

# Distance Education Student Survey Results & Institutional Effectiveness

Distance Education Committee  
November 20, 2014

Discussion facilitated by:  
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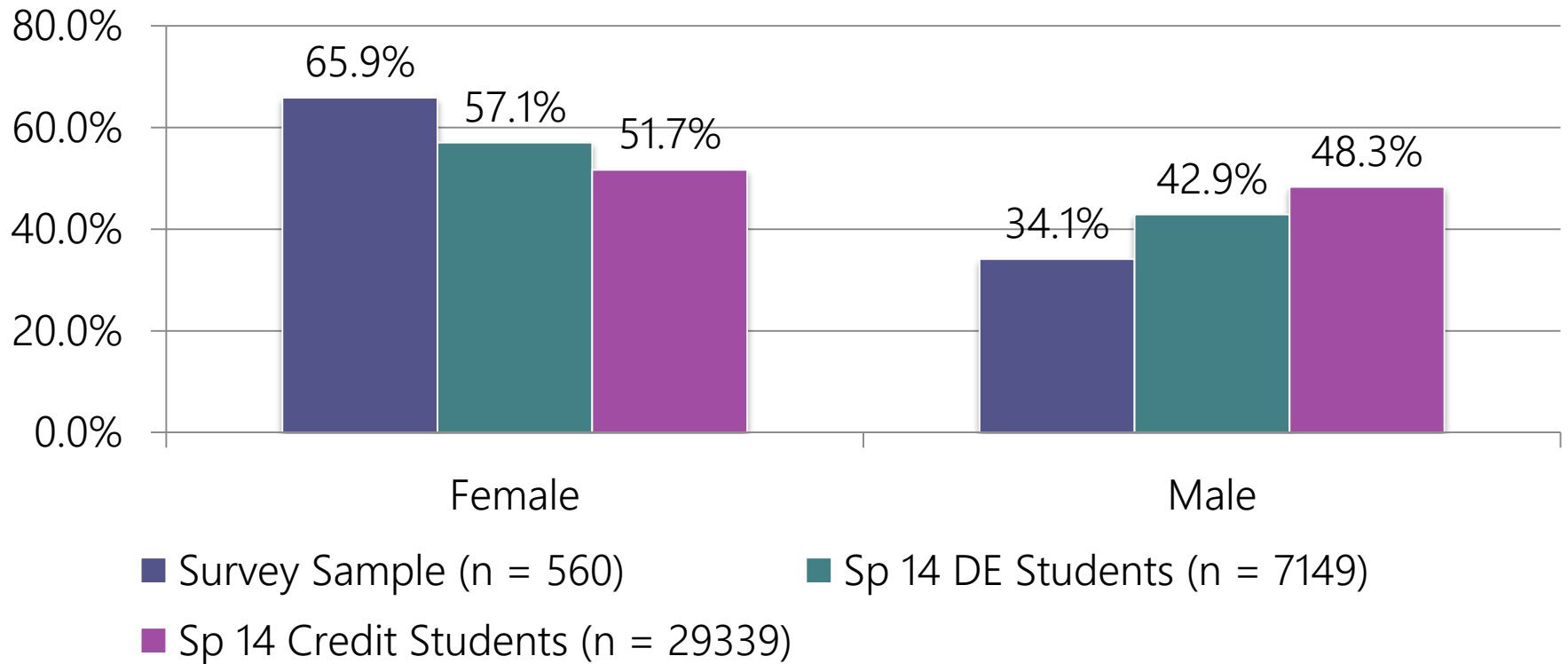
# Purpose of Presentation

- Discuss key findings from the Distance Education (DE) Student Survey administered in spring 2014 (*Thank you, Ani!*)
- Performance on the Institutional Effectiveness Key Indicators related to DE

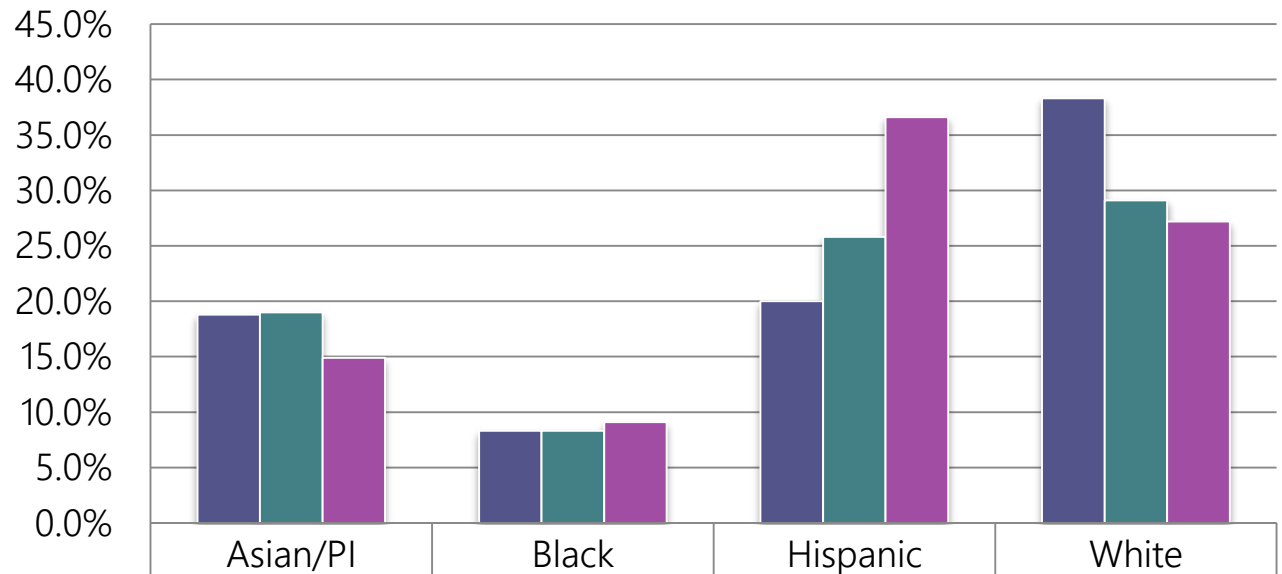
# Background of the Survey

- Overarching purpose of survey: gather student feedback on distance education courses
  - Benchmark
  - Identify gaps for improvement
- 10,710\*\* students enrolled in one or more DE courses in spring of 2014 were invited to participate
  - 570 responded; response rate: 5.3%

# Profile of Survey Respondents: Gender

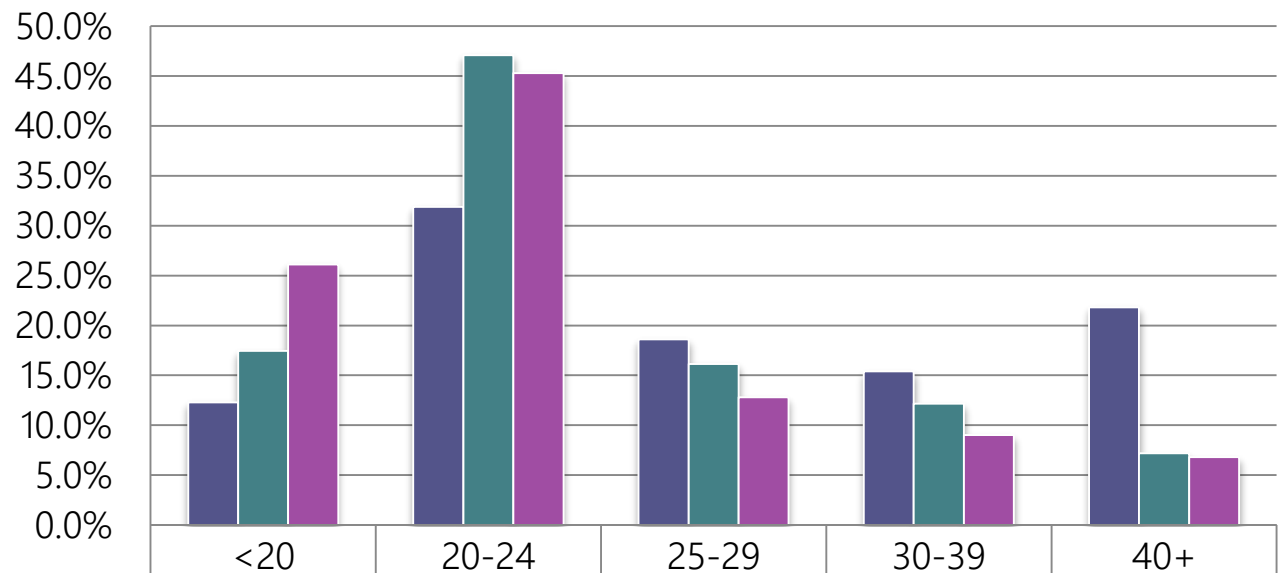


# Profile of Survey Respondents: Ethnicity/Race



■ Survey Sample (n = 560)	18.8%	8.3%	20.0%	38.3%
■ Sp 14 DE Students (n = 7149)	19.0%	8.3%	25.8%	29.1%
■ Sp 14 Credit Students (n = 29339)	14.9%	9.1%	36.6%	27.2%

# Profile of Survey Respondents: Age Group



	<20	20-24	25-29	30-39	40+
■ Survey Sample (n = 560)	12.3%	31.9%	18.6%	15.4%	21.8%
■ Sp 14 DE Students (n = 7149)	17.4%	47.1%	16.1%	12.2%	7.2%
■ Sp 14 Credit Students (n = 29339)	26.1%	45.3%	12.8%	9.0%	6.8%

# Reasons for Enrolling in DE Course(s)

Percentage of survey respondents identifying reason as “very important” or “important”

<b>%</b>	<b>Reason</b>
88.8%	Convenient – work schedule
81.9%	Course meets transfer requirements
80.2%	Had success in previous DE courses
74.8%	Course meets Associate Degree requirements
74.3%	Convenient – child-rearing schedule
73.2%	Personal interest in course subject
72.8%	Improve job skills/opportunity
67.1%	Course meets CTE certificate requirements
66.3%	Unable to come to campus

# Reasons for Enrolling in DE Course(s) (cont.)

Percentage of survey respondents identifying reason as “very important” or “important”

<b>%</b>	<b>Reason</b>
59.6%	Enjoy learning on a computer
54.3%	The instructor’s reputation
50.6%	Course not offered on-ground
49.6%	Prefer online instruction
48.6%	On-ground sections of the course was full
47.5%	Have disability that makes it difficult to attend class on campus
44.6%	Thought online section would be more interesting than traditional class

# Course Content and Learning

Percentage of survey respondents “strongly agreeing” or “agreeing” with the statement

%	Statement
79.9%	The course <b>deepened my understanding</b> of the topics covered.
79.1%	The course had assignments/projects which helped me learn.
75.4%	The <b>class assignments</b> reflected an appropriate level of difficulty.
73.5%	The course documents used in this class helped me learn.
71.0%	The learning activities required using problem solving skills which helped me to learn.
70.3%	The learning activities required using critical thinking which helped me to learn.
68.7%	The websites that were linked to this course helped me learn.

# Course Content and Learning (cont.)

Percentage of survey respondents “strongly agreeing” or “agreeing” with the statement

%	Statement
56.7%	I believe I learned as much in this DE course as compared to a face-to-face course.
49.7%	The assigned reading materials in this course helped me learn.
48.7%	I feel this online class experience helped improve my written communication skills.

# Course Communication

Percentage of survey respondents “strongly agreeing” or “agreeing” with the statement

%	Statement
74.9%	The instructor continuously encouraged <b>communication with classmates.</b>
73.6%	I received <b>timely feedback</b> from my instructor (all of the time/most of the time)
68.7%	The instructor continuously encouraged <b>communication with the instructor.</b>
62.5%	In threaded discussion board activities, the <b>instructor was an active member and offered direction.</b>
61.0%	Threaded discussion board provided an opportunity for <b>thinking critically with other students.</b>
44.6%	The class helped create a <b>sense of community</b> among students.

# Technology and DE Attitudes

Percentage of survey respondents “strongly agreeing” or “agreeing” with the statement

<b>%</b>	<b>Statement</b>
90.6%	I am very confident in my abilities to use computers.
85.3%	I can deal with most difficulties I encounter when using computers.
75.9%	I would like to take another DE course.
74.7%	This DE course met my learning needs.
58.8%	I believe using computers helps make learning more interesting.
49.1%	I believe DE courses are as effective as face-to-face courses.

# General DE Course Satisfaction

Percentage of survey respondents whose level of satisfaction was “very satisfied” or “satisfied” for the following

%	Statement
75.9%	Amount of graded work
72.3%	Level of satisfaction with this DE course
69.8%	Amount of ungraded work

**69.5%** of survey respondents said they strongly agreed/agreed with the statement:  
*“I would recommend this course to other students”*

**75.9%** are very likely or likely to take another DE course at SMC

# Background of Institutional Effectiveness

**Institutional Effectiveness** is the systematic and continuous process of measuring the extent to which a college achieves its mission, as expressed through the goals and strategic objectives developed in an educational master plan

In 2010-2011, two (2) key indicators were defined by the Distance Education Committee to measure how the college is doing in terms of distance learning

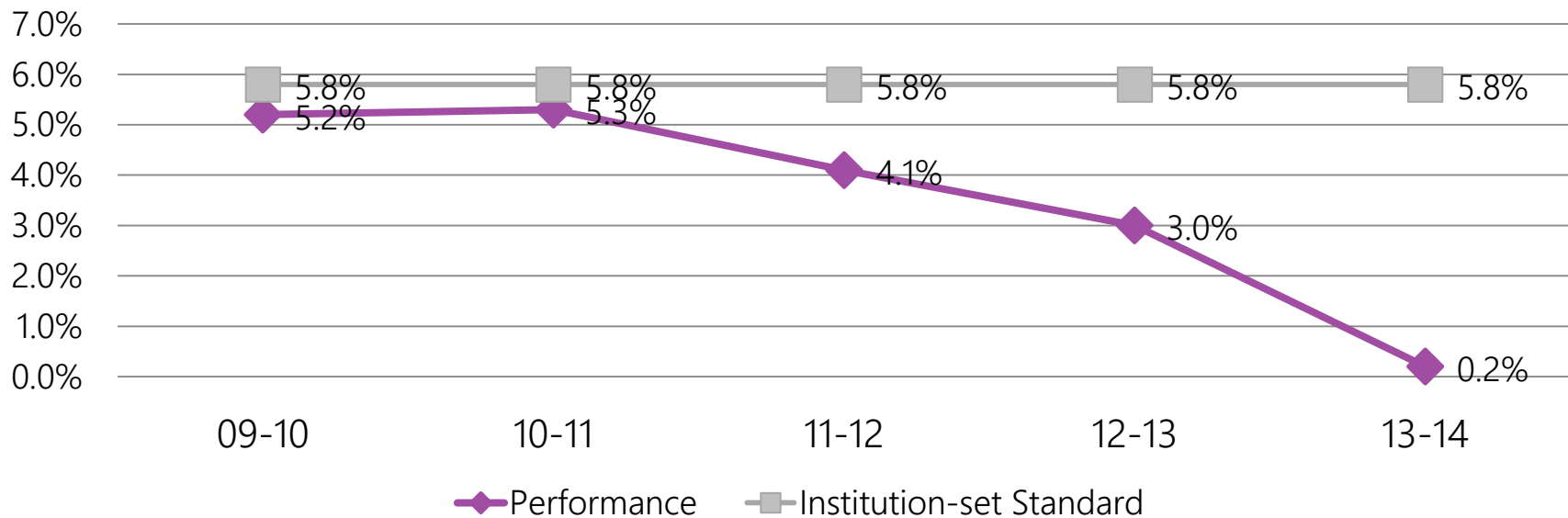
In spring 2012-2013, institution-set standards for all key indicators were set by the IE Committee using a standard formula

# What is an institution-set standard?

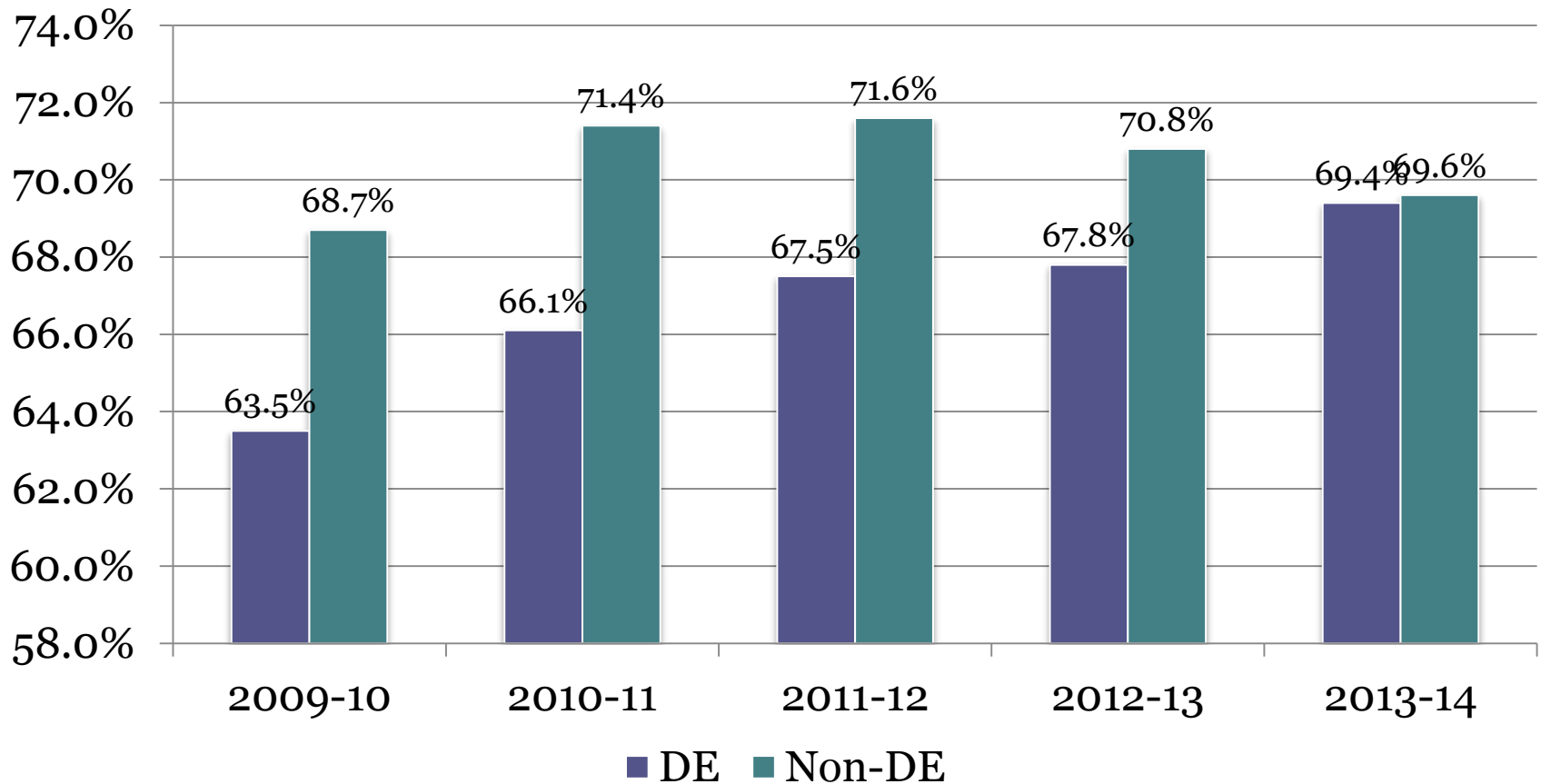
- **Institution-set standards:** Standards reflecting satisfactory performance of student learning and achievement. Standards can be interpreted as the minimum level of performance signaling that the college is meeting educational quality and institutional effectiveness.

# 1.13 Distance Learning Course Success Gap

- Difference between course success rate (C or better) in DE and non-DE sections
- Includes only courses that offer sections for both modes of delivery

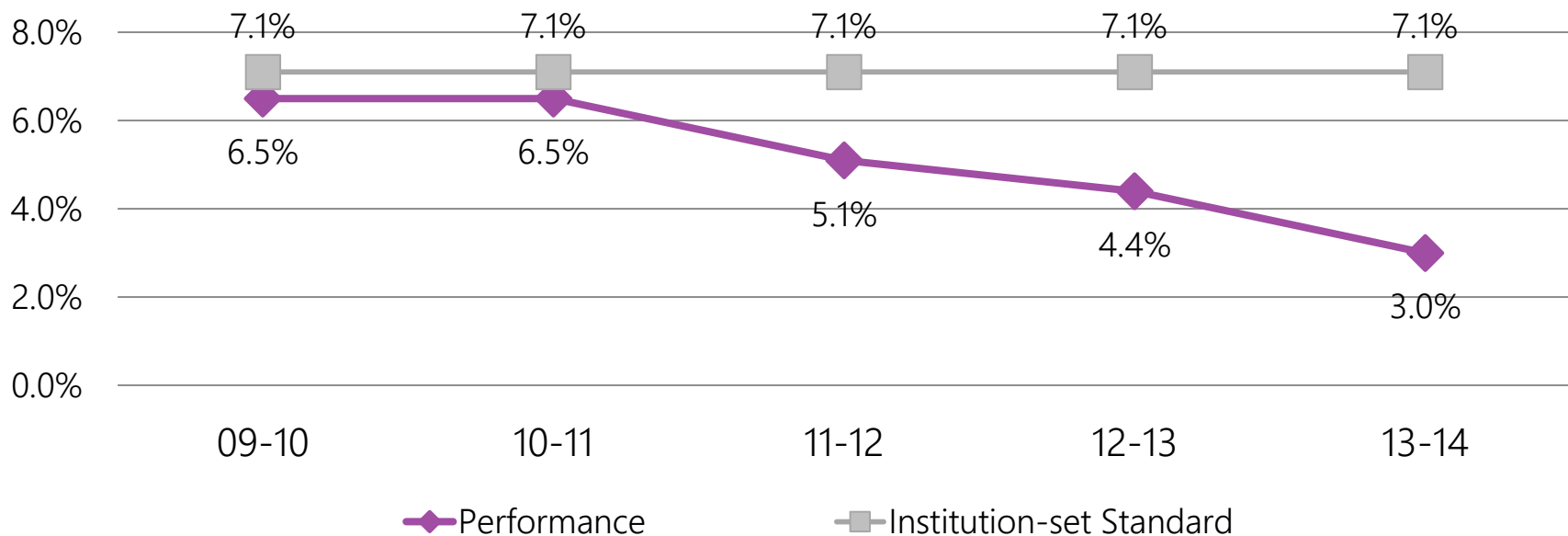


# 1.13 Distance Education Course Success Gap

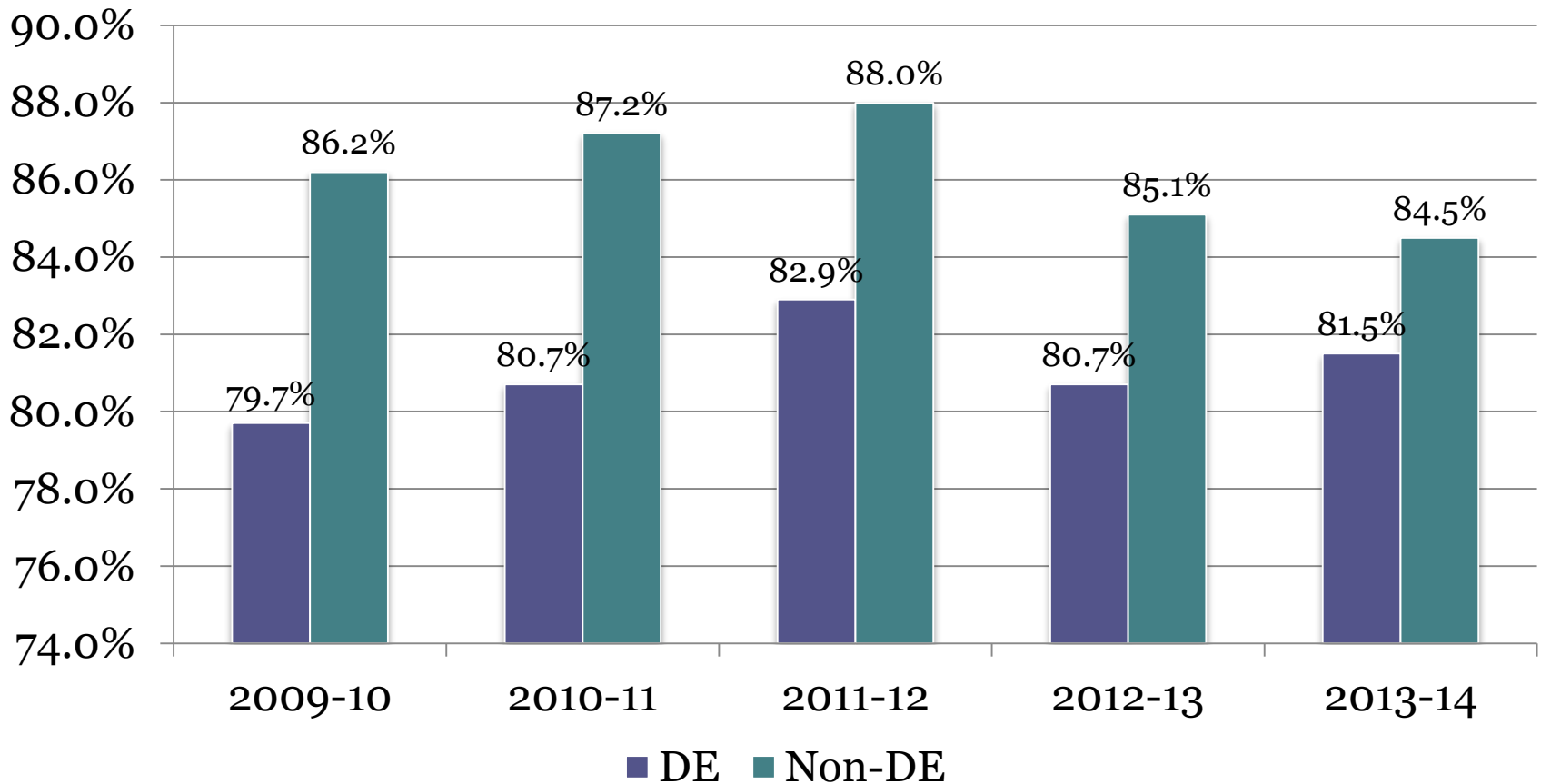


# 1.14 Distance Learning Course Retention Gap

- Difference between course retention rate (non-W grades) in DE and non-DE sections
- Includes only courses that offer sections for both modes of delivery



# 1.14 Distance Education Course Retention Gap



# Course Success Gap Standard

- Institution-set standard was calculated using the standard formula developed by the IE Committee:
- **Step 1:** Average the four years of data reported in the 2012-2013 IE Report

2008-2009	2009-2010	2010-2011	2011-2012	Average
7.4%	5.2%	5.3%	4.1%	5.5%

- **Step 2:** Multiply the average in Step 1 by 105%

$$5.5\% \times 105\% = 5.8\%$$

# Course Retention Gap Standard

- Institution-set standard was calculated using the standard formula developed by the IE Committee:
- **Step 1:** Average the four years of data reported in the 2012-2013 IE Report

2008-2009	2009-2010	2010-2011	2011-2012	Average
9.1%	6.5%	6.5%	5.1%	6.8%

- **Step 2:** Multiply the average in Step 1 by 105%

$$6.8\% \times 105\% = 7.1\%$$

# Discussion

- Survey results
- Institutional effectiveness indicators related to DE
  - Reactions to performance
  - Appropriateness of institution-set standards
- Follow-up data/research questions