

2013

El Camino College Summary Report for the CCC Fall 2012 Distance Education Student Satisfaction Survey



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Report cover design by CCCCCO

California Community Colleges Distance Education Student Satisfaction Survey El Camino College Results, 2013

The Chancellor's Office reported that 27% of all CCC students take at least one distance education course each year, with more than 10% of Systemwide FTES generated from these course enrollments. To seek feedback from this growing segment of the student body, the California Community Colleges (CCC) Chancellor's Office conducted a satisfaction survey in spring 2013 for students who were enrolled in distance education (DE) classes in fall 2012 at participating colleges. El Camino College (ECC) participated along with 43 other community colleges; Compton Center did not participate in this round.

The online survey yielded 209 responses from ECC, a 13% response rate ($\pm 6.22\%$). Compared to all online students at ECC, survey respondents were more likely to be full-time (46%, vs. 37% in the population) and female (78%, vs. 68%), and less likely to be under age 25 (47%, vs. 57%). These differences indicate that average responses on this survey will be somewhat skewed toward women, full-timers, and older students—a common occurrence in student surveys. Ethnic diversity was fairly well represented in respondents.

This report is the ECC supplement to the statewide report and provides a brief summary of the main findings along with charts summarizing ECC responses. Valuable information can be gleaned from these results to help the Distance Education Instructional Media Coordinator and the Instructional Technology Specialist highlight areas of potential enhancement in their contacts with Distance Education faculty. It also will be discussed during a fall Distance Education Advisory Committee meeting. The results will be made available to the College community through links on the Distance Education and Institutional Research & Planning webpages.

Summary of Findings

This survey sought opinions and experiences with distance education through a number of topics including DE-focused orientation, instructional methods, faculty and student “presence” and responsiveness in DE courses, technical competence/comfort with computers, and overall satisfaction.

Less than half participated in an orientation to online learning

The survey touched on the orientation experience of students. Over 41% of respondents were taking a DE course for the first time at ECC in fall 2012. Even so, more than half have

never taken a DE-focused orientation or workshop at ECC. Of those who did participate in an orientation program of some kind, over 75% were satisfied with the experience.

Instructional methods facilitate learning

Students were queried about various instructional methods and tools used to promote engagement and learning in a distance education course (Q.17-29). Nearly all courses included a discussion board (95%), in which the instructor actively participated. Discussion boards provided opportunities for problem solving for 88% of respondents. A large majority of students agreed that the various components of the course facilitated learning. The highest rated components included assignments/projects (90%), reading materials (89%), and course lectures/notes (89%). The lowest rated components included course activities (74%), material inside & outside of class (73%), and breadth of coverage (76%). Only about 63% felt that their DE course improved their written communication skills.

Faculty are “present” and responsive to students but there’s room for improvement

Regular and effective contact on the part of faculty is a critical component of a distance education course (Q.35-38). Students reported on how present their instructor seemed to be in the course, with 79-81% feeling a clear “human presence.” Seventy-three percent felt they received individual attention, with 84% agreeing that the instructor facilitated the course by “continuously encouraging communication.”

Students are responsive and supportive of each other, but improvement is needed

Regarding the involvement and responsiveness of fellow students in the class, respondents felt that they could turn to a classmate for help (75%) and received timely feedback from them (64%). While the class encouraged students to dialog with others (82%), only 67% felt that the class created a “sense of community” among the students.

Computers/technical expertise is not an issue for the vast majority

Several questions asked about comfort and skills with computers (Q.43-51), with all responses rating well over 80% in agreement.

Overall satisfaction with ECC’s online courses is very high

Several questions addressed overall satisfaction with their distance education experience in fall 2012 (Q.52-60). Nearly 89% were satisfied to some degree with their DE course and felt that the course met their learning needs (91%), was appropriately difficult (84%), and deepened content understanding (88%). More than 66% indicated that they would like to

take another distance education course. Conclusively, 76% agreed that distance education courses are as effective as face-to-face courses.

Compared with all colleges, students rank ECC's program higher

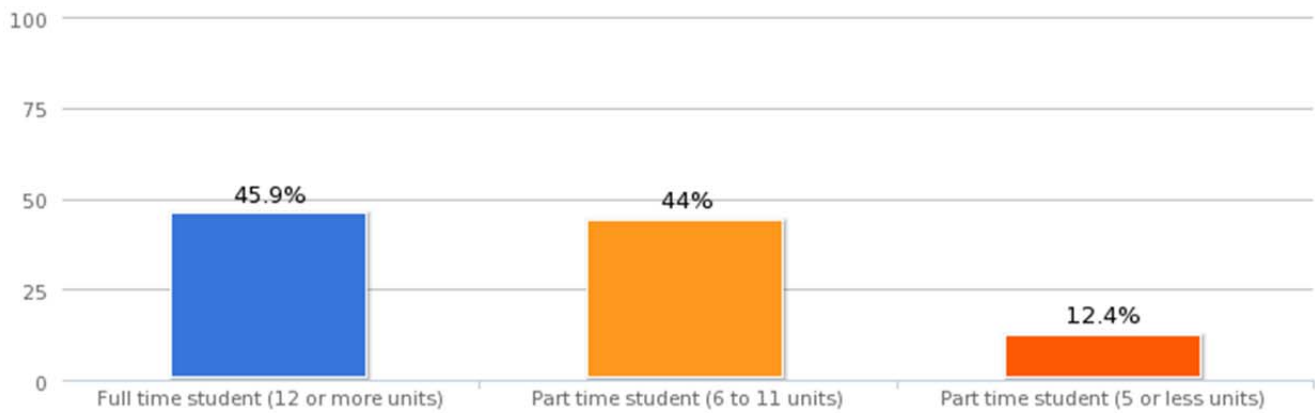
On nearly every measure of online student engagement, effective contact and academic support, ECC students rated their courses equal to or higher than all participating colleges, on average. The percentage of students rating their online experience positively was three to ten points higher than average on most measures.

Conclusion

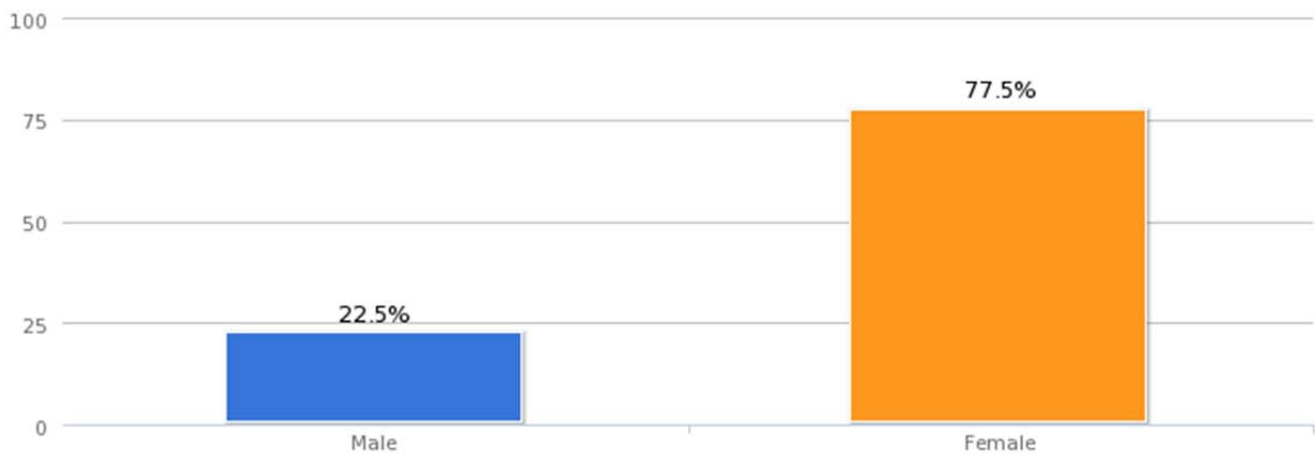
Responses regarding the value received from supporting activities (Q.20-32) reflect areas that need enhancement including more universal agreement on faculty presence and the degree to which course components facilitate learning.

On most of the questions, more than 50% of the student rated their classes in a positive manner. Some of the questions addressed topics that are pertinent to current federal regulations and ACCJC standards. This survey also provides valuable information for campus planning and program development.

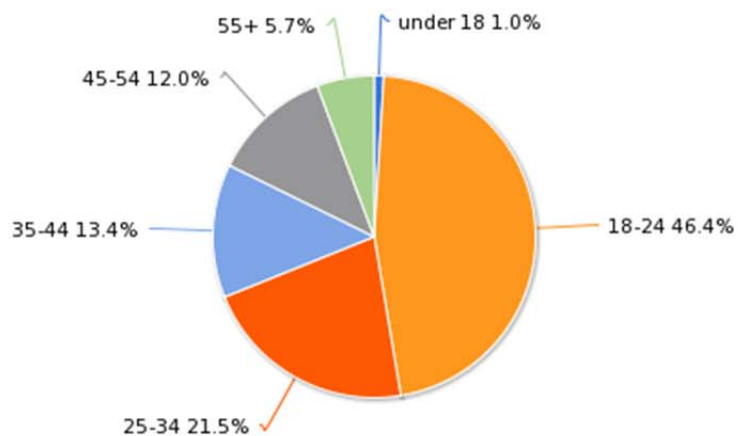
3. How would you classify your enrollment status in the 2012 Fall quarter/semester?



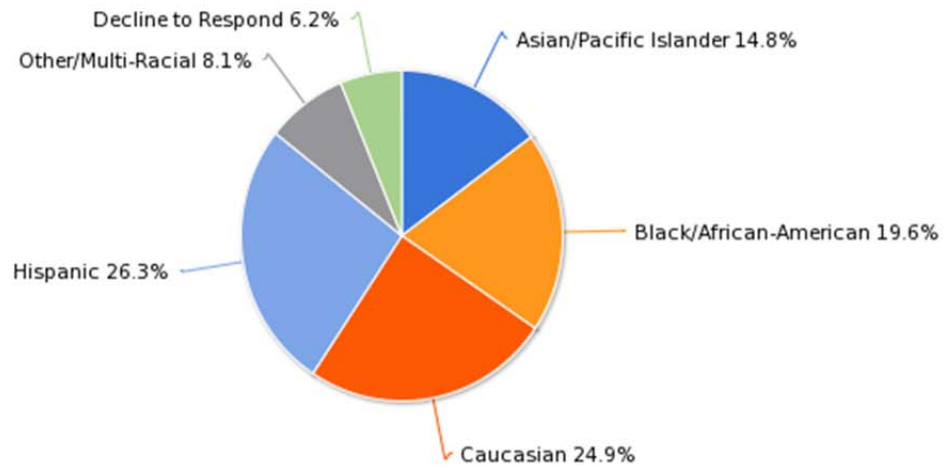
4. Please check your gender.



5. Please check your age range group.



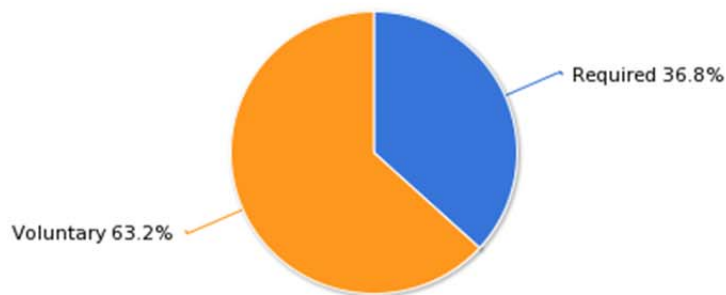
6. Please identify your race/ethnicity



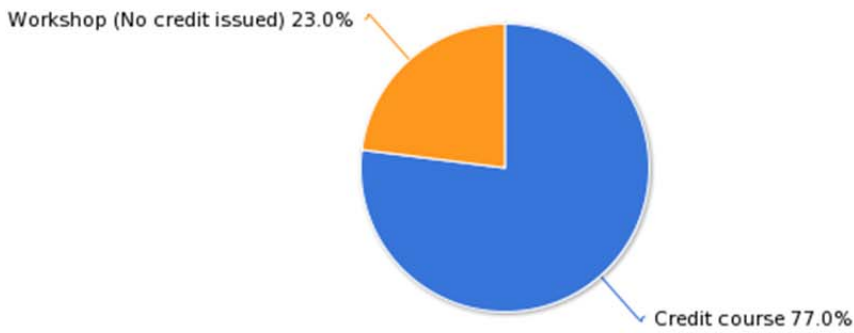
7. Have you ever taken a distance education orientation course or workshop at this college?



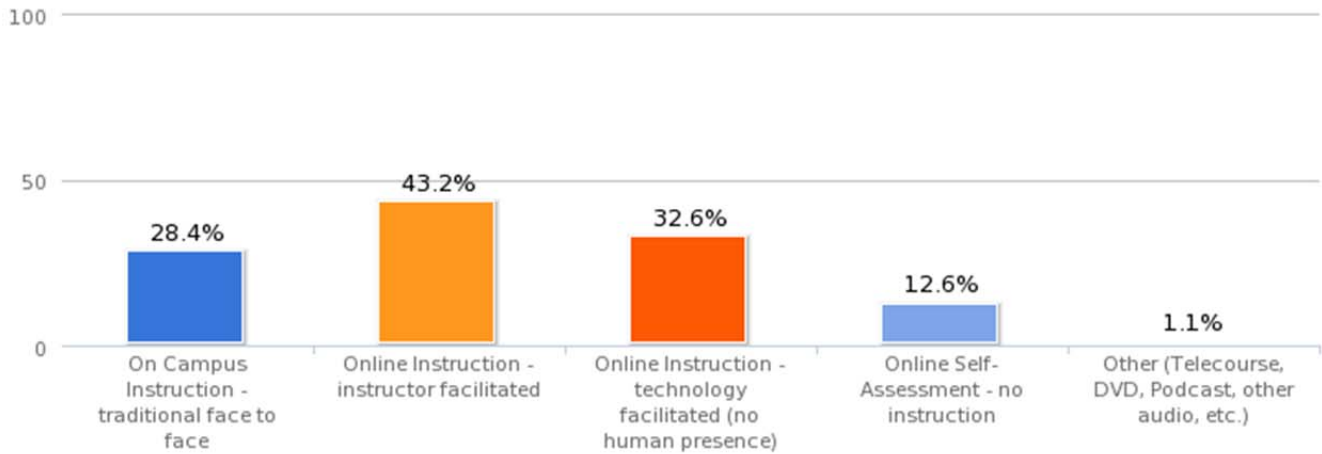
Is the course or workshop required before you can take a distance education course at the college or is it voluntary?



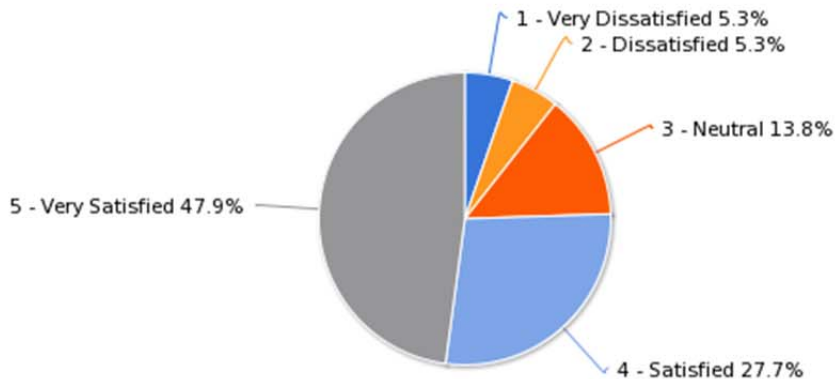
Is it a credit course for which you receive credit or is it a workshop where no credit is issued?



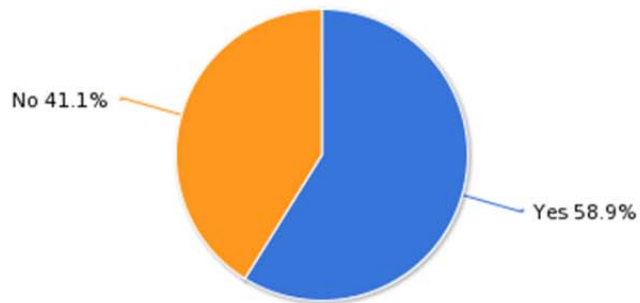
What type of orientation course/workshop did you complete?



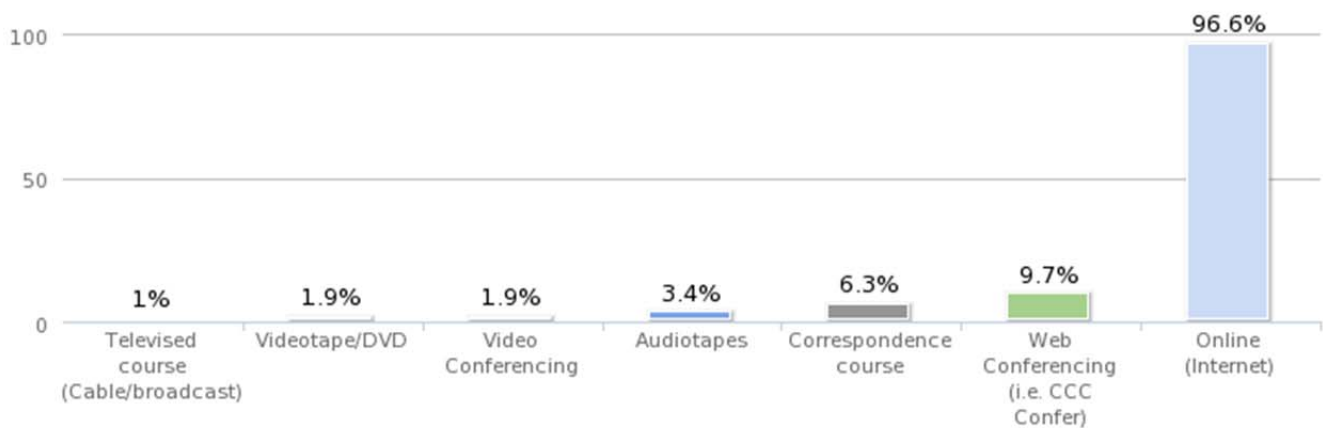
On a scale of 1-5 with 5 being the highest, how satisfied were you with this distance education orientation course/workshop?



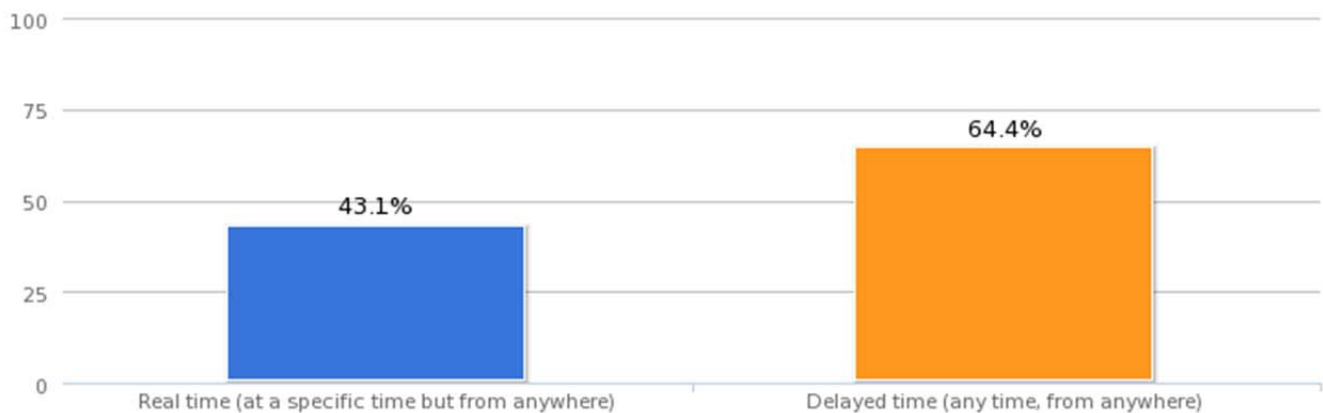
9. Have you ever completed a distance education course at this college before the 2012 Fall semester?



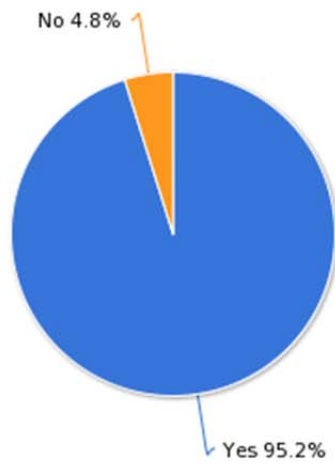
13. Please select the type of instructional delivery used in the distance education course you identified in question # 11.



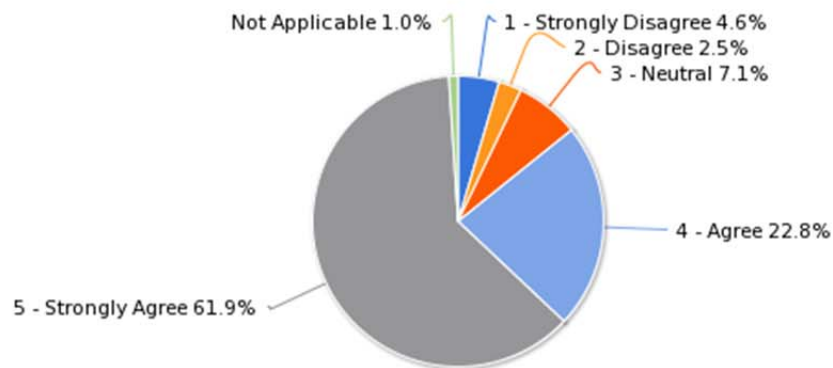
14. Please indicate if the course identified in question #11 was conducted in real time or delayed time.



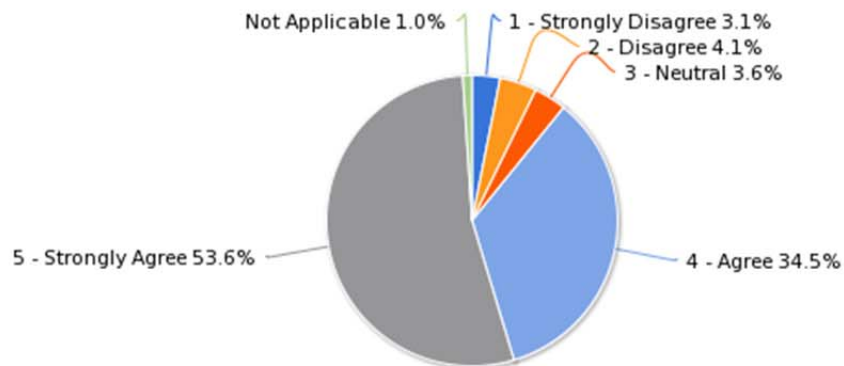
15. Did this course use a discussion board?



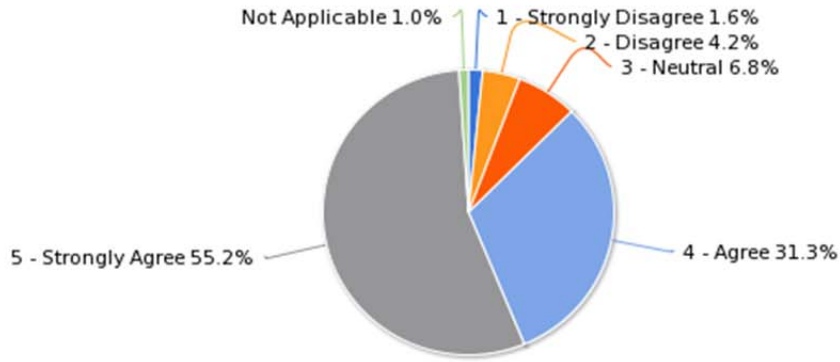
16. In this class the teacher was an active member of the discussion group offering direction to posted comments



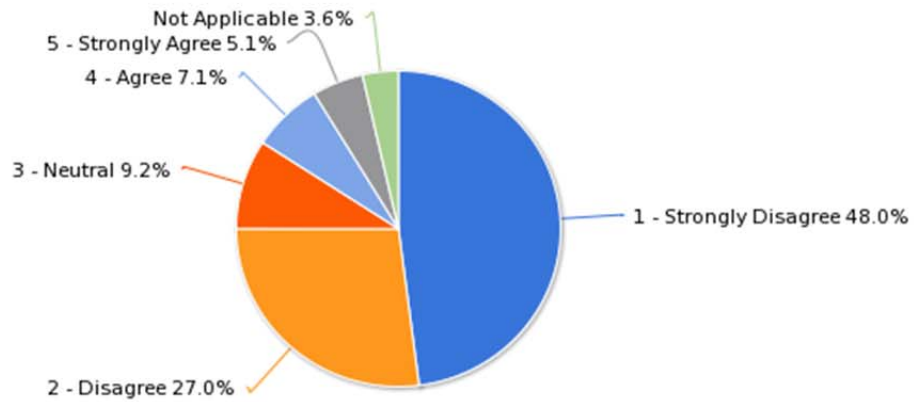
17. In this class the online discussion board provided opportunity for problem solving with other students



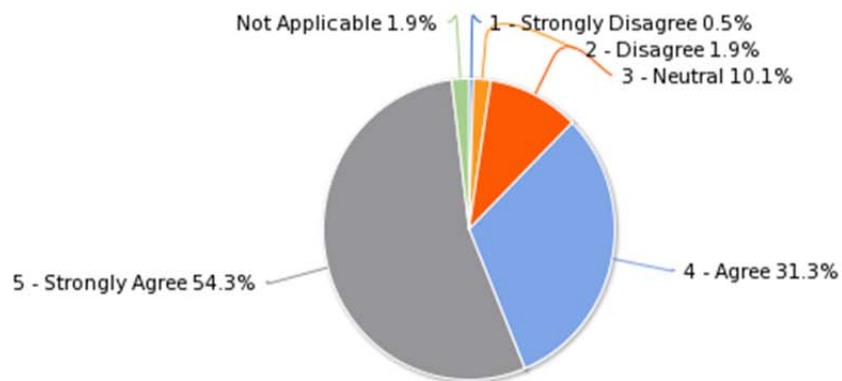
18. In this class the online discussion board provided opportunity for critical thinking with other students



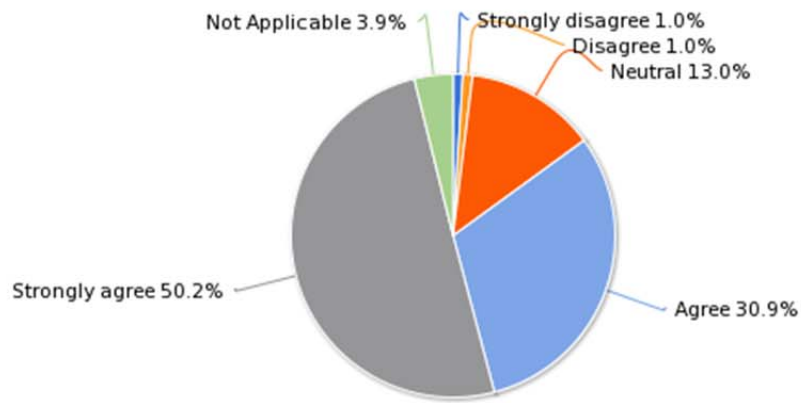
19. The discussion board in this class was a waste of time



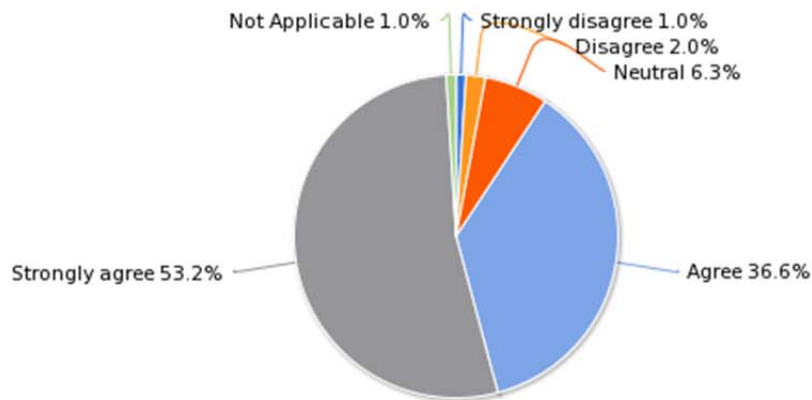
20. The course documents (lessons or lecture notes) used in this class facilitated my learning



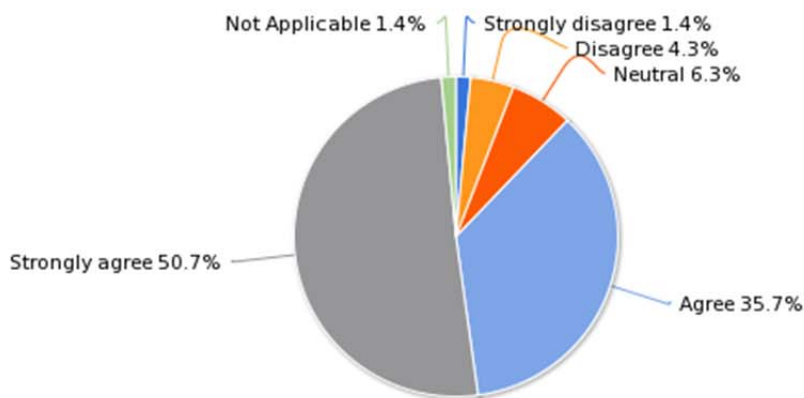
21. The websites that were linked to this course facilitated my learning



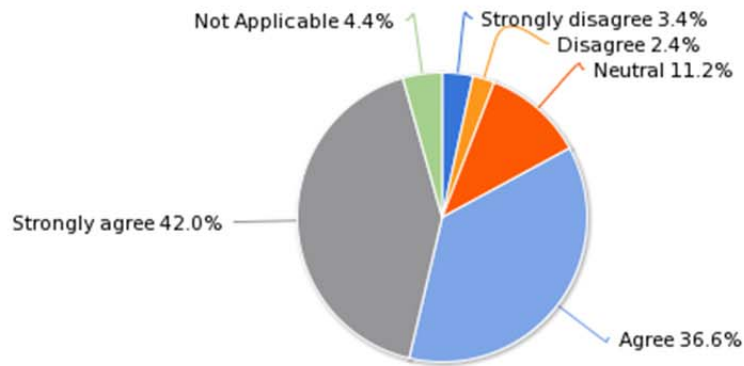
22. The assignments and/or projects in this course facilitated my learning



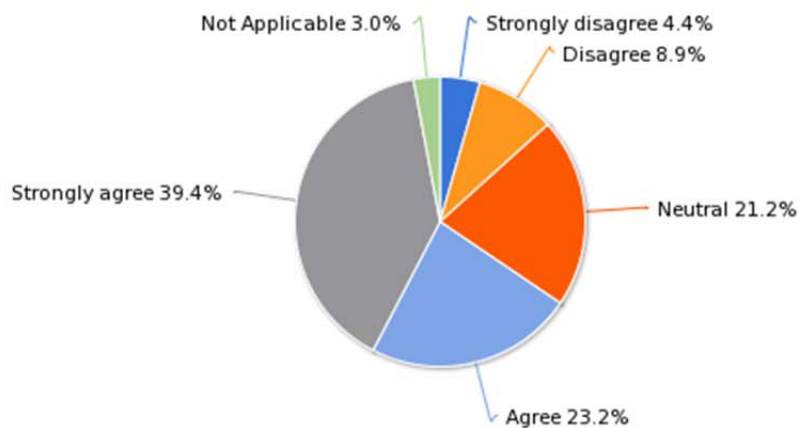
23. Preparation for quizzes/exams in this course facilitated my learning



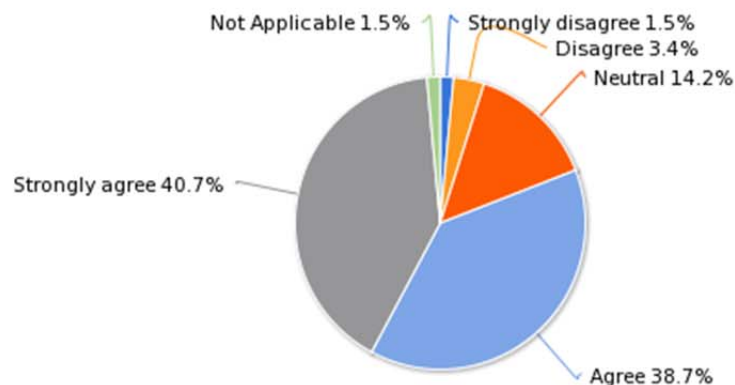
24. The learning activities in this course required application of problem solving skills which facilitated my learning



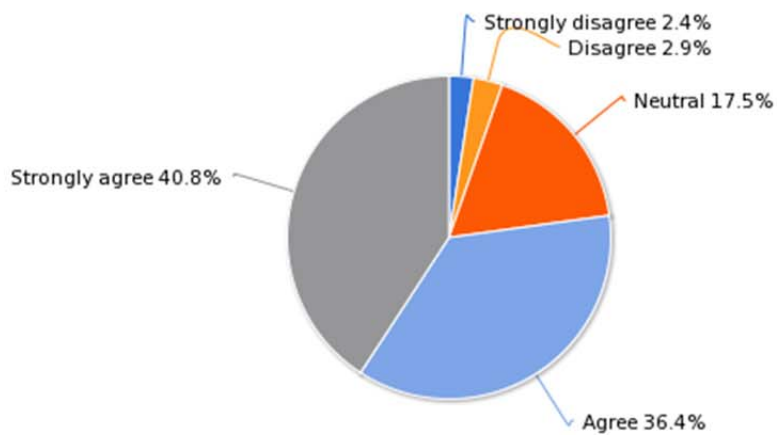
25. I feel this online class experience has helped improve my written communication skills



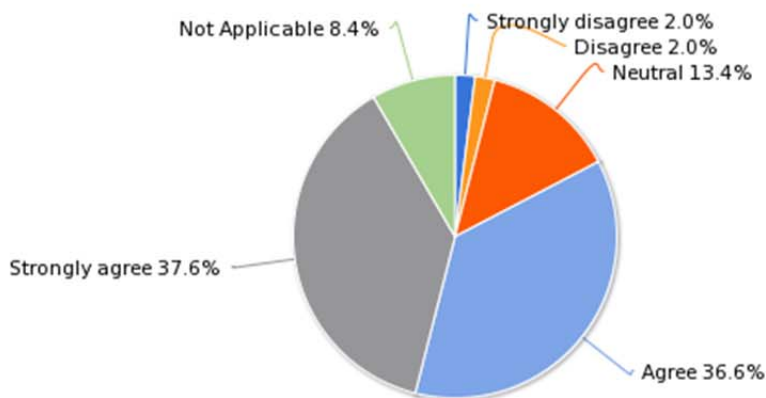
26. The learning activities in this course required critical thinking which facilitated my learning



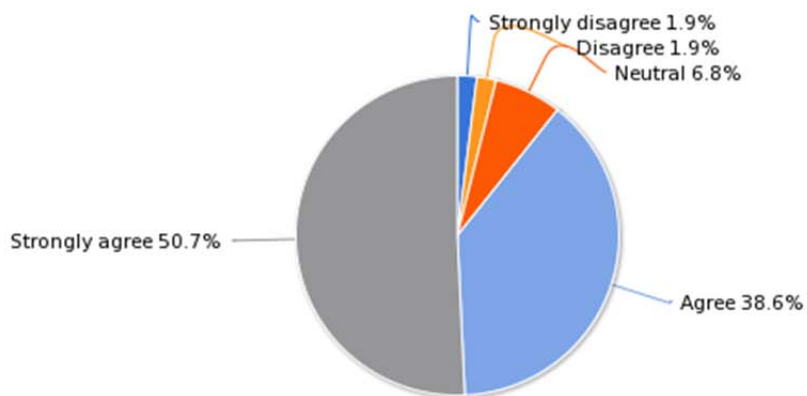
27. The course syllabus facilitated my learning



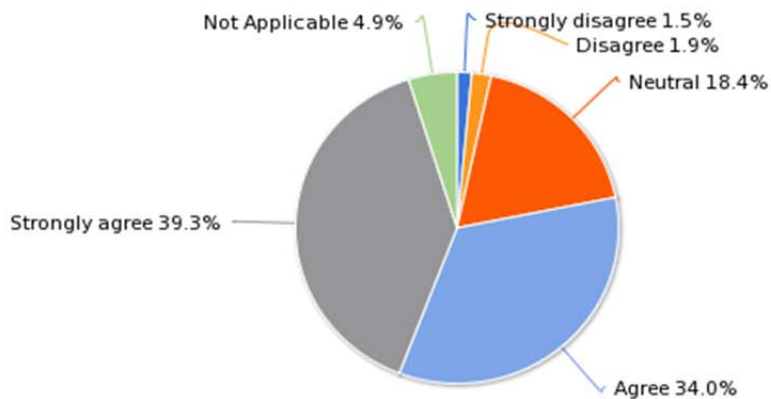
28. The activities in class facilitated my learning



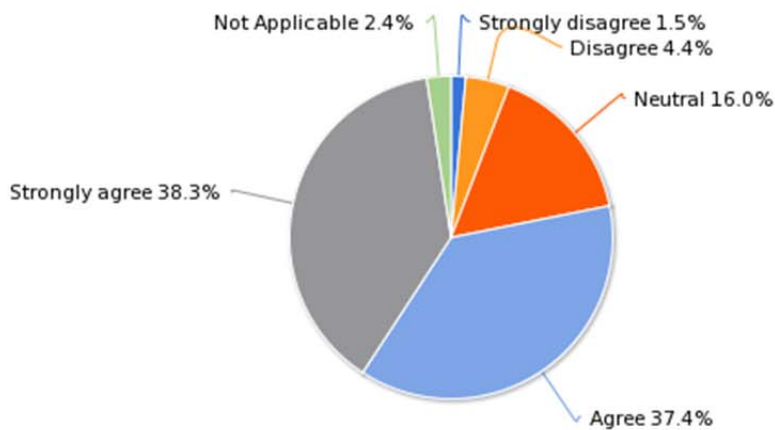
29. The reading material facilitated my learning



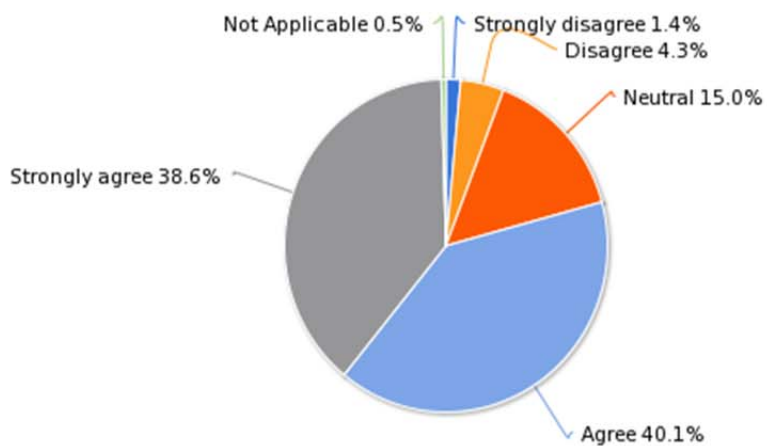
30. The material inside and outside of class facilitated my learning



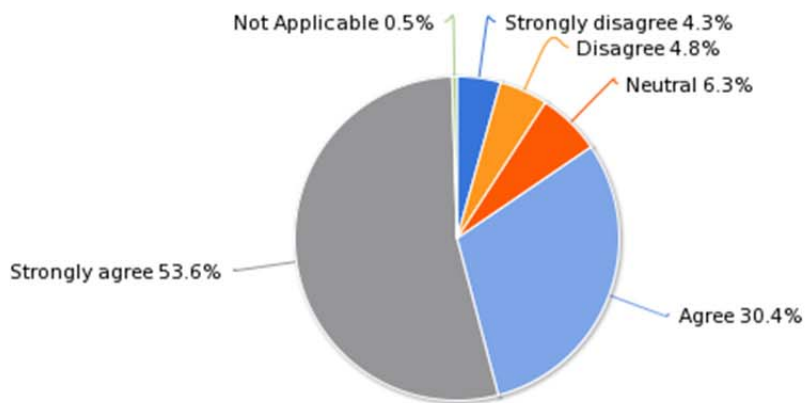
31. The breadth of coverage facilitated my learning



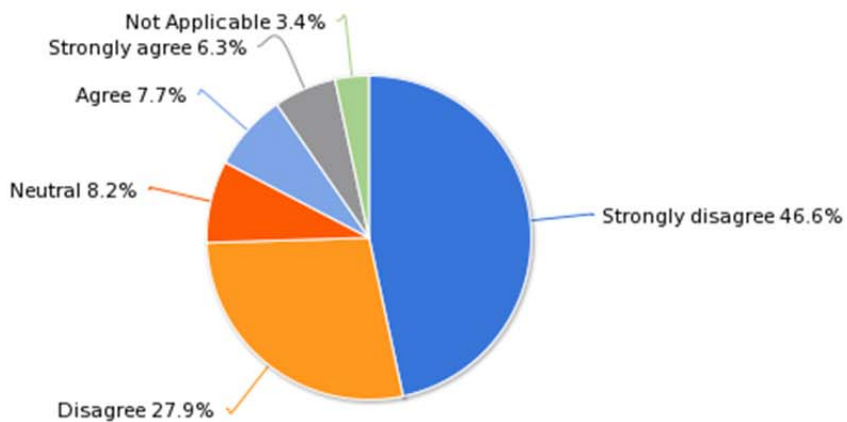
32. The depth of coverage facilitated my learning



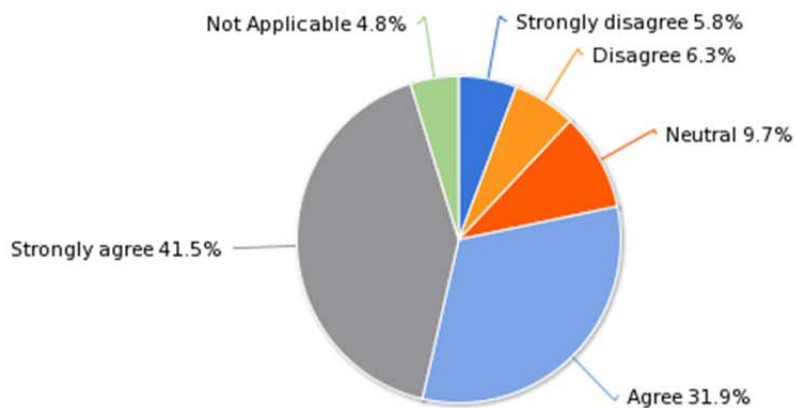
33. I received timely feedback (within 24-48 hours) from my teacher



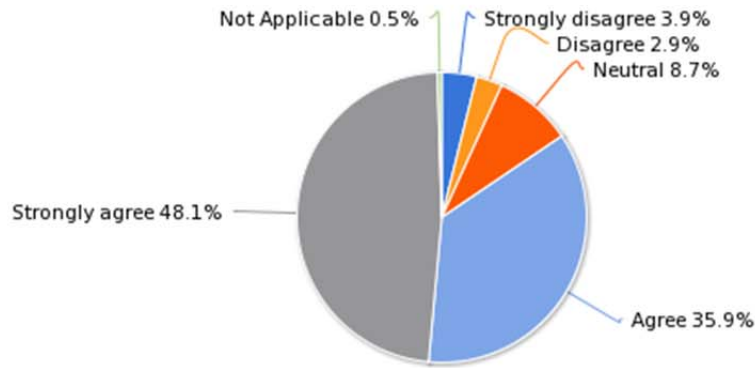
34. I felt frustrated by the lack of feedback from my teacher



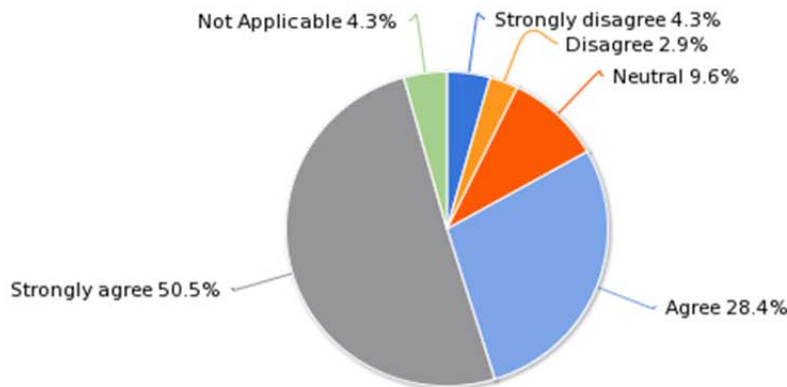
35. I was able to get individualized attention from my teacher when needed



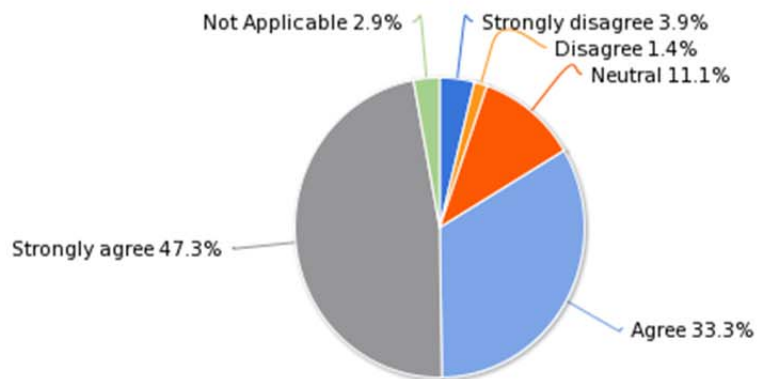
36. In this class the teacher functioned as the facilitator of the course by continuously encouraging communication



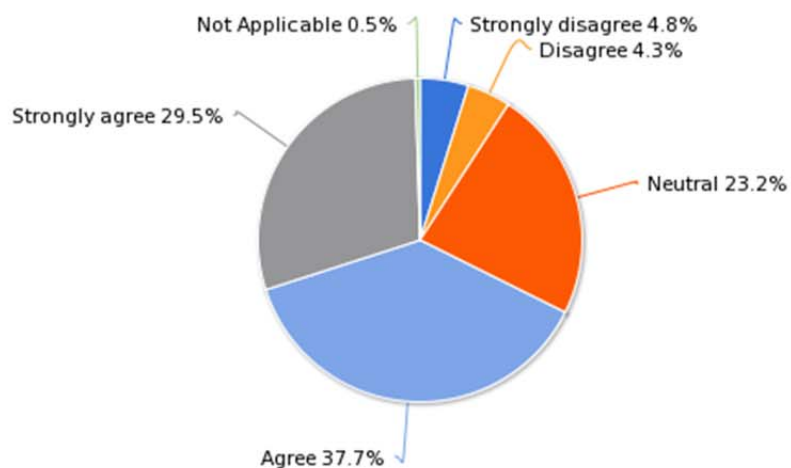
37. Although I could not see the teacher in this class, I felt his/her presence



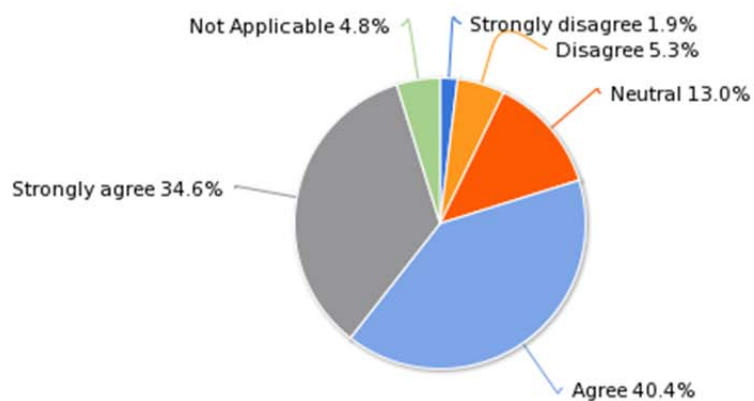
38. There was a clear human presence of the instructor evident in this distance education course.



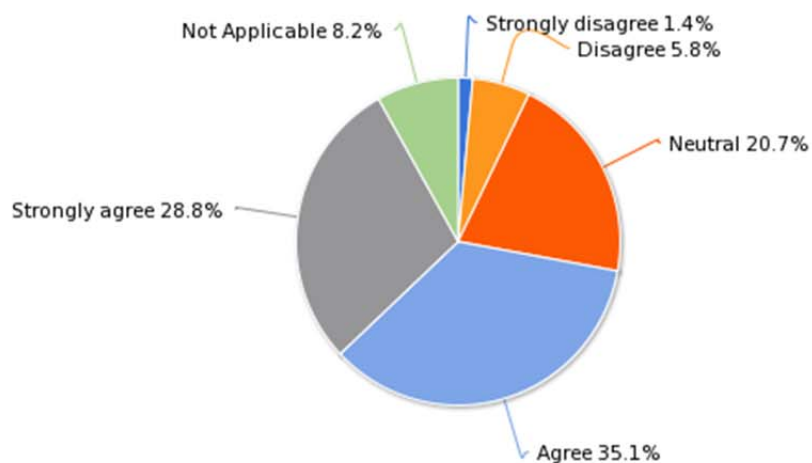
39. This class created a sense of community among students



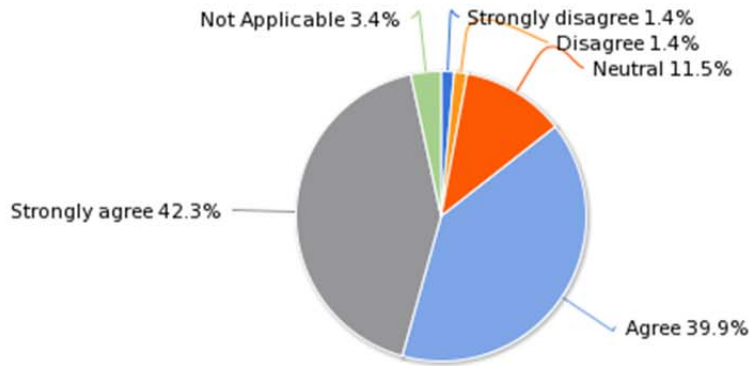
40. In this class I was able to ask for clarification from a fellow student when needed



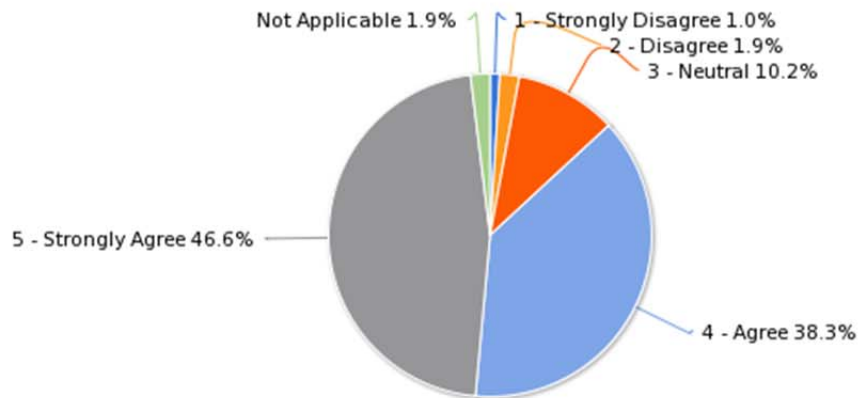
41. I received timely (within 24-48 hours) feedback from students in the class



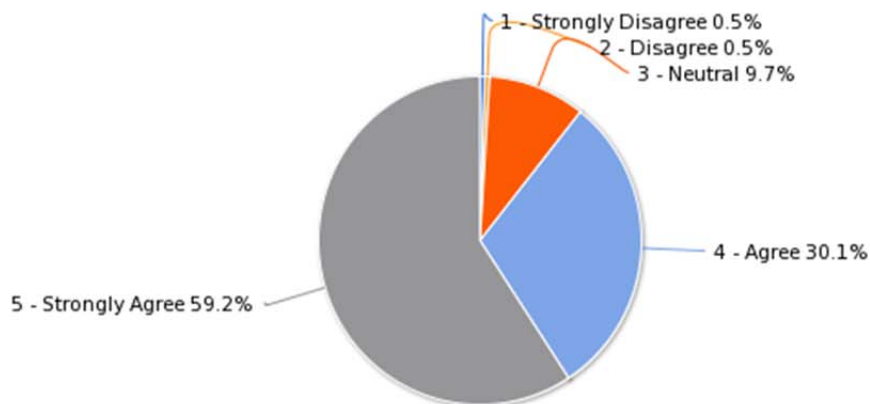
42. This class encouraged students to discuss ideas and concepts covered with other students



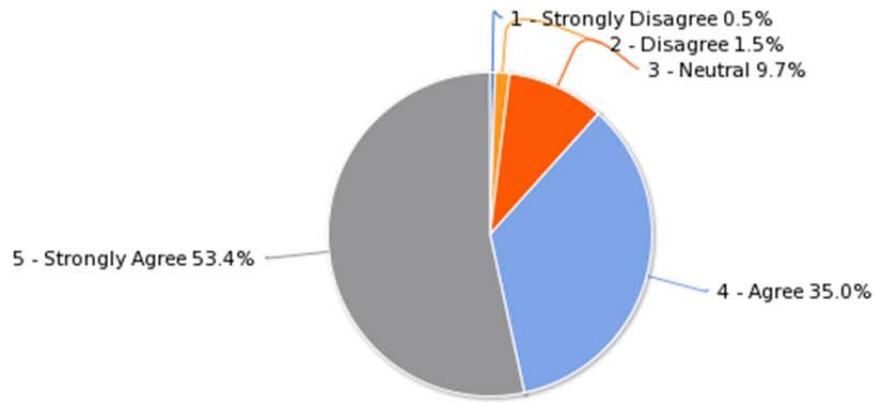
43. Most difficulties I encounter when using computers, I can deal with



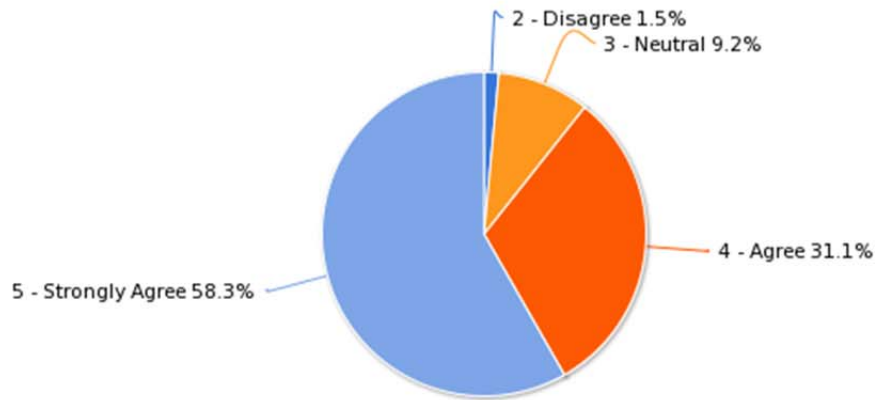
44. I find working with computers very easy



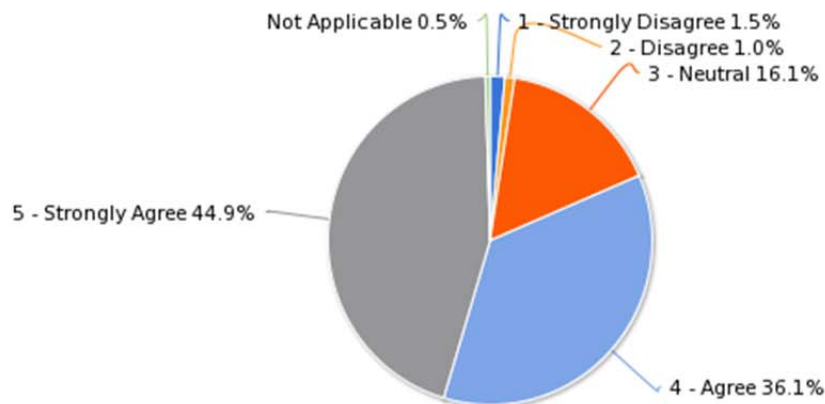
45. I enjoy working with computers



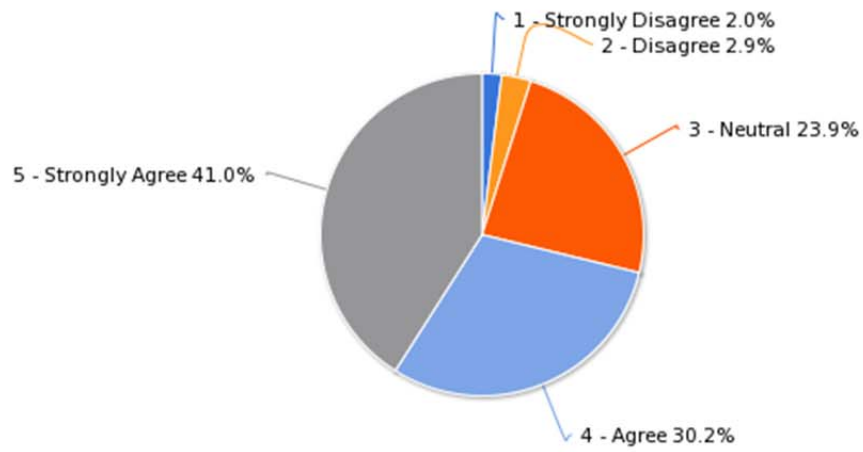
46. I am very confident in my abilities to use computers



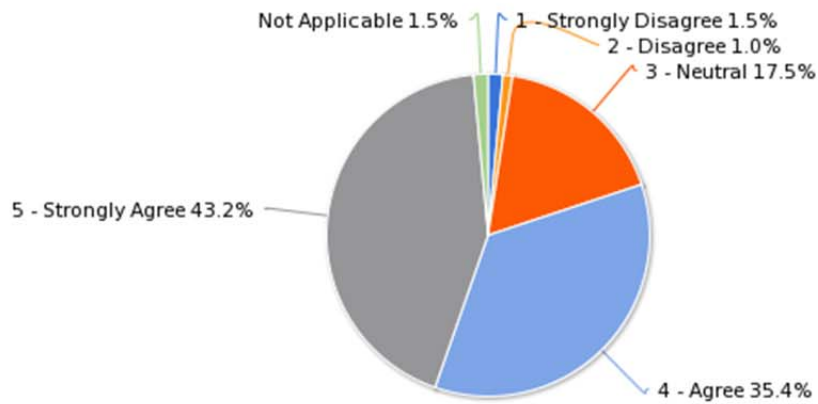
47. Computers make me much more productive



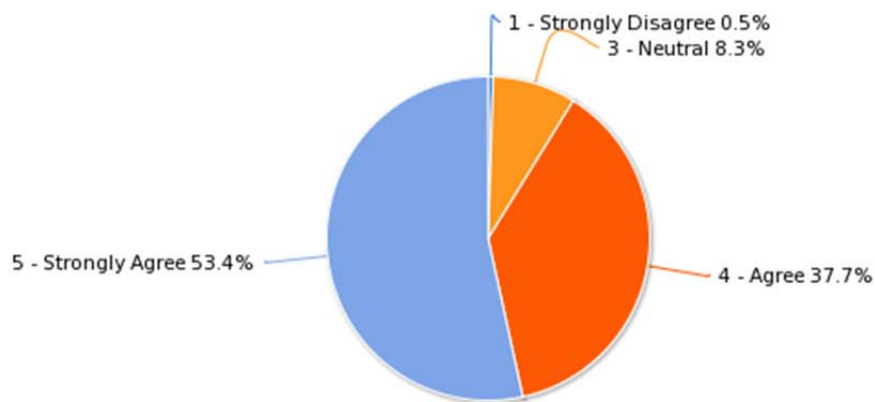
48. Using computers makes learning more interesting



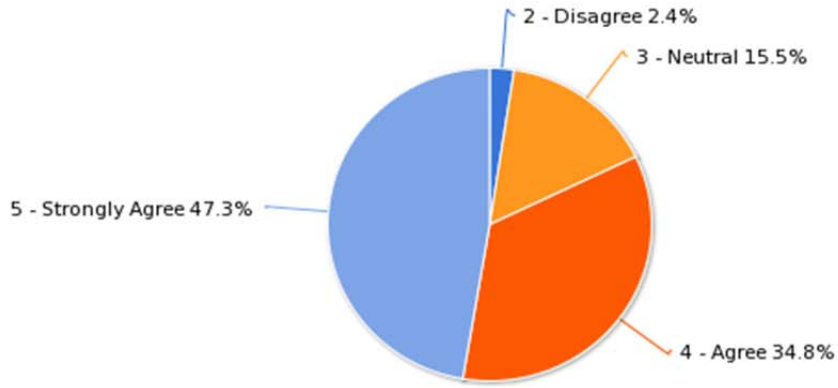
49. Some computer software packages definitely make learning easier



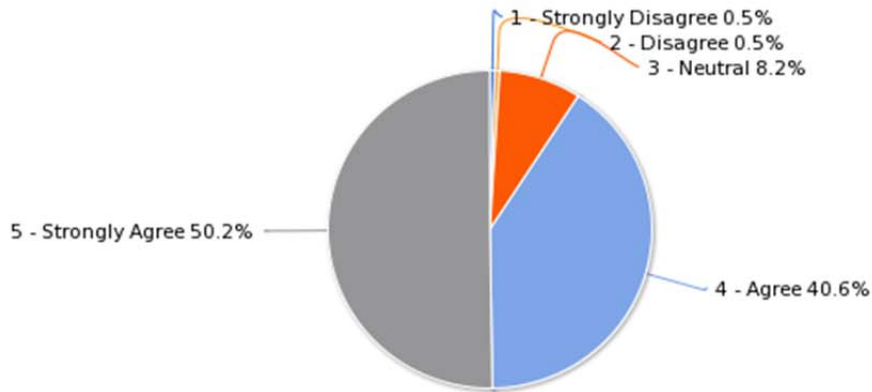
50. Computers are good aids to learning



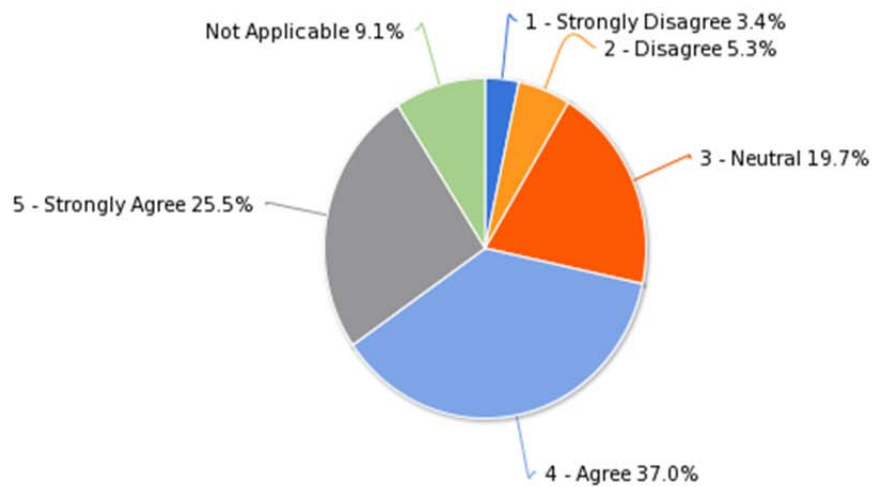
51. I consider myself a skilled computer user



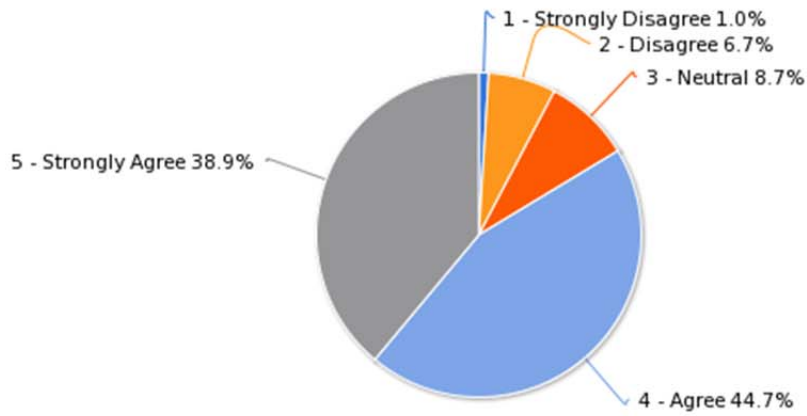
52. This distance education course met my learning needs



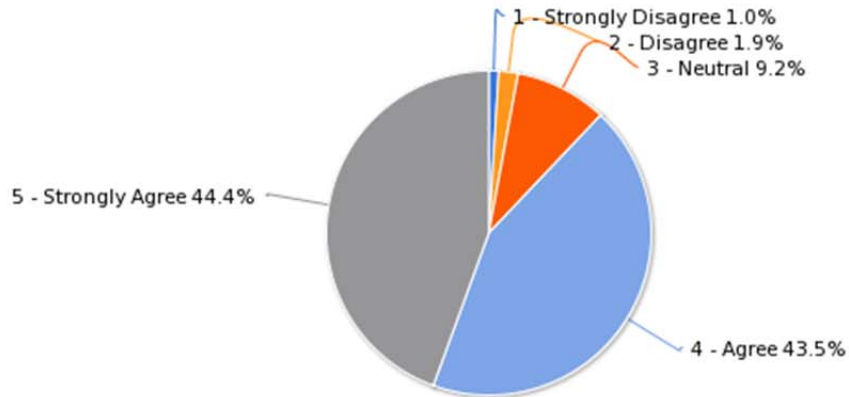
53. There was an effective ratio of graded vs. un-graded work



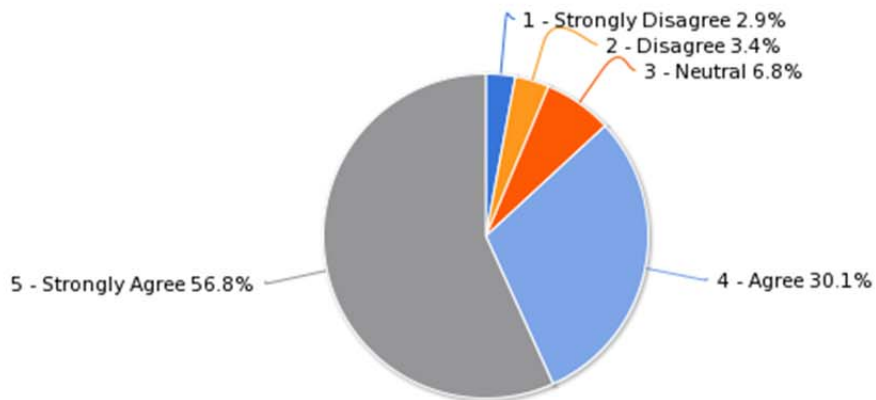
54. The class assignments reflected an appropriate level of difficulty



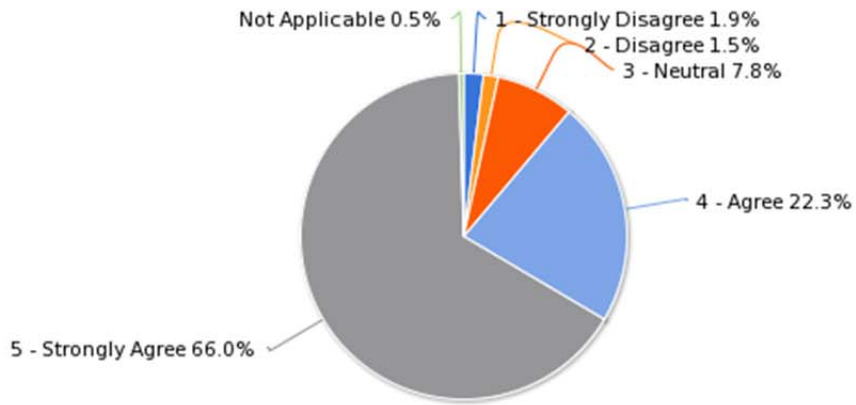
55. This class had the ability to deepen my understanding of the topics covered



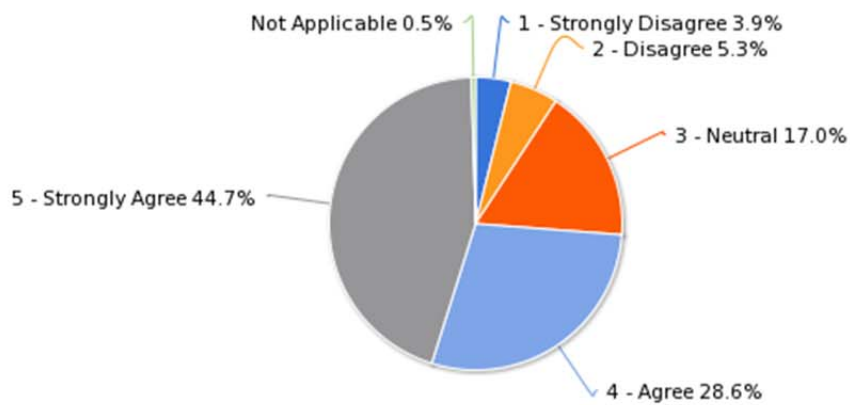
56. I would recommend this course to others



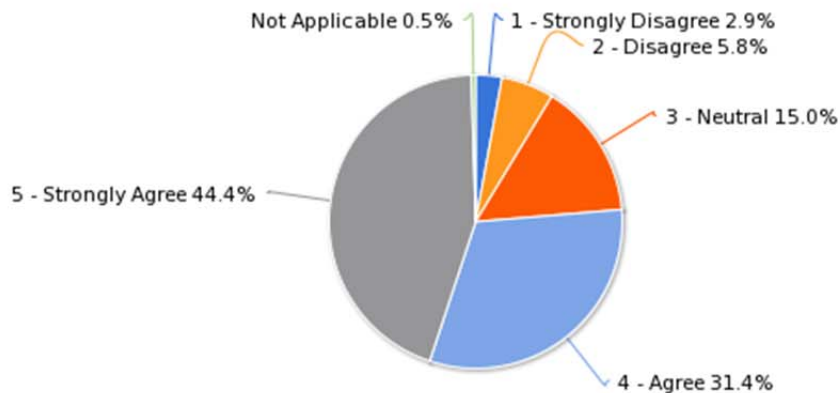
57. I would like to take another distance education course



58. I learned as much in this distance education course as compared to a face-to-face course



59. I believe distance education courses are as effective as face-to-face courses



60. My overall level of satisfaction with this distance education course.

