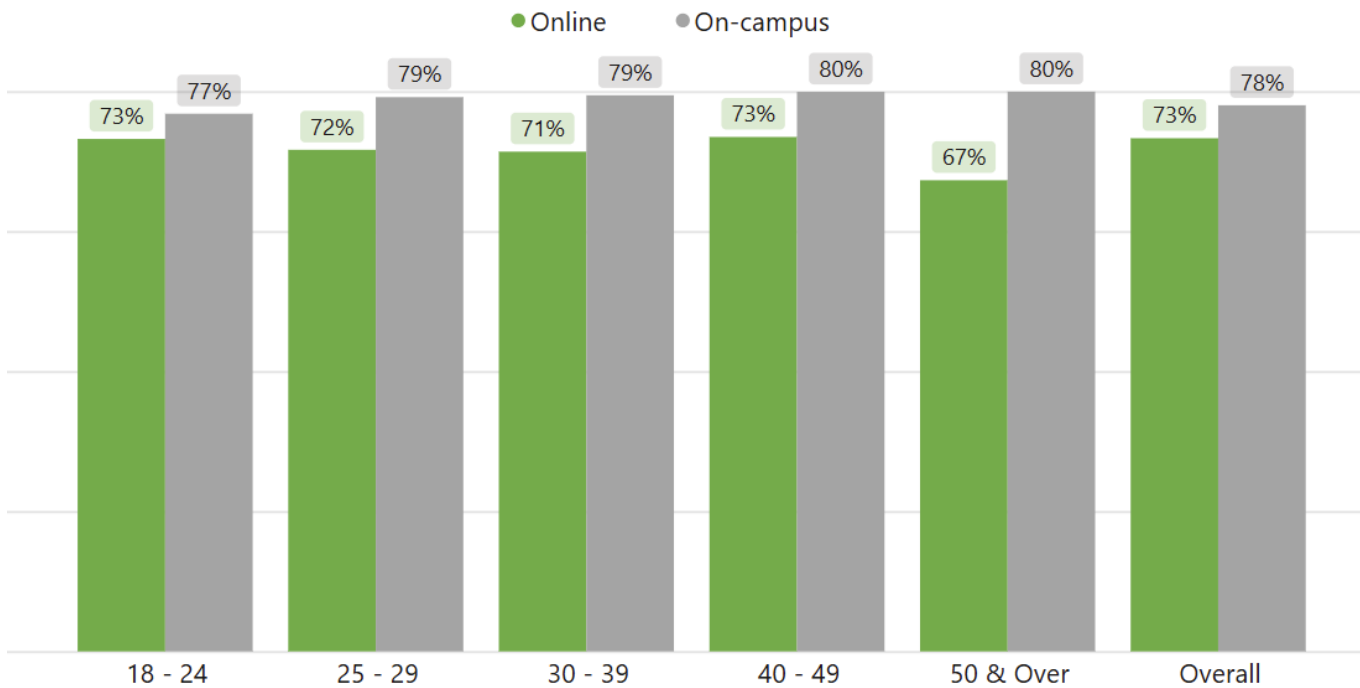
Note. Includes enrollments in graded sections. Excludes credit-by-exam.

9. **Online Success by Age, Credit Colleges:** At the credit colleges in 2024-25, success rates were between 71% and 73% in Online transfer-level for all age groups except students over 50. For students over 50, 67% of enrollments were successful.

Since 2020-21, online success rates have decreased significantly for students over 30 years old, decreases that are likely linked to changes in online course offerings and student enrollment behavior over the last four years.

Exploration success rates by age group and course further using the [Distance Education Outcomes Dashboard](#).

Figure 8. 2024-25 Online Success Rates in Transfer-level coursework, Credit Colleges



Note. "Online" is an aggregation of fully online (asynchronous), online-live (synchronous), and Hyflex courses (in which students may attend up to 100% of instruction online).

Table 12. Success Rates in Online Transfer-level coursework by Age Group, Credit Colleges

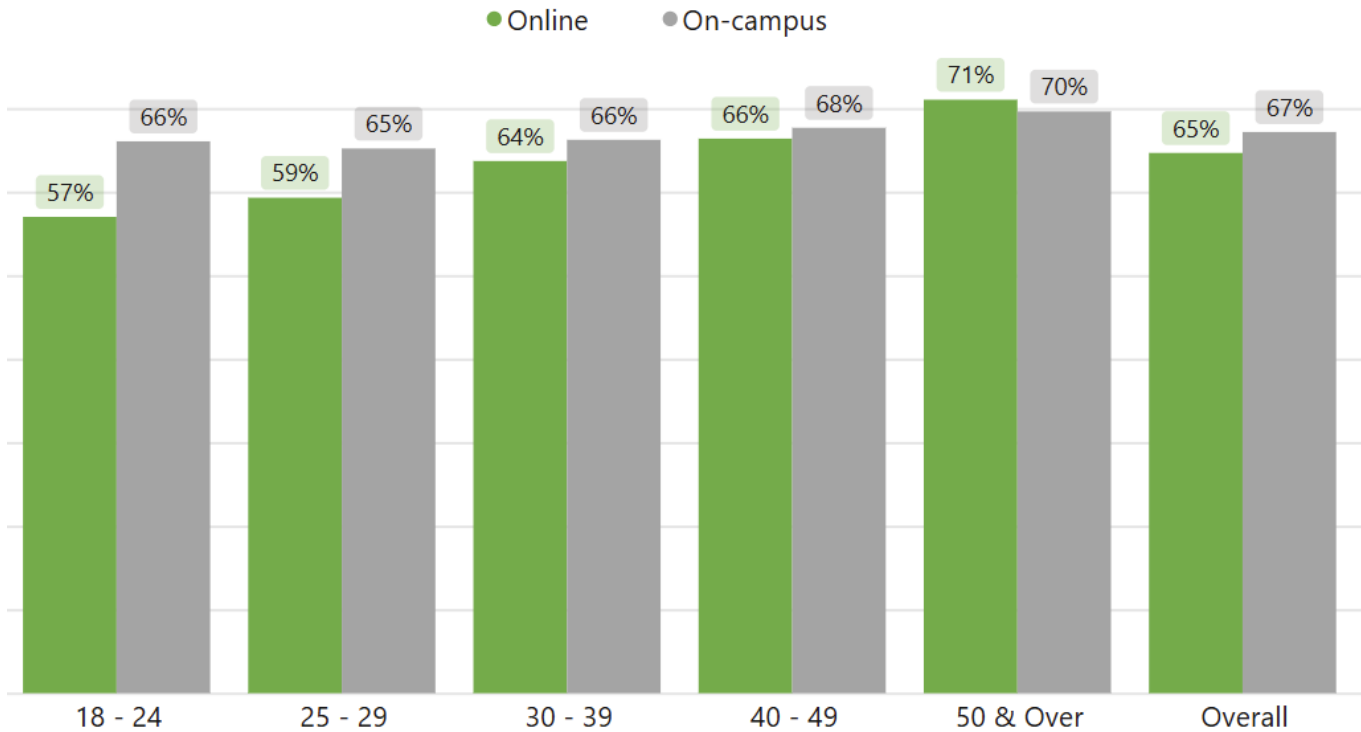
	2020-21	2021-22	2022-23	2023-24	2024-25	Difference 23-24 to 24-25
18 - 24	73%	71%	73%	75%	77%	2%
25 - 29	73%	70%	70%	72%	72%	0%
30 - 39	78%	68%	70%	69%	69%	0%
40 - 49	82%	74%	70%	71%	67%	-4%
50 & Over	81%	67%	65%	63%	57%	-6%
Overall	74%	70%	72%	73%	73%	0%

Note. "Online" is an aggregation of fully online (asynchronous), online-live (synchronous), and Hyflex courses (in which students may attend up to 100% of instruction online).

10. Online Success by Age, SDCCE: At SDCCE in 2024-25, success rates ranged between 57% and 71%. Students aged 18-24 had the lowest success rates, and students aged 50+ had the highest.

Success rates at SDCCE vary significantly by program and should be disaggregated further on the [Distance Education Outcomes Dashboard](#).

Figure 9. 2024-25 Online Success Rates in Graded Enrollments, SDCCE



Note. "Online" is an aggregation of fully online (asynchronous), online-live (synchronous), and Hyflex courses (in which students may attend up to 100% of instruction online).

Table 13. Success Rates in Online Graded Enrollments by Age Group, SDCCE

	2020-21	2021-22	2022-23	2023-24	2024-25	Difference 23-24 to 24-25
18 - 24	59%	57%	54%	56%	62%	6%
25 - 29	60%	58%	57%	61%	62%	1%
30 - 39	64%	62%	64%	65%	63%	-2%
40 - 49	67%	65%	66%	68%	66%	-2%
50 & Over	71%	69%	71%	72%	74%	2%
Overall	65%	63%	64%	66%	66%	0%

Note. "Online" is an aggregation of fully online (asynchronous), online-live (synchronous), and Hyflex courses (in which students may attend up to 100% of instruction online).

Appendix: Tables

Table 14. Enrollment Proportions by Modality and College

		2020-21	2021-22	2022-23	2023-24	2024-25	Difference 23-24 to 24-25
City	Online	98%	87%	55%	47%	43%	-4%
	Partially Online	1%	6%	8%	10%	10%	-0%
	On-ground	1%	7%	36%	43%	47%	4%
	Total	100%	100%	100%	100%	100%	—
Mesa	Online	97%	77%	55%	50%	47%	-3%
	Partially Online	2%	8%	8%	7%	7%	-1%
	On-ground	1%	15%	37%	42%	46%	4%
	Total	100%	100%	100%	100%	100%	—
Miramar	Online	86%	65%	46%	44%	43%	-1%
	Partially Online	3%	7%	15%	15%	14%	-2%
	On-ground	10%	28%	39%	41%	44%	3%
	Total	100%	100%	100%	100%	100%	—
Credit Colleges	Online	94%	76%	53%	48%	45%	-3%
	Partially Online	2%	7%	10%	10%	9%	-1%
	On-ground	4%	16%	37%	42%	46%	3%
	Total	100%	100%	100%	100%	100%	—
SDCCE	Online	99%	91%	69%	54%	46%	-8%
	Partially Online	0%	6%	7%	10%	13%	3%
	On-ground	1%	3%	24%	36%	42%	5%
	Total	100%	100%	100%	100%	100%	—
District	Online	95%	79%	57%	49%	45%	-4%
	Partially Online	2%	7%	9%	10%	10%	0%
	On-ground	3%	14%	34%	41%	45%	4%
	Total	100%	100%	100%	100%	100%	—

Note 1. Excludes tentative and cancelled sections, sections with no enrollment, tutoring, and credit-by-exam.

Note 2. "Online" is an aggregation of fully online (asynchronous), online-live (synchronous), and Hyflex courses (in which students may attend up to 100% of instruction online).

Table 15. Section Counts by Modality and College

		2020-21	2021-22	2022-23	2023-24	2024-25	Difference 23-24 to 24-25	% Change 23-24 to 24-25	Difference 20-21 to 24-25	% Change 20-21 to 24-25
City	Online	2,411	1,887	1,047	986	892	-94	-10%	-1,519	-63%
	Partially Online	29	235	284	294	264	-30	-10%	235	810%
	On-ground	54	365	1,131	1,300	1,349	49	4%	1,295	2,398%
	Total	2,494	2,487	2,462	2,580	2,505	-75	-3%	11	0%
Mesa	Online	3,662	2,512	1,791	1,675	1,582	-93	-6%	-2,080	-57%
	Partially Online	162	556	467	379	343	-36	-9%	181	112%
	On-ground	164	866	1,898	2,199	2,241	42	2%	2,077	1,266%
	Total	3,988	3,934	4,156	4,253	4,166	-87	-2%	178	4%
Miramar	Online	1,928	1,403	976	992	975	-17	-2%	-953	-49%
	Partially Online	130	215	329	356	342	-14	-4%	212	163%
	On-ground	229	758	1,031	1,130	1,205	75	7%	976	426%
	Total	2,287	2,376	2,336	2,478	2,522	44	2%	235	10%
Credit Colleges	Online	8,001	5,802	3,814	3,653	3,449	-204	-6%	-4,552	-57%
	Partially Online	321	1,006	1,080	1,029	949	-80	-8%	628	196%
	On-ground	447	1,989	4,060	4,629	4,795	166	4%	4,348	973%
	Total	8,769	8,797	8,954	9,311	9,193	-118	-1%	424	5%
SDCCE	Online	1,754	1,491	1,281	1,134	930	-204	-18%	-824	-47%
	Partially Online	0	132	135	203	308	105	52%	308	
	On-ground	56	45	530	1,024	1,252	228	22%	1,196	2,136%
	Total	1,810	1,668	1,946	2,361	2,490	129	5%	680	38%
District	Online	9,755	7,293	5,095	4,787	4,379	-408	-9%	-5,376	-55%
	Partially Online	321	1,138	1,215	1,232	1,257	25	2%	936	292%
	On-ground	503	2,034	4,590	5,653	6,047	394	7%	5,544	1,102%
	Total	10,579	10,465	10,900	11,672	11,683	11	0%	1,104	10%

Note 1. Excludes tentative and cancelled sections, sections with no enrollment, tutoring, and credit-by-exam.

Note 2. "Online" is an aggregation of fully online (asynchronous), online-live (synchronous), and Hyflex courses (in which students may attend up to 100% of instruction online)

Institutional Innovation and Effectiveness

December 1, 2025