COLLEGE OF THE CANYONS
Santa Clarita Community College District
26455 Rockwell Canyon, Santa Clarita, CA  91355

Office of Institutional Development and Technology

5th Annual Student Survey – Online
Classes:  Spring 2012

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Introduction

The Office of Institutional Development and Technology conducted the fifth annual survey of students enrolled in online classes during the Spring 2012 semester. Awareness of student perceptions and needs in online classes (hybrid and 100% online) is very important, especially in light of the significant changes in the College’s growth in online sections. The number of 100% online sections offered increased from 14 to 167 from Fall 2005 to Fall 2008. During that same time period, the unduplicated student headcount for these sections increased from 436 to 3,942. Due to reduced state funding, the number of 100% online sections offered decreased from 167 in Fall 2008 to 79 in Fall 2010. Subsequently, as the result of the college’s enrollment management strategy in response to the overall need for additional sections, the number of 100% online sections has increased from 79 in Fall 2010 to 106 in Fall 2011. The unduplicated headcount for these sections has increased from 2,115 to 2,180. The number of 100% online sections offered in Fall 2011 mirror the number of 100% online sections offered in Fall 2007 (110 sections).

To obtain feedback on students’ experiences at COC and in an effort to determine whether students’ online course and service needs are being met, the Office of Institutional Development and Technology, along with input from the Dean of Educational Technology, Learning Resources, and Distance Learning, designed a survey to assess students’ perceptions and needs related to online courses at COC. The results from the survey will provide information for online courses, programs, and services offered to students and will be beneficial for a variety of committees such as Executive Cabinet, Cabinet, the College Planning Team (CPT), the Educational Technology Committee, Management Advisory Committee (MAC), Student Equity Plan (SEP), and Matriculation.

Methods

College of the Canyons’ Dean of Educational Technology, Learning Resources, and Distance Learning, in cooperation with the Office of Institutional Development & Technology, developed a questionnaire that contained questions intended to gather information that can be used for improvement of courses, programs and services for students enrolled in online classes. Respondents were also invited to provide additional comments they had regarding the delivery of online instruction at COC.

Procedures

Two distribution methods were necessary in order to ensure that all online courses were included in the survey due to the fact that some faculty members teaching online do not use Blackboard.

All online classes in Spring 2012 that were utilizing Blackboard (100 sections) had a message posted on the course homepage on March 26, 2012 inviting them to complete the survey for online classes. Instructors teaching online classes in Spring 2012 that were not utilizing Blackboard (27 sections) received an email from the Dean of Educational Technology, Learning Resources, and Distance Learning during the week of March 26, 2012 requesting instructors to announce the online survey to their students.

Out of the possible 3,493 online students who were invited to participate in the survey, completed surveys were received from 242 students (7 percent response rate). Completed questionnaires were coded and tabulated using Excel (2010) and Survey Monkey. Refer to Appendix A for a copy of the questionnaire, Appendix B for a listing of the summary counts and percentages of response frequencies, and Appendix C for open-ended responses.
Results

Demographics

Gender

Of the respondents who indicated their gender, 77 percent indicated their gender to be female and 23 percent indicated male. As compared to the distribution of the student population districtwide in Spring 2012 female students were overrepresented and male students were underrepresented (53 percent – female, 47 percent – male).

Age

The majority of students indicated that they are between the ages of 19-24 years, followed by between the ages of 25 and 30 years, between the ages of 31 and 50 years, 18 years or younger, and 51 years or older.

As indicated in Table 1, the student population differs from the 2012 Annual Student Survey of Online Students; specifically students that are ages 18 years or younger and 19 – 24 years of age are underrepresented in the respondent sample as compared to the district-wide student population and ages 25 – 30 years of age, 31 – 50 years of age, and ages 51 years or older are slightly overrepresented.

Table 1. Age Distribution of Respondents as Compared to District-Wide Student Population

<table>
<thead>
<tr>
<th>Age</th>
<th>Online Student Population 2012 Survey</th>
<th>District-Wide Spring 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 years or younger</td>
<td>6%</td>
<td>15%</td>
</tr>
<tr>
<td>19-24 years</td>
<td>49%</td>
<td>56%</td>
</tr>
<tr>
<td>25-30 years</td>
<td>21%</td>
<td>12%</td>
</tr>
<tr>
<td>31-50 years</td>
<td>19%</td>
<td>14%</td>
</tr>
<tr>
<td>51 years or older</td>
<td>5%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Race/Ethnicity

Just over half of the respondents indicated they were White, followed by Hispanic/Latino, Decline to State, African American/Black, “other,” Asian/Pacific Islander, and Filipino.

As indicated in Table 2, the ethnicity of the student population differs from the 2012 Annual Student Survey of Online Students; specifically students indicating that they are White were overrepresented in the respondent sample and those indicating that they were Asian/Pacific Islander/Filipino or Hispanic/Latino were underrepresented in the respondent sample.

Table 2. Ethnic Distribution of Respondents as Compared to District-Wide Student Population

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Online Student Population 2012</th>
<th>District-Wide Spring 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>African Am/Black</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Asian/Pac. Islander</td>
<td>3%</td>
<td>9%</td>
</tr>
<tr>
<td>Filipino</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>22%</td>
<td>38%</td>
</tr>
<tr>
<td>Native Am/Alaskan Native</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>White</td>
<td>53%</td>
<td>43%</td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>Decline to State</td>
<td>10%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Note: On the district application the ethnic categories combine Asian/Pacific Islander and Filipino
**Hours Worked Per Week**

The majority of respondents indicated that they work (78 percent). Respondents indicated that they work 1-9 hours per week (7 percent), 10-19 hours per week (14 percent), 20-29 hours per week (17 percent), 30-39 hours per week (14 percent), and 40 hours or more per week (26 percent). Twenty-two percent of respondents indicated that they do not work.

**Educational Goal(s)**

Respondents were asked to indicate which educational goal(s) they intend to pursue at College of the Canyons. Respondents were instructed to mark all that apply.

The majority of respondents indicated that they intend to *transfer to a four-year university* (77 percent), followed by those that intend to *obtain an associate degree* (56 percent), intend to *develop job skills, including obtaining a certificate* (18 percent), enroll in classes for *personal development* (8 percent), and intend to *develop job skills, without obtaining a certificate* (6 percent). Respondents indicating that they take classes for personal development alone were significantly lower; specifically less than one percent of respondents take classes for personal development alone.

When applying to College of the Canyons, students are asked to indicate their educational goal. The most common responses in Fall 2011 were: *obtain an associate degree and/or transfer* (51 percent), *undecided* (23 percent), *update job skills* (12 percent), enroll in classes for *personal/educational development* (11 percent), and have “other” educational goals (3 percent). As indicated in Table 3, comparing the Annual Student Survey of Online Students to the educational goals on the application, the Annual Student survey does not provide undecided or other options and students were able to mark all educational goals that apply. When students are not presented with an undecided option, the majority indicated that they want to transfer to a 4-year university or obtain an associate degree.

<table>
<thead>
<tr>
<th>Educational Goal</th>
<th>Online Student Population 2012 Survey</th>
<th>District-Wide Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer to a 4-year university</td>
<td>77%</td>
<td>51%</td>
</tr>
<tr>
<td>Obtain an associate degree</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>Develop job skills, including obtaining a certificate</td>
<td>18%</td>
<td>12%</td>
</tr>
<tr>
<td>Develop job skills, without obtaining a certificate</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Enroll in classes for personal development</td>
<td>8%</td>
<td>11%</td>
</tr>
<tr>
<td>Undecided</td>
<td>*</td>
<td>23%</td>
</tr>
<tr>
<td>Other</td>
<td>*</td>
<td>3%</td>
</tr>
</tbody>
</table>

*Not surveyed in the Spring 2012 Annual Student Survey of Online Students*

**Awareness and Helpfulness of Online Services**

**Awareness of the COC Website and the Distance Learning Website**

Respondents were provided with a brief description of the different types of information provided on the College of the Canyons website and the Distance Learning website. Following this description respondents were asked if they are aware of the different types of information provided by these two websites. Ninety-five
percent of respondents indicated that they are aware of the different types of information provided by these two websites which is consistent with the 2011 Annual Student Survey of Online Classes.

**Helpfulness of the Distance Learning Website**

Seventy percent of respondents indicated that the Distance Learning website is “helpful” or “very helpful.” Seventeen percent of respondents indicated a “neutral” response regarding the helpfulness of the Distance Learning website.

**Awareness of Online Service Offerings**

As illustrated in Figure 1, the top three online services that respondents are aware of are search for classes, registration, and payment of tuition and fees. In addition, more than 70 percent of respondents are aware of the following online services offered: application, Financial Aid website, account balance, orientation, transcript requests, scheduling counseling appointments, and Library databases/resources.

As compared to 2011, awareness with the following online services have decreased (5 percent or more):

- Account balance (9 percent decrease in 2012), and
- Payment of tuition and fees (5 percent decrease in 2012).

**Factors Contributing to Success in Online Classes at College of the Canyons**

As indicated in Figure 2, the top three aspects of the Distance Learning website that respondents indicated have contributed to their success as an online student are the orientation letter from the instructor (65 percent), Blackboard tutorial (62 percent), and scheduling details (56 percent). Only 10 percent of respondents indicated that no aspects of the Distance Learning website have been important to their success as an online student.
As compared to 2011, the factor on the Distance Learning website that respondents indicated was more important (5 percent or more) to their success as an online student was scheduling details (5 percent increase in 2012).

**Figure 2. Aspects of the Distance Learning Website Contributing to Respondents’ Success as Online Students**

<table>
<thead>
<tr>
<th>Aspects of the Distance Learning Website</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation letter from the instructor</td>
<td>65%</td>
<td>66%</td>
</tr>
<tr>
<td>Blackboard Tutorial</td>
<td>67%</td>
<td>60%</td>
</tr>
<tr>
<td>Scheduling details</td>
<td>56%</td>
<td>51%</td>
</tr>
<tr>
<td>Self-assessment quiz</td>
<td>25%</td>
<td>24%</td>
</tr>
<tr>
<td>FAQs</td>
<td>26%</td>
<td>27%</td>
</tr>
<tr>
<td>Minimum recommended computer specs or other equipment</td>
<td>29%</td>
<td>25%</td>
</tr>
<tr>
<td>Learning theory information</td>
<td>17%</td>
<td>11%</td>
</tr>
<tr>
<td>None</td>
<td>10%</td>
<td>13%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
<td>3%</td>
</tr>
</tbody>
</table>

**Student Learning Outcomes**

As indicated in Table 4, the majority of respondents “agree” or “strongly agree” that they are familiar with the student learning outcomes in their course(s), familiar with the student learning outcomes for their program/major, and that the syllabus for their course specifies the course student learning outcomes.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree/Strongly Agree</th>
<th>Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am familiar with the student learning outcomes in my course(s).</td>
<td>83%</td>
<td>14%</td>
</tr>
<tr>
<td>The syllabus for this course specifies the course student learning outcomes.</td>
<td>87%</td>
<td>10%</td>
</tr>
<tr>
<td>I am familiar with the student learning outcomes for my program/major.</td>
<td>77%</td>
<td>19%</td>
</tr>
</tbody>
</table>

**Other Online Course Information / Needs**

**Awareness of Minimum Hardware / Software Recommendations**

Sixty-six percent of respondents were aware of the minimum hardware/software recommendations prior to registering for their online class(es).
Number of Online Classes Taken

Just over one-third of the respondents (35 percent) indicated that they have taken 1-2 classes that consisted of some online components, 31 percent have taken 3-4 classes that consisted of some online components, and 34 percent indicating that they have taken 5 or more classes that consisted of some online components.

Experience using Computers

Two percent of respondents indicated that they have 0-1 year of experience using computers, 5 percent indicated that they have 2-4 years of experience, and 93 percent of respondents indicated that they have 4 or more years of experience using computers.

Operating System Preference

The majority of respondents (69 percent) indicated that they prefer Windows/PC, followed by 29 percent that prefer Apple/OSX/Mac and 1 percent that prefer “other” operating systems.

Adult Reentry Program – Support Services*

Respondents were asked to indicate if they would use student support services that help students transition back to school after they have been away from school for several years (for those ages 28 and older only).

The majority of respondents (66 percent) indicated that they would use student support services to help them transition back to school after being away several years.

*The Adult Reentry Program is intended for adults 28 years of age and older. The data has been delimited by eligible age categories of 25 years and older in order to provide a more accurate depiction.

Assistive Technology

Four respondents indicated that they use special technology to assist with a disability. Respondents were asked to indicate what special technology they use and were instructed to mark all that apply. Two respondents indicated that they utilize screen readers, two respondents indicated that they utilize speech recognition software, one respondent utilizes closed captioning, and one respondent utilizes a tape recorder.

Satisfaction with COC Online Classes

Overall, respondents indicated that they were “satisfied” or “very satisfied” with online classes offered at College of the Canyons. The areas receiving the most satisfaction were the College website (82 percent) the stability of the Blackboard course management system (78 percent), and the overall quality of online courses at College of the Canyons (77 percent).

The areas receiving the least satisfaction were the availability of online courses offered (50 percent), the variety of online courses offered and Cooperative Work Experience Education (54 percent, each), and the Adult Reentry Program* (56 percent).

*The Adult Reentry Program is intended for adults 28 years of age and older. The data has been delimited by eligible age categories of 25 years and older in order to provide a more accurate depiction.
As indicated in Table 5, as compared with 2011, satisfaction with the following aspects of online courses have increased:

- Online services through the Library (increased 8 percent in 2012),
- Tutoring assistance through the TLC Lab (increased 7 percent in 2012),
- Test proctoring services offered through the TLC Lab (increased 6 percent in 2012),
- Technical support offered through the TLC Lab (increased 4 percent in 2012),
- Availability of online courses offered (increased 4 percent in 2012), and
- Variety of online courses offered (increase 2 percent in 2012).

As indicated in Table 5, as compared with 2011, satisfaction with the following aspects of online courses have decreased:

- Stability of Blackboard course management system (decreased 4 percent in 2012), and
- Overall quality of online courses at College of the Canyons (decreased 3 percent in 2012).

Table 5. Satisfaction with Online Instruction at College of the Canyons

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>College website</td>
<td>17%</td>
<td>82%</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Stability of Blackboard course management system</td>
<td>19%</td>
<td>77%</td>
<td>10%</td>
<td>82%</td>
</tr>
<tr>
<td>Overall quality of online courses at College of the Canyons</td>
<td>17%</td>
<td>78%</td>
<td>10%</td>
<td>82%</td>
</tr>
<tr>
<td>Online services offered through the library</td>
<td>29%</td>
<td>71%</td>
<td>28%</td>
<td>63%</td>
</tr>
<tr>
<td>Test proctoring services offered through the TLC lab</td>
<td>27%</td>
<td>70%</td>
<td>25%</td>
<td>64%</td>
</tr>
<tr>
<td>Tutoring assistance through the TLC lab</td>
<td>27%</td>
<td>70%</td>
<td>29%</td>
<td>63%</td>
</tr>
<tr>
<td>Instructional and major components available</td>
<td>30%</td>
<td>66%</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Technical support offered through the Tutoring/Learning/Computing (TLC) Lab</td>
<td>34%</td>
<td>64%</td>
<td>34%</td>
<td>60%</td>
</tr>
<tr>
<td>Adult Reentry Program**</td>
<td>44%</td>
<td>56%</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Computer and software training</td>
<td>43%</td>
<td>56%</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Cooperative Work Experience Education (CWEE)</td>
<td>41%</td>
<td>54%</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Variety of online courses offered</td>
<td>29%</td>
<td>54%</td>
<td>29%</td>
<td>52%</td>
</tr>
<tr>
<td>Availability of online courses offered</td>
<td>29%</td>
<td>50%</td>
<td>24%</td>
<td>46%</td>
</tr>
</tbody>
</table>

*Not surveyed in 2011
**The Adult Reentry Program results were delimited by eligible age categories of 25 years and older
Note: Analysis excludes respondents who indicated “N/A / Never Used”

**Satisfaction with MyCanyons**

The majority of respondents indicated that they were “satisfied” or “very satisfied” with the online registration system, MyCanyons; specifically, the ease of use (82 percent), availability of the system (73 percent), and options available (69 percent).

As compared to 2011, respondents indicated that they are slightly more satisfied with the options available (increased 2 percent), and slightly less satisfied with the ease of use (5 percent decrease) and availability of the system (2 percent decrease).
Textbook Preferences

Textbook Purchase Preferences

Respondents were asked to indicate the way that they prefer to purchase textbooks. Nearly half of the respondents (42 percent) indicated that they prefer to purchase textbooks online through a source other than the COC Bookstore, followed by rent from another source (15 percent), purchase online through the COC bookstore (12 percent), purchase in-person at the Valencia campus (11 percent), rent from the COC bookstore (9 percent), and download/access online for free (5 percent). Six percent of respondents indicated that they prefer to purchase textbooks through “other” sources. Respondents indicating “other” sources prefer to purchase textbooks through used bookstores (8 respondents), through other bookstores (2 respondents), and through the cheapest source (2 respondents).

Price of Textbooks

Nearly half of the respondents (46 percent) indicated that the price of a textbook does influence their course selection.

Student Awareness/Needs

Cooperative Work Experience Education (CWEE)

More than half of respondents (56 percent) indicated that they are aware that they can earn elective units through CWEE.

Career Services

More than two-thirds of respondents (68 percent) indicated that they are aware that Career Services can assist them with exploring careers and with the job search process.

COC Honors Program

More than half of respondents (52 percent) indicated that they are aware of the COC Honors Program. A significant percentage of respondents indicated a “neutral” response (25 percent).

UCLA Transfer Alliance Program (TAP)

Forty percent of respondents indicated that they are aware of the UCLA Transfer Alliance Program (TAP). A significant percentage of respondents indicated a “neutral” response (31 percent).

Admissions and Records

Admissions & Records (A&R) Services

Respondents indicated that they would like to have the following services provided by A&R:

- Deadline dates for classes on My Canyons (98 percent)
- Verification of current enrollment on MyCanyons (96 percent)
- Send transcripts electronically to other institutions (95 percent)
View transcripts received from other colleges on MyCanyons (92 percent)
Submit forms or petitions online (91 percent)
Live Chat with an A&R staff member (85 percent)
Access tutorials on how to use MyCanyons (78 percent)
Provide one-on-one or workshops to learn how to complete A&R processes online (65 percent)

As indicated in Table 6, the majority of respondents indicated that they would prefer to process various services offered by A&R online; specifically more than ninety percent of respondents indicated that they would prefer to process the following services online:

- View grades
- View/print class schedule
- View/receive registration dates
- View waitlist status
- Change username or password
- Register for a class
- Drop a class
- Change contact information
- View their registration holds
- Find out their student ID number
- Request an unofficial transcript
- Receive an enrollment verification
- “How to” tutorials
- Apply to the College

Table 6. Preference for Processing Admissions & Records Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Online</th>
<th>In Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply to the College</td>
<td>92%</td>
<td>8%</td>
</tr>
<tr>
<td>Change contact information</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td>Change username or password</td>
<td>98%</td>
<td>2%</td>
</tr>
<tr>
<td>Change your major</td>
<td>82%</td>
<td>17%</td>
</tr>
<tr>
<td>Drop a class</td>
<td>96%</td>
<td>3%</td>
</tr>
<tr>
<td>Find out your student ID number</td>
<td>95%</td>
<td>5%</td>
</tr>
<tr>
<td>“How to” tutorials</td>
<td>93%</td>
<td>4%</td>
</tr>
<tr>
<td>Receive an enrollment verification</td>
<td>93%</td>
<td>7%</td>
</tr>
<tr>
<td>Register for a class</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td>Request an official transcript</td>
<td>87%</td>
<td>11%</td>
</tr>
<tr>
<td>Request an unofficial transcript</td>
<td>94%</td>
<td>5%</td>
</tr>
<tr>
<td>View classes needed to graduate (program evaluation)</td>
<td>88%</td>
<td>8%</td>
</tr>
<tr>
<td>View grades</td>
<td>99%</td>
<td>1%</td>
</tr>
<tr>
<td>View waitlist status</td>
<td>98%</td>
<td>2%</td>
</tr>
<tr>
<td>View your registration holds</td>
<td>96%</td>
<td>2%</td>
</tr>
<tr>
<td>View/print your class schedule</td>
<td>98%</td>
<td>2%</td>
</tr>
<tr>
<td>View/receive registration date</td>
<td>98%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Note: Respondents indicating “Did not know it was available online” have been included in the calculation but have not been represented in this table. Please refer to Appendix B for percentage of respondents that indicated “did not know it was available online.”
**Transcript Options**

Respondents indicated that they would like to have the following services available for their College of the Canyons transcript:

- Ability to send their transcript electronically to other institutions or third parties (86 percent)
- Ability to pick up their transcript the day they order it (80 percent)
- Ability to pick up their transcript from the Canyon Country campus (61 percent)
- Ability to use FedEx overnight delivery (51 percent)

**Registration Process – Proposed Changes**

The majority of respondents agreed that the following proposed changes should be implemented to the registration process:

- Students in good standing should get priority over those on probation or dismissal status (82 percent)
- Students who are graduating this term should register first (77 percent)
- First time students should register after continuing students (76 percent)

Less than half of the respondents agreed that the following proposed changes should be implemented to the registration process:

- First time students should register before returning students (15 percent)
- Students in the Honors Program should have priority over all other students (26 percent)
- Students with over 100 units should register last (30 percent)
- Students with higher GPA’s should have priority over those with lower GPA’s (36 percent)
- All college units should be used in calculating total units for registration priority (45 percent)

**Placement Test Center**

**Testing Center Webpage**

Respondents were asked if they have visited the testing center webpage on the canyons.edu website. Twelve percent of respondents indicated that they have visited the testing center webpage.

Respondents who indicated that they had visited the testing center webpage were asked what information they were looking for. As indicated in Table 7, respondents indicated that they were primarily looking for the **hours/days the Placement Center is open** (74 percent), **contact information for the Placement Center** (41 percent), and for **help in preparing to take the placement test** (37 percent).
Table 7. Reasons for Visiting the Placement Center Testing Webpage

<table>
<thead>
<tr>
<th>Reason</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours/days the Placement Center is open</td>
<td>74%</td>
</tr>
<tr>
<td>Contact information for the Placement Center</td>
<td>41%</td>
</tr>
<tr>
<td>Help in preparing to take the placement test</td>
<td>37%</td>
</tr>
<tr>
<td>How the placement test and test scoring works</td>
<td>30%</td>
</tr>
<tr>
<td>Directions</td>
<td>30%</td>
</tr>
<tr>
<td>Verification that they have to take the placement test</td>
<td>19%</td>
</tr>
<tr>
<td>Information on fee-based tests such as CLEP, GRE, MCAT, or Microsoft Office Systems testing</td>
<td>19%</td>
</tr>
<tr>
<td>Sample questions to work on</td>
<td>19%</td>
</tr>
<tr>
<td>Reason why they were supposed to take the placement tests</td>
<td>15%</td>
</tr>
</tbody>
</table>

Testing Center Webpage Comments/Suggestions

Respondents were asked what other information they would like to see on the testing center webpage. Thirty-nine respondents provided suggestions or comments related to information they would like to see on the webpage. The majority of respondents indicated that they have not used the site/unsure of what is needed (30 respondents), followed by already obtained all information necessary (4 respondents), an online appointment option (2 respondents), and the location of the Placement Center (1 respondent). Please see Appendix C for detailed comments.

Assessment Center Services

Respondents were asked how likely they are to sign up for a variety of free services in the Assessment Center. As indicated in Table 8, the majority of respondents indicated that they would sign up for the services of a program advisor to help them figure out what classes to take or to discuss different major choices. Nearly half of the respondents indicated that they are interested in meeting with staff who can review their placement in detail and assess the next English, Math, or ESL class that needs to be taken (49 percent) and utilize available computers to complete the online orientation or study the online preparation materials (46 percent and 45 percent, respectively).

Table 8. Use of Free Services in the Assessment Center

<table>
<thead>
<tr>
<th>Service</th>
<th>Not Likely at all</th>
<th>Somewhat Likely</th>
<th>Likely/Very Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program advisor who can help student figure out what classes to take</td>
<td>9%</td>
<td>10%</td>
<td>81%</td>
</tr>
<tr>
<td>Program advisor who can discuss different major choices with the student</td>
<td>18%</td>
<td>7%</td>
<td>75%</td>
</tr>
<tr>
<td>Staff who can review the student's placement in detail and assess the next English, Math, or ESL class that needs to be taken</td>
<td>36%</td>
<td>15%</td>
<td>49%</td>
</tr>
<tr>
<td>Available computers where the student could complete the online orientation</td>
<td>37%</td>
<td>17%</td>
<td>46%</td>
</tr>
<tr>
<td>Available computers that can be used to study the online preparation materials</td>
<td>34%</td>
<td>21%</td>
<td>45%</td>
</tr>
<tr>
<td>2 hour in-person tutorial on how to prepare for the placement tests</td>
<td>55%</td>
<td>15%</td>
<td>30%</td>
</tr>
</tbody>
</table>
Assessment Test - Time Preferences

Respondents were asked what the most convenient time would be for them to come into the Assessment Center and complete the assessment. They were told that the assessment would take approximately two hours and were asked to pick a block of time when they would not be rushed or distracted.

The majority of respondents indicated that it was the most convenient time for them to take the assessment on the following days and times:

- Monday - Thursday before noon (24 percent),
- Saturday between 9 a.m. and noon (24 percent),
- Monday-Thursday between 5 p.m. and 7 p.m. (17 percent),
- Monday-Thursday between noon and 5 p.m. (16 percent),
- Friday morning before noon (11 percent), and
- Friday between noon and 3 p.m. (9 percent).

Barriers to College

More than half of respondents indicated the following as barriers to achieving their educational goals:

- Availability of classes at times needed (79 percent),
- Availability of courses (78 percent),
- Costs related to books, supplies, etc. (75 percent),
- Financial hardship (61 percent),
- Work pressures (60 percent), and
- Costs related to enrollment fees & other fees (52 percent).

As illustrated in Figure 3, as compared to 2011 there was a more than 5 percent increase in the percentage of respondents who indicated that the following have become barriers to achieving their educational goals:

- Work pressures (14 percent increase in 2012),
- Availability of counseling or program advisement staff (14 percent increase in 2012),
- Family responsibilities – Childcare (10 percent increase in 2012),
- Lack of reading, writing, and math skills needed to succeed (10 percent increase in 2012),
- Transportation costs (6 percent increase in 2012), and
- Quality of advising and counseling (6 percent increase in 2012).
Figure 3. Problems or Barriers that Respondents indicated are a “Major Problem” or “Somewhat a Problem” in Achieving Educational Goals

**Fee Increase**

Respondents were asked to what extent a fee increase from $36 per unit to $46 per unit would be a barrier to continuing their education at College of the Canyons. More than half of the respondents indicated that the fee increase would be a barrier to their education to a “very great” or “great” extent (53 percent), followed by “somewhat” of an extent (26 percent), and a “small” or “very small” extent (21 percent).

**Dianne G. Van Hook University Center**

**Awareness**

The majority of respondents (78 percent) indicated that they are aware of the University Center.

**Pursuit of an Advanced Degree through the University Center**

Fifty-two percent of respondents indicated that they are interested in pursuing an advanced degree (e.g., Bachelor’s, Master’s, etc.) in the University Center.

Respondents indicating that they were interested in pursuing an advanced degree were asked to indicate the program or major they are interested in pursuing. The most commonly identified areas of interest were in Nursing, Business/Marketing, and Psychology.
Respondents indicated an interest in:

- Business/Marketing (17),
- Nursing (14),
- Psychology (12),
- Bachelor’s Degree (7),
- Early Childhood Education (6),
- English (6),
- Communication Studies (4),
- History (4),
- Liberal Arts (4),
- Teaching Credential (3),
- Administration of Justice/Criminal Justice (3),
- Engineering (3),
- Undecided (3),
- Computer Science (2),
- Master’s Degree (2),
- Biological Sciences (2),
- Graphic Design (2),
- Anthropology (2),
- Interior Design (2),
- Kinesiology (2), and
- Music (2).

**Additional Comments Regarding Delivery of Online Instruction at COC**

Fifty-seven respondents provided suggestions or comments related to the delivery of online instruction at COC. Nine categories of comments and suggestions were provided, including positive comments, poor instructor communication, need for more online classes, frustration with Admissions & Records processes, computer problems/frustrations, cost issues, counseling frustrations, and test proctoring suggestions. Some specific comments included:

**Positive comments** (15 respondents)

- “Nothing short of excellent. I have a very busy work and personal schedule. [Online] courses have helped out a great deal.”
- “Online classes are great for working individuals. I would not have been able to get half of what I've accomplished done if it weren't for these classes.”

**Poor instructor communication** (11 respondents)

- “Contact with instructors can be difficult at times. I also feel instructions are not always clearly stated in online posts.”
- “Some professors do not take their online classes seriously. For example, they do not respond to emails or forget to post things.”

**Need for more online classes** (10 respondents)

- “Online classes should be offered for every course subject. It is only possible to take the "popular" classes online at this time.”
- “I would like to see more AA/AS available completely online...tough for working adults to get to classes in the evenings.”

**Frustration with Admissions & Records processes** (4 respondents)

- “…some problems such as contacting and communicating with Admissions or providing services that I feel could be easily accomplished online only on campus are the real issues I still face.”
“I found it unfair that as a new student I was last to register and hardly any classes were available, I was put on waitlists, and am lucky I got into the classes. I think the way that registration priority is messed up and needs some work.”

**Computer problems/frustrations** (3 respondents)

- “Be mac friendly...”
- “I cannot access library online database with personal computer.”

**Cost issues** (2 respondents)

- “…seeing a question about unit price being raised to $46 is ridiculous.”

**Counseling frustrations** (2 respondents)

- “Online counseling scheduling site is terrible. Every time I've been on it it just says "none available" so I keep trying... It's been 2 months.”

**Test proctoring suggestions** (2 respondents)

- “Something needs to be worked out between online classes and the TLC labs at both campuses when it comes to taking Proctored exams because I had WAY to many problems with it for one of my online classes.”

Please see Appendix C for detailed comments.

**Reasons for Attending COC, Reasons for Taking Online Classes, Communication with Students, and Mobile Applications**

Due to a programming error, these questions had a sample size less than ten. Please refer to Appendix B for the responses to the questions regarding reasons for attending COC, reasons for taking online classes, communication with students, and mobile applications.
Summary of Findings

Demographics
More than two-thirds of the respondents indicated that they are female. Nearly half of the respondents indicated that they are between the ages of 19 and 24 years. Just over half of the respondents indicated they are White. More than two-thirds of respondents work, although the majority work part-time. The majority of respondents indicated that they intend to transfer to a four-year university or obtain an associate degree.

Awareness and Helpfulness of Online Services
The majority of respondents are aware of the different types of information provided by the COC website and find the website helpful.

Awareness of Online Service Offerings
The majority of respondents are aware of the following online services offered: search for classes, registration, payment of tuition and fees, application, Financial Aid website, account balance, orientation, transcript requests, scheduling counseling appointments, and Library databases/resources.

Factors Contributing to Success in Online Classes at College of the Canyons
The top three aspects of the Distance Learning website that respondents indicated have contributed to their success as an online student are the orientation letter from the instructor, Blackboard tutorial, and scheduling details. Only 10 percent of respondents indicated that no aspects of the Distance Learning website have been important to their success as an online student.

Student Learning Outcomes
The majority of respondents “agree” or “strongly agree” that they are familiar with the student learning outcomes in their course(s), familiar with the student learning outcomes for their program/major, and that the syllabus for their course specifies the course student learning outcomes.

Other Online Course Information / Needs
Computer Requirement Awareness, Experience, and Preference. The majority of respondents were aware of the minimum hardware/software recommendations prior to registering for their online class(es). The majority of respondents indicated that they have 4 or more years of experience using computers. The majority of respondents indicated that they prefer Windows/PC.

Adult Reentry Program – Support Services*. Respondents were asked to indicate if they would use student support services that help students transition back to school after they have been away from school for several years (for those ages 28 and older only). The majority of respondents indicated that they would use student support services to help them transition back to school after being away several years. *The Adult Reentry Program is intended for adults 28 years of age and older. Delimiting the data by eligible age categories of 25 years and older provides a more accurate depiction of the percentage of respondents that would use the support services offered in the Adult Reentry Program.
Satisfaction with COC Online Classes

Overall, respondents indicated that they were “satisfied” or “very satisfied” with online classes offered at College of the Canyons. The areas receiving the most satisfaction were the College website, the stability of the Blackboard course management system, and the overall quality of online courses at College of the Canyons; while the areas receiving the least satisfaction were the availability of online courses offered, the variety of online courses offered, Cooperative Work Experience Education, and the Adult Reentry Program*. * The Adult Reentry Program is intended for adults 28 years of age and older. The data has been delimited by eligible age categories of 25 years and older in order to provide a more accurate depiction of satisfaction with the Adult Reentry Program.

Satisfaction with MyCanyons

The majority of respondents indicated that they were “satisfied” or “very satisfied” with the online registration system, MyCanyons; specifically, the ease of use, the availability, and options available.

Textbook Preferences

Nearly half of the respondents prefer to purchase textbooks online through a source other than the COC Bookstore. Just over half of the respondents indicated that the price of a textbook does not influence their course selection.

Student Awareness/Needs

More than half of the respondents are aware that they can earn elective units through CWEE. The majority of respondents are aware that Career Services can assist them with exploring careers and with the job search process. More than half of the respondents are aware of the COC Honors Program. Nearly half of the respondents are aware of the UCLA Transfer Alliance Program (TAP).

Admissions and Records

Services. The majority of respondents indicated that they would like to have more services available through MyCanyons; specifically deadline dates for classes, verification of current enrollment, viewing transcripts, and access to tutorials. The majority of respondents would also like to send transcripts electronically, and submit forms or petitions online.

The majority of respondents indicated that they would prefer to utilize services through A&R online.

Transcript Options. Respondents indicated that they would like the ability to send their transcript electronically, pick up their transcript the day they order it, pick up their transcript from the Canyon Country campus, and overnight delivery through FedEx.

Registration Process – Proposed Changes. The majority of respondents agreed that the following changes should be implemented to the registration process: students in good standing should get priority over those on probation or dismissal status, students who are graduating this term should register first, and first time students should register after continuing students. Less than half of the respondents agreed that the following proposed changes
should be implemented to the registration process: first time students should register before returning students, students in the Honors Program should have priority over all other students, students with over 100 units should register last, students with higher GPA’s should have priority over those with lower GPA’s, and all college units should be used in calculating total units for registration priority.

**Placement Test Center**

**Testing Center Webpage.** The majority of respondents have not visited the testing center webpage. Those who have visited the testing center webpage primarily visited the webpage for the *hours/days the Placement Center is open* and for *contact information for the Placement Center*.

**Assessment Center Services.** The majority of respondents indicated that they would sign up for the free services of a *program advisor* to help them figure out what classes to take or to discuss different major choices and *utilize available computers* to study the online preparation materials or complete the online orientation.

**Assessment Test - Time Preferences.** Nearly half of the respondents indicated that it was the most convenient time for them to take the assessment on Monday through Thursday before noon or Saturday between 9 a.m. and noon.

**Barriers to College**

The majority of respondents indicated that the availability of classes at times needed, availability of courses, and costs related to books, supplies, etc., were barriers to achieving their educational goals. As compared to Spring 2011, there was a significant increase in the percentage of respondents who indicated that work pressures and the availability of counseling or program advisement staff have become barriers to achieving their educational goals.

**Fee Increase**

More than half of the respondents indicated that a fee increase from $36 per unit to $46 per unit would be a barrier to their education to a “very great” or “great” extent.

**Dianne G. Van Hook University Center**

The majority of respondents indicated that they *are aware* of the University Center. More than half of the respondents indicated that they are interested in pursuing an advanced degree (e.g., Bachelor’s, Master’s, etc.) in the University Center. The most commonly identified areas of interest were *Nursing*, *Business/Marketing*, and *Psychology*. 
Recommendations

Upon review of the results the following recommendations should be taken into consideration. Specifically, consideration should be given to suggestions and comments provided by respondents.

- Explore ways to improve satisfaction with the availability of online courses offered and the variety of online courses offered as the budget permits.
- Explore ways to increase instructor responsiveness to online students in a timely manner.
- Explore ways to improve awareness with online services that showed a low level of awareness, specifically student technical support, program evaluation, and counseling tutorials.
- Explore ways to increase awareness of the UCLA Transfer Alliance Program (TAP).
- Explore ways to remove respondents’ top three barriers to college, especially related to the availability of courses, costs related to books, supplies, etc., and availability of classes at times needed.
- The Admissions & Records office should explore the ability for students to process various services online; specifically view grades, view waitlist status, registration dates, class schedule, change username/password, receive an enrollment verification, change contact information, register for a class, and view registration holds.
- The Admissions & Records office should explore ways to provide additional options for students regarding transcripts; specifically the ability to send transcripts electronically and the ability to pick up transcripts the day they are ordered.
- Consideration of student opinions on the proposed changes to the registration process should be made when planning changes to the current process. For example, 75 percent or more of respondents agreed with the following proposed changes:
  - Students in good standing should get priority over those on probation or dismissal status,
  - Students who are graduating this term should register first, and
  - First time students should register after continuing students.
- Proposed changes not supported by the majority of respondents included:
  - First time students should register before returning students,
  - Students in the Honors Program should have priority over all other students,
  - Students with over 100 units should register last,
  - Students with higher GPA’s should have priority over those with lower GPA’s, or
  - All college units should be used in calculating total units for registration priority.
- The Matriculation office should explore ways to expand the services of the Assessment Center; specifically how program advisement can be included in the available services offered and providing access to computers for online test preparation and online orientation.
- The Matriculation office should evaluate times students indicated that they prefer to take the placement test to see if adjustments in hours would be helpful.
- Consider adding programs of interest that are not currently offered in the University Center.