

On-line vs. In-Person Course Completion Rates and Pedagogical Reflection

Based on disaggregated data for years 2015-2020, course completion rates are up in both online and in-person courses for English.

- In-person completion rates have increased from 90.2-92.3% from 2015-2020.
- Online completion rates have increased from 83.7-86.5% from 2015-2020.

Notably, however, deficits in completion rates are more exaggerated online for Hispanic students (roughly 10% lower than Caucasian and African American) and Native American students (roughly 15% lower than the above-mentioned cohorts). In-person success rates drop only marginally primarily for Hispanic students.

Although CHC English's completion rates are higher than state and national averages in both online and in-person instruction, we have made it a priority to address the lower success rates in online instruction in the following ways:

- Incorporated online "best practices" workshops in our 3rd year of AB-705 training
- Offered equitable assessment practices workshops to understand and negotiate instructors' implicit biases when assessing students' writing, with an emphasis on online commentary
- Offered hybrid courses with more synchronous instruction
- Emphasized the use of Starfish Early Alert to increase the safety net for under-served populations
- Started One Book/One College with *Spare Parts*, a book about four undocumented Mexican American students accessing the American Dream to increase diverse cultural awareness, representation, and inclusion in classrooms, campus culture and student life
- Contributed to the Hispanic Heritage Month to increase diverse cultural awareness, representation, and inclusion in classrooms, campus culture and student life
- Continued discussions on privilege and systemic inequality in department meetings
- Hired faculty with diverse cultural and pedagogical representation in mind