

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

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Date: February 3, 2017 AA 17-08
To: Colleges Participating in the Distance Education Student Satisfaction Survey
From: LeBaron Woodyard, Dean, Academic Affairs
Subject: Instructions for College Participation in the Distance Education Student Satisfaction Survey

Thank you for committing your college to participating in the Distance Education Student Satisfaction Survey administered by the California Community Colleges Chancellor's Office (CCCCO). With your support, we hope to gather valuable information from your students who enrolled in and completed a distance education course in the Fall term of 2016.

Survey Background

This year's online Distance Education Student Satisfaction Survey will address interactions based on the typology of online interaction identified by Moore & Kearsley (2005, 1996), Hanna, Dudka & Runlee (2000) and Palloff & Pratt (2001) and includes the following areas:

- Learner-content interaction
- Learner-instructor interaction
- Learner-learner interaction
- Learner-technology interaction
- General interaction

The CCCCCO will analyze and include the results as part of the Distance Education Report scheduled for release this summer. The CCCCCO will summarize responses and disseminate to each participating college both the system-wide and individual college results. This will provide a common reference point to compare individual colleges against a statewide benchmark. In addition, each a college will receive a .csv file of their specific data.

Timeline:

- February 1 College commitments
- February 15 Custom questions due to CCCCCO
- February 24 Random sample of student emails due to the CCCCCO and CCCCCO sends first student contact memo survey recipients
- March 1 CCCCCO sends second student contact memo and link to survey recipients
- May 1 Survey closes and all responses due to CCCCCO.

Next Steps

(1) Customized Question Submission

Created and managed in SurveyGizmo, the 2016 Fall DE Student Satisfaction Survey allows additional custom questions to appear when students select their particular college. **Your college may skip this step if you do not plan to submit additional questions.**

Types of acceptable questions include open-ended text box, radio button, checkboxes, grids and multiple choice. If your custom questions require formats that are more complex, please contact the Chancellor's Office with details to ensure they may be included.

To submit customized questions specific to your college, please include them on a separate sheet with the page heading "Customized Student Satisfaction Questions for [College Name]" and send them to Erin Larson (el Larson@cccco.edu).

Once the uploaded into SurveyGizmo, the CCCCOC will send a preview for your review and approval. To ensure that the survey is distributed on time, all finalized questions must be reviewed and approved before March 1.

(2) Distance Education Student Sample Selection

The next step in the process is to work with your local MIS or institutional researcher to identify the students for the sample. The student sample is due to the CCCCOC by February 24.

To select students:

1. Identify all students who enrolled in and completed a distance education course in the Fall term of 2016. "Completed" is defined as any student who received any of the following grade symbols in the course: A, B, C, D, F, Pass/Fail, or Complete/Not Complete. "Distance education course" is defined as any course or section where 51% of instruction is offered through distance education in lieu of face-to-face interaction.
2. Determine the sample size for the population generated in #1 above by using the Sample Size Calculator from SurveyGizmo located at <https://blog.surveygizmo.com/sample-size>.

Use the following parameters in the sample size calculator:

- a. Confidence Level 95%
 - b. Confidence Interval 5%
 - c. Population Number generated from Step 1
 - d. Example: Using the above parameters for a college with 5,000 distance education students would yield a valid sample size of 357.
3. Multiply the sample size that was calculated in #2 above by 5 (sample size X 5).
Example: Using the number generated in "d" above ($357 \times 5 = 1,785$). If this number exceeds the population generated in #1 then your sample size is the population size and you may go to step #5.

4. Randomly select the calculated number of students from the distance education population identified in item #1. Example: Randomly select 1,785 students from the 5,000 students identified in #1.
5. Include in the student sample file all of the following:
 - a. Students first and last name,
 - b. Student’s email address,
 - c. Name of the distance education course the student completed
 - d. Grade student received in the course: A, B, C, D, or F
6. Format the student sample information in a CSV file with the following headers:

FirstName	LastName	Email	CourseName	Grade
John	Smith	jsmith@smail.xyz.edu	English 3 – English Literature	B
Sally	Jones	sjones@smail.xyz.edu	History 5 – US History 1865- 1920	A

(3) Send Student Sample File to the CCCCCO

Use one of two methods to send the student sample file to the CCCCCO: direct email or Secure File Transfer Protocol (SFTP).

1. For direct email, send the file as an attachment to the Erin Larson, elarson@cccco.edu, include “DE Student Satisfaction Survey 2016 – [college name]” in the subject line.
2. For the SFTP method, you will need to use an SFTP client, which supports Secure FTP protocol. If you do not have a client, FileZilla is a free version and is available from <https://filezilla-project.org/>.

Here is the login information:

- Hostname: sftp.cccco.edu
- Protocol: SFTP/SSH File Transfer Protocol
- Username: de_survey
- Password: d!st@ant!

When users log in with the information above, they will see the Student Satisfaction folders, place your information into the **Student Satisfaction** folder.

If there are any questions or issues, please send an email to Erin Larson at elarson@cccco.edu.

Attachments:

1. Draft: Fall 2016 Distance Education Student Satisfaction Survey
2. Sample: First Student Contact Memo from the CCCCCO
3. Sample: Second Student Contact Memo Including Survey Link

ATTACHMENT 1

DRAFT: Fall 2016 Distance Education Student Satisfaction Survey

Introduction and Overview

1) Please enter today's date (MM/DD/YYYY)* _____

2) Please select the college from the drop down menu where you completed the distance education course in the 2016 Fall semester.*

[Insert Participating College List Here]

[Custom Questions by College Here]

Student Information

3) How would you classify your enrollment status in the 2016 Fall quarter/semester?*

Full time student (12 or more units)

Part time student (6 to 11 units)

Part time student (5 or less units)

4) Please check your gender.*

Male

Female

5) Please check your age range group.*

under 18

18-24

25-34

35-44

45-54

55+

6) Please identify your race/ethnicity*

Asian/Pacific Islander

Black/African-American

Caucasian

Hispanic

Native American/Alaska Native

Other/Multi-Racial

Decline to Respond

7) Have you ever taken a distance education orientation course or workshop at this college?

Yes

No

Distance Education Orientation Course or Workshop Question Page

You answered "yes" to the question #7 that you have taken a distance education orientation course or workshop at this college. Please answer the following questions related to this distance education orientation course or workshop.

Is the course or workshop required before you can take a distance education course at the college or is it voluntary? Required Voluntary

Is it a credit course for which you receive credit or is it a workshop where no credit is issued?

Credit course

Workshop (No credit issued)

If it was a credit course, how many units of credit are offered?: _____

If it was a workshop where no credit is issued, how many hours was it?: _____

What type of orientation course/workshop did you complete?

On Campus Instruction - traditional face to face

Online Instruction - instructor facilitated

Online Instruction - technology facilitated (no human presence)

Online Self-Assessment - no instruction

Other (Telecourse, DVD, Podcast, other audio, etc.):

On a scale of 1-5 with 5 being the highest, how satisfied were you with this distance education orientation course/workshop?

1 - Very Dissatisfied 2 - Dissatisfied 3 - Neutral 4 - Satisfied 5 - Very Satisfied

Provide any comments that you may have about the distance education orientation course/workshop you completed.

Student Information (Continued)

8) How many distance education courses did you complete during the 2016 Fall quarter/semester? (Enter whole numbers only, no fractions or decimal points)_____

9) Have you ever completed a distance education course at this college before the 2016 Fall quarter/semester? Yes No

10) If yes, you have completed a distance education course before at this college, then please write in the number of distance education courses you have taken before at this college. Please enter whole numbers only, no decimals or fractions. _____

Course Information

11) Please list the Course # and Title of the distance education course you completed at this college in the 2016 Fall Semester.*

Course # (Example: Econ 101): _____

Course Title (Example: Beginning Economics): _____

12) On a scale of 1 to 5 (with 5 being the highest), rate the importance of the following possible reasons as to why you enrolled in the distance education course identified in question #11 . (Please respond to each item)

	1 - Not Very Important	2 - Not Important	3 - Neutral	4 - Important	5 - Very Important	Not Applicable
The course met requirements for the associate degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course met requirements for transfer to a 4-year college or university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course met requirements for a vocational certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course would improve my job skills/expand my job opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course was convenient with my work schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course was convenient with my child-rearing schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had success with a previous distance education course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had a personal interest in the subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I thought it would be more varied and interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I enjoy learning on a computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I prefer this method of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The instructor's reputation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All on-campus sections of the course were full	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course was not scheduled in a classroom setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was unable to come to campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a disability that makes it difficult to attend classes on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13) Please select the type of instructional delivery used in the distance education course you identified in question # 11.

- Televised course (Cable/broadcast)
- Videotape/DVD
- Video Conferencing
- Telephone Conferencing
- Audiotapes
- Correspondence course
- Web Conferencing (i.e. CCC Confer)
- Online (Internet)

14) Please indicate if the course identified in question #11 was conducted in real time or delayed time.

- Real time (at a specific time but from anywhere)
- Delayed time (any time, from anywhere)

15) Did this course use a discussion board? Yes No

The items in the next six sections are rated on the following scale:

- 1 - Strongly Disagree
- 2 – Disagree
- 3 – Neutral
- 4 – Agree
- 5 - Strongly Agree
- Not Applicable

Discussion Board Interaction

16) In this class the teacher was an active member of the discussion group offering direction to posted comments

17) In this class the online discussion board provided opportunity for problem solving with other students

- 18) In this class the online discussion board provided opportunity for critical thinking with other students
 - 19) The discussion board in this class was a waste of time
-

Learner - Content Interaction

- 20) The course documents (lessons or lecture notes) used in this class facilitated my learning
 - 21) The websites that were linked to this course facilitated my learning
 - 22) The assignments and/or projects in this course facilitated my learning
 - 23) Preparation for quizzes/exams in this course facilitated my learning
 - 24) The learning activities in this course required application of problem solving skills which facilitated my learning
 - 25) I feel this online class experience has helped improve my written communication skills
 - 26) The learning activities in this course required critical thinking which facilitated my learning
 - 27) The course syllabus facilitated my learning
 - 28) The activities in class facilitated my learning
 - 29) The reading material facilitated my learning
 - 30) The material inside and outside of class facilitated my learning
 - 31) The breadth of coverage facilitated my learning
 - 32) The depth of coverage facilitated my learning
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Learner - Instructor Interaction

- 33) I received timely feedback (within 24-48 hours) from my teacher
 - 34) I felt frustrated by the lack of feedback from my teacher
 - 35) I was able to get individualized attention from my teacher when needed
 - 36) In this class the teacher functioned as the facilitator of the course by continuously encouraging communication
 - 37) Although I could not see the teacher in this class, I felt his/her presence
 - 38) There was a clear human presence of the instructor evident in this distance education course.
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Learner - Learner Interaction

- 39) This class created a sense of community among students
 - 40) In this class I was able to ask for clarification from a fellow student when needed
 - 41) I received timely (within 24-48 hours) feedback from students in the class
 - 42) This class encouraged students to discuss ideas and concepts covered with other students
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Learner - Technology Interaction

- 43) Most difficulties I encounter when using computers, I can deal with
 - 44) I find working with computers very easy
 - 45) I enjoy working with computers
 - 46) I am very confident in my abilities to use computers
 - 47) Computers make me much more productive
 - 48) Using computers makes learning more interesting
 - 49) Some computer software packages definitely make learning easier
 - 50) Computers are good aids to learning
-

51) I consider myself a skilled computer user

General Interaction

52) This distance education course met my learning needs

53) There was an effective ratio of graded vs. un-graded work

54) The class assignments reflected an appropriate level of difficulty

55) This class had the ability to deepen my understanding of the topics covered

56) I would recommend this course to others

57) I would like to take another distance education course

58) I learned as much in this distance education course as compared to a face-to-face course

59) I believe distance education courses are as effective as face-to-face courses

Other Comments

60) My overall level of satisfaction with this distance education course.

1 - Very Dissatisfied 2 - Dissatisfied 3 - Neutral 4 - Satisfied 5 - Very Satisfied Not Applicable

61) What aspects of the course did you like the most?

62) What aspects of the course did you like the least?

Thank You!

ATTACHMENT 2

SAMPLE: First Student Contact Memo from the CCCCCO

Date February XX, 2017

Dear John Smith,

You have been identified by College of Marin as completing the following distance education course in the 2016 Fall term: English 3 - English Literature. The Chancellor's Office (CO) for the California Community Colleges (CCC) in cooperation with College of Marin and other community colleges in the System is conducting the *Fall 2016 Distance Education Student Satisfaction Survey*.

You have been selected to help provide important information about your level of satisfaction and experience in a CCC distance education course. This is a preliminary email asking for your help in our efforts to improve the distance education experience and outcomes for students. Your participation in this survey will help us with this important initiative.

PURPOSE OF THE SURVEY

Distance education instruction is growing at a very rapid rate in the CCC System. This year nearly 27% of all CCC students will take at least one distance education course. The Chancellor's Office and College of Marin want to make sure distance education courses are meeting the needs of students and are committed to looking for ways to make the educational experience better. One of the best ways to do that is by asking students directly about their experiences in courses. This survey of distance education students will help provide information that will contribute to improved student experiences and instructional outcomes.

WHAT IS GOING TO HAPPEN NEXT?

In 3-5 days you will receive an email with a link to the *Fall 2016 Distance Education Student Satisfaction Survey* sent on behalf of the CO from SurveyGizmo. Follow that link by clicking on it to access the survey about the distance education course that you have just completed at College of Marin. All of your responses are confidential and will not be shared with anyone beyond the Chancellor's Office or College of Marin. All responses are summarized and reported as a group.

Thanks in advance for your participation in this important survey of distance education students in the California Community Colleges. Remember all you have to do to participate is click on the link in the email you will receive in the next 3-5 days.

Truly,

LeBaron Woodyard, Ph.D,
Dean, Academic Affairs Division

ATTACHMENT 3

SAMPLE: Second Student Contact Memo Including Survey Link

Date March XX, 2017

Dear John Smith,

You were contacted a few days ago by the Chancellor's Office (CO) for the California Community Colleges (CCC) that you would be receiving this email from SurveyGizmo. You were identified by College of Marin as completing the following distance education course in the 2016 Fall term, English 3 - English Literature. The CO in cooperation with College of Marin and other community colleges were conducting a survey of students who completed a distance education course in the 2016 Fall term.

You were selected from thousands of students at College of Marin to help provide important information about the student experience by taking the *2016 Fall Distance Education Student Satisfaction Survey*. We are asking for your assistance in helping us gather important information about student satisfaction in distance education courses in California community colleges.

This email contains a unique link that is tied to your email address that will allow you to provide feedback on your distance education course experience. Please, do not share this link with anyone else. Shared emails will overwrite earlier data entered in the survey.

The survey looks at interaction of students in different areas of the course. The survey will take approximately 20 minutes to complete. All responses are confidential and will not be shared with anyone beyond the Chancellor's Office and College of Marin.

You can help with this important survey by following the link below. The survey does have a "Save and Continue" button that allows you to stop and continue the survey later if you wish. The "Save and Continue" button saves information stored up to the previous page but not the current page.

To begin the *2016 Fall Distance Education Student Satisfaction Survey* please click on this link now, [Survey Link].

Thank you in advance for your participation in the *2016 Fall Term Distance Education Student Satisfaction Survey*.

Sincerely,

LeBaron Woodyard, Ph.D.
Dean, Academic Affairs Division