

OFFICE OF INSTITUTIONAL EFFECTIVENESS

# Los Angeles Mission College Student Survey - Fall 2013

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DISTANCE EDUCATION

February 11, 2014

## **I. Introduction**

The Los Angeles Mission College (LAMC) Office of Institutional Effectiveness conducted a comprehensive survey of campus services and student experiences during the Fall 2013 term to determine the level of student satisfaction with existing programs and services and to identify areas for improvement. A total of 954 responses to the survey were received from all demographic groups represented at LAMC. This report summarizes the findings from the section on distance education (online) courses.

Students were asked the following five questions regarding distance education:

- 1) How many online classes have you already completed at LAMC, not counting any online classes you are currently taking this semester?
- 2) How many online classes are you taking this semester at LAMC?
- 3) I would like LAMC to offer more online classes (strongly agree, agree, neither agree nor disagree, disagree, strongly disagree)
- 4) If you would like more classes offered online, for what purpose(s) would you like to take the online classes?
- 5) If you would like more classes offered online, which classes would you like to be offered online?

According to the survey results, less than one-fifth (18 percent) of LAMC student respondents were enrolled in online classes during the fall 2013 term. The majority of respondents (73 percent) had also never previously taken an online course at LAMC. Over half of respondents (54 percent) would like LAMC to offer more online classes, primarily for general education and major requirements and for transfer. The most frequently requested online classes were general education courses such as English and math, particularly English 101.

## **II. Online Course Loads**

The first question asks respondents to indicate how many online classes they had already completed at LAMC prior to the start of the fall 2013 semester. According to the survey results, 73 percent of respondents had never taken an online course at LAMC prior to the fall 2013 semester. Ten percent had previously taken one online course, seven percent had previously taken two online courses, five percent had taken three online courses, and six percent had taken more than three online courses. Figure 1 summarizes the responses to this question.

*Figure 1: Number of Online Classes Already Completed (N=954)*

<b>Number of Online Classes</b>	<b>Number of Respondents</b>	<b>% of Total</b>
0	694	72.7%
1	92	9.6%
2	65	6.8%
3	43	4.5%
4	20	2.1%
5	14	1.5%
6-9	18	1.9%
10 or more	8	0.8%
<b>Total</b>	<b>954</b>	<b>100.0%</b>

Students were also asked how many online classes they were taking at LAMC during the fall 2013 semester. The vast majority (82 percent) reported that they were not taking any online courses at LAMC that term. About 12 percent indicated they were currently taking one online course at LAMC and six percent indicated that they were taking more than one online course. Figure 2 summarizes the responses to this question.

*Figure 2: Number of Online Classes Enrolled in during Fall 2013 (N=954)*

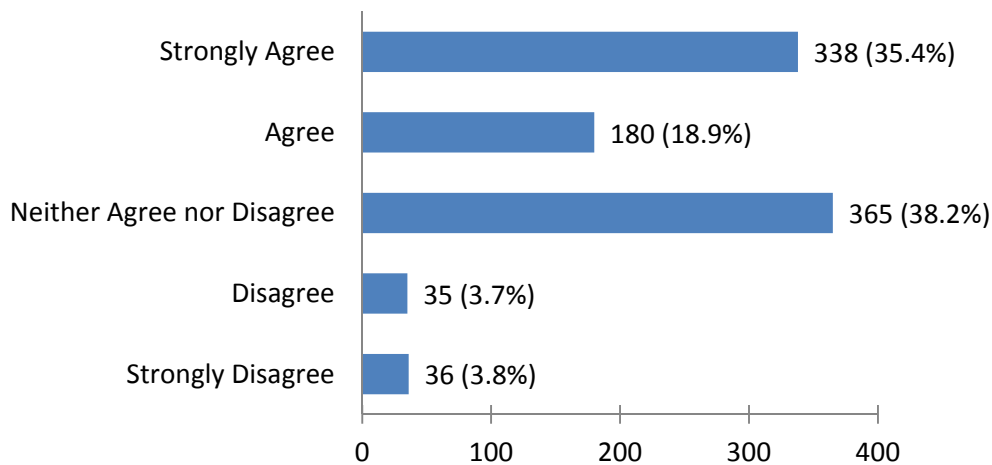
<b>Number of online classes</b>	<b>Number of Respondents</b>	<b>% of Total</b>
0	782	82.0%
1	110	11.5%
2	40	4.2%
3	10	1.0%
4	12	1.3%
<b>Total</b>	<b>954</b>	<b>100.0%</b>

The third questions on distance education asked respondents to indicate whether they would like LAMC to offer more online classes. Over half (54 percent) of respondents indicated that they agreed or strongly agreed that they would like LAMC to offer more online classes. Only seven percent of

respondents disagreed or strongly disagreed and 38 percent neither agreed nor disagreed. Figure 3 summarizes the responses to this question.

Based on the responses to this question, a small minority of LAMC students seem to strongly prefer face-to-face classes as compared with online classes, whereas the majority of students would like to see more online classes offered, but may not actually enroll. While online classes may accommodate working students' busy schedules and allow parents without child care to enroll in courses, some students may lack the financial and technical resources required to complete online courses at home (e.g., no computer or internet connection, etc.).

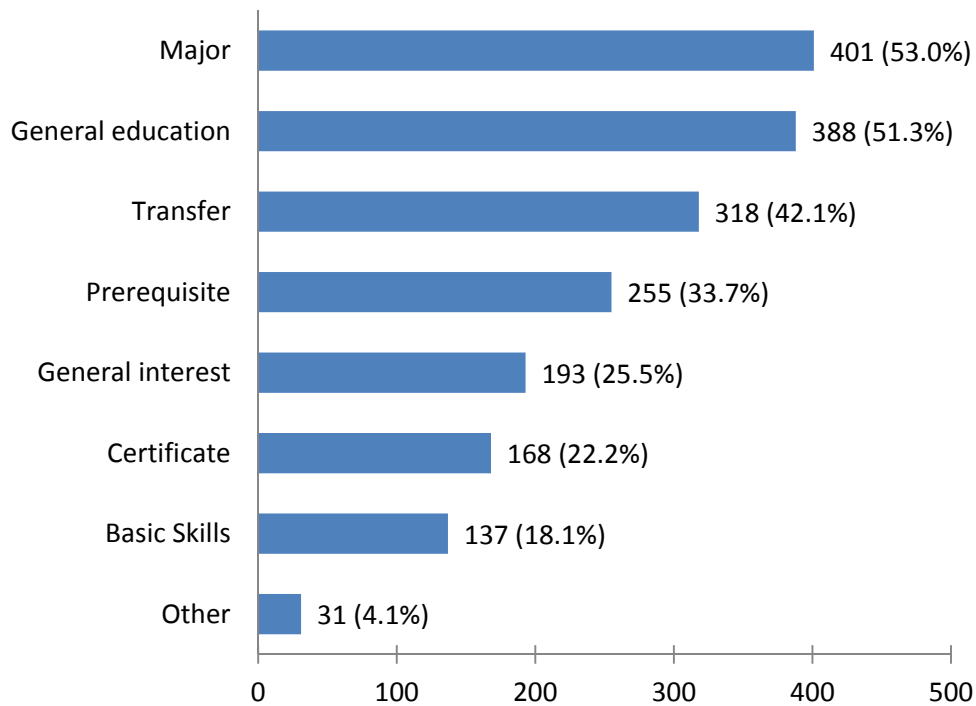
Figure 3: I would like LAMC to offer more online classes (N=954)



### III. Online Course Offerings

Students who would like more online classes offered at LAMC were asked the purpose(s) for which they would like to take the online classes. The most popular purposes were major requirements (selected by 53 percent of respondents), general education requirements (51 percent of respondents), and transfer requirements (42 percent). Other purposes included fulfilling prerequisites for another course (34 percent), general interest (26 percent), completing a certificate (22 percent), and acquiring basic skills (18 percent). Students may enroll in online courses for more than one purpose. Figure 4 summarizes the responses to this question.

Figure 4: Purpose of Online Courses (N=756)



Students who would like more online classes offered at LAMC were also asked which classes they would like to be offered online. General education courses were the most frequently requested, with 32 percent of respondents requesting online Math courses and 28 percent requesting online English courses. Psychology and History were the next most popular, followed by science courses such as Biology. English 101 was the most requested specific class, followed by English 102 and Math 115. Appendix A summarizes the responses to this question.

#### IV. Summary

According to the results of the survey, online classes are currently being utilized by only 20 percent of the LAMC student body, clearly showing room for growth. However, the high percentage of ambivalent students and the low proportion of students who have taken online courses in the past indicate that it may be difficult to attain a high rate of growth in online enrollments. In addition, a small minority of students strongly prefer face-to-face classes to the online format for a class and these students may not have the resources necessary to succeed in online courses.

## Appendix A: Courses Student Would Like to be Offered Online

<u>By Discipline/Program (Ranked)</u>	<u>Number of Requests</u>	<u>%</u>
Mathematics	90	32.0%
English	79	28.1%
Psychology	20	7.1%
History	18	6.4%
Sciences	16	5.7%
Biology	15	5.3%
Political Science	15	5.3%
Child Development	13	4.6%
Sociology	12	4.3%
Art	11	3.9%
Health Science	11	3.9%
Administration of Justice	10	3.6%
Computer Science/IT	10	3.6%
Economics	9	3.2%
Philosophy	8	2.8%
Chemistry	7	2.5%
Humanities	7	2.5%
Multimedia Studies	7	2.5%
Speech (Communication)	7	2.5%
Chicano Studies	6	2.1%
Family & Consumer Studies (incl. Nutrition)	6	2.1%
Geography	6	2.1%
Accounting	5	1.8%
Anthropology	5	1.8%
Business	5	1.8%
CAOT	5	1.8%
Law	5	1.8%
Anatomy	4	1.4%
Food Service Management (Culinary Arts)	4	1.4%
Spanish	4	1.4%
Social Sciences	4	1.4%
Astronomy	3	1.1%
Cinema	3	1.1%
Physics	3	1.1%
Developmental Communications (Grammar, Reading)	2	0.7%
Microbiology	2	0.7%
Physiology	2	0.7%
African-American Studies	1	0.4%
Dance	1	0.4%
ESL	1	0.4%
Finance	1	0.4%
Journalism	1	0.4%
Marketing	1	0.4%
Oceanography	1	0.4%
Personal Development	1	0.4%
Physical Science	1	0.4%

<u>Specific Courses Requested</u>	<u>Number of Requests</u>
Accounting 25	1
Anatomy 1	1
Art 101	1
Art 102	1
Astronomy 1	1
Biology 6	1
CAOT 82	1
Chemistry 065	1
Chemistry 102	1
Chemistry 211	2
Chemistry 212	2
Cinema 4	1
Culinary 016	1
Culinary 050	1
Culinary 100	1
Culinary 103	1
Culinary 105	1
Economics 1	2
Economics 2	1
English 021	1
English 028	3
English 101	11
English 102	4
English 103	2
English 205	1
English 206	1
FCS 021	1
FCS 022	1
FCS 109	1
Geography 2	1
History 11	2
Math 112	1
Math 115	4
Math 125	3
Math 215	2
Math 227	2
Math 238	1
Math 245	1
Philosophy 6	1
Physiology 1	1
Political Science 1	1
Political Science 2	1
Psychology 13	1
Sociology 4	2
Speech 101	1