

El Camino College

Distance Education Survey Results: Fall 2018



Introduction

El Camino College offers distance education courses to support student success through flexible instructional methods. El Camino College delivers distance education offerings using two types of instructional methods (e.g., hybrid and fully online). Hybrid courses blend physical and online meetings. Fully online courses do not have a physical meeting time/location.

The Distance Education Survey elicits student responses on demographics and course experiences. Survey results provide data on key areas that include student demographics, decisions on enrollment behavior, engagement with course lectures and course material, as well as the utilization of student services. Data in this report provides faculty and administrators with information on areas important in enhancing opportunities for distance education (e.g., offerings, course accessibility, or support services).

During fall 2018, Distance Education courses were utilized by 4,976 students. The Distance Education Survey had 236 responses. Survey results were not generalizable to the entire population of students enrolled in distance education due to the number of survey respondents.

Demographics & Characteristics

El Camino College Distance Education supports the educational goals for a diverse array of student demographics and characteristics. Student demographic data provides insights into the types of students who take advantage of distance education and their enrollment patterns. Student demographics includes native/home institution, ethnicity, gender, and students with disabilities. Characteristic data provides insight into how students interact with distance education courses. Characteristic data includes employment hours, online enrollment behavior, utilization of support services, and accessing course materials.

Figure 1. Home College Location Demographics

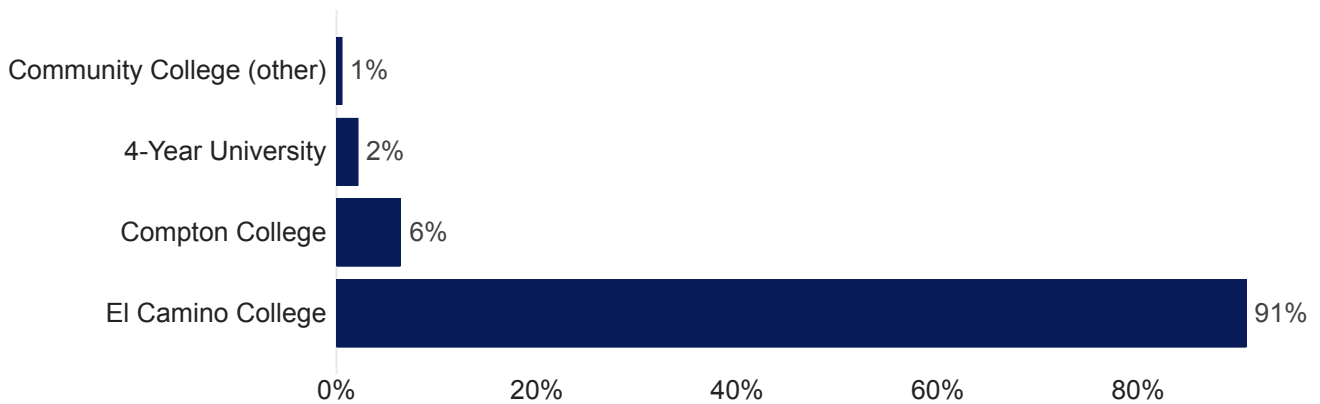


Figure 1 provides a breakdown of the native (or home) college for students who enrolled in distance education at El Camino College. The vast majority of distance education students (91%) considered El Camino College as their native college. Other native colleges included Compton College (6%), another community college (1%), or a 4-year university (2%) represented a minor portion of distance education enrollment.

Figure 2. Distance Education Participation by Instructional Method

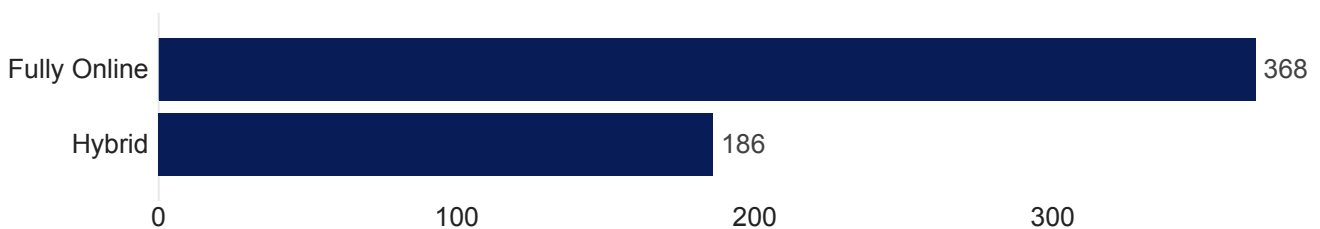


Figure 2 represents the participation in distance education by institutional method. The majority of students who completed the survey were enrolled in fully online courses (368 students). Participation in Hybrid courses (186 students) was a little more than half the number of participation in fully online courses.

Figure 3. Ethnicity Demographic

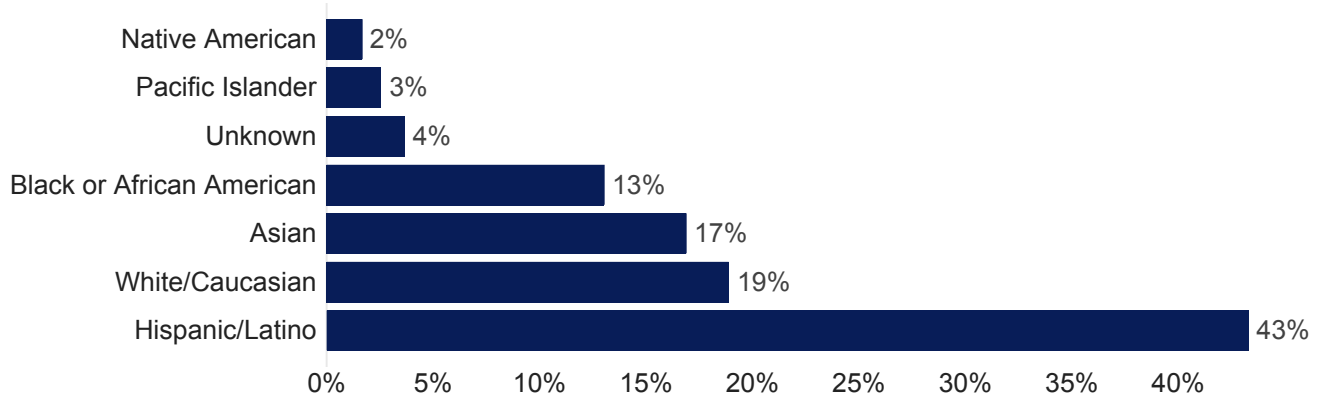


Figure 3 shows the ethnicity demographics (by percentage) of respondents to the Distance Education Survey. Respondents who identified as Hispanic/Latino represented 43% of the survey population. More than 10% of survey population was represented in each of the following ethnic categories: White (13%), Asian (17%), and Black (13%). Less than 5% of the survey population was represented in each of the following ethnic categories: Unknown (4%), Pacific Islander (3%), and Native American (2%). Additionally, ethnic representation in distance education courses are similar to overall representation percentages found in the El Camino College 2016-17 Annual Fact Book.

Figure 4. Gender Demographic

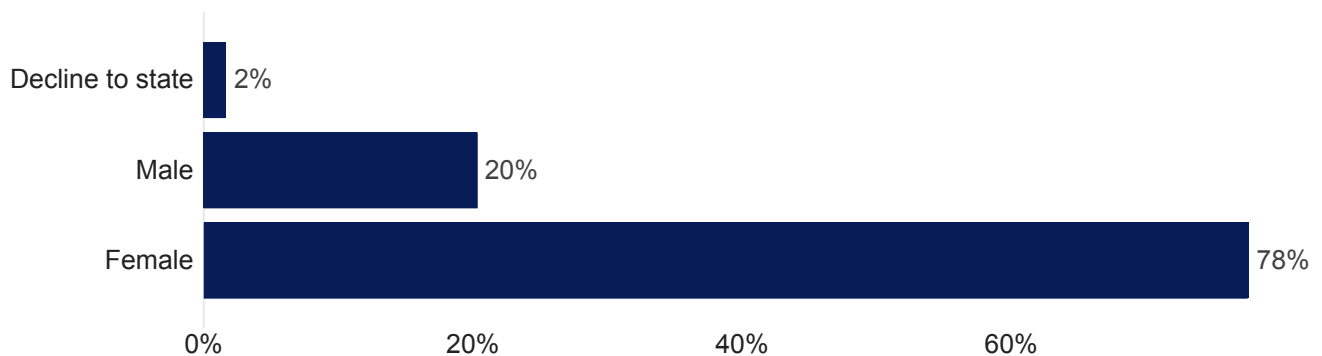


Figure 4 provides data on the gender demographics (by percentages) of respondents. Females represented 78% of Distance Education respondents. Males represented 20% of Distance Education respondents. Additionally, 2% of respondents chose not to disclose a gender designation.

Figure 5. Disability

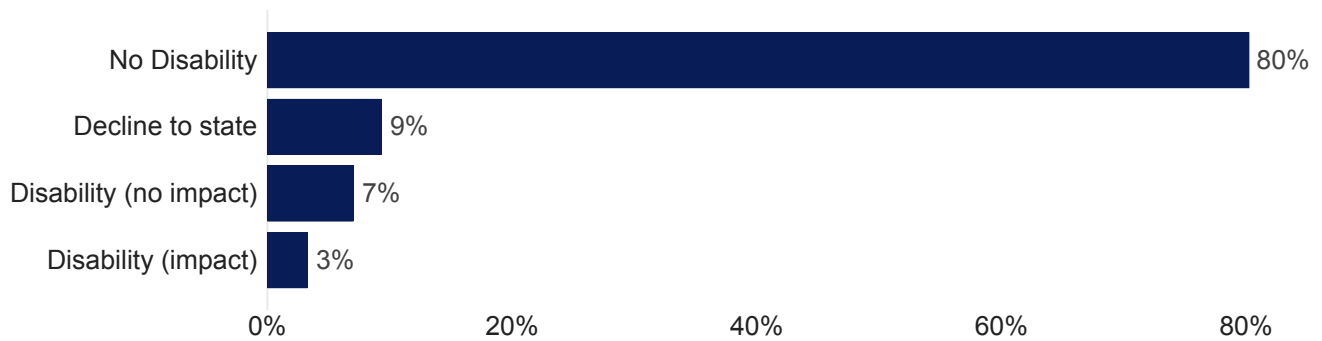


Figure 5 provides percentages on distance education respondents who identify (or do not identify) with a disability. The presence of a disability that impacted learning was reported by 3% of respondents. The presence of a disability that did not impact learning was reported by 7% of respondents. Additionally, 80% of respondents identified as not having a disability.

Figure 6. Hours Spent Working for Pay

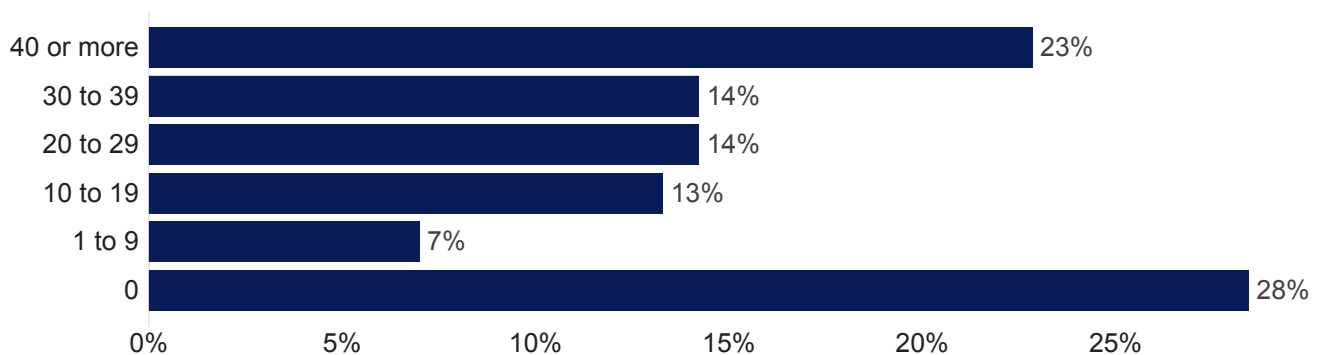


Figure 6 provides percentages on how many hours respondents spend at a paying job. Out of 429 responses, 64% of respondents worked 10 or more hours per week. Furthermore, 23% of the 429 respondents worked 40 or more hours per week.

Figure 7. Enrollment in Online Courses

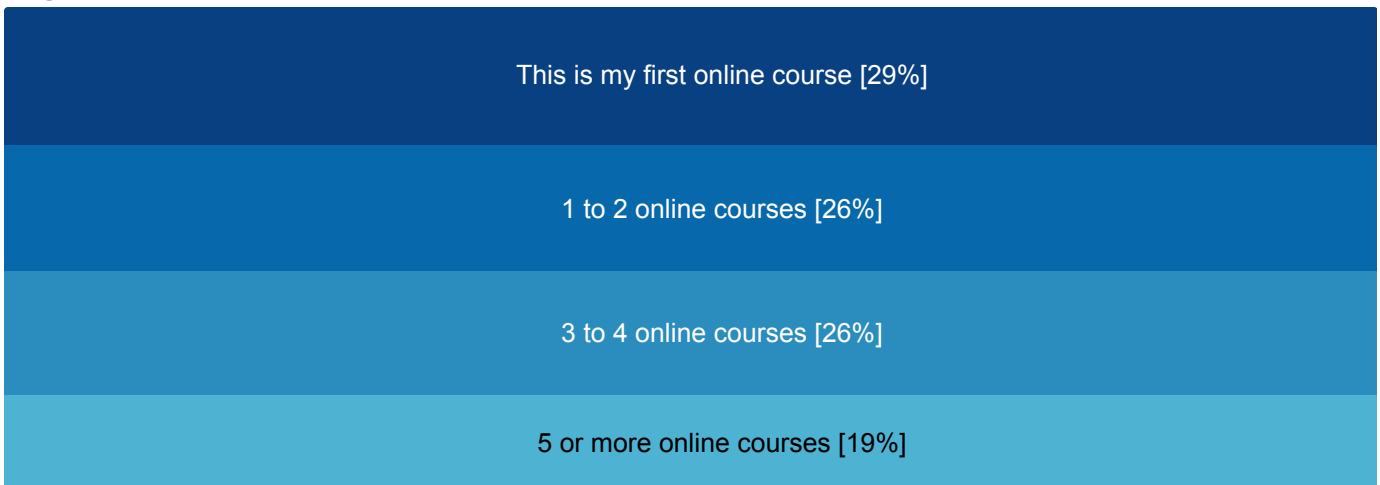


Figure 7 shows the percentage breakdown on how many times students have enrolled in an online course. The majority of students (29%) were in the process of completing their first online course. A little more than a half of students (52%) were completing up to their four online course. Nearly 20% of students had taken an online course 5 or more times.

Figure 8. Purpose for Taking Distance Education Courses

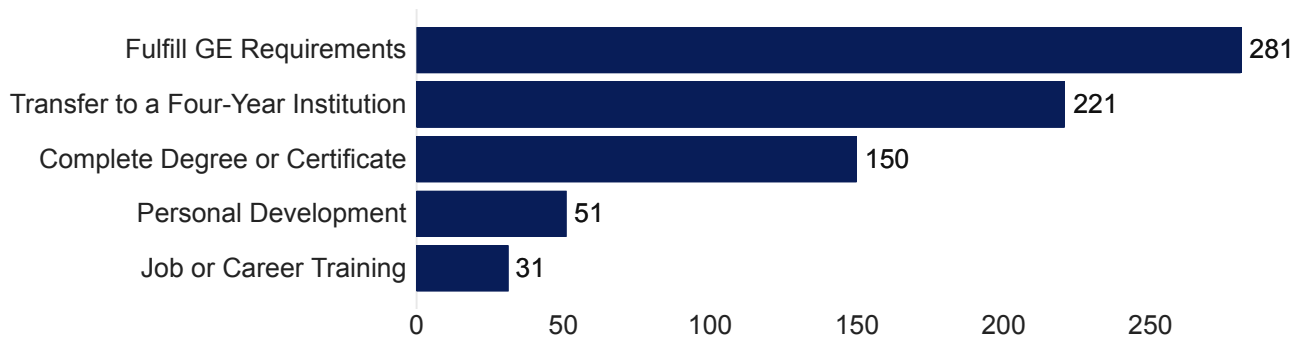


Figure 8 shows response counts (734 total responses for this question) regarding why students enrolled in distance education courses. Primarily, students enrolled in distance education courses to fulfill general education requirements (281 responses). The secondary reason was to take a course that helped students transfer into a four-year university (221 responses). The completion of a degree or certificate was the third most popular reason for taking a distance education course (150 responses). Personal development (51 responses) and job/career training (31 responses) represented the least likely reasons for enrolling in distance education.

Figure 9. Reasons of Taking Distance Education Courses

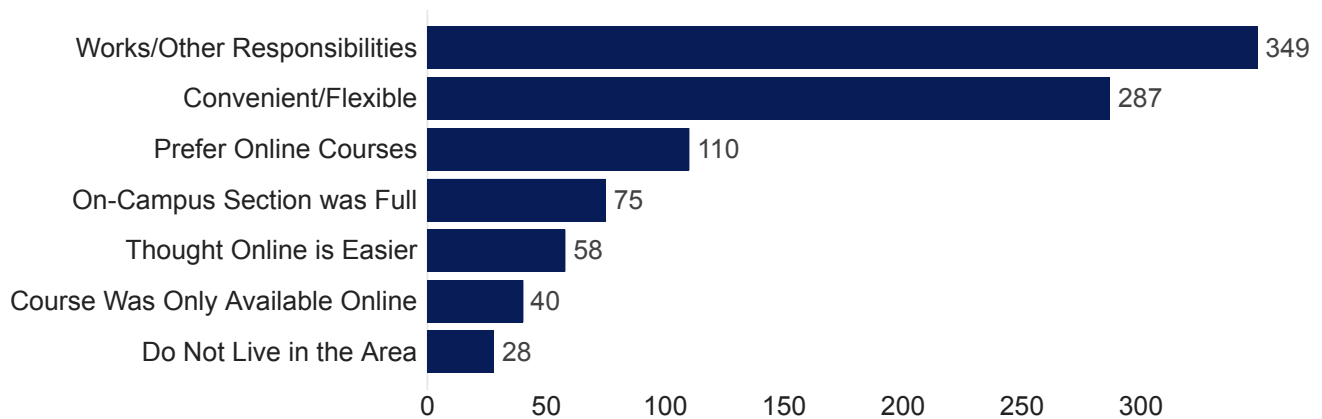


Figure 9 shows response counts (947 total responses) for the main reasons students took a distance education course. Schedule flexibility was the primary reason students enrolled in online or hybrid courses. Scheduling around other/non-academic responsibilities (349 responses) and general convenience (287 responses) were the main selected response options. Additionally, more students took online courses (110 responses) due to personal preference than students who did so due to limited availability of on-campus sections (75 responses), or due to only online availability of the course (40 responses). The perception that online courses were easier (58 responses) or the students' residence location (28 responses) were not major reasons for taking distance education courses.

Figure 10. Taking Future Hybrid Online Courses

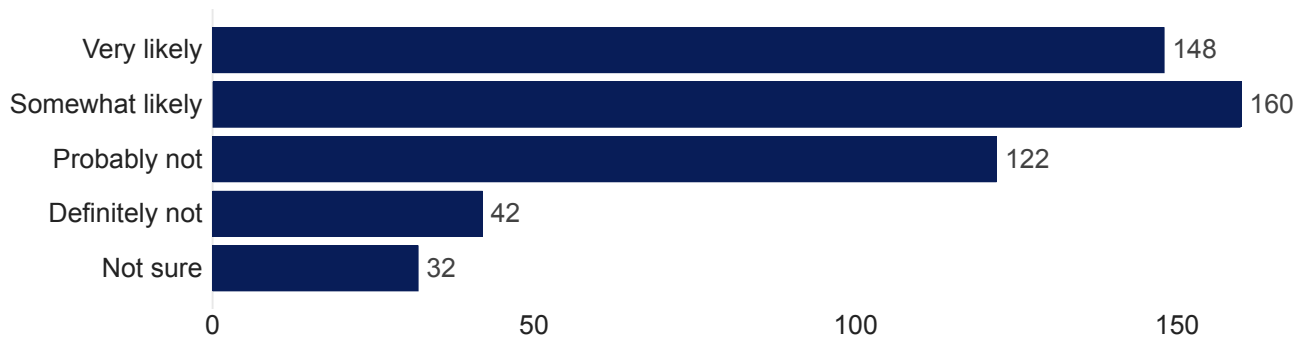


Figure 10 shows the response counts (504 total responses) on the likelihood students would take hybrid courses in the future. The majority of respondents (308 responses) believed that taking a hybrid course in the future was either very likely or somewhat likely. However, there were

respondents (164 responses) who believed that taking a hybrid course in the future was unlikely. There were very few respondents (32) who were not sure if they would take a hybrid course in the future.

Figure 11. How Students Access Online Courses

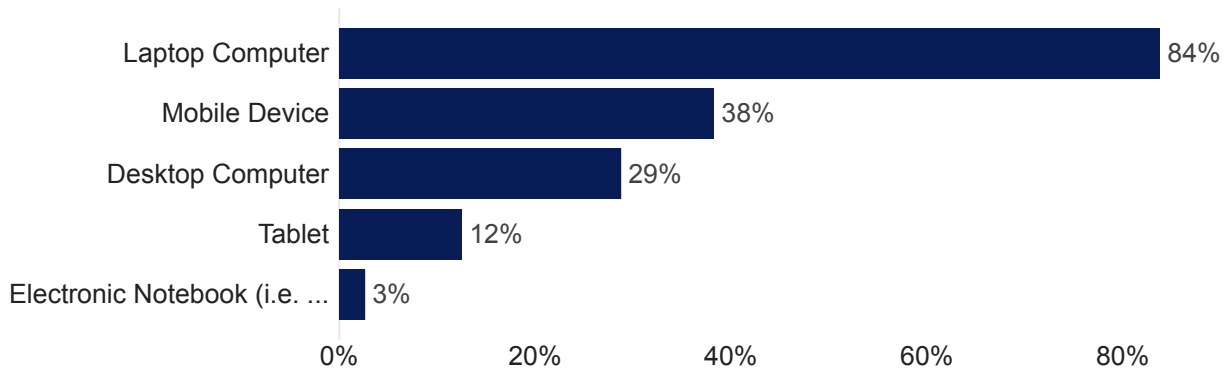


Figure 11 shows the percentages regarding how respondents utilize technology to access their course. Respondents primarily used a laptop computer (84% of the time) to access online courses. Mobile devices (i.e., smartphones) were the second most popular method used for accessing online courses (38% of the time). Additionally, desktop computers (29% of the time) were used more frequently than tablets (12% of the time) or e-notebooks (3% of the time).

Figure 12. Where Students Access Online Courses

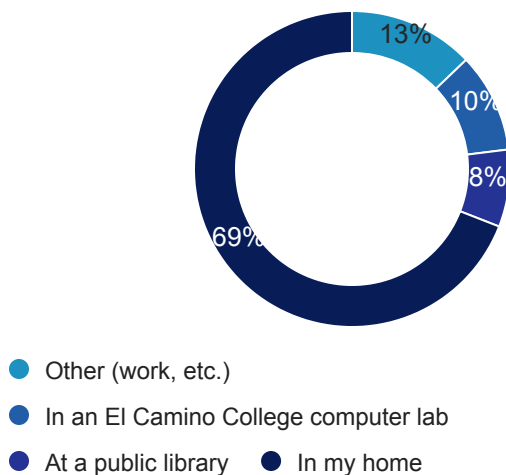


Figure 12 shows percentages regarding where respondents accessed their online course(s). The vast majority (69%) of respondents accessed Distance Education course(s) at home. A limited percentage of respondents (10%) accessed distance education course(s) from the El Camino College computer lab. Additionally, a public library (8% of the time) or other non-campus location (13% of the time) were also used.

Figure 13. How Students Learn About Distance Education Offerings

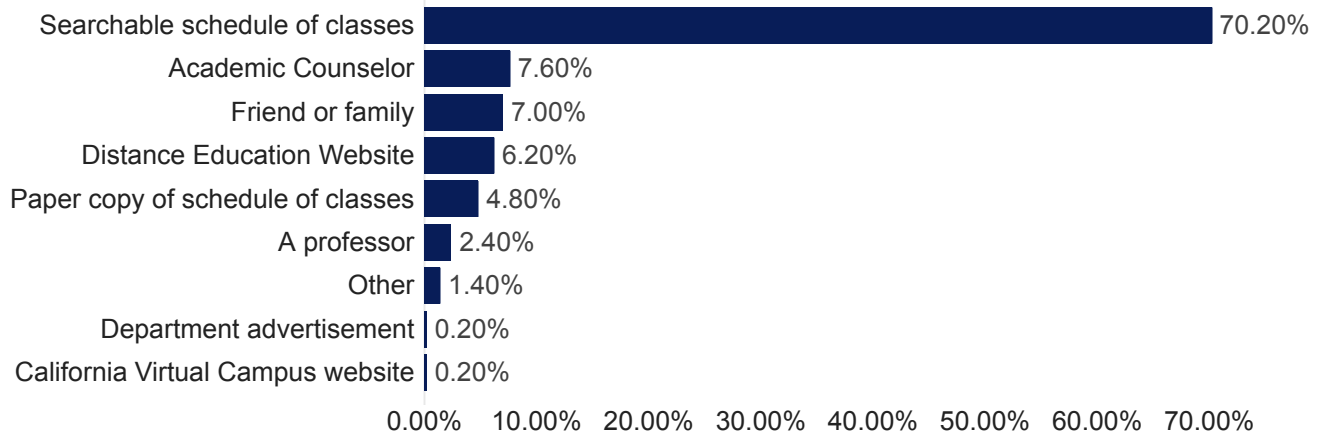


Figure 13 shows how students learned about distance education courses. Utilization of the online searchable schedule of classes was the most frequently used method (70.2% of the time) for learning about distance education courses. All other methods each represented less than 10% of the methods students used to learn about distance education course offerings.

Figure 14. Utilization of Student Support Services

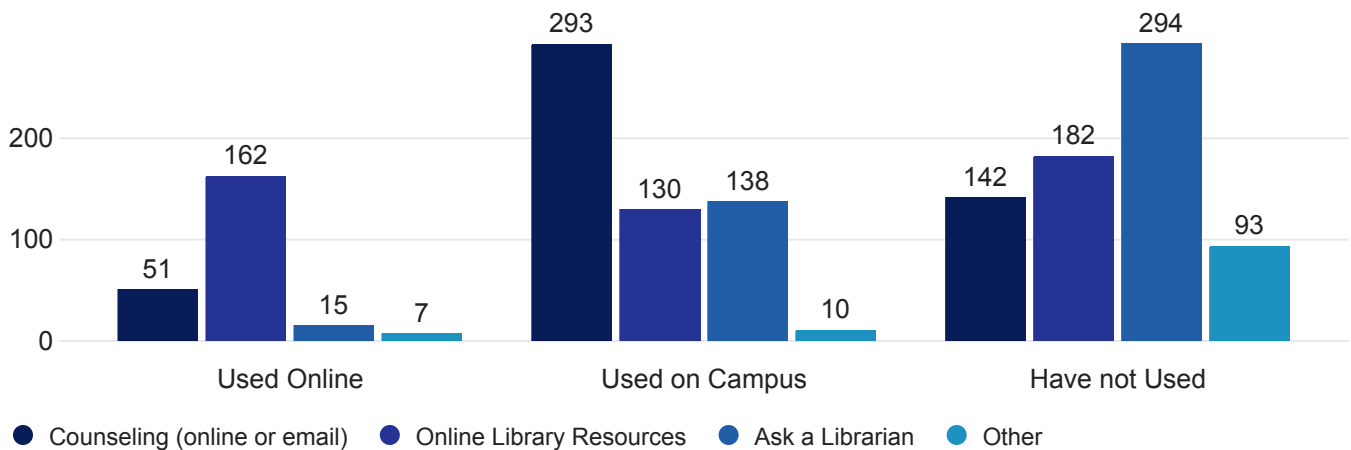


Figure 14 shows the frequency in which respondents utilize online and campus-based student support services. Online library resources are the primary virtual (online) student support service used by respondents. Counseling services are the primary campus-based (on-campus) student support service used by respondents. Additionally, the Ask a Librarian tool is the least utilized student support services by respondents.

Figure 15. Utilization of Tutoring Services

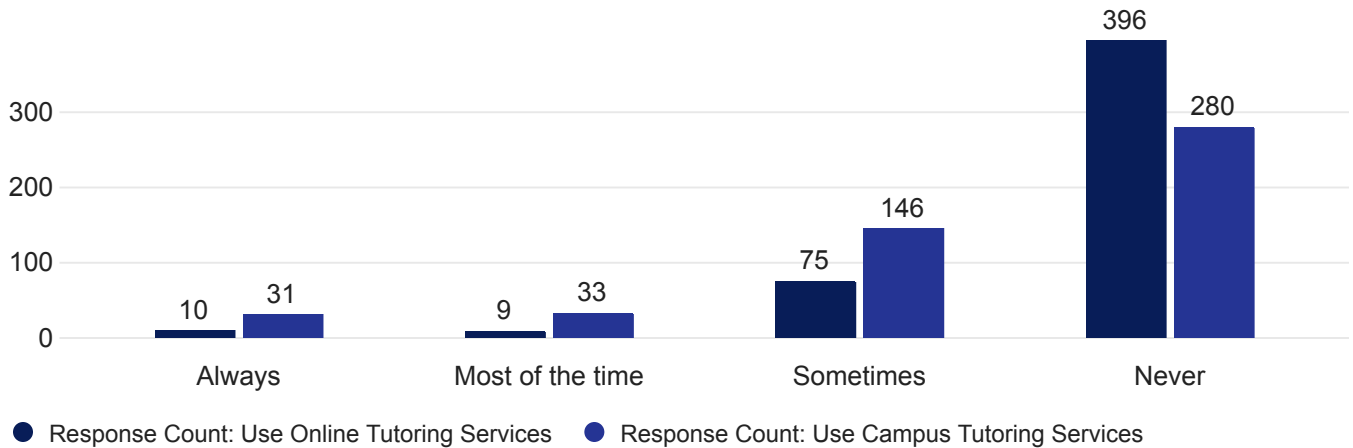


Figure 15 shows response counts regarding the utilization of online or campus-based tutoring services. Respondents to the survey rarely utilized either online or campus-based services. Additionally, respondents were likely to utilize campus-based tutoring services rather than online tutoring services.

Figure 16. Access Course Textbook

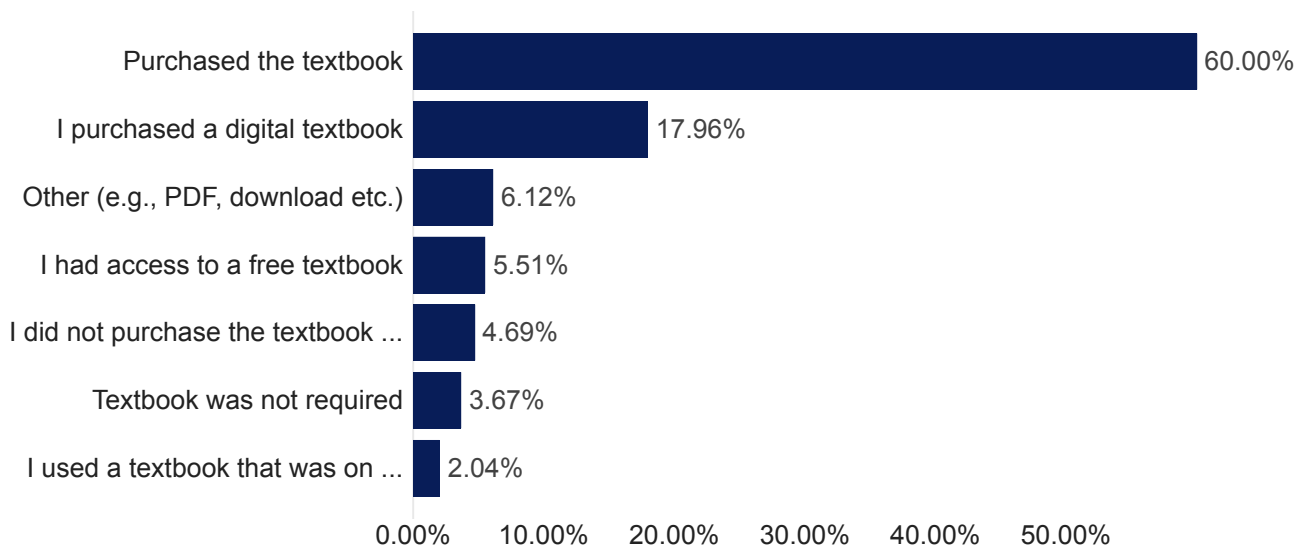


Figure 16 provides the percentages on how respondents access course material (e.g., textbooks, articles, etc.). Respondents primarily purchased textbooks (either physical textbooks - 60% or digital textbooks - 17.9%). Free textbooks (5.51%), other mediums such as PDFs (6.12%), and library resources (2.04%) were also used, but at a much lower rate. Nearly 10% of respondents

did not purchase a textbook due to cost (4.69%) or because textbooks were not required (3.67%).

Figure 17. Accessing Additional Course Materials

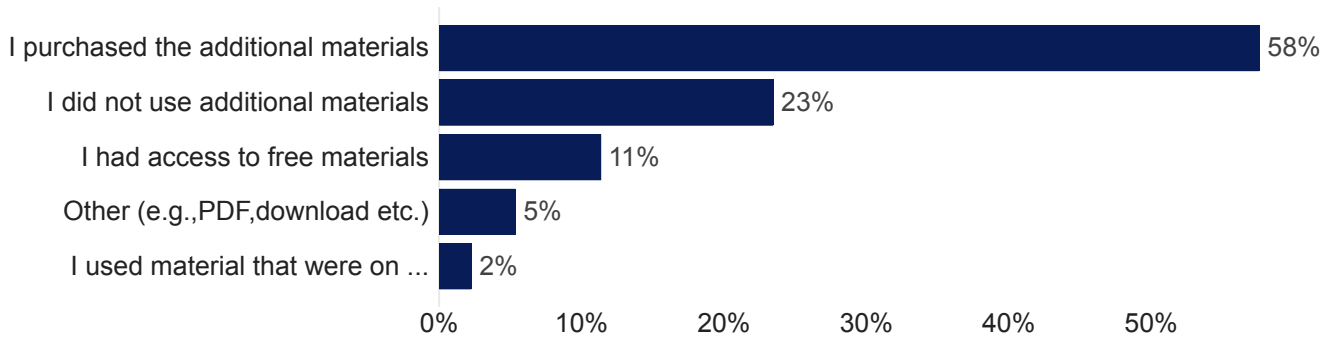


Figure 17 provides percentages on how respondents accessed additional course materials (i.e., non-textbooks). Additional materials were purchased by 58% of respondents. Additional materials were not used by 23% of respondents. Access to free materials was available to 11% of respondents. Free materials (11%) and library materials (2%) were also used by respondents. Other method or accessing additional course materials (e.g., PDFs) represented 5% of responses.

Figure 18. Cost of Textbooks

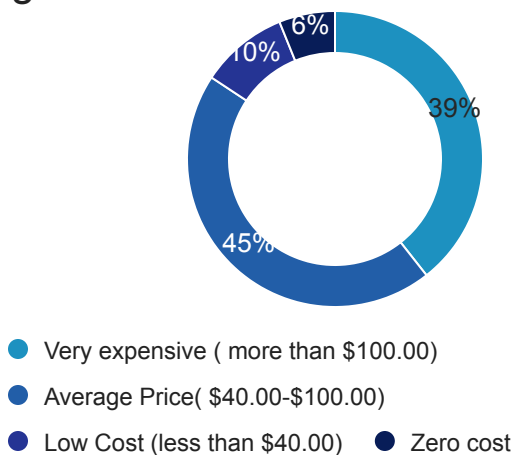


Figure 18 provides percentages regarding the cost of textbooks for respondents. Very expensive textbooks were purchased by 39% of respondents. Average price textbooks were purchased by 45% of respondents. Low cost textbooks were purchased by 10% of respondents. Zero cost textbooks were used by 6% of respondents.

Summary

Distance education courses support a wide range of students with an array of educational goals. Students who desire schedule flexibility (i.e., students with paid employment or students with additional obligations) and cross-enrolled students (i.e., student enrolled in more than one college/university) benefit the most from distance education courses. Students utilize flexible distance education course scheduling to fulfill general education requirements or prepare for transfer to a four-year institution. Additionally, having the ability to virtually access course content/materials provides an added convenience for students who need flexible schedules and desire cross-enrollment.

Results from the 2018 Distance Education Survey provide insight into four areas of interest for strategic planning:

- **Online Educational Initiative:** Track the persistence of students taking online courses beyond their initial semester. This includes future course taking patterns for students completing online/hybrid courses.
- **Online Educational Resource:** Track the use of resources that support online education (e.g., counseling services, tutoring services, or free online textbooks).
- **Course Design:** Ensure that courses are being designed to effectively utilize different technology platforms (i.e., laptops and mobile devices).
- **Educational Goals:** Gather additional data on students who complete online courses for job training and personal development (i.e., student demographics and course enrollment patterns).

Data collected for the 2018 Distance Education Survey represents a sample of students who completed online or hybrid courses. Results from the survey are not generalizable to the entire population of students who take advantage of distance education opportunities. Future iterations of the Distance Education Survey should use 2018 data as a baseline for tracking the effects of strategic planning initiatives on distance education outcomes.