



DISTANCE EDUCATION SURVEY ANALYSIS

Prepared for Imperial Valley College

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In the following report, Hanover Research analyzes a survey assessing current Imperial Valley College students' experiences with and perceptions of online/distance education courses.

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EXECUTIVE SUMMARY AND KEY FINDINGS

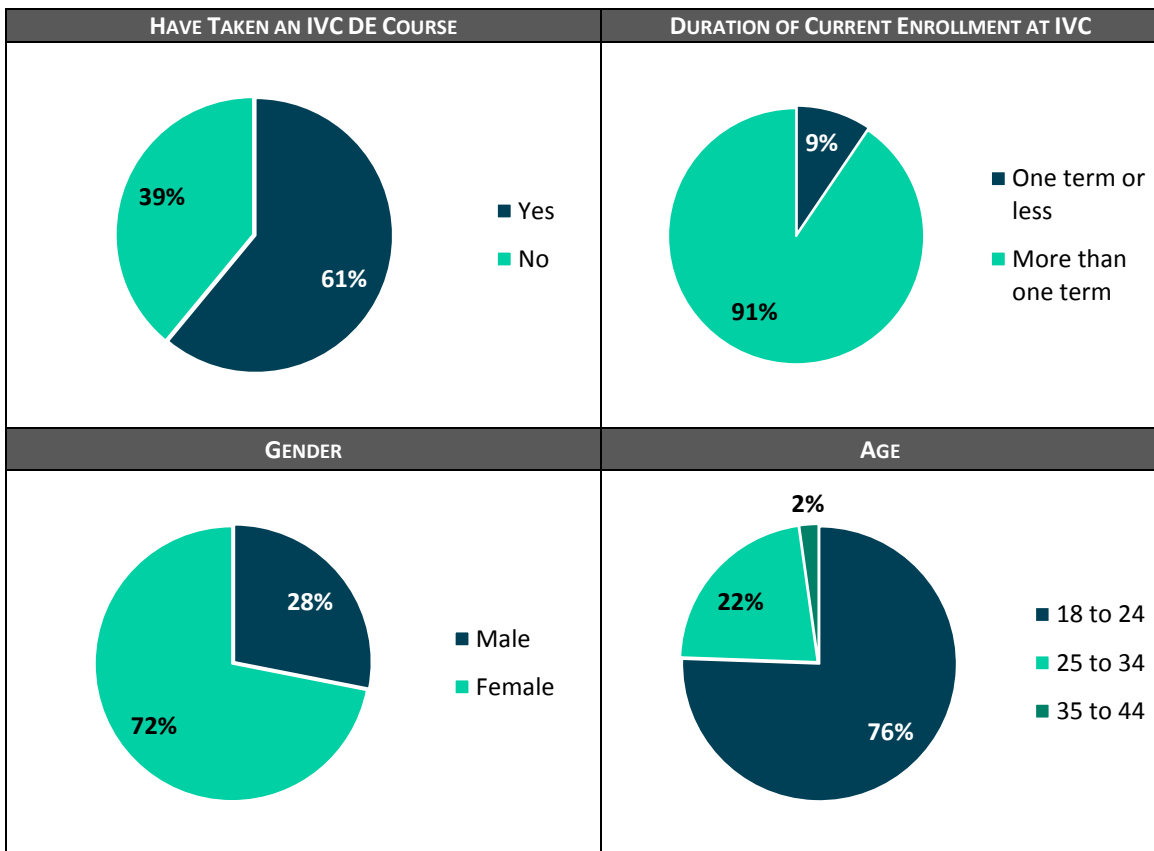
INTRODUCTION AND METHODOLOGY

This report presents the findings of an online survey administered by Hanover Research to current Imperial Valley College (IVC) students. One hundred students completed at least part of the survey and are included in the analysis. Figure ES.1 presents a summary of the sample.

The survey gathers information about current students' perceptions of and experience with IVC's online/distance education courses. The results will help IVC to identify ways to better serve students through its DE offerings.

The **Key Findings** section in this report highlights insights from an analysis of the survey results. The **Figures and Tables** section presents charts of aggregate results for each question, as well as a selection of open-ended responses. An accompanying data supplement includes aggregated responses and segmented results to show comparisons between responses of those who have taken an IVC DE course and those who have not.

Figure ES.1: Sample Summary



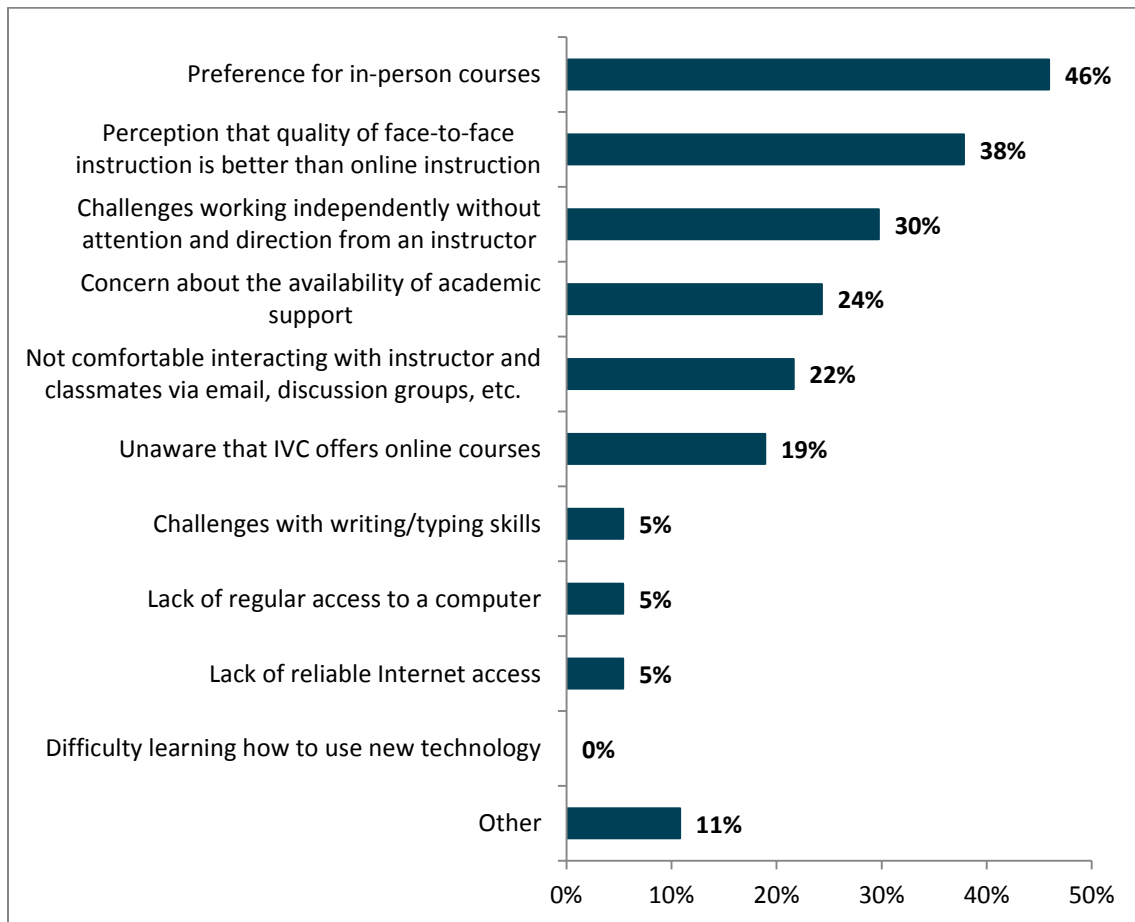
n= 89-100.

KEY FINDINGS

BARRIERS PREVENTING DISTANCE EDUCATION ENROLLMENT

- **Respondents who have not taken DE courses, as well as several who have withdrawn from online courses, place a high value on face-to-face instruction.** Many students who have never considered taking online courses at IVC prefer in-person instruction and perceive face-to-face instruction as higher quality than online instruction. Furthermore, of the small number of respondents who have withdrawn from DE courses, five of the nine indicate that they did so because of a strong preference for face-to-face interaction.
- **Technology-related reasons, such as typing challenges, lack of computer access, and unreliable internet, generally do not prevent students from enrolling in online courses.** Few respondents cite technology-related reasons as a top reason for not enrolling in distance education courses. However, most respondents (76%) are 18 to 24 years old and likely more comfortable using technology than some older adults.

Figure ES.2: Top Reasons for Not Considering Distance Education Courses



n= 39.

- A number of respondents have limited knowledge of IVC’s distance education courses.** Approximately one-fifth (19%) of respondents who have not taken online courses at IVC report that they were unaware that the College offered courses in this format. Several respondents suggest that promoting these courses and their advantages more might prompt them to enroll in an online course at IVC.

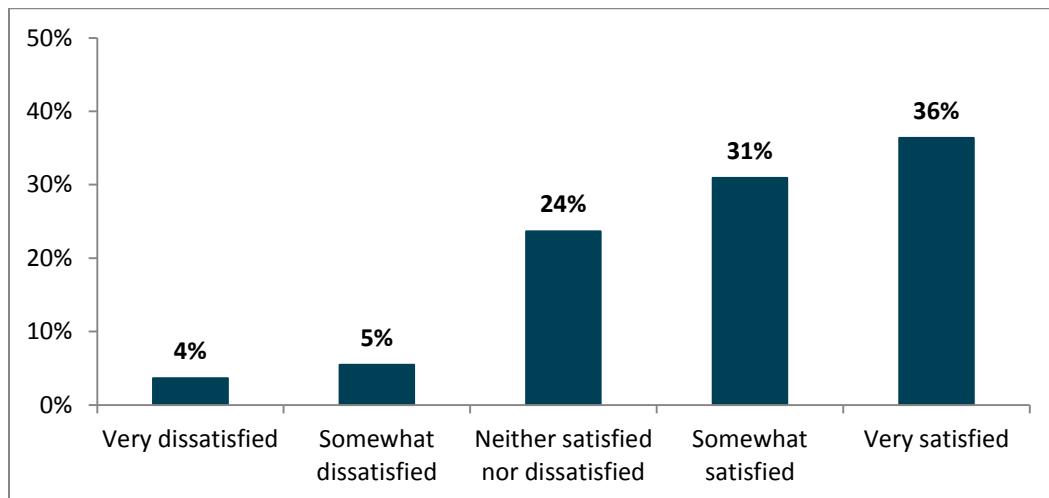
Figure ES.3: What Could IVC Do to Encourage You to Take a DE Course?



EXPERIENCES WITH DISTANCE EDUCATION

- Many respondents who have enrolled in a distance education course at IVC are at least somewhat satisfied with the experience, but there is room for improvement.** Although 67 percent of this group is at least “somewhat satisfied,” only about one-third of respondents are “very satisfied” overall with their experience taking distance education courses at IVC. One very satisfied respondent explains, “I can work at my own pace and the instructions for each assignment are clear.” However, one somewhat dissatisfied student notes, “Unreliable professors. Overall accessibility of online courses. There should be more offered.”

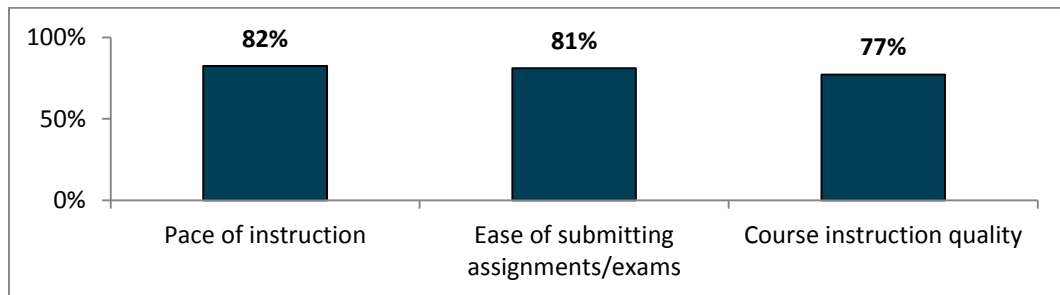
Figure ES.4: Overall Satisfaction with IVC’s Distance Education Courses



n= 55.

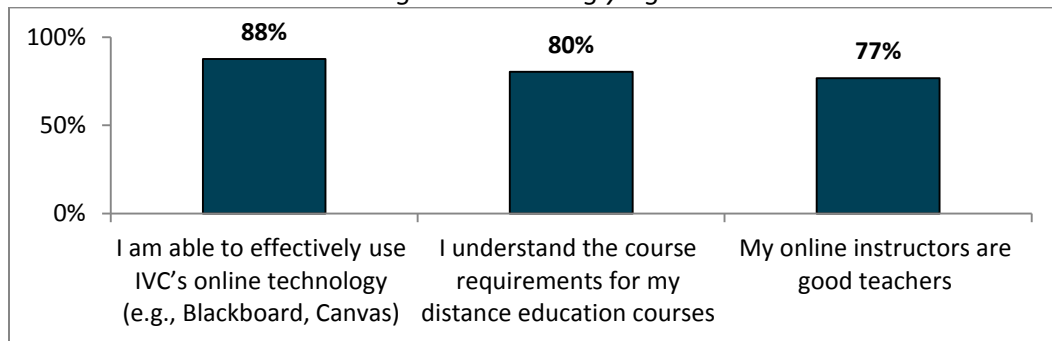
- Students rate many aspects of their distance education experience highly, which may be valuable to highlight when promoting distance education courses.** Specifically, more than 75 percent of respondents who have taken a distance education course rate the course’s instruction quality, ease of submitting assignments/exams, and pace of instruction as “good” or “excellent” (Figure ES.5). Between 77 and 88 percent also agree that their online instructors are good teachers, that they understand the course requirements, and that they can effectively use IVC’s online technology (Figure ES.6).

Figure ES.5: Top-Rated Aspects of Taking Online Courses at IVC
Percent “Good” or “Excellent”



n= 57-58.

Figure ES.6: Agreement with Statements about Online Courses at IVC
Percent “Agree” or “Strongly Agree”



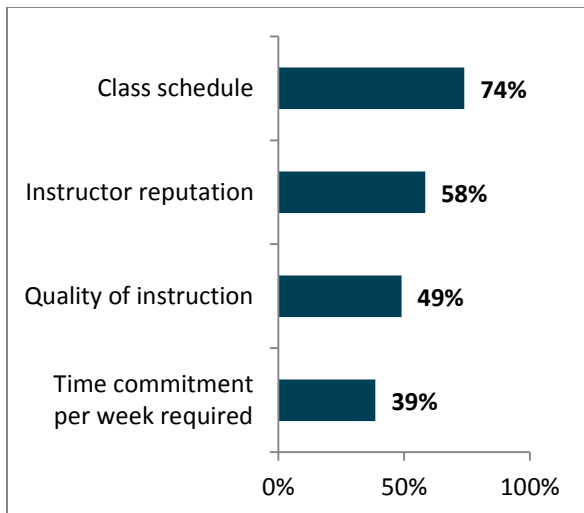
n= 56.

- Although many respondents report no challenges when enrolled in distance education courses at IVC, finding the time or motivation to tackle online coursework is an obstacle for some.** Of respondents who have taken DE courses, a large minority (45%) indicates that they have not encountered any challenges or obstacles. However, about one-fifth of respondents indicate they have had difficulty balancing coursework and personal responsibilities (19%) or staying motivated (19%). One student explains: *“It’s also easy to forget about homework or about an online class in general when all of your other classes all on campus and you learn to build your schedule according to the times you’ll be in class and when you can do homework. Since it’s online you figure you can always put it off until later.”*

POTENTIAL AREAS OF FOCUS

- Many respondents would like to see a greater variety of distance education courses offered by IVC.** When asked to name courses they would like to see offered online, respondents had many suggestions, with top choices being English (24%), math (21%), and biology (19%).
- Online orientation, academic advising, and general academic support may be three areas for continued development.** Approximately half of respondents who have taken advantage of online orientation and academic advising rate them as “very beneficial” or “extremely beneficial.” In comparison, resources like tutoring/peer-mentoring and the library have higher percentages of students rating these services very or extremely beneficial (94% and 82%, respectively). Similarly, though 71 percent of DE students rate the academic support they received as “good” or “excellent,” 13 percent rated support as “poor” or “very poor.”
- Communicating more about which courses are offered in an online format, as well as the potential benefits of distance education courses and the support services available to students enrolled in these courses, may boost interest in distance education courses.** Students are most concerned about *class schedule, instructor reputation, quality of instruction, and time commitment* when choosing and enrolling in a course. Highlighting *schedule flexibility, convenience/no travel, and ability to work at one’s own pace* when communicating about distance education courses may help to sway students with a strong preference for face-to-face courses to try a distance education course.

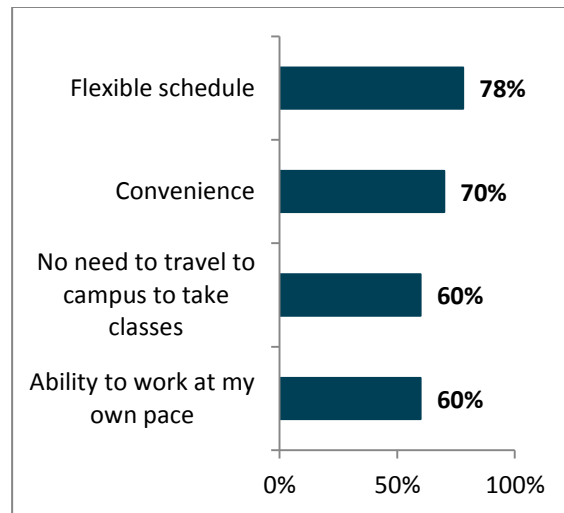
Figure ES.7: Top Factors When Choosing and Enrolling in a Course



n= 96.

Note: These factors are general (i.e., they are not specific to students choosing online courses).

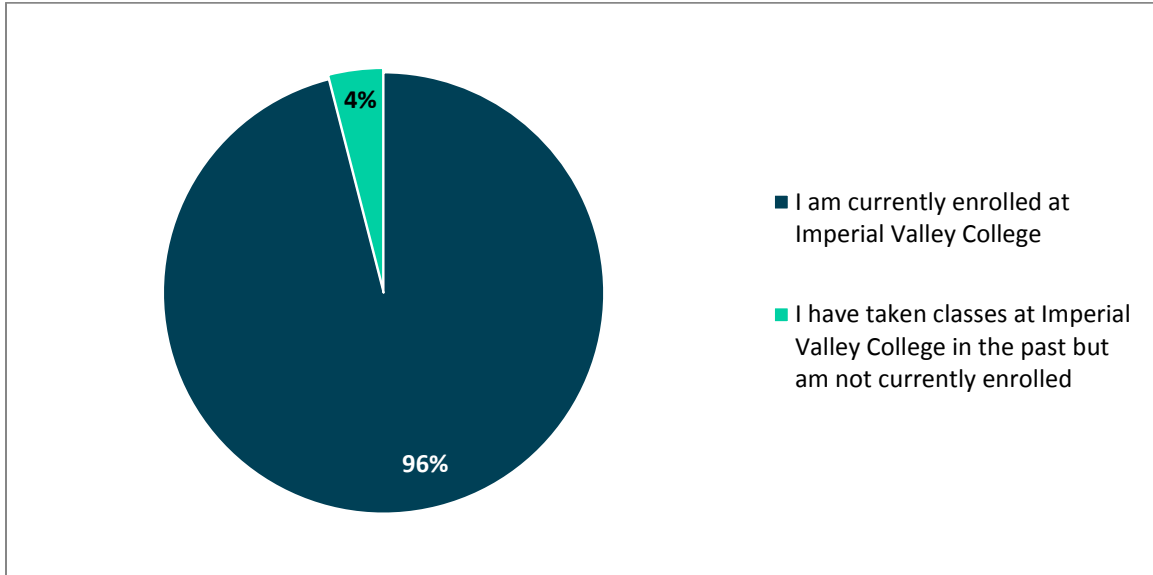
Figure ES.8: Top Reasons for Enrolling in Distance Education Courses at IVC



n= 50.

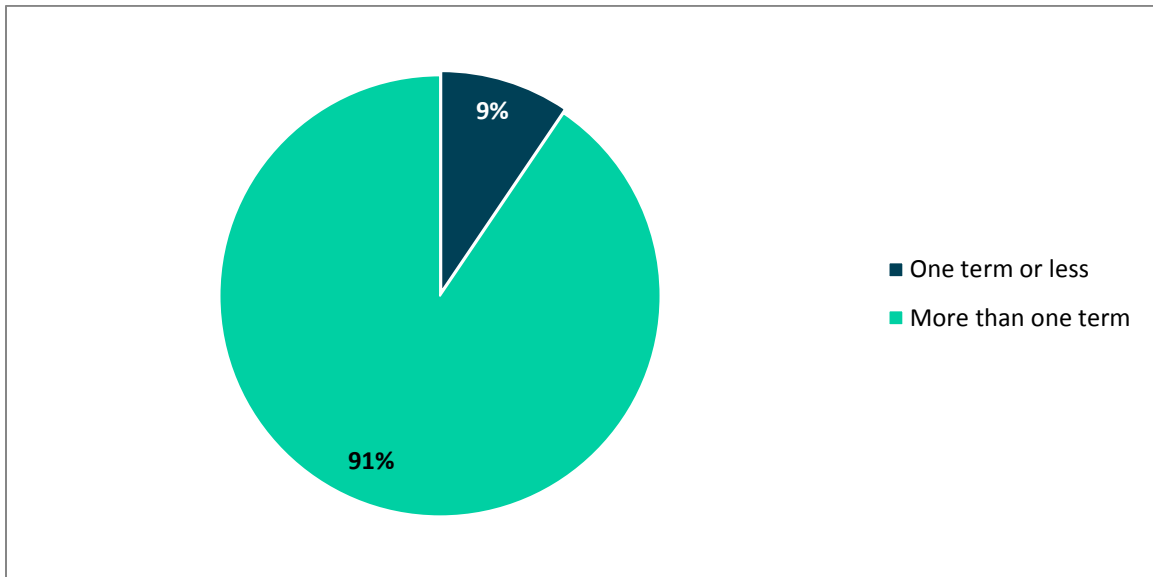
CHARTS AND TABLES

Figure 1.1: Which of the following best describes you?



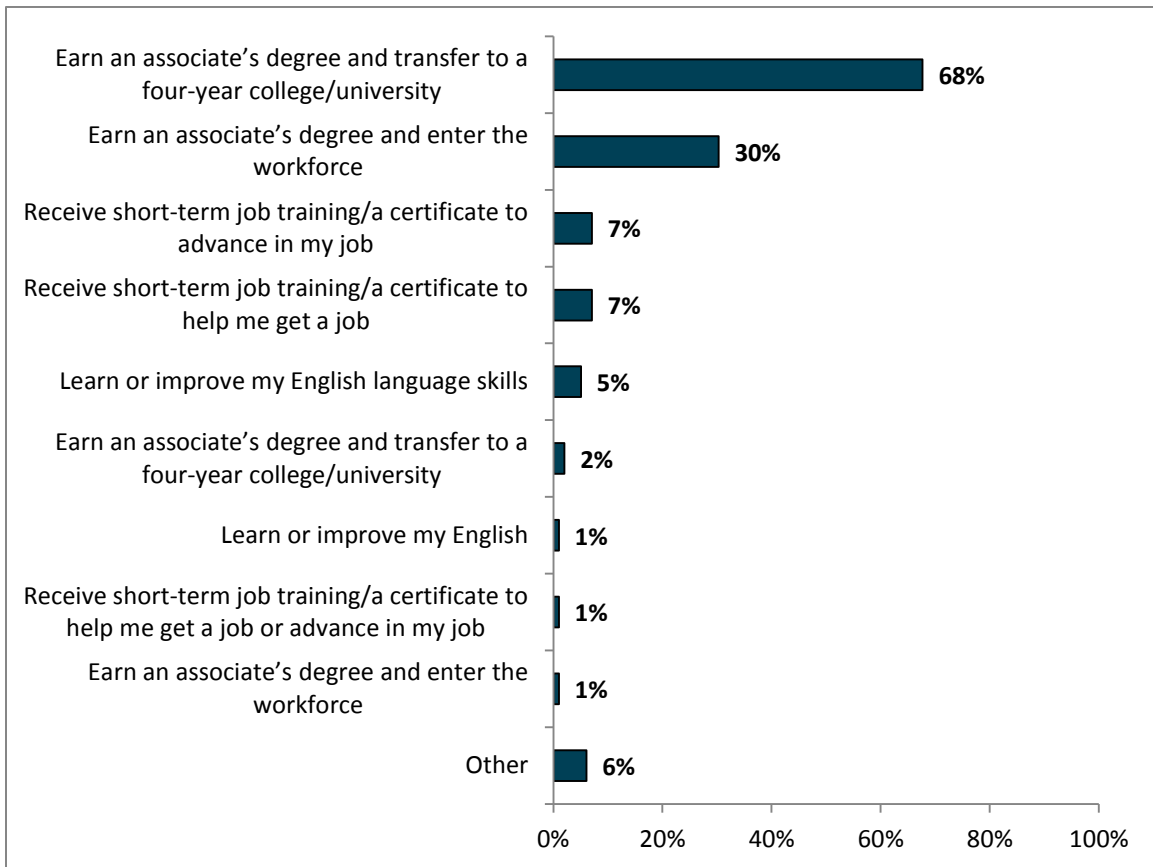
n= 100.

Figure 1.2: How long have you been enrolled at Imperial Valley College (IVC)?



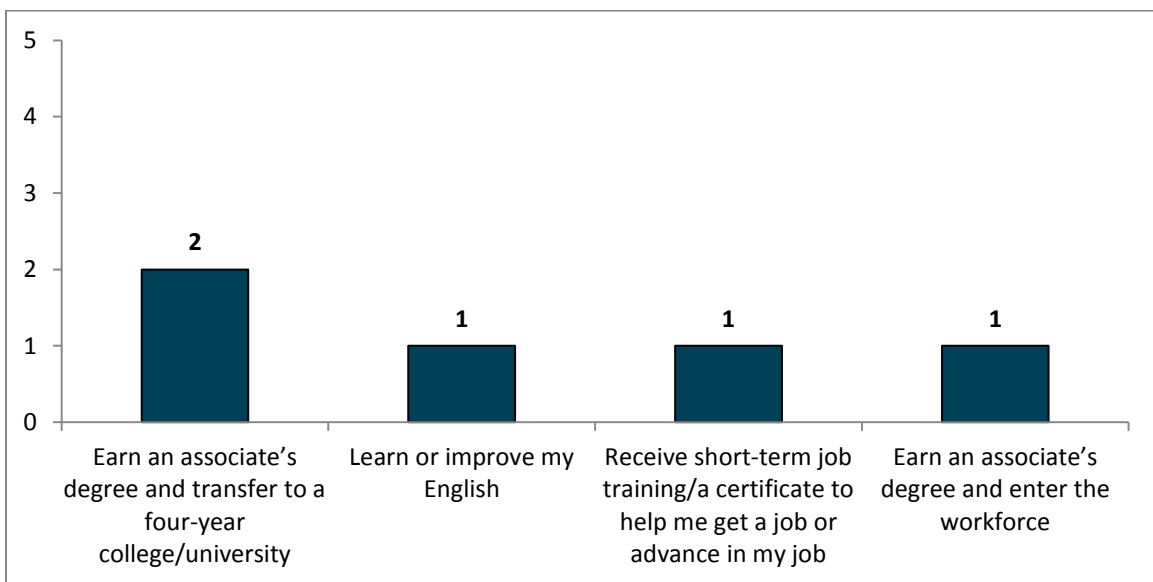
n= 95.

Figure 1.3: Which of the following best describes your educational goals at IVC?



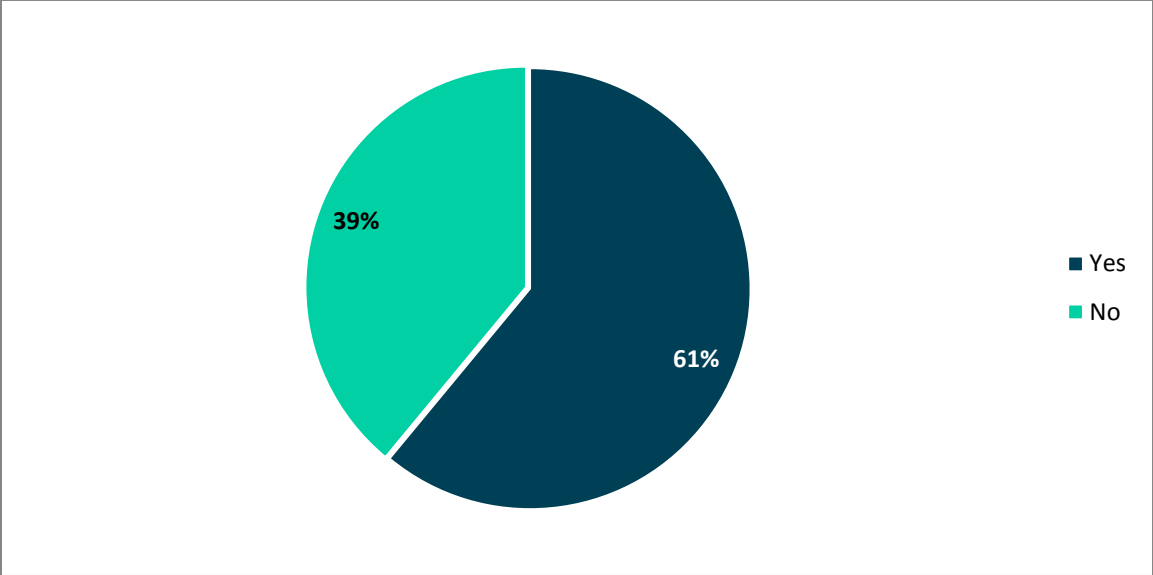
n= 95.

Figure 1.4: Which of the following best describes your educational goals when you were enrolled at IVC?



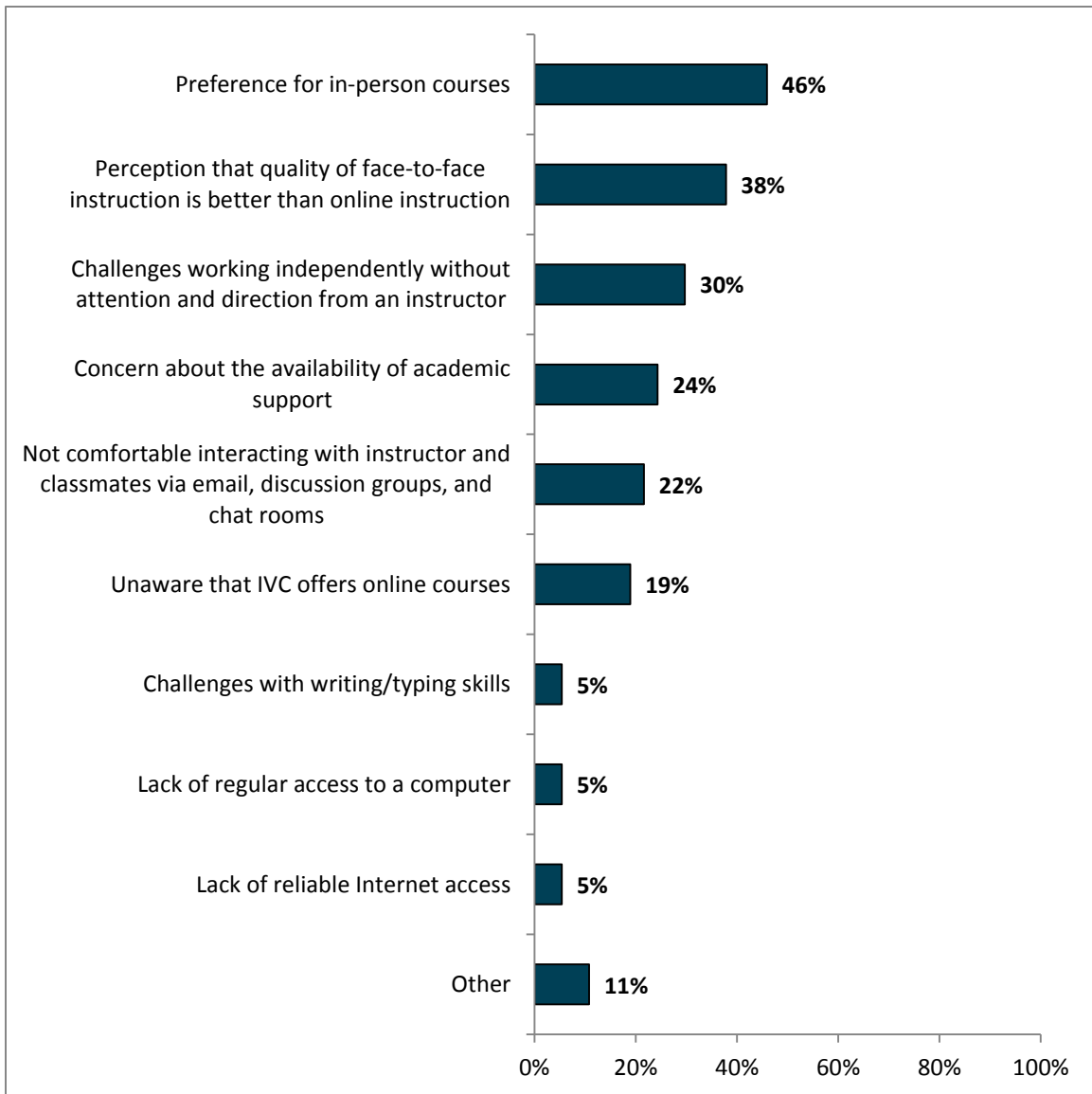
n= 4. Note: Only shown to respondents that have taken IVC classes in the past but are not currently enrolled.

Figure 1.5: Have you ever taken any online/distance education courses at IVC?



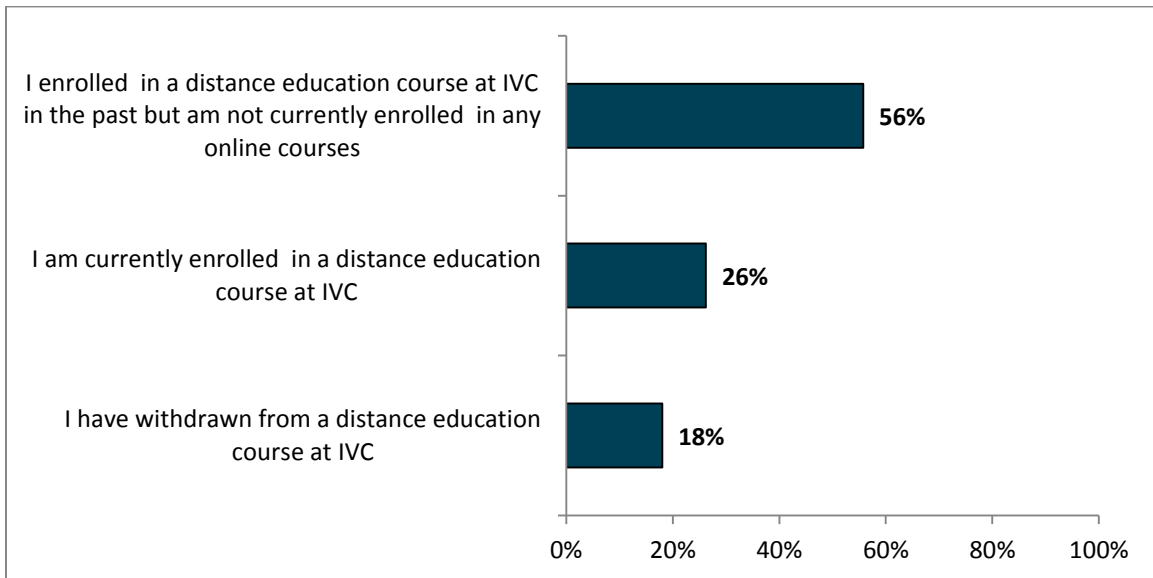
n= 100.

Figure 1.6: Why have you not considered taking any distance education courses at IVC?



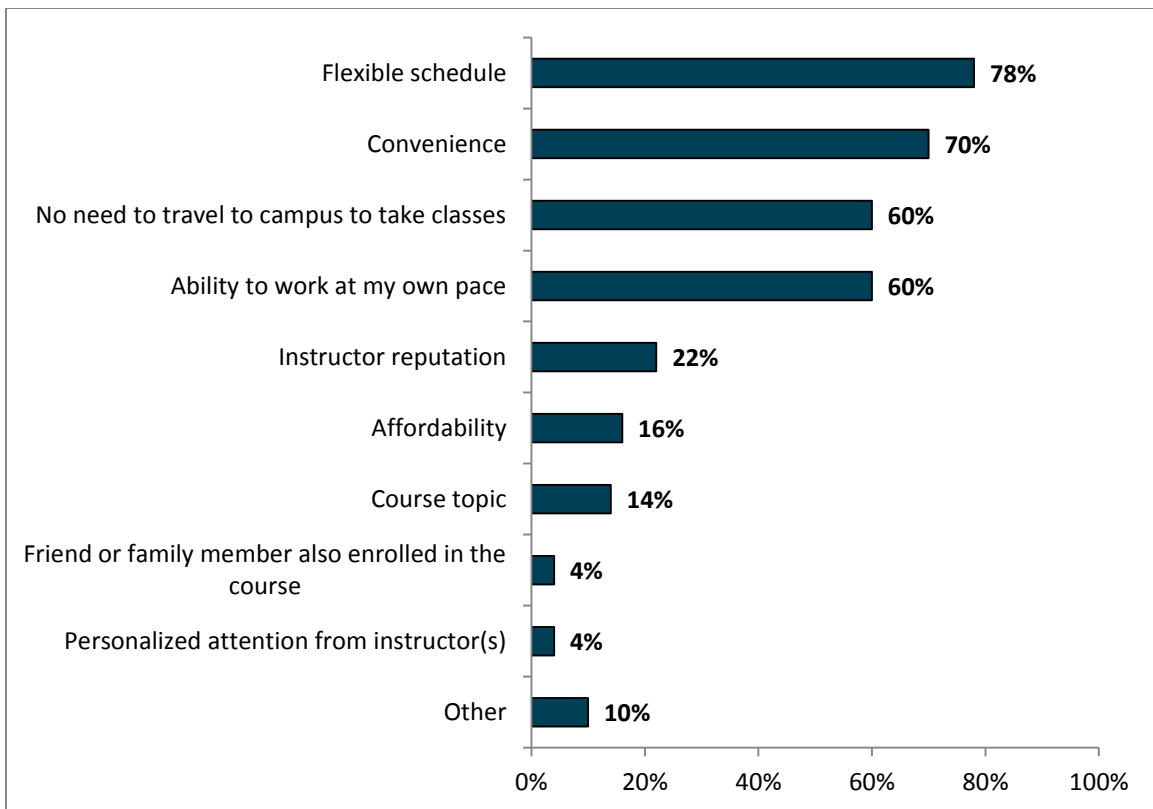
n= 39. Note: Only shown to respondents that have not taken any past online/distance courses at IVC.

Figure 1.7: Which of the following best describes your distance education course registration status at IVC?



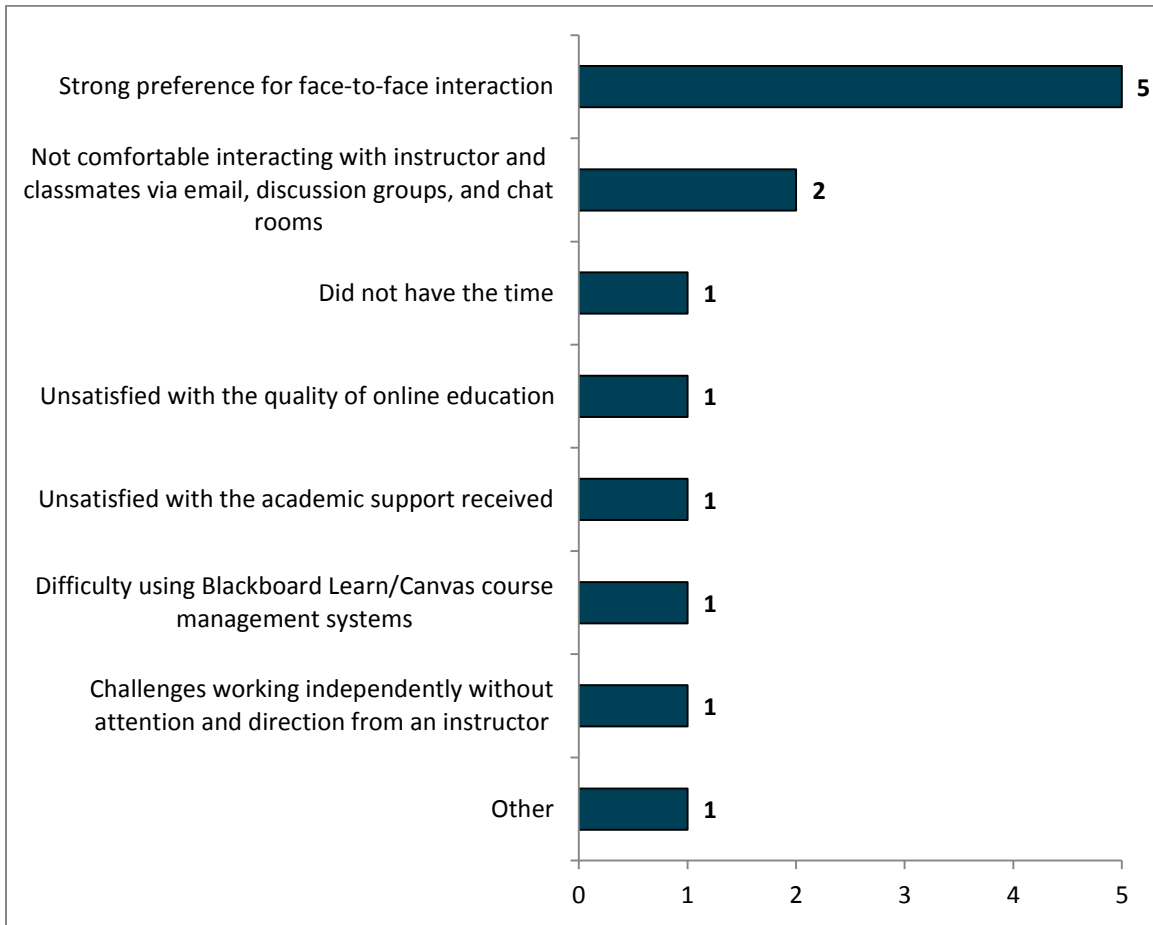
n= 61. Note: Only shown to respondents that indicate they have taken online/distance courses at IVC.

Figure 1.8: Which of the following explains why you enrolled in a distance education course at IVC?



n= 50. Note: Only shown to respondents that are currently enrolled in online/distance courses or have enrolled in them in the past.

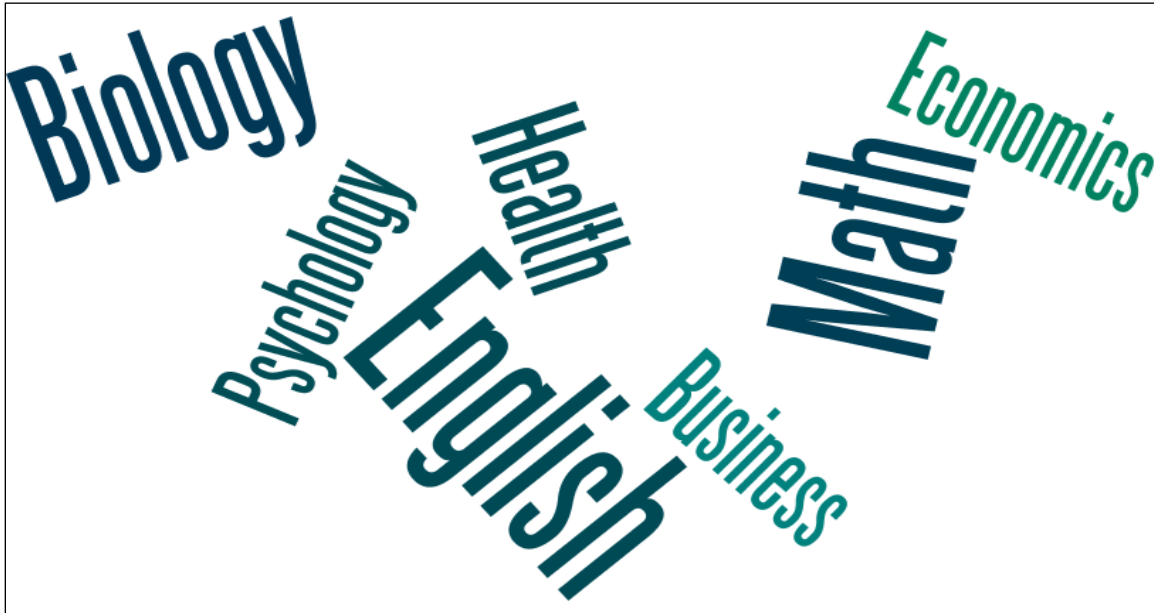
Figure 1.9: Please indicate why you withdrew from your distance education course(s) at IVC?



n = 9. Note: Only shown to respondents that indicate they have withdrawn from past online/distance courses at IVC. Because of the low *n*, values are counts.

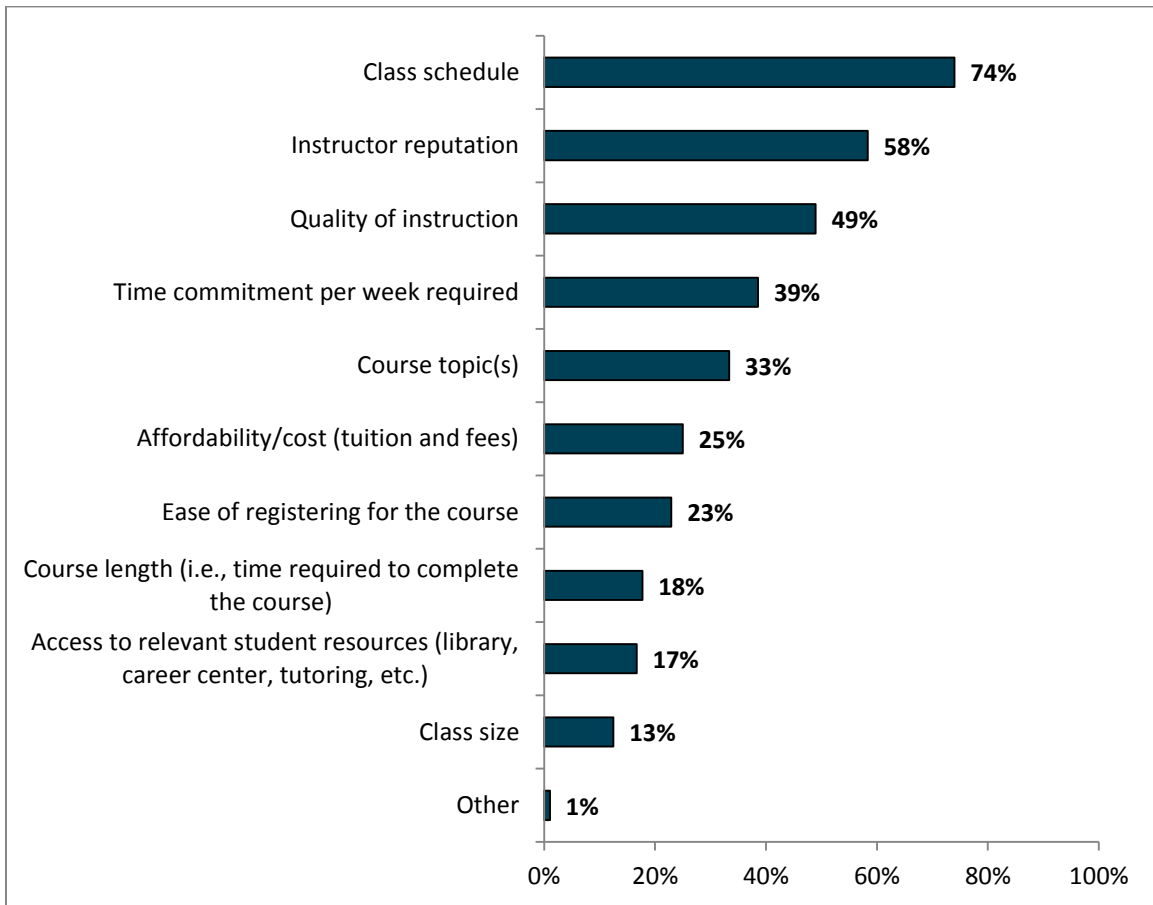
Figure 1.10: Are there any courses that you would be particularly interested in taking online?

Coded Open-Ended Responses



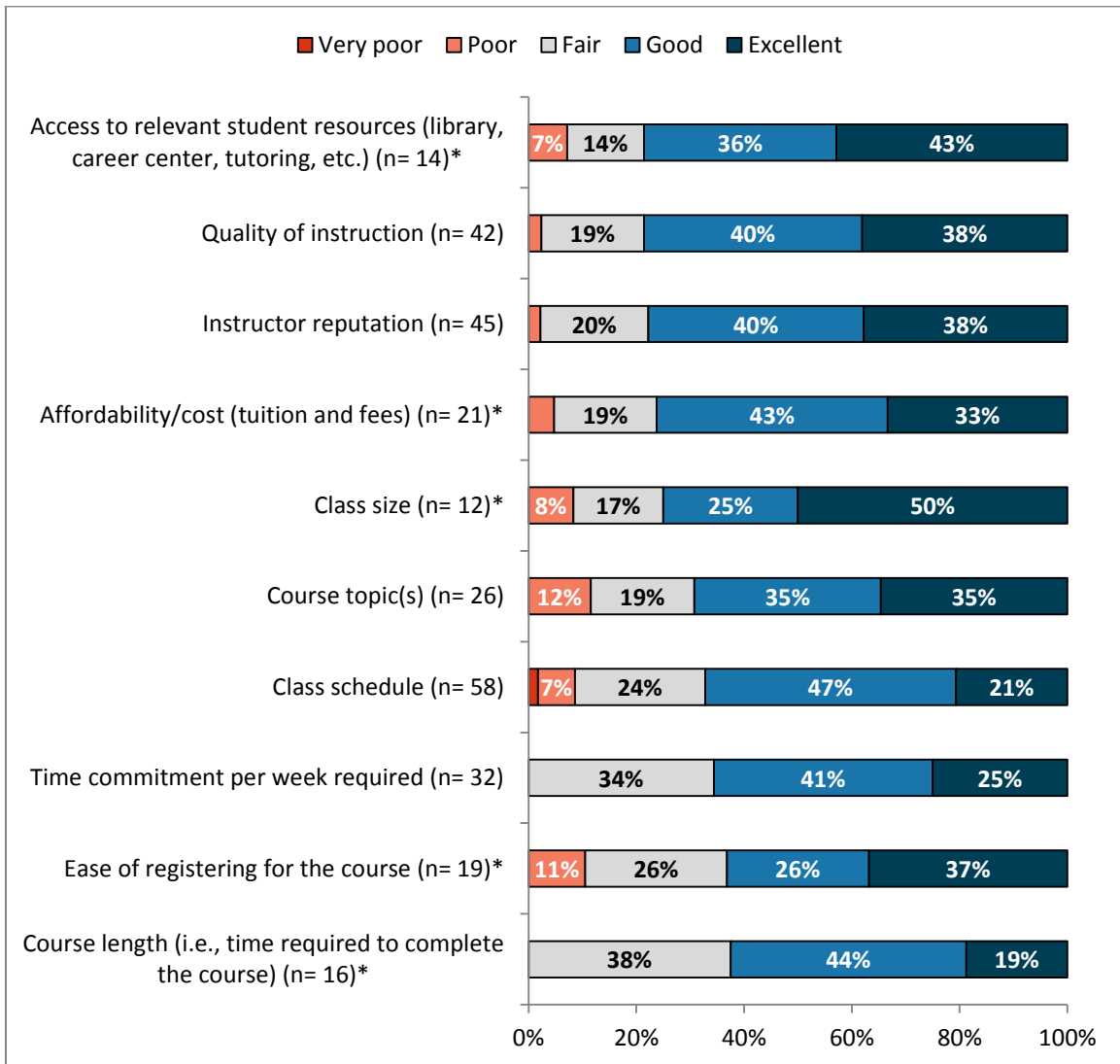
n= 42.

Figure 1.11: Which of the following factors are most important when you are choosing and enrolling in a course?



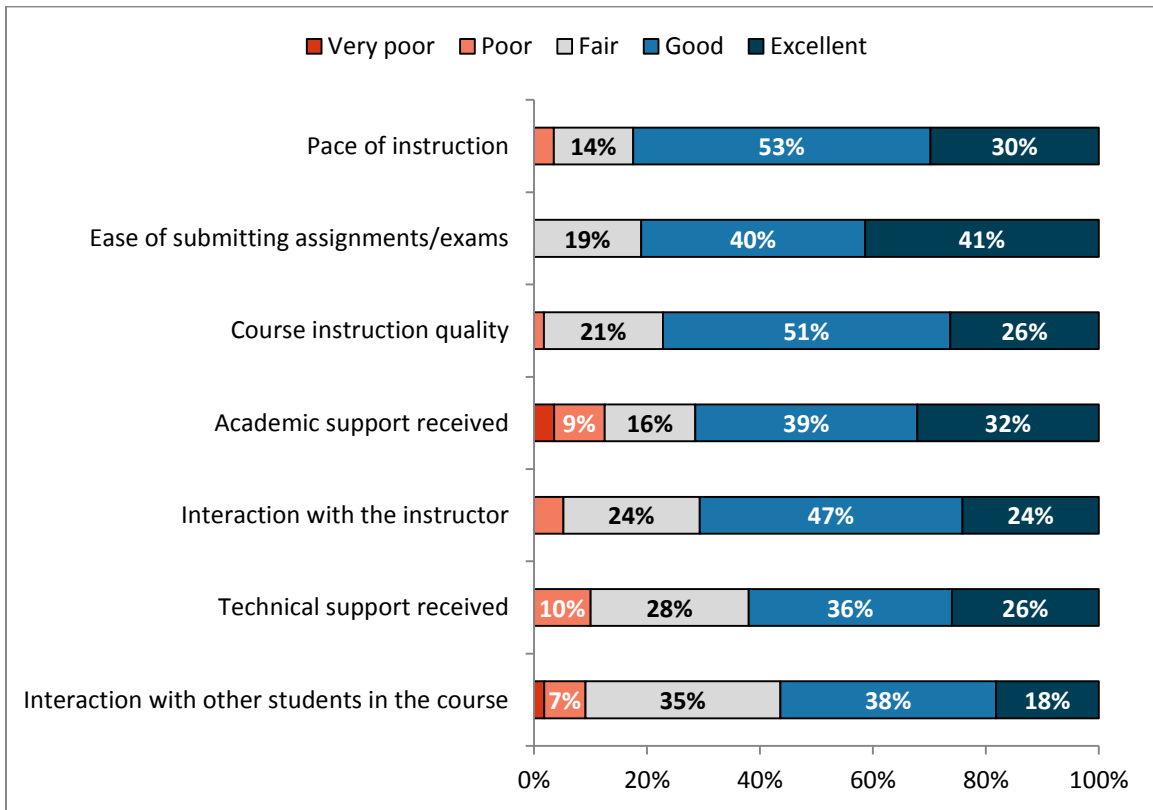
n= 96. Note: Respondents could select a maximum of five factors.

Figure 1.12: How would you rate Imperial Valley College’s distance education courses in the following area(s)?



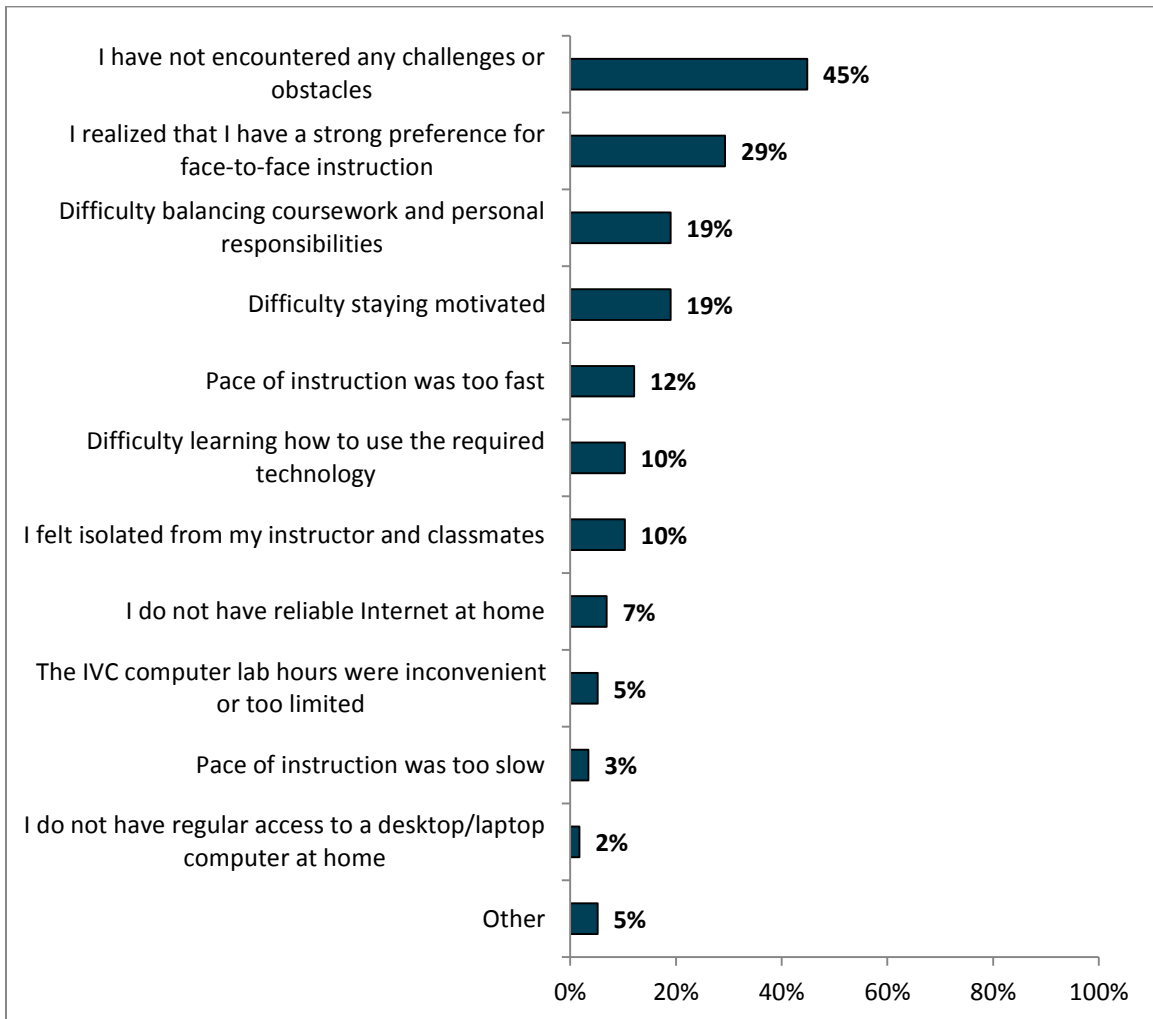
* Denotes that there was a low sample size for this response and its results should be interpreted with caution.
 Note: Respondents rated the areas they considered important when choosing/enrolling in a course (see Figure 1.10).

Figure 1.13: How would you rate the following aspects of your distance education course(s) as a whole?



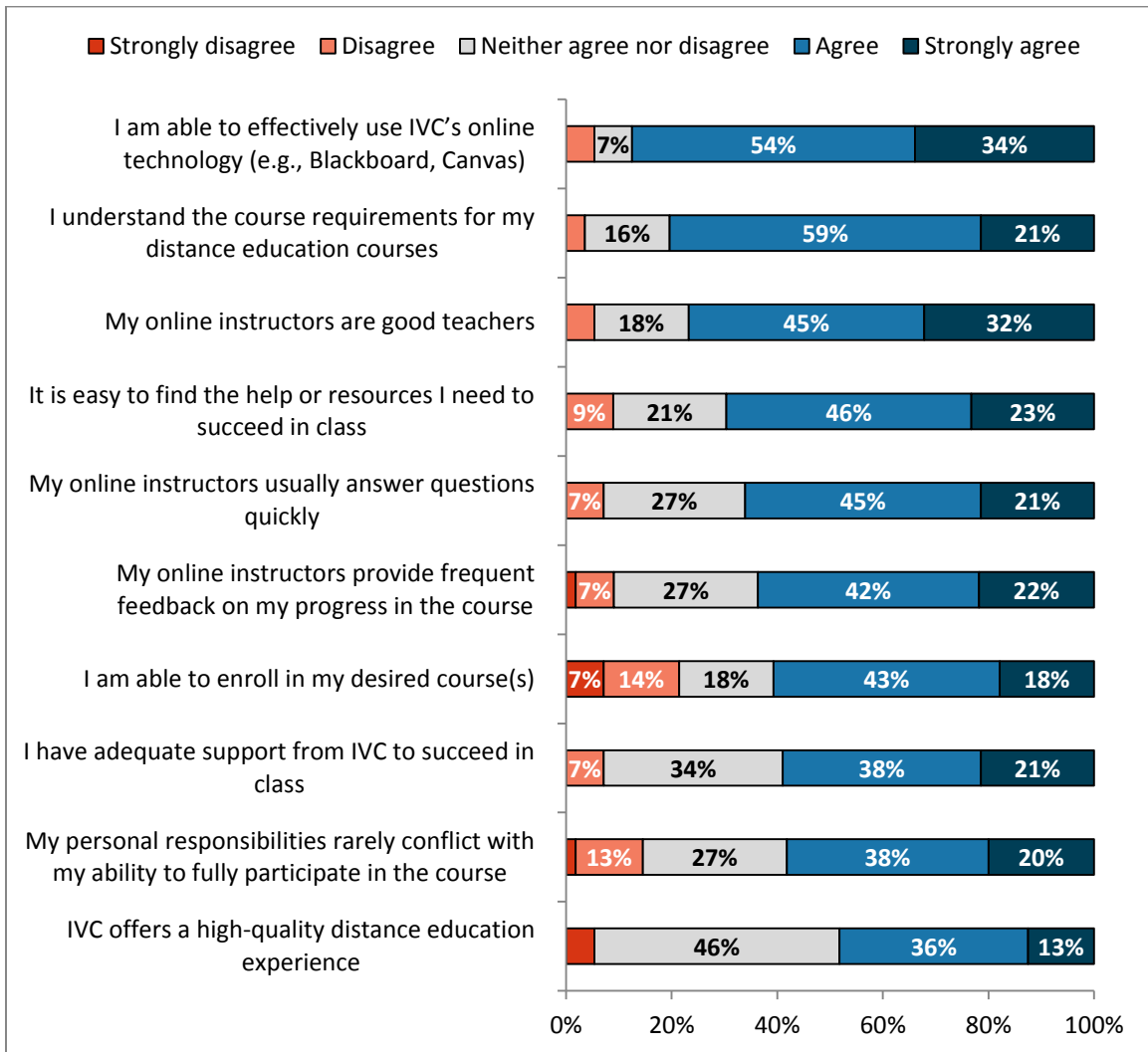
n= 50-58. Note: Only shown to respondents that have taken online/distance courses at IVC.

Figure 1.14: Have you encountered any of these challenges when enrolled in an online course at IVC?



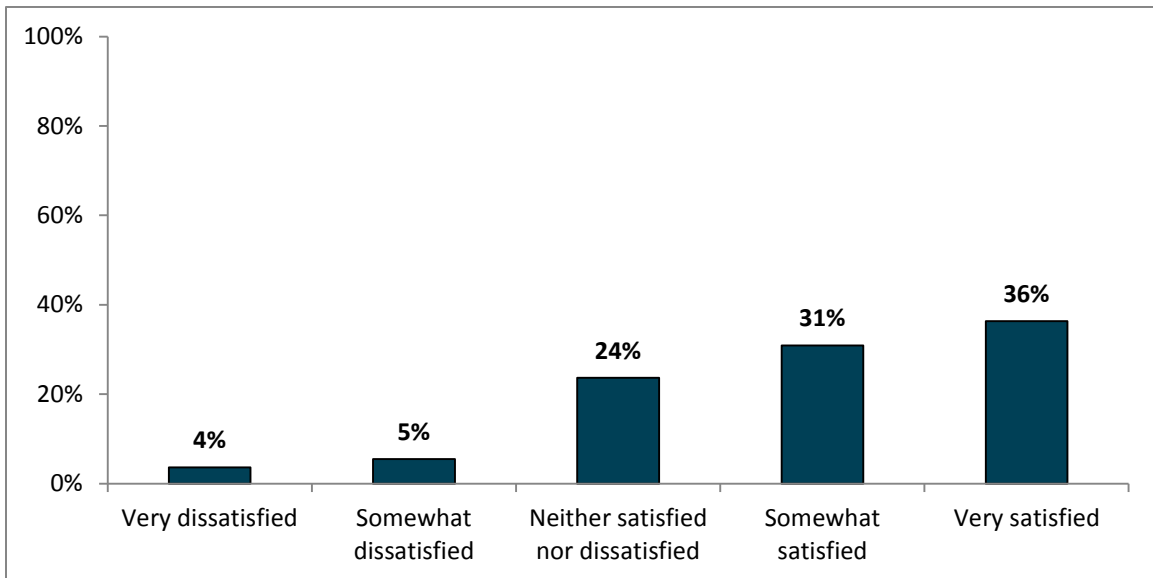
n= 58. Note: Only shown to respondents that have taken online/distance courses at IVC.

Figure 1.15: Based on your experience taking an online course at IVC, to what extent do you agree or disagree with the following statements about distance education course:



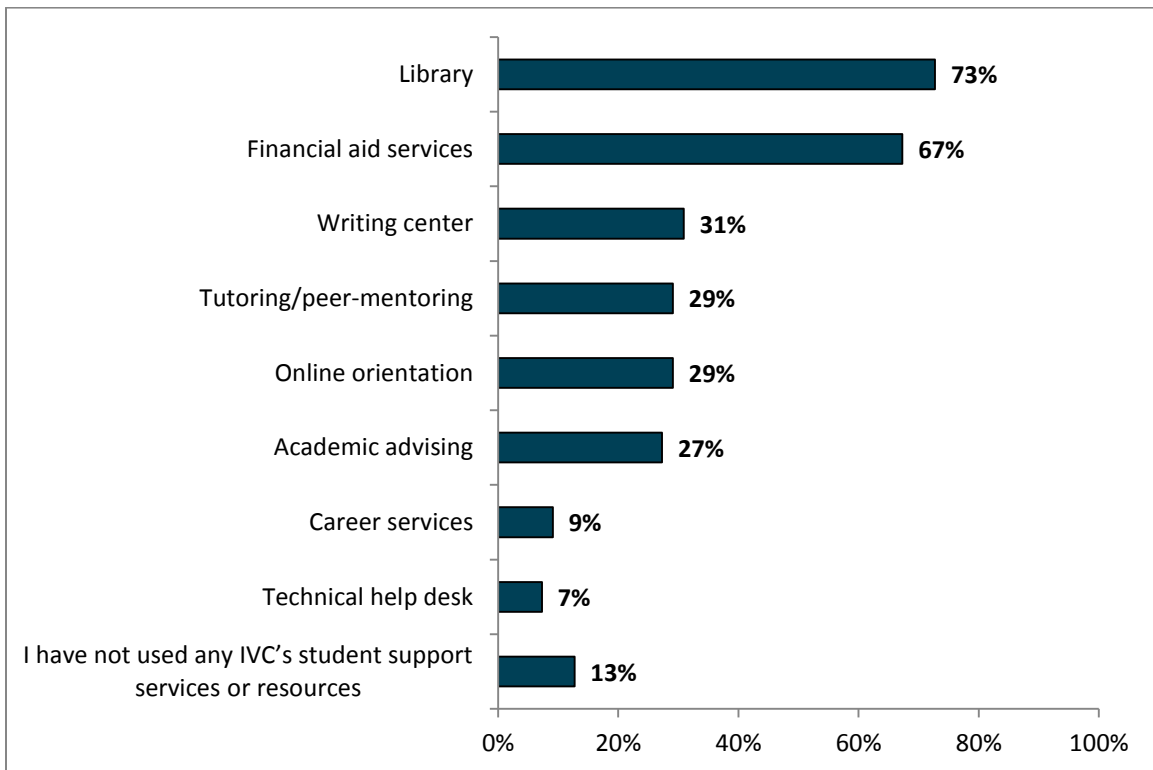
n= 55-56. Note: Only shown to respondents that have taken online/distance courses at IVC.

Figure 1.16: Overall, how satisfied are you with IVC's distance education courses?



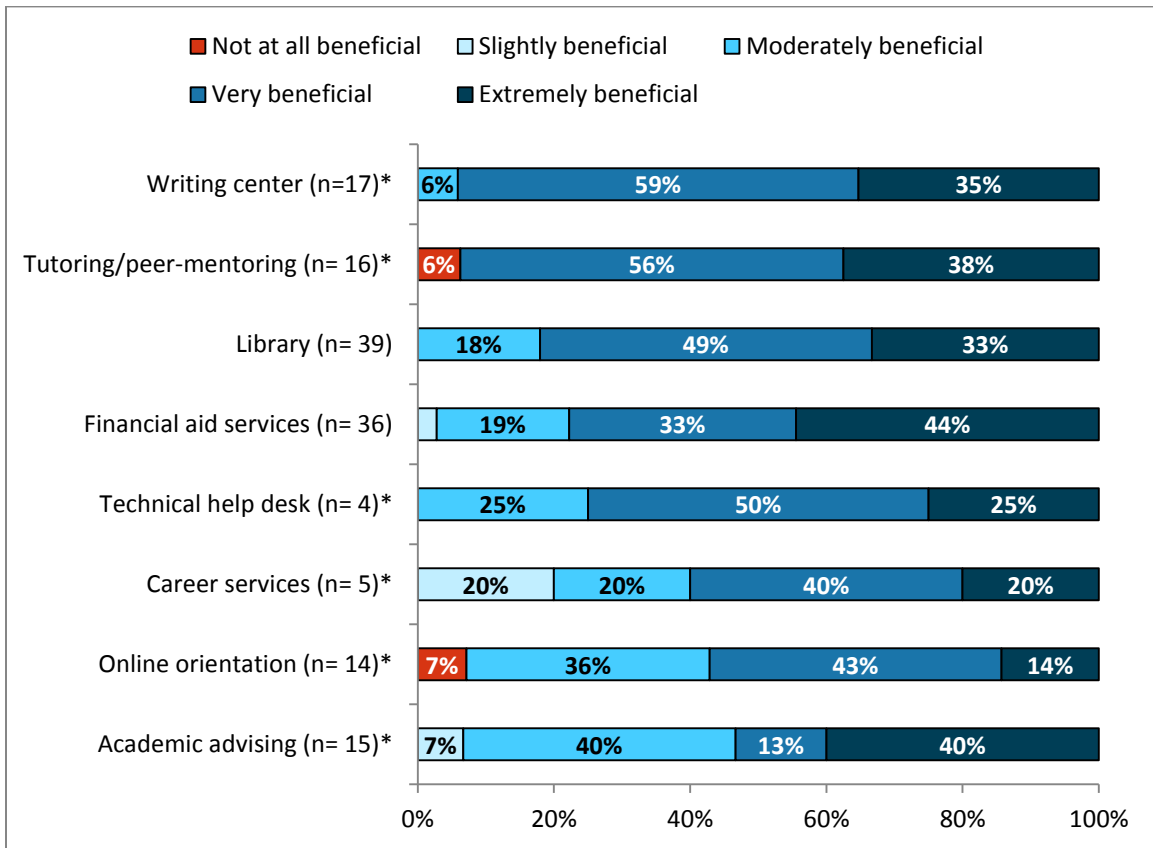
n= 55. Note: Only shown to respondents that have taken online/distance courses at IVC.

Figure 1.17: Which of the following IVC's student support services and resources have you taken advantage of?



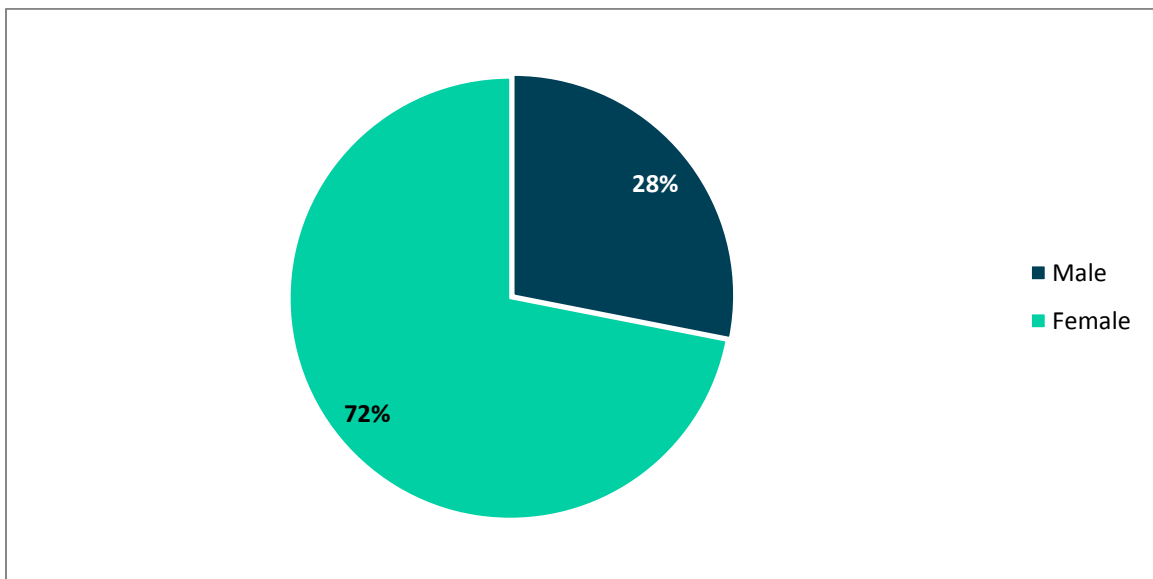
n= 55. Note: Only shown to respondents that have taken online/distance courses at IVC.

Figure 1.18: How beneficial have you found the following student support services and resources at IVC?



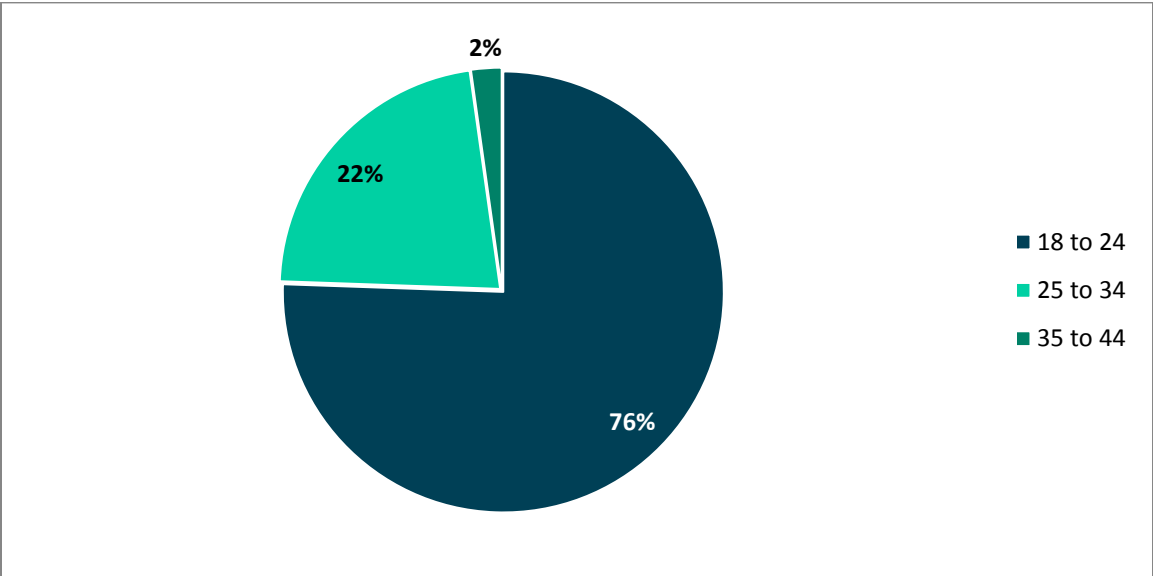
* Denotes that there was a low sample size for this response and its results should be interpreted with caution.
 Note: Only shown to respondents that have taken online/distance courses at IVC.

Figure 1.19: What is your gender?



n= 89.

Figure 1.20: What is your age?



n= 90.

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