



Distance Education Student Experience Survey

Fall 2024

Context

In Fall 2024, all students enrolled in a distance education course at San Diego Community College District (SDCCD) and all faculty teaching distance education courses were invited to complete a survey about their experiences online at the District.

Student Survey: About 28,000 students from San Diego City, Mesa, and Miramar Colleges and the College of Continuing Education (SDCCE) were invited to complete the survey, representing 65% of students enrolled at SDCCD in Fall 2024 (Credit Colleges: 72%, SDCCE: 55%). There were 1,571 student responses (City: 159, Mesa: 219, Miramar: 130, SDCCE: 563), 252 of whom enrolled at more than one college. These responses represent a 4.2% response rate (Credit Colleges: 2.7%, SDCCE: 6.5%).

Faculty Survey: All 1,122 faculty teaching Distance Education courses in Fall 2024 SDCCD were surveyed. 162 faculty responded to the survey for a 14.4% response rate.

The surveys included questions regarding:

- **Modality Preference and Club Participation**
- **Student and Faculty Sentiment in Online Classes**
- **Student and Faculty Challenges and Barriers Online**
- **Student and Faculty Assets Online**
- **Open Educational Resources (OER) and Zero Textbook Cost (ZTC) data**

Methodology

Multiple choice and multiple response data is presented in this briefing as provided by respondents.

A preliminary analysis of open-ended responses was conducted by a researcher to identify descriptive codes; all responses were assigned one of those descriptive codes a Language Learning Model (Chat GPT). LLM output was reviewed by the researcher and revised as needed.

Definitions

- **Distance Education:** A course taught in an online modality (i.e., Fully Online, Online-live, Hyflex).
- **Fully Online:** Sections offered online with no set meeting time (asynchronous). These are a subset of Distance Education enrollments.
- **Online-live:** Sections offered online with set meeting times (synchronous). These are a subset of Distance Education enrollments.
- **Hyflex:** Sections offered in which students may attend fully online, fully on-ground, or any possible combination of online and on-ground. These are a subset of Distance Education enrollments.
- **Partially Online:** Sections that include components both in online and on-campus modalities.
- **On-ground:** "Face to face" sections, in which the instructor and students physically occupy the same place at the same time. This includes sections offered on-campus and off-campus (such as CCAP sections offered on high school campuses) sections.

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Executive Summary

1. **Preferred Modality:** 78% of students indicated Distance Education courses (Online Live, Fully Online, Partially Online, or Hyflex) as their preferred course modality. See page 5.
2. **Participation in clubs:** 18% of student respondents participated in clubs online. Another 35% didn't participate, but were aware of opportunities to do so. See page 8.
3. **Reasons to Enroll Online:** 36% of respondents indicated they enroll online due to their personal schedule, although respondents provided a relatively large number of reasons they enroll online. See page 9.
4. **Sentiment about Online Classes, Overall:** Students and faculty expressed generally positive sentiments about their experience in online classes. See page 10.
5. **Sentiment about Online Classes, by Group:** Student groups with less positive responses about sentiment in online classes were students who enrolled only at Miramar, students under 24, and students with majors in Art/Graphic Design, CSU General Education/IGETC, and Social Sciences. See page 11.
6. **Challenges and barriers Online:** In their online classes, students most commonly encountered Access to computers/technology/software as a barrier (13% of respondents), and most commonly reported Time Management as a barrier (13%). Faculty indicated that Login and Authentication was the most common technical challenge – this is up from Fall 2023 when this was the third-most encountered barrier. See page 13.
7. **What helps students learn online, existing resources:** Students indicated the Library, Canvas Support, and Tutoring (in-person and online) were the most helpful. AI Tools were the least helpful. See page 15.
8. **What helps students learn online, open-ended responses:** Students indicated that engagement with their professors, internet-based solutions such as YouTube, and recorded lectures from their professors helped them learn course content and complete their online classes. See page 15.
9. **For those unprepared for online, what would help students learn:** Respondents who felt unprepared to learn online reported that more engagement with their instructor, early access to course materials, and academic support such as tutoring would have helped them learn online. See page 18.
10. **What helps faculty teach online:** Zoom and Canvas were ranked most highly (close to "Very Helpful" on average), and Pronto (messaging app) and Generative AI were ranked least highly (close to "Somewhat Helpful" on average), although respondents rated AI Tools as more helpful in Fall 2024 (1.13) than in Fall 2023 (1.01). See page 19.
11. **What helps faculty learn about Canvas:** While the Online Faculty Mentor was rated as the most helpful resource for Canvas, the email announcements from the Online Faculty Mentor were the least helpful. See page 19.
12. **Requested Professional Development Topics for Faculty:** Faculty were mostly likely to indicate they were interested in learning more about Creative and/or Extended Use of Canvas Features. See page 20.
13. **Faculty Voice:** When asked what would improve their online experience at SDCCD, the most common theme from faculty was about technology and platform issues. See page 20.
14. **OER/ZTC:** [It appears that awareness and positive perceptions of OER and ZTC are largely unchanged in Fall 2024 compared to Fall 2023. See pages 21 to 25.

Modality Preference and Club Participation

1. Preferred Modality: 78% of students indicated Distance Education courses (Online Live, Fully Online, Partially Online, or Hyflex) as their preferred course modality.

While the sampling methodology of this survey (surveys emailed to all students enrolled online in Fall 2024) likely acts as a selection criteria for respondents who are more positive towards distance education, it should be noted that about two-thirds of students at SDCCD enrolled in at least one online class in Fall 2024 (Credit Colleges: 72%, SDCCE: 55%) – meaning the bias of this sample is shared by a majority of SDCCD students.

Generally, students preferred Fully Online courses to Online Live courses, except students at SDCCE and older students (there is significant overlap between these two disaggregations).

Groups that preferred On-campus courses at higher rates included:

- Students who only enrolled at City College (28%)
- Students 18-24 (29%)
- Students seeking a transfer/associate degree (26%)
- Students with the following majors: Biology/Allied Health (28%), Art/Graphic Design (30%), Social Sciences (34%), Liberal Arts and Sciences (36%), and Engineering (28%).

See Table 1 on the next two pages for full disaggregations.

It should be noted that students under age 24 also reported less positive sentiment in their online classes (Table 4 page 12), suggesting that younger students in less defined academic pathways (CSU Gen. Ed., IGETC) may be among those who benefit more from on-campus instruction.

Distance Ed. Experience Survey, Fall 2024

Table 1. Student Modality Preference, Groups with over 30 Respondents

		Online Live	Fully Online	Hyflex	Partially Online	Distance Ed Total	On-ground	Total Respondents
Overall Average		21%	39%	5%	13%	78%	17%	1,270
College Enrolled	SDCCE Only	42%	21%	8%	14%	85%	10%	526
	City Only	7%	48%	3%	7%	65%	28%	149
	Mesa Only	8%	48%	2%	15%	73%	22%	209
	Miramar Only	6%	52%	2%	15%	75%	21%	126
	More than 1 Credit	5%	56%	3%	12%	76%	19%	245
	Credit and Non-credit	20%	40%	7%	13%	80%	20%	15
Age Group	Under 18	4%	57%	0%	13%	74%	21%	76
	18 - 24	4%	42%	3%	15%	64%	29%	280
	25 - 34	15%	51%	6%	11%	83%	15%	218
	35 - 44	22%	45%	4%	14%	85%	11%	184
	45 - 54	18%	40%	6%	14%	78%	16%	130
	55 - 64	34%	30%	6%	10%	80%	17%	115
	65+	45%	20%	6%	13%	84%	9%	267
Ed Objective	Transfer/Associate	7%	46%	3%	12%	68%	26%	328
	Unreported	16%	46%	2%	13%	77%	17%	87
	Prepare for a new job	21%	26%	5%	37%	89%	11%	19
	Educational Development	31%	38%	0%	15%	84%	15%	13
	Maintain cert./license	7%	53%	7%	13%	80%	7%	15
Ethnicity	White	26%	34%	5%	14%	79%	16%	468
	Latinx	18%	46%	3%	9%	76%	19%	377
	Asian	16%	38%	7%	14%	75%	18%	196
	African American	23%	42%	3%	14%	82%	12%	99
	Multi-Ethnicity	19%	39%	9%	13%	80%	16%	67
	Filipino	9%	38%	0%	25%	72%	22%	32
	Unreported	16%	46%	2%	13%	77%	17%	87
	Pacific Islander	29%	29%	0%	29%	87%	14%	7
	Native American	0%	100%	0%	0%	100%	0%	3

Distance Ed. Experience Survey, Fall 2024

		Online Live	Fully Online	Hyflex	Partially Online	Distance Ed Total	On-ground	Total Respondents
Overall Average		21%	39%	5%	13%	78%	17%	1,270
Gender	Woman	24%	39%	5%	12%	80%	15%	869
	Man	16%	39%	4%	17%	76%	20%	369
	Unreported	16%	46%	2%	13%	77%	17%	87
	Non-Binary	0%	50%	14%	7%	71%	21%	14
Major	Undecl./Undeci.	51%	15%	9%	13%	88%	9%	221
	ESL	37%	31%	4%	12%	84%	8%	140
	Other	10%	36%	2%	25%	73%	22%	122
	Unreported	16%	46%	2%	13%	77%	17%	87
	Computer Science	17%	43%	10%	17%	87%	9%	82
	Business	11%	56%	6%	8%	81%	15%	79
	Biology or Allied Health	8%	52%	2%	8%	70%	28%	61
	Art/Graphic Design	11%	39%	4%	11%	65%	30%	57
	CSU Gen. Ed./IGETC	0%	58%	0%	13%	71%	23%	52
	Child Development	22%	50%	4%	15%	91%	7%	46
	Social Sciences	5%	42%	5%	11%	63%	34%	38
	Psychology	7%	47%	7%	7%	68%	23%	30
	Accounting	17%	67%	0%	8%	92%	8%	24
	Cybersecurity	16%	60%	8%	8%	92%	8%	25
	Social Work	12%	56%	0%	16%	84%	12%	25
	Lib. Arts and Sciences	5%	45%	5%	5%	60%	36%	22
	Engineering	0%	50%	6%	6%	62%	28%	18

Distance Ed. Experience Survey, Fall 2024

2. **Participation in clubs:** 18% of student respondents participated in clubs online. Another 35% didn't participate, but were aware of opportunities to do so.

Students from SDCCE, older students, students under 18, and ESL and Child Development major students were much less likely to be aware of opportunities to participate in online clubs.

Table 2. Participation in and Awareness of Online Clubs, by Group

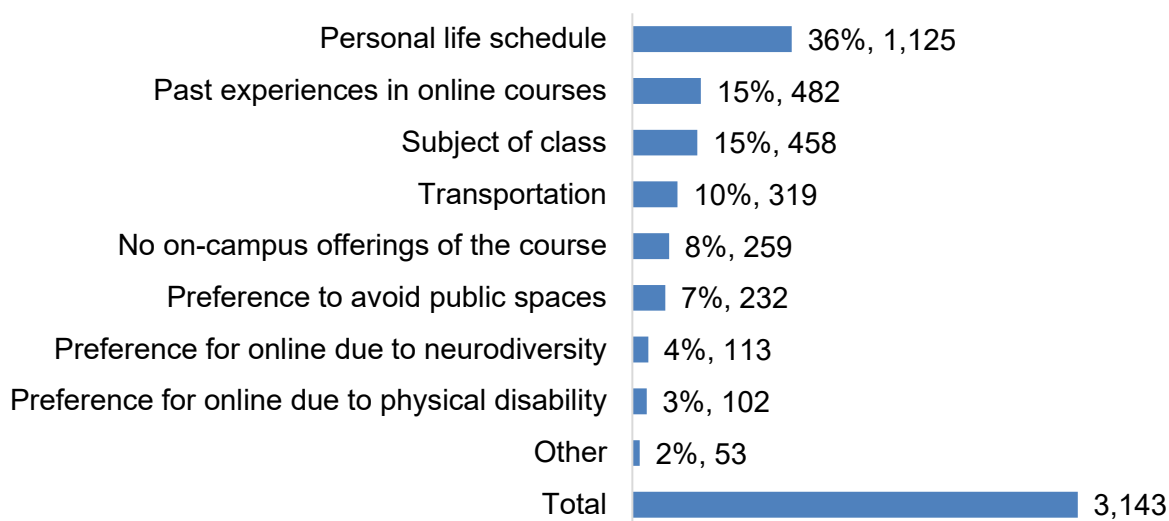
		Yes	No, but know about opportunities	No, and don't know about opportunities	Total Respondents
Overall Average		18%	35%	47%	1,571
College Enrolled	City Only	18%	60%	22%	159
	Mesa Only	16%	60%	24%	219
	Miramar Only	15%	52%	34%	130
	More than 1 Credit	19%	60%	21%	252
	SDCCE Only	20%	32%	48%	563
Age Group	Under 18	13%	47%	41%	88
	18 - 24	19%	61%	21%	291
	25 - 34	28%	45%	27%	234
	35 - 44	18%	49%	33%	194
	45 - 54	23%	35%	42%	137
	55 - 64	16%	42%	42%	119
	65+	12%	40%	48%	275
Academic Area of Major	ESL	38%	21%	41%	163
	Other	18%	55%	26%	125
	Business	14%	54%	32%	85
	Computer Science	23%	44%	33%	84
	Biology or Allied Health	24%	62%	14%	66
	Art/Graphic Design	12%	53%	34%	58
	CSU Gen. Ed. / IGETC	17%	62%	21%	52
	Child Development	15%	44%	42%	48
	Social Sciences	26%	63%	11%	38
	Psychology	19%	58%	23%	31
	Undeclared/Undecided	10%	65%	25%	20
Race	White	14%	46%	41%	486
	Latinx	21%	47%	32%	398
	Asian	22%	47%	31%	203
	Multi-Ethnicity	23%	49%	28%	75
	Filipino	9%	72%	19%	32
	Unreported	16%	51%	33%	233

3. Reasons to Enroll Online: 36% of respondents indicated they enroll online due to their personal schedule, although respondents provided a relatively large number of reasons they enroll online.

Over 1 in 3 respondents indicated they enrolled online to accommodate their personal schedule, and this was the most common reason to enroll online for every disaggregation. 15% of respondents indicated that they enrolled online due to past experiences in online courses, as well as the subject of the class. Another 1 in 10 respondents indicated they enrolled online due to transportation challenges.

Of respondents who provided an “Other” open-ended reason for enrolling online, several indicated personal health issues, living far from the colleges, or being incarcerated as the reason for enrolling online. For these respondents, distance education presents a unique opportunity to access education.

Figure 1. Student Reasons to Enroll Online



Student and Faculty Sentiment in Online Classes

4. Sentiment about Online Classes, Overall: Students and faculty expressed generally positive sentiments about their experience in online classes.

85% of students agreed that they were prepared to learn online, 76% agreed that their course materials were representative of diversity, and 77% agreed they felt connected to their instructors. 59% of respondents agreed that they felt connected to other students in their online classes, the least positive area of online sentiment for the survey.

Students generally agreed their course materials were representative of diversity, they were connected to their instructors, and they were prepared to learn online, but they were less likely to agree that they felt connected to their classmates.

While student responses were largely positive, there was some variation by age, race, gender, educational objective, and academic area of major. See Table 4 on page 12 in the next section of the report for response rates by group.

Table 3. Student sentiment about online classes

	Fall 2023		Fall 2024	
	# Responses	% Agree	# Responses	% Agree
I felt connected to the instructor in my online class.	2,374	77%	3,687	77%
I felt connected to the other students in my online class.	2,371	61%	3,682	59%
The course materials in my online class were representative of diverse perspectives, cultures, and backgrounds.	2,341	75%	3,652	76%
I was adequately prepared to learn in an online class.	2,353	85%	3,664	85%

Faculty Perspective: Faculty also generally indicated positive sentiments about teaching online. Faculty were asked to indicate how strongly they agreed with the following statements – responses were generally positive, with faculty largely agreeing with these statements.

- I am satisfied with the **support** provided by SDCCD to teach online classes: 78% agree
- I am satisfied with the **resources** and tools provided by SDCCD to teach online classes: 81% agree
- I was **adequately prepared** to teach an online class: 92% agree

5. Sentiment about Online Classes, by Group: Survey responses suggest that some groups of students may feel less engaged by their online coursework than others.

Student groups with less positive responses about sentiment in online classes (on a scale of 1 to 5, with 5 being most positive) were students who enrolled only at Miramar (3.67), students under 18 (3.57), students 18 to 24 (3.71), and students with majors in Art/Graphic Design (3.71), CSU General Education/IGETC (3.72), and Social Sciences (3.74).

Students who only enrolled at Miramar College responded less positive to the four sentiment items (see Table 3) than students from the other colleges, particularly regarding connection to their professors (3.49) and connections to other classmates (2.94).

Similarly, younger students (those under 18 and those between 18 and 24) responded less positively to items about connections to their professors (3.21 and 3.57, respectively) and their classmates (2.89 and 2.94, respectively).

See Table 4 on the next page for more detail.

Methodology: Table 4 on the next page includes the averages for each survey item about “Sentiment in Online Classes,” with a score of 1 indicating a negative sentiment and a score of 5 indicating a positive sentiment expressed by that group for that item.

The average for each survey item was calculated by multiplying the count of each response by the weight for that level of agreement and then dividing by the total number of responses for that group. The values in the left-hand “Average” column are the average of the four items for that group.

Table 4. Student Average Online Sentiment, Groups with more than 30 respondents

		Average	Prepared to Learn Online	Course Materials	Connection to Instructor	Connection to other Students	Total Respondents
Overall Average		4.01	4.34	4.24	4.02	3.43	1,571
Gender	Female	4.09	4.40	4.32	4.11	3.55	913
	Male	3.87	4.24	4.09	3.87	3.29	392
	Non-binary	4.00	4.38	4.54	3.77	3.31	15
Race	White	3.97	4.29	4.18	4.02	3.39	486
	Latinx	4.00	4.31	4.26	4.00	3.46	398
	African American	4.23	4.39	4.26	4.33	3.93	112
	Asian	4.03	4.43	4.28	3.97	3.44	203
	Multi-Ethnicity	4.08	4.49	4.48	4.02	3.35	75
	Filipino	4.13	4.59	4.41	4.03	3.48	32
	Native American	4.08	4.33	4.33	4.00	3.67	3
College Enrolled	City Only	3.86	4.19	4.20	3.76	3.27	159
	Mesa Only	3.85	4.23	4.21	3.74	3.24	219
	Miramar Only	3.67	4.22	4.03	3.49	2.94	130
	More than 1 Credit	3.82	4.27	4.18	3.72	3.12	252
	SDCCE Only	4.32	4.50	4.37	4.51	3.90	563
Age Group	Under 18	3.57	4.06	4.13	3.21	2.89	88
	18 - 24	3.71	4.20	4.15	3.57	2.94	291
	25 - 34	4.02	4.32	4.24	4.00	3.54	234
	35 - 44	4.20	4.56	4.33	4.27	3.67	194
	45 - 54	3.83	4.12	4.08	3.83	3.29	137
	55 - 64	4.03	4.18	4.14	4.21	3.60	119
	65+	4.40	4.62	4.46	4.57	3.94	275
Academic Area of Major	ESL	4.52	4.64	4.49	4.71	4.23	163
	Business	3.92	4.32	4.18	3.88	3.30	85
	Computer Science	3.81	4.15	4.03	3.80	3.26	84
	Biology/Allied Health	4.01	4.44	4.40	3.87	3.33	66
	Art/Graphic Design	3.71	4.11	4.04	3.60	3.09	58
	CSU Gen. Ed./IGETC	3.72	4.21	4.17	3.54	2.98	52
	Child Development	4.27	4.60	4.42	4.44	3.60	48
	Social Sciences	3.74	4.14	4.11	3.86	2.86	38
	Psychology	3.87	4.31	4.45	3.59	3.14	31
	Other	3.78	4.12	4.04	3.68	3.30	125
	Undeclared/Undecided	4.39	4.59	4.46	4.56	3.93	226
	Unreported	3.82	4.18	4.13	3.81	3.13	332

Student and Faculty Challenges and Barriers Online

6. **Challenges and Barriers Online:** In their online classes, students most commonly encountered Access to computers/technology/software as a barrier (13% of respondents), and most commonly reported Time Management as a barrier (13%). Faculty indicated that Login and Authentication was the most common technical challenge – this is up from Fall 2023 when this was the third-most encountered barrier.

Student Responses: In two multiple response survey items that included open-ended “Other” options, students were asked to indicate which of a list of factors had been a barrier or challenge in online classes. Open-ended responses were coded into factors aligned with the multiple response options.

While about 1 in 10 student respondents reported barriers in their online classes, the most common responses to this item was “I did not encounter barriers while taking online classes” (35%). This was mostly consistent across all disaggregations.

However, it should be noted that:

- **Latinx** students reported Internet Access, Access to Computer/technology, Login and authentication, and Mobile device limitations at higher rates than other groups.
- **Students under 18** reported Login and Authentication at higher rates than other age groups.
- **ESL students** reported Internet Access and Access to a computer/technology as a barrier at much higher rates than other groups.

The most-reported barriers or challenges are shown in Figure 3 on the next page.

Faculty Responses: Faculty responses indicated Login and Authentication as a significant technical challenge, followed by Internet Access.

Figure 2. Faculty Technical Challenges

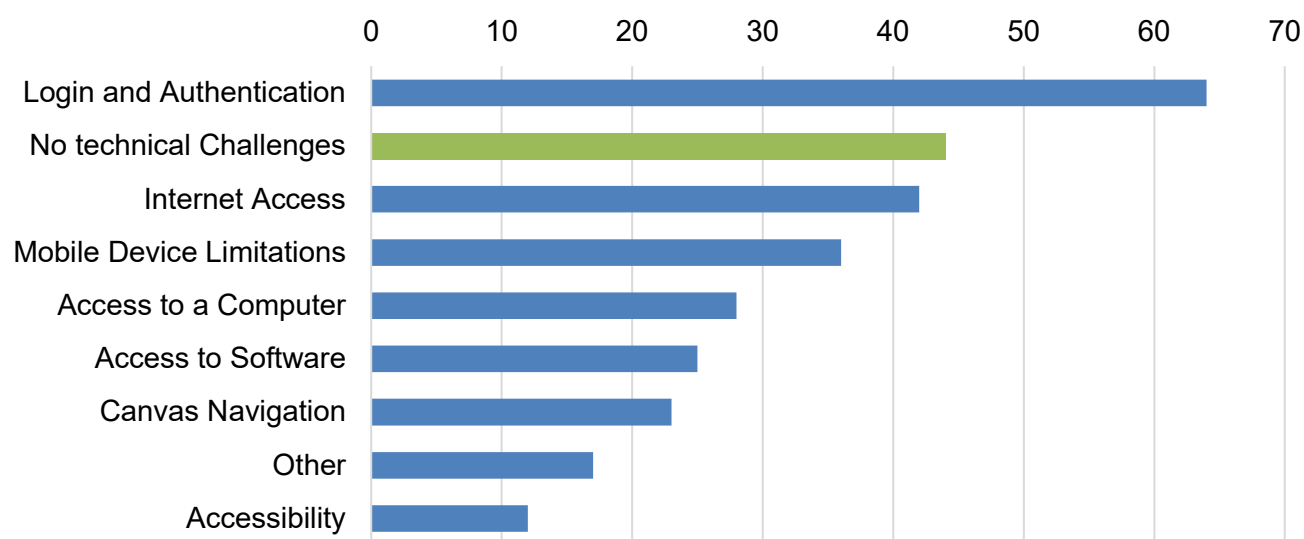
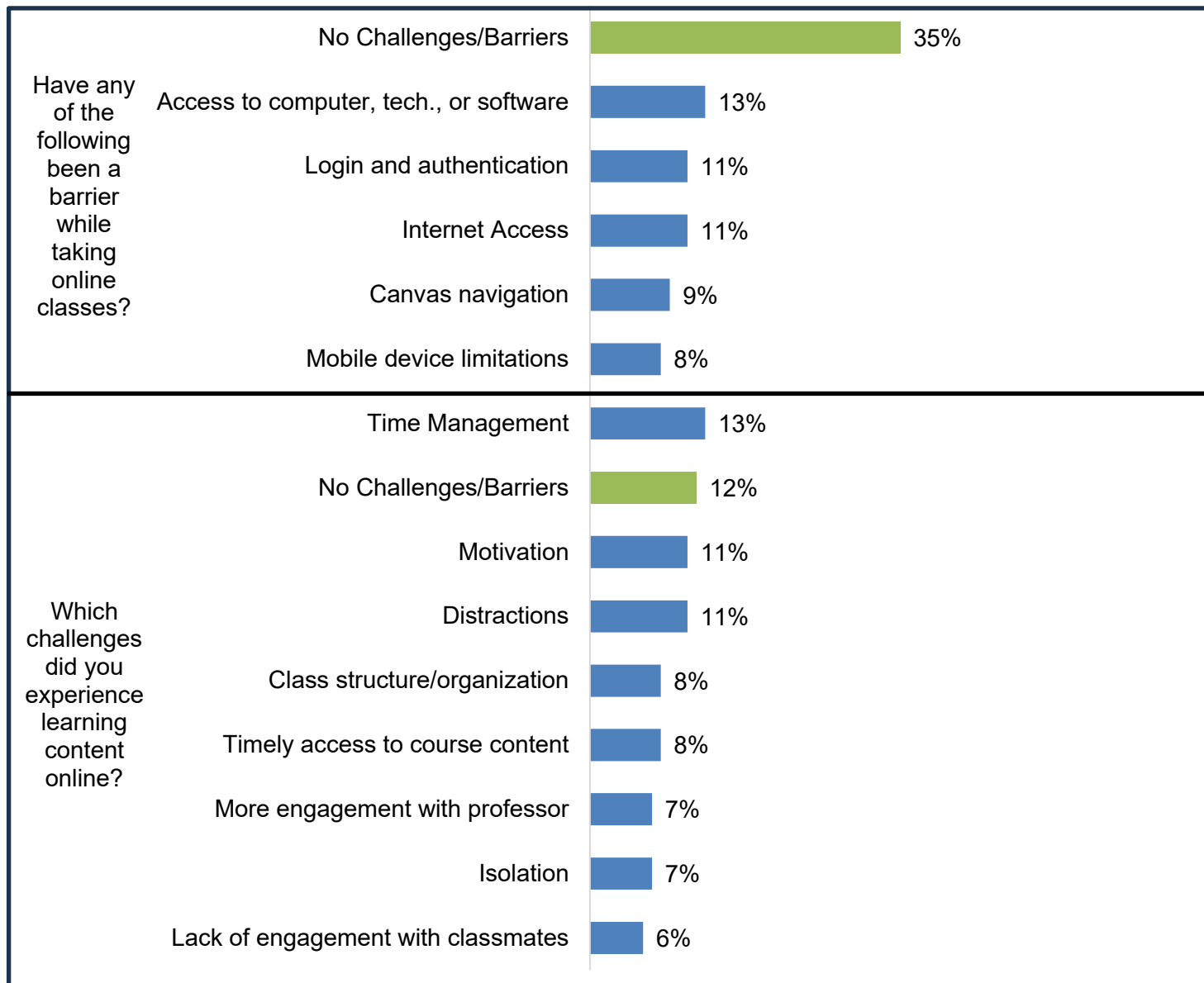


Figure 3. Common Barriers and Challenges Learning Online, Student Responses

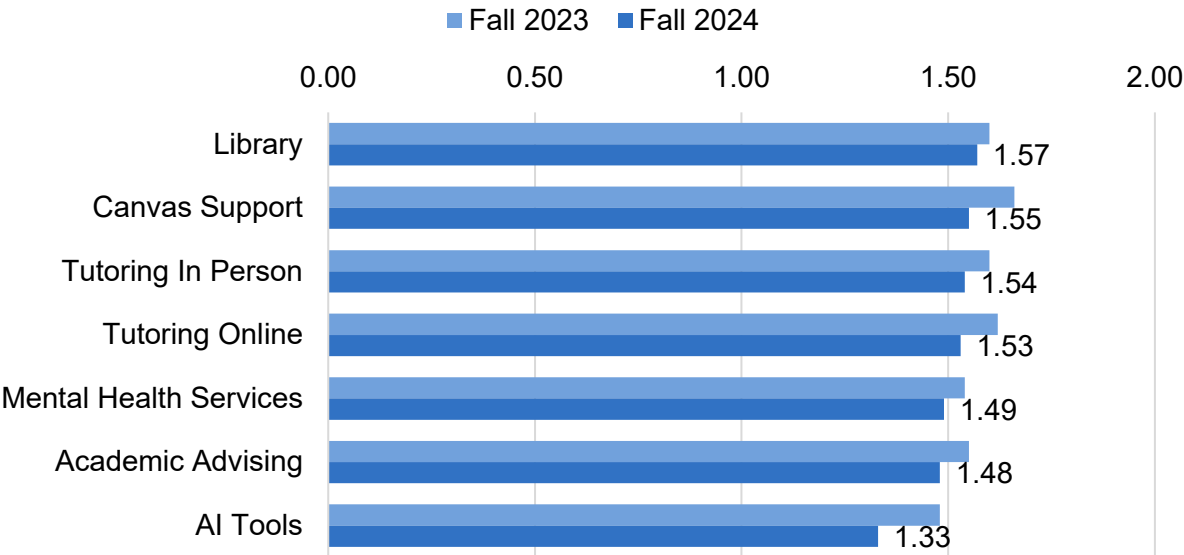


Student and Faculty Assets Online

7. What helps students learn online, existing resources: Students indicated the Library, Canvas Support, and Tutoring (in-person and online) were the most helpful. AI Tools were the least helpful.

Students were asked which of the listed resources were most helpful, and on average ranked all resources between “Somewhat helpful” and “Very helpful.”

Figure 4. Student Average Ranking of Helpfulness of Resources, from Not Helpful (0) to Very Helpful (2)



8. What helps students learn online, open-ended responses: Students indicated that engagement with their professors, internet-based solutions such as YouTube, and recorded lectures from their professors helped them learn course content and complete their online classes.

The prevalence of these types of assets was consistent across age, ethnicity, gender, college enrolled, educational objective, and academic area of major.

See Figure 5 for all responses and factors.

Most Important Assets Online, Student Responses:

- **Engagement with professor**
- **Internet-based solutions**, largely supplemental resources (i.e. YouTube)
- **Recorded lectures or videos from professor**

Figure 5. Student Assets Online

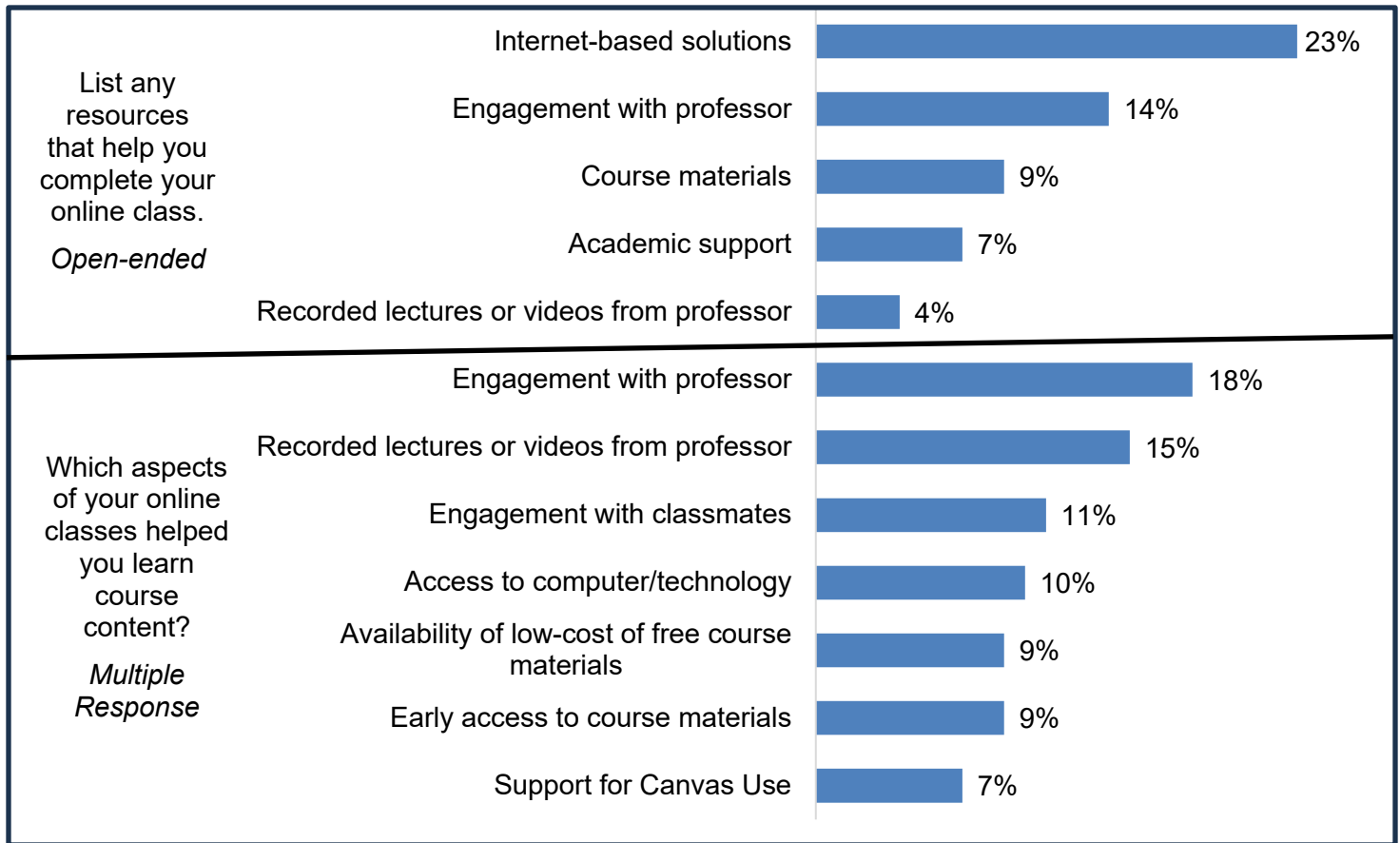


Table 5. Student Assets Online, Student Responses by Factor

Theme	Response
Internet-based solutions	<p><i>"YouTube and Google"</i></p> <p><i>"Windows Copilot; Google Search; Youtube videos"</i></p> <p><i>"stackoverflow, unixexchange, redhat, reddit forums, udemy courses that i already / did buy"</i></p>
Engagement with Professor	<p><i>"Being out of school for more then 30 years it was very easy to accomplish my education goals with such amazing instructors"</i></p> <p><i>"Online inbox, were you can get in contact with your instructor when need to help when you acquire a situation that only your instructor can help you with and you don't have to go to the school for that"</i></p> <p><i>"Instructor engaging with students, organized course material with clear due dates for assignments."</i></p> <p><i>"Office hours are a major part of how i pass my online courses"</i></p>
Course Materials	<p><i>"Materials such as books in Canvas"</i></p> <p><i>"Reference books recommended by instructors- online image searches (painting class)."</i></p> <p><i>"Videos shared by the professor explaining the topics viewed in class."</i></p>

9. **For those unprepared for online, what would help students learn:** Respondents who felt unprepared to learn online reported that more engagement with their instructor, early access to course materials, and academic support such as tutoring would have helped them learn online.

Figure 6. If you were unprepared to learn online, what would have helped? Open-ended Student Responses by Theme

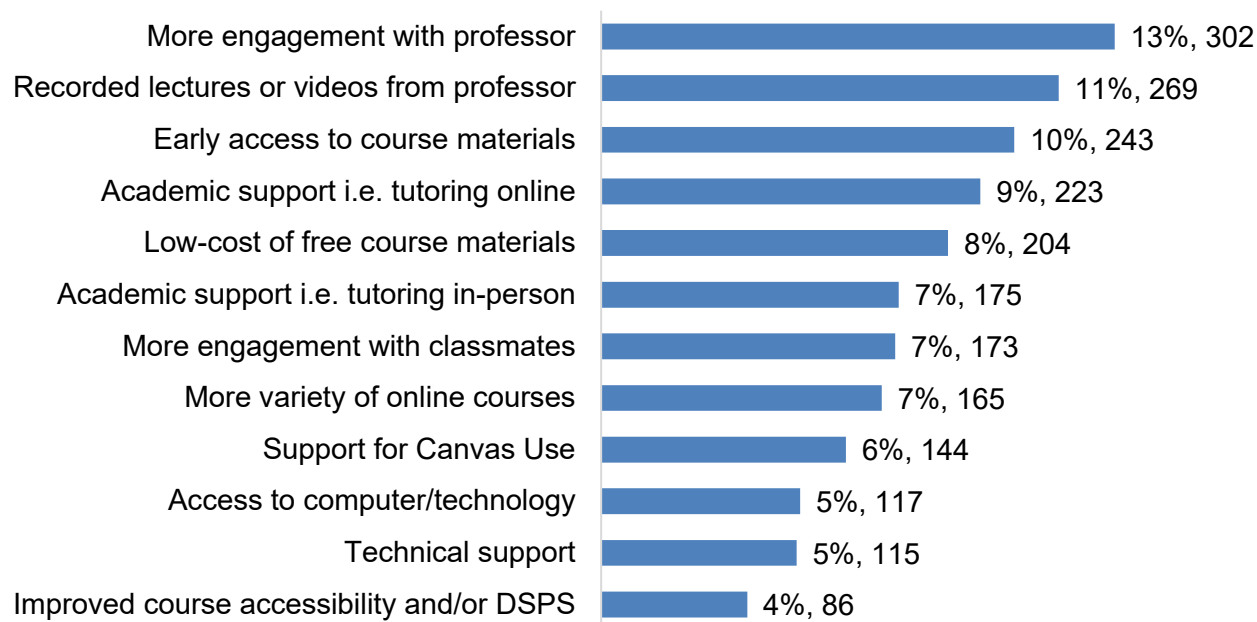


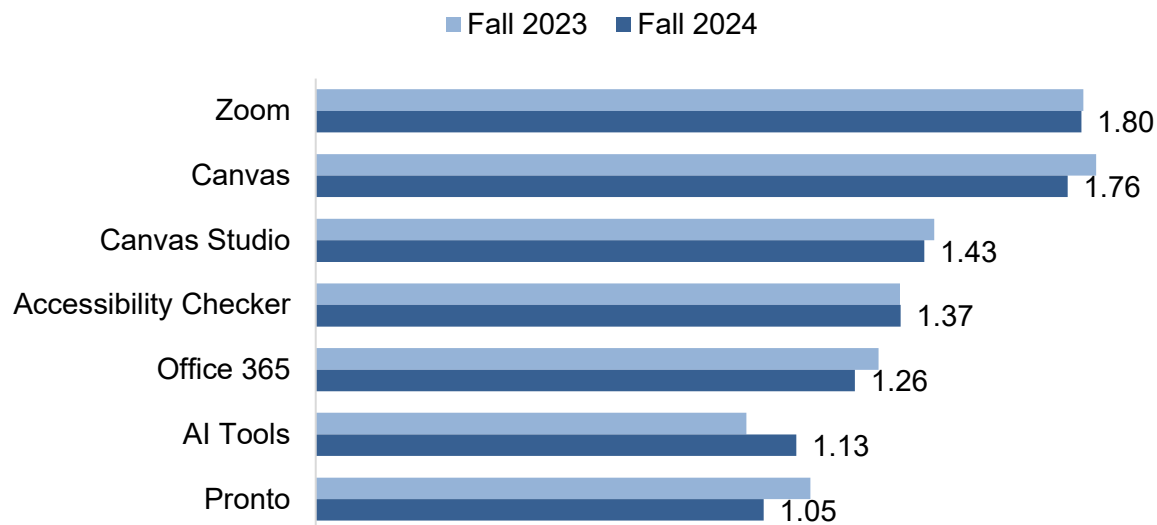
Table 6. If you were unprepared to learn online, what would have helped? Open-ended Student Response Samples

Theme	Response
More engagement with professor	<p><i>"I have trouble reaching out to professors when taking online courses. They make themselves available I just don't reach out to them."</i></p> <p><i>"Online classes at SDCCD feel like a self-teaching experience rather than an educational one. [...] The format typically involves an overwhelming number of assignments with tight deadlines, often including holidays, when instructors themselves are unavailable for questions or support. [...] I am also disappointed that SDCCD no longer sends out end-of-semester surveys to collect feedback on instructors. [...]"</i></p>
Recorded lectures or videos from professor	<p><i>"Recorded lectures are a HUGE advantage. When professors just give you material to read it's hard to tell what the key information is. The times that my professors release their own lectures, I tend to learn a lot better. Performance goes way up. This is how in-person class operates so why not all online courses?"</i></p>

- 10. What helps faculty teach online:** Zoom and Canvas were ranked most highly (close to “Very Helpful” on average), and Pronto (messaging app) and Generative AI were ranked least highly (close to “Somewhat Helpful” on average), although respondents rated AI Tools as more helpful in Fall 2024 (1.13) than in Fall 2023 (1.01).

Faculty were asked which of the listed resources were most helpful in teaching online courses, and on average ranked all resources between “Somewhat helpful” (1.0) and “Very helpful” (2.0).

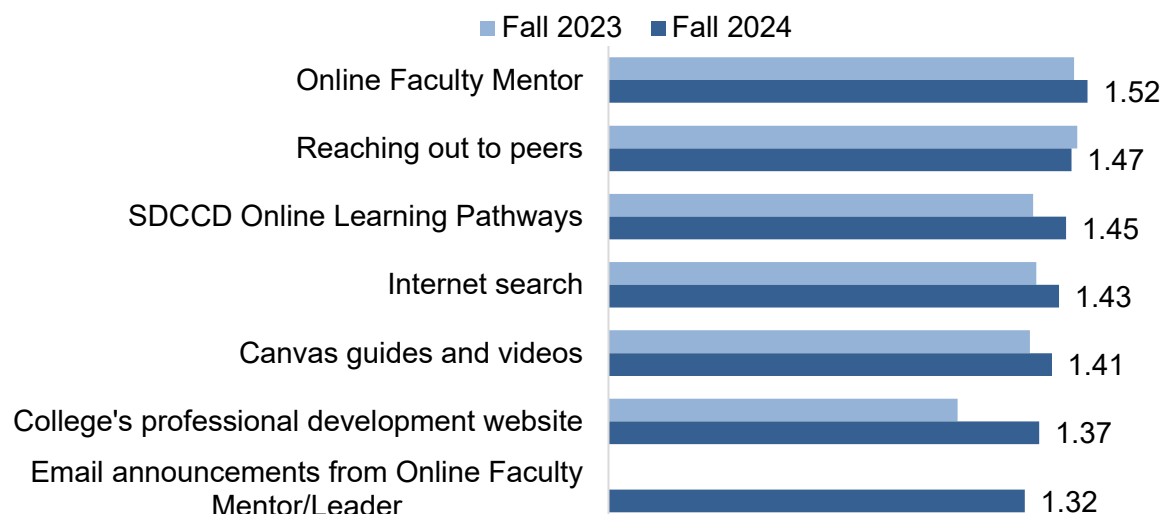
Figure 7. Faculty Average Ranking of Helpfulness of Resources in Teaching Online, from Not Helpful (0) to Very Helpful (2)



- 11. What helps faculty learn about Canvas:** While the Online Faculty Mentor was rates as the most helpful resource for Canvas, the email announcements from the Online Faculty Mentor were the least helpful.

Faculty were asked which of the listed resources were most helpful in learning how to use Canvas, and on average ranked all resources as slightly better than “Somewhat helpful” (1.0). Figure 8.

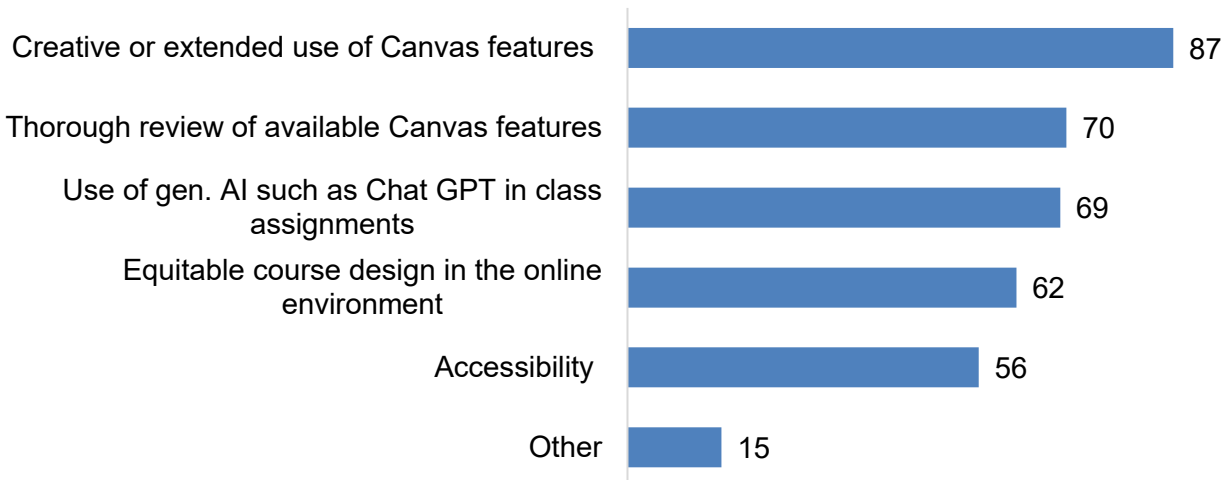
Table 7. Faculty Average Ranking of Helpfulness of Resources in Using Canvas, from Not Helpful (0) to Very Helpful (2)



12. Requested Professional Development Topics for Faculty: Faculty were mostly likely to indicate they were interested in learning more about Creative and/or Extended Use of Canvas Features.

The third-most requested professional development topic was the use of AI in classroom assignments. This is notable because faculty ranked Generative AI as one of the less helpful resources in teaching online, suggesting that faculty may believe Generative AI provides opportunities that they don't yet know about.

Figure 9. Requested Professional Development Topics, Faculty Responses



15. Faculty Voice: When asked what would improve their online experience at SDCCD, the most common theme from faculty was about technology and platform issues.

Some respondents expressed frustration with Canvas, and others requested updated support for accessing Canvas and Zoom:

“New videos should be made for accessing Canvas and using Zoom features due changes in log in and recent updates on Zoom.”

While some responses mentioned student communication, many specified supporting students with two-factor authentication and single-sign on as serious challenges.

“Many students don't read their SDCCD email and many had trouble with the new SSO system. I also have heard from some that they don't know about Canvas features like Canvas Messages or they can't use some Canvas features like the Google Drive connection[...].”

“It is so much harder for students to log into Canvas now that we have 2FA. [...]”

Some responses identified a need for more structured instructional design support, either through training or via college- or district-provided templates.

“We need an actual instructional design team to support faculty. We are not instructional designers and yet we spend a LOT of time devoted to instructional design, education about instructional design, and this takes away from actual substantive content and continuing ed in our disciplines.”

Open Educational Resources (OER) and Zero Textbook Cost (ZTC) data

13. **OER and ZTC at SDCCD, Fall 2024 compared to Fall 2023:** It appears that awareness and positive perceptions of OER and ZTC are largely unchanged in Fall 2024 compared to Fall 2023.

Slightly lower percentages of students agreed that the availability of free/OER/low-cost materials was important to their decision to enroll and course materials in their OER/ZTC courses was representative of diversity. However, **it is unclear if this decreases are meaningful.**

Table 8. Studentn OER/ZTC Responses

	Yes / Important / Agree	
	Fall 2023	Fall 2024
Are you aware of the Zero Textbook Cost filter when using the class search ?	25%	25%
How important is the availability of free course materials/OER or low-cost course materials in your decision to enroll in courses?	63%	59%
The course materials in my OER or ZTC class were representative of diverse perspectives, cultures, and backgrounds.	73%	70%

14. Zero Textbook Cost Class Search: Districtwide, only about 1 in 4 students are of the Zero Textbook Cost (ZTC) class search option.

25% of respondents were aware of the Zero Textbook Cost (ZTC) filter when using the class search. This varies by:

- **College:** Students enrolled at multiple credit college were more likely to be aware of the ZTC filter (45%) than students enrolled at only one of the colleges (City Only: 27%, Mesa: 29%, Miramar: 26%, SDCCE: 19%).
- **Age Group:** Older students were less likely to be aware of the filter than younger students.
- **Academic Area of Major:** Students with Undeclared/Undecided majors were least likely to be aware (25%), followed by Art/Graphic Design students (28%). Psychology students were most likely to be aware (48%).

Table 9 below shows overall response counts. See

Table 9. Awareness of ZTC filter in class search

Question	Response	Fall 2023		Fall 2024	
		Count	% of Total	Count	% of Total
Are you aware of the Zero Textbook Cost filter when using the class search?	Yes	555	25%	314	25%
	No	1,225	55%	740	59%
	Not Sure	430	19%	191	15%
	Total	2,210	100%	1,245	100%

15. Importance of free course materials: The availability of free course materials was important in over half of students' decisions to enroll.

While this is down slightly from Fall 2023, it is unclear if this represents a significant change.

59% of respondents indicated the availability of free course materials was either very or extremely important in their decision to enroll. This varies by:

- **Academic Area of Major:** Open Education Resources (OER)/ZTC was least important to students with an Undeclared major (2.35 out of 5) and Cybersecurity majors (3.05) and most important to those in Liberal Arts and Sciences (4.45), Social Work (4.40), ESL (4.19), and Child Development (4.11).
- **Race:** Latina/o/e/x and Black or African American students indicated that OER/ZTC was more important (3.99 and 3.98, respectively) than other groups (i.e. white: 2.99, Asian: 3.56).
- Older students.

Table 10 shows overall response counts and averages. See Table 12 on page 24 for response disaggregations by group.

Table 10. Importance of free course materials on decision to enroll

Question	Response	Fall 2023		Fall 2024	
		Count	% of Total	Count	% of Total
How important is the availability of free course materials (such as OER) or low-cost course materials (total cost less than \$30) in your decision to enroll in courses?	Extremely (5)	830	38%	444	36%
	Very (4)	561	25%	291	23%
	Moderately (3)	290	13%	196	16%
	Slightly (2)	145	7%	110	9%
	Not At All (1)	380	17%	202	16%
	Total	2,206	100%	1,243	100%

Average
Response:
3.53

16. Diversity of Materials: Open Educational Resources (OER) were generally perceived to be representative of diverse perspectives, cultures, and backgrounds by students.

70% of respondents agreed or strongly agreed that course materials in their OER or ZTC section were representative of diverse perspectives, cultures, and backgrounds. While this is down slightly from Fall 2023, it is unclear if this represents a significant change.

Responses were mostly consistently positive across college, age group, and race. There was some variation by:

- **Academic area of major:** Accounting, Cybersecurity, and Social Sciences students were less likely to agree (3.69, 3.71, and 3.75, respectively) that course materials were diverse.

Average
Response:
4.05

Table 11 below shows overall response counts and averages. See Table 12 for response disaggregations by group.

Table 11. OER, ZTC, and LCC Student Survey Responses, Overall

Question	Response	Fall 2023		Fall 2024	
		Count	% of Total	Count	% of Total
The course materials in my OER or ZTC class were representative of diverse perspectives, cultures, and backgrounds.	Strongly Agree (5)	528	38%	299	38%
	Agree (4)	493	35%	252	32%
	Neither Ag. nor Dis.(3)	335	24%	214	27%
	Disagree (2)	26	2%	13	2%
	Strongly Disagree (1)	14	1%	7	1%
	Total	1,396	100%	785	100%

Diversity in OER Materials compared to Materials in all Distance Education Courses:

Responses regarding the diversity of OER materials were slightly less positive than for materials used in distance education classes in general (see Sentiment about Online Classes, page 10). This was consistent by gender and race/ethnicity, with students in all groups indicating that Distance Education materials were more representative than OER/ZTC materials

Distance Ed. Experience Survey, Fall 2024

Table 12: OER, ZTC, and LCC Student Survey Responses by Demographic

		Average Online Sentiment			Total Respondents
		Aware of ZTC Class Search (0-100%)	Cost affects Enrollment (1-5)	OER Materials were Representative (1-5)	
Overall Average		25%	3.53	4.05	1,338
College Enrolled	City Only	26%	3.75	4.10	135
	Mesa Only	31%	3.64	3.97	189
	Miramar Only	33%	3.41	3.92	103
	More than 1 Credit	34%	3.93	4.03	224
	SDCCE Only	12%	3.19	4.11	461
Age Group	18 - 24	38%	3.75	3.93	239
	25 - 34	34%	4.05	4.11	194
	35 - 44	23%	3.81	4.13	163
	45 - 54	18%	3.84	3.99	116
	55 - 64	17%	3.59	4.06	112
	65+	7%	2.49	4.07	244
Academic Area of Major	Accounting	20%	3.25	3.69	20
	Art/Graphic Design	25%	3.75	4.16	51
	Biology or Allied Health	37%	3.65	4.16	54
	Business	31%	3.81	3.83	74
	Child Development	29%	4.11	4.12	38
	Computer Science	13%	3.93	4.02	75
	CSU Gen. Ed./IGETC	25%	3.77	3.85	44
	Cybersecurity	24%	3.05	3.71	21
	ESL	23%	4.19	4.29	108
	Lib. Arts and Sciences	27%	4.45	4.25	22
	Psychology	21%	4.07	4.00	28
	Social Sciences	41%	3.62	3.75	37
	Social Work	24%	4.40	4.33	25
	Undeclared/Undecided	4%	2.35	4.04	205
	Unreported	15%	3.80	4.00	20
Ed. Objective	Ed. Development	8%	4.00	3.75	12
	Transfer/Associate	34%	3.86	4.07	303
	Prepare for a new job	6%	3.44	4.08	18
	Maintain cert.	36%	4.07	3.89	14
	White	20%	2.96	3.99	423
Race	Latinx	26%	3.99	4.08	340
	Asian	24%	3.56	4.01	165
	African American	22%	3.98	4.15	82
	Multi-Ethnicity	32%	3.47	4.14	59

17. **Faculty Perception of OER:** Faculty largely perceive the main benefit of OER to students as representing cost savings to students. Faculty responses were somewhat split regarding challenges in OER use: equal amounts of faculty reported Quality and Availability as challenges (33%), with another 29% reporting a lack of time to integrate them into their course.

Table 13. Faculty Perception of OER

Item	Response	Percent
OER Benefits, Faculty Responses	Cost savings for students	85%
	Faster access to resources for students	48%
	Customizability of course materials	44%
	Pedagogical flexibility	41%
	No benefits	6%
	Other	5%
What challenges, if any, have you encountered using OER in your courses?	Quality	33%
	Availability of OER in my subject	33%
	Lack of time to integrate	29%
	I have not used OER.	24%
	Lack of support in using OER	18%
	No challenges	16%
	Copyright and licensing	12%
	Other	9%
The use of OER has had a positive impact on student success in my courses.	Agree	47%

Supplemental Tables

Figure 10. Demographics for the 3,135 student respondents to the Fall 2023 survey

