NOCE
NORTH ORANGE
CONTINUING EDUCATION

Distance Education Student Survey Report Fall 2020

OIRP
Office Of Institutional Research and Planning
North Orange Continuing Education

Key Findings

Accessing DE Classes

One in five (21%) of ESL students indicated ***solely*** relying on their **cell phone** to access NOCE course content.

Shared Devices

28%

Of survey participants indicated **sharing their primary device** with others. This was higher among CTE students (35%).

Interest in Noncredit DE

Over half (51%) of participants indicated an interest in continuing DE courses after the pandemic. It was higher among HSDP students (60%).

What Students Liked Most about DE

Open-ended survey responses from NOCE students indicated that they enjoy the **flexibility of schedule** and **ease and convenience** of taking DE classes from home. Some shared liked being able to work at their own pace.

What Students Liked Least about DE

Students indicated **missing the human interaction** of face to face courses and desired **hands-on work** as a part of their course content, such as practicums.

Laptop Loaner Program

1/3

Of NOCE students who were **not aware** of the laptop loaner program indicated interest in borrowing a laptop.

Background

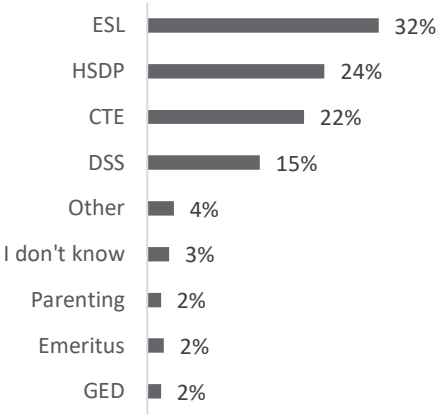
Due to the COVID-19 pandemic beginning in March 2020, North Orange Continuing Education (NOCE) has transitioned the majority of its noncredit course offerings to a distance education (DE) platform. In July 2020, NOCE's Office of Institutional Research and Planning (OIRP) surveyed students to gather their feedback about their experiences on taking NOCE courses through a DE instructional method.

NOCE students had an opportunity to share about their experiences in their DE courses via a survey (Appendix A and B) between June 17 and July 12, 2020. The survey was disseminated electronically via a Qualtrics link. The link was placed on several platforms that were accessible by students, including the

NOCE website, Canvas courses, and social media outlets. OIRP extracted the available emails of currently registered students and directly sent them the link to the survey. Faculty were also asked to disseminate the survey to their students during instructional hours online and were provided a script to send the survey to students via email or the platform they were using in their DE courses. The survey was available in English and Spanish.

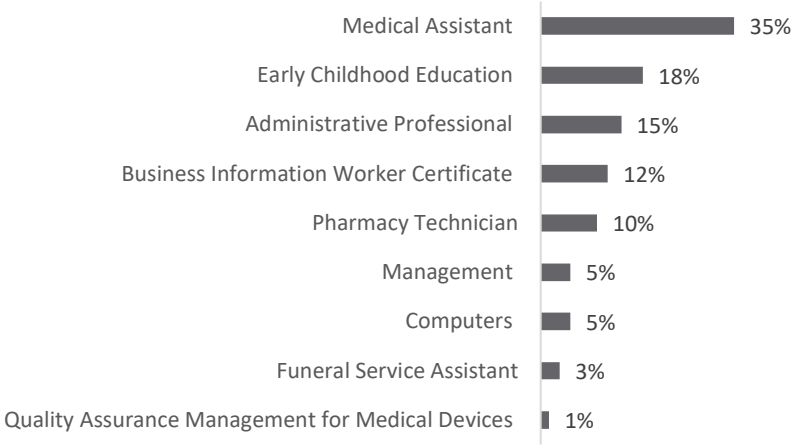
A total of 955 NOCE students completed the online survey and represented all five of NOCE's programs (Figure 1), with 812 (85%) in English and 143 (15%) in Spanish. Students from ESL, CTE, and HSDP, made up about three-quarters (74%) of survey respondents[1].

Figure 1. What program(s) are you currently enrolled in? (N=955)



Students who identified CTE as one of their programs of study were asked to specify which CTE program[2]. Among those 206 respondents (Figure 2), 35% indicated being a student in the Medical Assistant program and 18% in Early Childhood Education[3].

Figure 2. What CTE program(s) are you currently enrolled in? (n=206)



[1] Note that students were able to mark more than one program as their program of study in the survey.

[2] Computers was not an option for students to select on the survey. However, several students indicated "computers and keyboarding" as their program in the open-ended response for the "other" program option.

[3] Note that students were able to mark more than one CTE subprogram in the survey.

Analysis

Survey data was exported as Microsoft Excel files from the Qualtrics platform. The survey responses from both the English and Spanish survey were appended in SPSS, a statistics software. SPSS was used to get descriptive statistics about survey data. Data was summarized using frequency tables on students' responses and using crosstab procedures to further break down the data at an NOCE program level. Research team members independently cataloged open-ended survey responses into overarching categories to facilitate the analysis of qualitative data. Upon the completion of individualized categorization for each open-ended question, team members met to discuss common themes and align categories for content analysis. Once the category list was finalized, team members recoded open-ended responses through structured thematic analysis.

Survey Limitations

The following limitations to this study should be considered:

- **Online Only Dissemination**: The survey was only available through an online platform. This limited the reachable population to those who have access to the platforms in which the survey was disseminated through. Efforts were made to market the survey widely online, including through faculty in their lectures.
- **Only Available in English and Spanish**: Language barriers may have existed for some students because the survey was only limited to two languages. This may impact how a student interprets the question and/or response options.
- **Duplicate Responses**: The survey was administered via an unlimited sharable link to provide greater access to potential participants. Some students may have submitted the survey more than once. Survey responses were checked and removed if they were obvious duplicates to reduce the possibility of double counting a student response.

SURVEY FINDINGS

Overall Experience

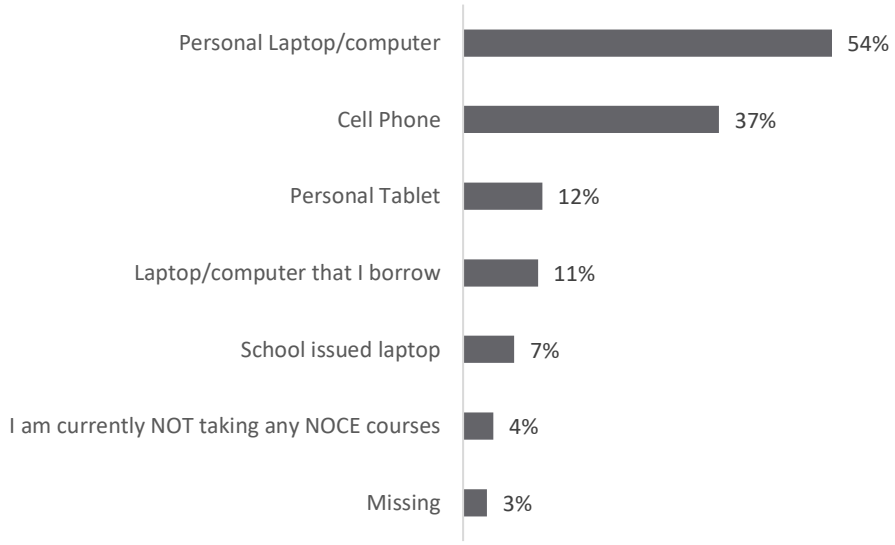
On a one- to five- point scale, with one as a low rating and five as a high rating, most students ranked their overall experience as a four or five. On average, students have a 4.3 ranking to their experience with online classes at NOCE. Furthermore, when broken at a program level, 93% of HSDP students rated their online experience as four or five compared to 88% DSS, 83% ESL, 77% CTE, and 75% LEAP.

Device Usage

Respondents were asked to indicate all of the devices they used to access their NOCE distance education coursework. About 70% of respondents indicated that they were utilizing a laptop or computer, whether it be a laptop or computer that they own, one they borrowed, or one issued by a school (Figure 3). Of those who selected that they were using a school-issued laptop, 87% indicated that they received a laptop from the NOCE Student Laptop Loan Program. Over one-third of survey respondents indicated that they were

using a cell phone to access their courses, with 15% of respondents indicating that they were *exclusively* using a cell phone to access remote instruction coursework.

Figure 3. What device(s) are you currently using to access your NOCE courses? (Select all that apply) (N=955)



Responses to the above question were examined by program to better investigate access issues that may be occurring among varying subgroups within NOCE. With the results disaggregated at the program level, access to a personal laptop or computer stands out as having a large variance between students in different programs. Table 1 below summarizes the results of this breakdown. Respondents who indicated that they were enrolled in the CTE program were most likely to have access to their own personal laptop or computer, with 72% of CTE respondents stating that they have a personal laptop or computer. Respondents who indicated they were in the ESL and LEAP were much less likely to have access to their own personal computer or laptop (37% and 36%, respectively).

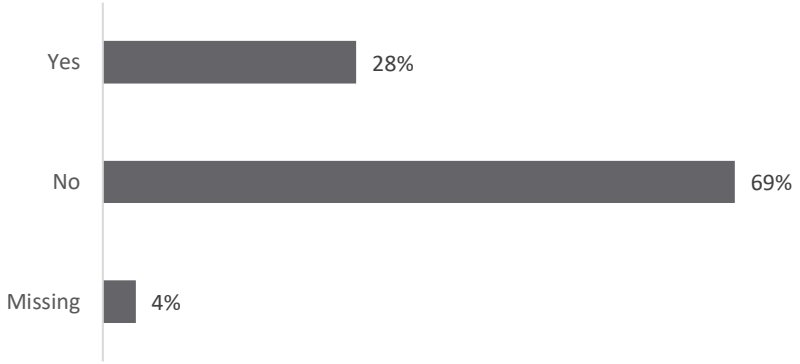
Table 1. Crosstab between Program of Enrollment and Whether Student Has a Personal Laptop/Computer

	Has Personal Laptop/Computer	
Program	**No**	**Yes**
CTE	28%	72%
DSS	36%	64%
ESL	63%	37%
HSDP/GED	42%	58%
LEAP	64%	36%

Furthermore, examining device utilization by program revealed that over one-quarter (28%) of respondents enrolled in the LEAP program and over one-fifth (21%) of respondents enrolled in the ESL program were *solely* relying on a cell phone to access NOCE course content. In contrast, 14% of HSDP/GED respondents, 12% of DSS respondents, and only 7% of CTE respondents indicated that they only had a cell phone with which to access their NOCE courses.

Survey participants were then asked whether they were sharing their primary device with others in their household. About one in four respondents indicated that they were sharing their device (Figure 4). When this data was examined at the program level, CTE students were found to be the most likely to be sharing their primary device with others in their household. About 35% of respondents enrolled in the CTE program indicated that they were sharing their primary device with others. In contrast, only about 25% of respondents enrolled in each of the other programs indicated that they were sharing their device.

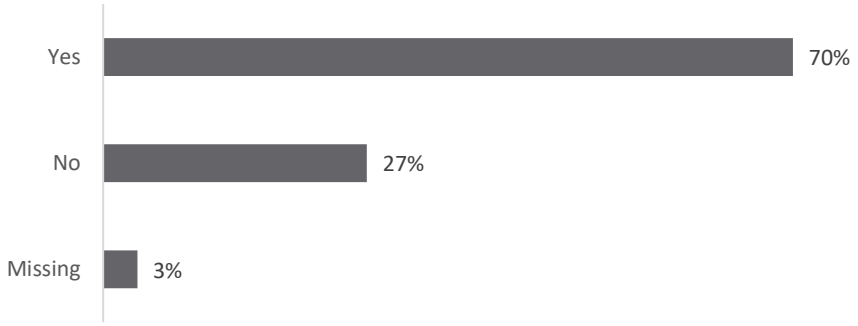
Figure 4. Are you sharing the primary device used to access your NOCE courses with other people in your household? (N=955)



NOCE Student Laptop Loan Program

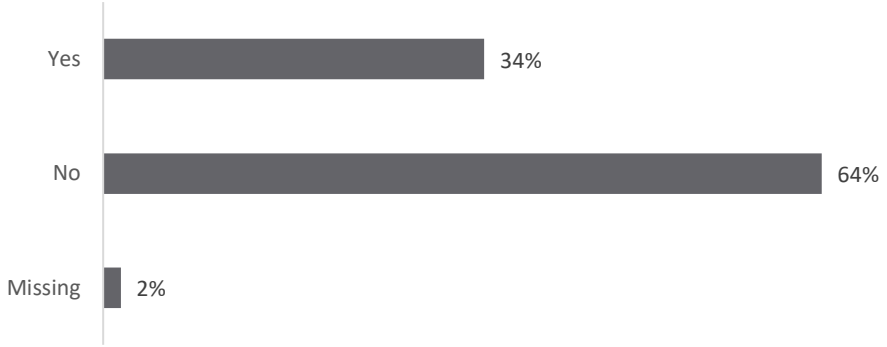
Participants were asked about their awareness of NOCE's Student Laptop Loan Program. The majority of respondents (70%) indicated that they were aware of NOCE's Student Laptop Loan Program (Figure 5).

Figure 5. Are you aware that NOCE has implemented a laptop loaner program? (N=955)



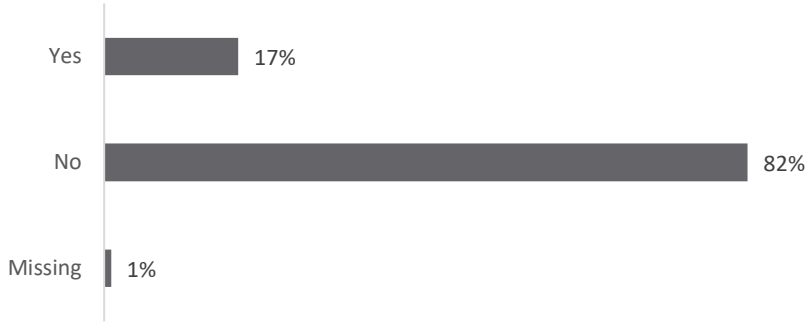
Respondents who indicated that they were not aware of the Laptop Loan Program were asked a follow-up question regarding whether they would be interested in borrowing a laptop through the program. Of the 255 respondents who were asked this question, about one-third indicated that they would be interested in borrowing a laptop from NOCE (Figure 6). Diving deeper into the results, about one-half of respondents to this question did not indicate that they had a personal laptop or computer, while the other half did indicate access to their own personal laptop or computer (128 respondents vs. 127 respondents, respectively). Of those who did not indicate having a personal laptop or computer, just under half (47%) indicated that they would be interested in borrowing a loaner laptop from NOCE. However, only 21% of respondents who indicated that they had access to their own personal laptop or computer also indicated that they would be interested in borrowing an additional laptop from NOCE.

Figure 6. Would you be interested in borrowing a loaner laptop from NOCE for your coursework? (n=255)



In contrast, respondents who did indicate that they were aware of NOCE's Laptop Loan Program were asked if they utilized it. Of the 667 respondents who indicated that they knew about the program, only 17% indicated that they borrowed a laptop from NOCE (Figure 7). Of those who responded that they borrowed a laptop from NOCE, the vast majority (83%) did not indicate that they have their own personal laptop or computer. Only 17% of respondents who indicated that they used the NOCE Laptop Loan Program indicated that they already had their own personal laptop or computer as well.

Figure 7. Did you borrow a laptop from NOCE's loaner program? (n=667)



Reasons for not borrowing a laptop

Respondents who indicated that they knew about the Laptop Loan Program and did not borrow a laptop were asked an open-ended question on why they decided not to borrow a laptop. Of the 547 students who did not borrow a laptop, 478 (87%) provided their reasons. Responses were coded into seven primary categories: *has device, could not attend on the day of distribution, could not obtain it during distribution, did not need to borrow one, did not want personal responsibility, was unaware of the program,* and *other*. Nearly 3% indicated that while they have not borrowed a laptop yet, they would like to borrow one.

Has Device

Over three-fourths (n=369) of the students indicated they did not borrow a laptop because they already have a device. Responses were further coded into the type of device students already have. Seventy-three

percent (73%) have a personal laptop or computer, 7% have a cell phone, 6% have a personal tablet, 4% have a shared device, and 3% have a laptop or computer they borrowed.

Could Not Attend/ Could Not Obtain a Laptop on the Day of the Distribution

Over 6% respondents did not borrow a laptop because they could not come to campus to pick up a laptop on the day of distribution. Students indicated they had personal responsibilities, transportation issues, schedule issues, and work obligations.

Personal:

"Because the day of picking her up I couldn't go because my husband needed care, he was very ill"

"The day that was giving the laptop I was in the hospital and was impossible to go and take it"

"I was not able to pick it up the day of distribution, because I was administering intravenous antibiotics to my husband and I could not leave him alone due to any problem that arose with the medicine."

Transportation:

"My car broke down and I was not able to take advantage of the program."

"Because I don't have ride to go pick up the laptop"

"I had an accident when the COV19 situation happened that required elbow, shoulder and collarbone surgeries. I am unable to drive."

"I am living in Shelter and no one can help me to get to Anaheim Campus. The Shelter is three hours away from Anaheim campus by Bus. To travel 6 hours back in fort from the shelter to Anaheim campus, for me it's a hassle and also because of the social distancing I avoid taking the public transportation for safety reason."

Could not get:

"Line was too long and the way the whole thing was set up was really bad. I waited 30 minutes and the line didn't move one inch, both the car and standing line"

A few students indicated while they went to borrow a laptop on the day of the distribution, they could not obtain one since they did not have a print out of their enrolled classes (a requirement to participate in the program) or the waiting line was too long.

Did Not Need to Borrow One

Nearly 7% chose not to borrow a laptop because they indicated they did not need one.

Did Not Want Personal Responsibility

Several respondents did not want to be liable for a borrowed laptop and chose not to borrow one.

> *"I was worried about being responsible for something that's expensive and not mine. What if I accidently dropped it ...yikes. So even though my laptop is old, it'll do. Thank you. I think it's a wonderful program and I hope many who needs one will take advantage of it."*

Unaware of the Program

Some students (3%) were not aware of the Laptop Loaner Program or found about the program after the distribution

Other

Over 6% of students indicated that they decided not to borrow a laptop since there are students that are in a greater need for a laptop than them, and they did not want to take that opportunity away from someone in need.

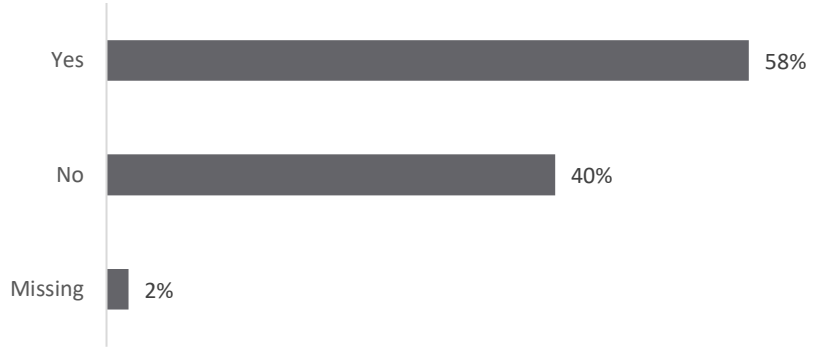
> *"I have a computer that I used with my daughter, and sometimes is difficult to do my assignments but we can manage the time. I don't want to borrow a laptop because maybe somebody else doesn't have and can borrow one."*

Additionally, some students did not borrow a laptop due to COVID-19 concerns, not having internet connection at home, or were unsure if they needed one or not.

> Internet:
> *"Don't have internet access other than iPhone."*
>
> COVID-19:
> *"Because I didn't feel like touching them."*

Lastly, respondents who indicated that they were either interested in borrowing a laptop from NOCE or did borrow a laptop through NOCE's Student Laptop Loan Program were asked if they would be interested in receiving training on how to use the laptop they would/did borrow. Of the 201 students who received this question, over half were interested in receiving some training in the use of their loaner laptop (Figure 8).

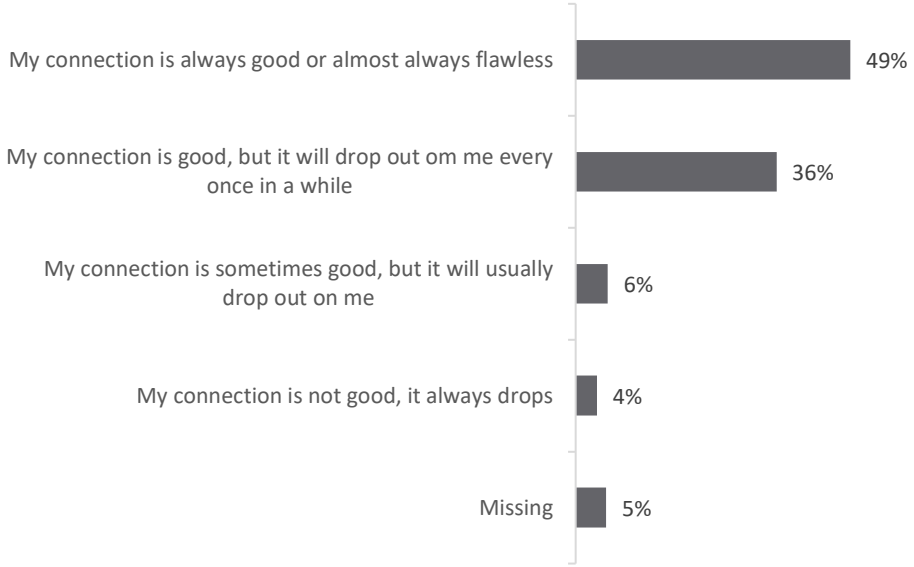
Figure 8. Would you be interested in receiving training on how to use the loaner laptop? (n=201)



Wi-Fi

Students were asked how good their internet connection is for remote learning. Most students indicated that they have a steady internet connection with their connection being good most of the time (36%) or almost always flawless (49%, Figure 9). Only a small portion of students reported that their internet connection was not that good, 6% stating that their internet usually drops out and 4% stating that their internet always drops.

Figure 9. How reliable is your internet? (N=955)



Students were asked whether they had heard about the availability of Wi-Fi drives-ins for students who needed internet for remote learning. A majority of the students indicated that they have not heard of the drive-in (62%), while only a third of students have heard of the drive-ins (32%, Figure 10). Of those students who have heard of the Wi-Fi drive-ins at Fullerton College and Cypress College, 83% of students did not use the Wi-Fi drive in (Figure 11).

Figure 10. Were you aware that a Wi-Fi drive-in which provides free Wi-Fi for students within your own vehicle is available to all students within our district which includes Fullerton College, Cypress College and NOCE Anaheim Campus (Coming Soon!)? (N=955)

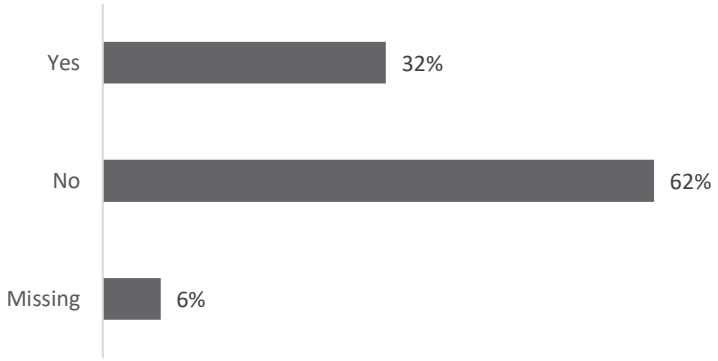
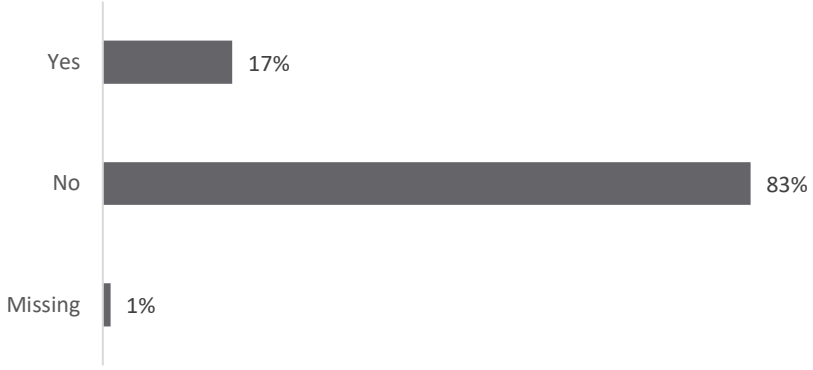
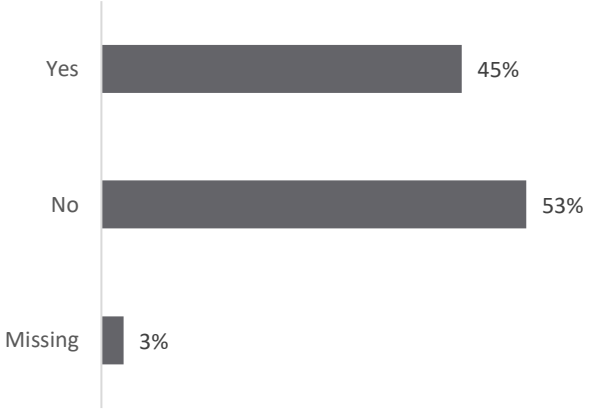


Figure 11. Have you used the Wi-Fi drive-in at Fullerton College or Cypress College? (n=303)



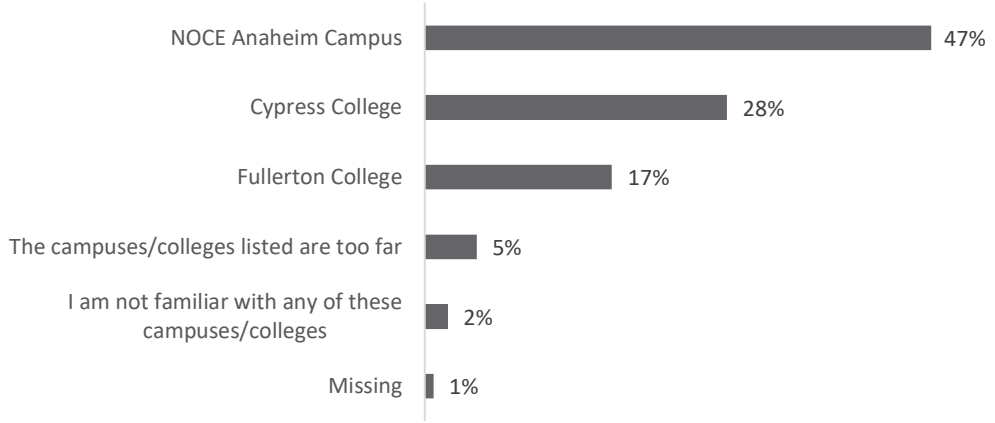
Students who did not know about the Wi-Fi drive-ins or did not use the Wi-Fi drive-ins were asked whether they were interested in having a Wi-Fi drive-in available for them to use. This was split between these students, with 53% not interested in having the Wi-Fi drive-in and 45% interested in having a Wi-Fi drive-in and only 3% not answering this question (Figure 12).

Figure 12. Would you be interested in using a Wi-Fi drive-in at a district campus? (n=840)



Students who showed interest in using a Wi-Fi drive-in were asked which campus they would most likely use these drive-ins for. Students were mostly interested in using a Wi-Fi drive-in at the Anaheim Campus (47%, Figure 13). This was closely followed by the other two main campuses with Cypress College at 28% of students and Fullerton College at 17%. A small percentage of students thought that these campuses were too far (5%) of a commute to travel.

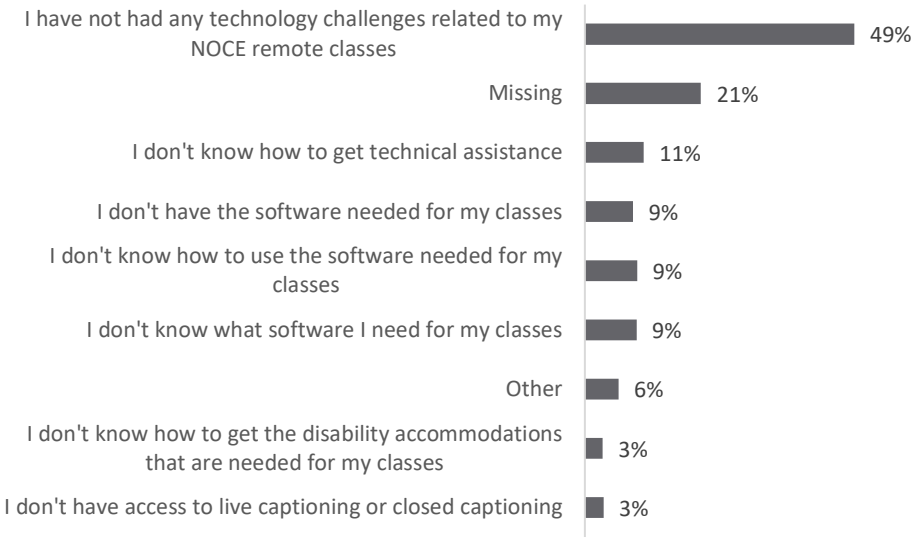
Figure 13. Which campuses would you be most likely to use for a Wi-Fi drive in? (n=375)



Technology Barriers

Respondents were asked to select any technology-related challenges they may have faced since the transition to remote classes at NOCE. Nearly half of the respondents indicated they have not had any technology challenges and about 20% did not respond to this question (Figure 14). The top three technology-related challenges faced by students were not knowing how to get technical assistance (11%), not knowing how to use the software needed for their classes (9%), and not knowing what software is needed for their classes (9%).

Figure 14. Which of the following technology-related challenges have you faced since the transition to remote classes at NOCE? (Check all that apply) (N=955)



What students liked best about NOCE DE

Respondents were asked an open-ended question regarding what they liked best about their NOCE remote classes. About 65% of them responded and their responses were coded into six primary categories: *flexibility of schedule, ease and convenience, class format, faculty praise, overall positive experience,* and *other*.

Flexibility of Schedule

Nearly one-third of the students liked the flexibility of schedule that remote classes provide. Respondents indicated they like the flexibility of working at their own pace and course flexibility that aligns with their work schedule.

> *"The ability to work from home after or before work."*
>
> *"I could do it at my own pace, since I am a mom of 2 children in school themselves. I was able to still be a mom and student at the same time."*
>
> *"I liked that I could work at my own pace to fully understand the material, as well as view it multiple time within in my studies."*

Ease and Convenience

About 27% of the respondents indicated they like ease and convenience of taking classes online. They like the ability to take classes from the convenience of their home, not having to travel to campus, and being able to take care of their children while taking their classes. Student responses were further broken down at a program level. Compared to all other programs, a higher proportion of HSDP students indicated they like best about their remote classes is ease and convenience and flexibility of schedule.

> *"I can stay at home and do my classes. This way I can also look over my family and do my household work."*
>
> *"It is perfect! It's hard for me to take a class at a campus because I have work and my son has extra-curricular activities after school but now I get to complete my HS diploma online at my own convenience. Thank you for giving us this opportunity."*
>
> *"I got to do things at my own pace, no worrying about childcare, the commute, or finding / paying for parking. In my opinion it felt less stressful overall."*

Class Format

Furthermore, 10% of the students indicated they like the format of their DE classes. Students liked being able to take online classes, being able to participate in Zoom meetings and Canvas, and being able to access the class recordings any time.

"I don't feel rushed, I have complete access to all zoom recordings and can go back if I didn't get it the 1st time"

"It felt more personal and more one on one. And I loved that I could rewatch the recording of the class if I needed extra help."

Faculty Praise

Nearly 10% of the responses were related to faculty praise. Respondents appreciated their faculty's commitment to their education, their efforts in teaching classes online, and the help they received from their faculty related to remote learning.

"The instructor did a very good job preparing the class material both videos and written instructions."

"Teachers are working hard to provide best for the students."

"I like my teacher... She is always on time for the class. She always asked if we have any questions and if we don't understand she will always explain as many times we need. I like that me and my classmates are participating more and more. I like when my teacher put us in group and we participated a lot and have the work done. Being in quarantine all this time and not going outside is good to have classes online, at first it was very challenging but my teacher work a lot how everything will work. My teacher teach me how to put a background for my class."

Overall Positive Experience

Over 7% respondents indicated they overall like their remote classes, without providing specifics of what they like. Students shared the gratitude of receiving help in a time of need.

"I like how NOCE helps people in need."

"Whenever I have problem I called, and they help me."

"I like it when NOCE provided the laptop that I needed and the Microsoft word, Excel and PowerPoint is already install in the laptop make my work easier, unlike before that I'm using my chrome[book] I almost cried when I'm doing my homework."

Other

Nearly one-quarter of the students' responses were coded into the other category which included responses related to connecting with classmates and teachers, remote classes allowing them to maintain social distance and continue their education, comments related to specific classes they liked.

"I could continue learning despite not being able to meet in a classroom."

"Because of COVID-19, staying at home is much safer than attending classes in person."

"At first it was a bit complex to understand the remote system, little by little I'm beginning to understand it. Online education is being very useful for me because it is allowing me to continue advancing in my studies. I stopped going to school to take care of my son and now with remote access I can go back to my studies."

What students like least about NOCE DE

Respondents were also asked an open-ended question regarding what they liked least about their NOCE remote classes. About 57% provided a response to this question. Responses were coded into six primary categories: *course components*, *course offerings*, *learning curve*, *miss human interaction*, *technology*, and *other*.

Course Components

Course components category included any comments students shared related to the content of the course, their experience with the faculty, issues with scheduling and length of class, or class format. When asked about what they liked least, most of the comments were related to course components (23%), specifically about the course content, faculty concerns, and scheduling and length of class issues. Students shared concerns about not being able to ask questions in class, not being able to do hands-on work, and overload of assignments to complete. Students' comments about faculty were related to lack or delayed communication, unclear instructions about assignments, and not having Zoom meetings. Nearly half of the course component responses were shared by CTE students.

"The total lack of communication from one of my instructors. Emails were ignored, no class assignments and no guidance. It is discouraging and it really affected my involvement with my other required class that I need to earn my certificate."

"No one sent an email about graduation check. The teachers should have reminded everyone. I know it's not their fault but in these crazy days having to be an essential worker. It was hard to keep up with things"

"I took two classes, the instructor in one was very responsive. They answered emails and were helpful, even though this was as new to them as to me. The other instructor, said they were here to help us. However they missed zoom meetings, and NEVER, and I mean, never answered an email. I sent them through canvas, so I know I had the correct contact information. They just blew me off. I was not the only student to have this experience with them."

"I was extremely discouraged by the format. It is an elective and the most difficult class I have taken this far. The teacher did NOT do one single Zoom meeting or any lectures to aid in our studies and deepen our knowledge. It was literally reading chapter after chapter, no review, no nothing but a few random discussions question each week that was never reflected on or input added. This class was more about follow the teacher's odd "rules" of how to answer and submit the discussions questions rather than the true value of the information to be learned."

"Some instructors are not knowledgeable enough on holding a zoom class meeting. A lot of technical issues to have class run smoothly without wasting so much time trying to figure out how to share the screen, or how to fix the sound issues. As well as having no organization on the modules & assignments on canvas. It makes it difficult to keep tabs on what exactly we need to be working on what week, and what is due first."

Course Offerings

Several student comments were related to the lack of course offerings online. When broken-down at a program level, over 80% of the comments related to the need for more online class offerings were by HSDP students.

"The last few subjects I need to be able to take the comp test are not available yet until maybe next semester which is really sad because at the pace I'm at since I started the online I could have been done by next semester."

"I don't like how they offered every single class except English and math I needed my diploma ASAP and English was the last course I needed to finish due to this I had to switch schools"

"[T]he HS classes are very limited [sic]... But most importantly, that I cannot finish my CTE certification (Quality Assurance Management for the Medical Device Industry) because the class that I'm missing is not available (Regulatory Affairs)."

Learning Curve

Additionally, students shared their challenges related to navigate their courses online and learning to use new software. Compared to other programs, a greater proportion of ESL students shared the need to learn new technology to participate in remote courses.

"The class is motivational, I'm being honest, the system for me was new, perhaps because the lack of resources, not having enough time before, but now during these times, it's like riding a bike, if you never practice, you don't get better. I'm using this laptop for practicing..."

Miss Human Interaction

Nearly 15% of students indicated they miss interacting with their classmates and faculty. In addition, 6% students also shared their preference for in-person classes.

> *"Not being able to be in the group environment and see one on one sewing issues that come up with others. This format is just not great for any kind of hands on trainings classes. It so to speak will do in a pinch but actually class room environment is FAR THE BEST!!!"*

> *"Not being able to attend classes, even though they take more time. The classes allow students to form friendships and study groups to support each other. That is useful. It is also easier to follow instructions when you can ask questions and get immediate feed back."*

> *"It's a major challenge, now that I feel that you don't learn as much as you do directly in the classroom. I do not like that I miss the personal contact of going to classes, contact with the administrative staff, instructors, classmates. I did not like that I could not make use of the other benefits of going to camps like studying in the learning center, the room where one can go to relax, and the food pantry, etc."*

Technology

The category related to technology was further broken down to lack of equipment and comments related to technical issues/glitches. About 8% of the student comments were related to technology, and students shared their dislike of unstable internet connections, outdated software, technical glitches with Zoom and Canvas, and lack of equipment.

> "I *also don't have a printer at home, which means I have to hand write all worksheets that are supposed to be printed and filled out. It makes a lot more work than if I had a printer at home."*

> *"The fact that I don't have a stable WIFI connection everyday and that I have to share the computer because it does not belong to me and I have to be asking for the computer to do my work"*

> *"The least thing I don't like about it are, when the computer crash while I am doing my homework using excel, power point, and word without saving it. I need to start all over again. I'm not familiar with it yet, I spend to much time to do it on my own."*

Other

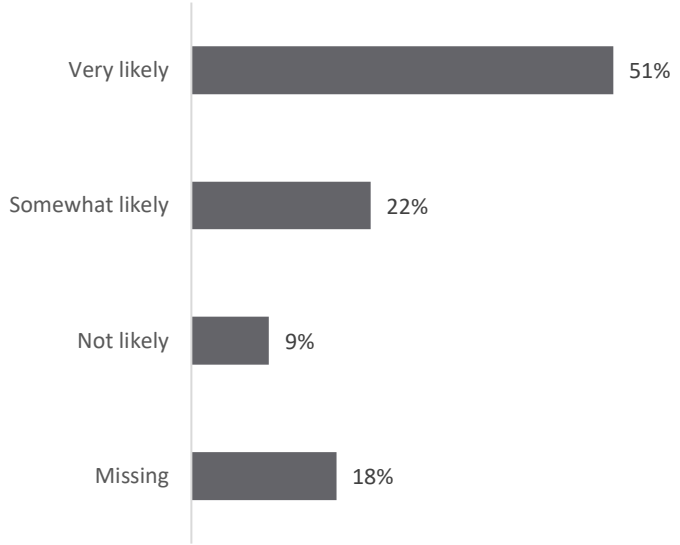
Responses coded as other were coded into additional secondary categories related to home/school life balance, students' comments related to distractions at home, and some comments specific to their experiences in certain courses.

> *"That you have to be home surrounded by everything fun you have instead of being in a environment where you can focus on learning I have 6 other people in my house so it was hard to get focused or get a strong enough Wi-Fi connection"*
>
> *"I could not to participate a 100% online because a had have to attend to my son in his classes too at the same schedule"*
>
> *"The teacher is excellent, but the learning is not the same as going to campus, there are lots of distractions due to the noise that other students make."*

Future Remote Classes

Over half of the respondents (51%) indicated they are very likely to continue taking classes remotely at NOCE once the pandemic is over (Figure 15). Compared to the students in other programs, HSDP students (60%) were found to be most likely to continue their classes remotely once the pandemic is over. DSS students (18%) were found to be least likely to continue with remote classes.

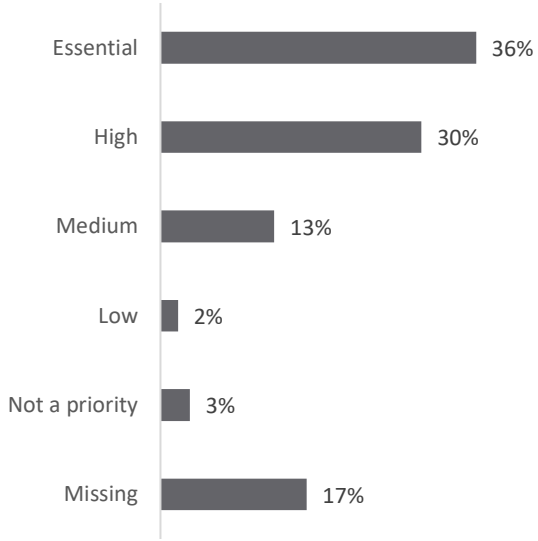
Figure 15. How likely are you to continue taking classes remotely at NOCE once the pandemic is over? (N=955)



Prioritization of Education

Given the current COVID-19 pandemic, education may or may not be a priority for all students. On a scale from not a priority to an essential priority, respondents were asked to rate how they prioritize completing their education at NOCE. Two-thirds of the respondents indicated their education is their high or essential priority, and only 5% indicated it to be a low or not a priority (Figure 16). When broken-down at the program level, 44% CTE students and 39% HSDP students considered their education at NOCE to be an essential priority. About 18% of LEAP students considered their education at NOCE as not a priority.

Figure 16. Under the current COVID-19 circumstances how do you prioritize completing your education at NOCE? (N=955)



Additional Comments

Students were given an opportunity to share anything else they wanted regarding their experience with the remote classes. Several themes emerged based on students' thoughts and concerns. A few students shared the concern of not being able to finish their program because of external and institutional barriers.

One student stated that *"I was almost finish[ed]. I was about 2 credits away. I was not given an option to complete final exam or finish course."* Another student shared that *"I really wish I could finish my High School Diploma so much. But since I lost my job where I was living. I've been living in my car so I can't do much."*

Students also shared course concerns related to delays with access to books, course catalog, and the appropriate format for certain classes. Lack of access to books maybe impacting students' remote learning, as one student stated that *"During this COVID-19 pandemic, mail order arrives much slower than before. By the time I get my books, I would have to do without the book for weeks and it affects my studies. It's hard to get to the NOCE library [bookstore] in Anaheim during such times. It's helpful if I can view the books online or not have the books required for the class and have reading materials shared online from the class CANVAS."* Another student shared their concern regarding information on the course catalog, and stated *"In regarding to the catalog, description about the course is not accurate. Teaching content. Level of student is not screened."* While many students shared that they miss their in-person classes and interacting with their classmates and instructors, one student shared that *"Again, the parenting classes need to be IN PERSON. I am aware that there would need to be restrictions on in person classes - less toys, less students, etc., but these need to be considered and in person classes need to be implemented ASAP."* The student's comment highlights the issues that not all classes lend themselves to an online environment, and that certain classes need the human interaction component.

Student Recommendations

Some students provided recommendations in the final open-ended question as well. These recommendations fell under four main themes: improving classroom experiences, future NOCE online courses, more course offerings, and other.

The most common recommendation shared by students was around how to improve their classroom experiences. One student shared that an online orientation would be helpful saying, *"It would be nice that ALL instructors have at least one live orientation to meet and direct us through some of the course or questions we may have."* Other students mentioned pieces directly related to the class format, such as *"It would be nice to have the teacher do video instructions/power points one day a week and maybe a ZOOM meeting one day per week"* and *"It would be very useful to have moderated group teleconferences for peer tutelage…"* Another student shared a recommendation specific to the platform stating, *"I think that is important to set up the Canvas in a more standardize way, because not all classes are using the same features or not using them at all, like assignments."*

The second theme that surfaced from student recommendations was their interest in NOCE continuing online courses after the pandemic. One student shared, *"It would be very convenient to have remote class even after the pandemic is over as it would allow us to use the time for work or etc. and do the learning at our own time."* Some students also expressed interest in continuing online learning at NOCE through a hybrid model, *"I hope that in the near future we can have some kind of hybrid classes, because the human interaction is also essential and sometimes it can help with the learning process."* One student shared that having online classes available for those who cannot be physically on campus is important.

Some students indicated that they would like more courses to be offered on an online platform at NOCE. Two students indicated they would specifically like more High School math courses, while another recommended providing more lifelong learning courses. The last theme, other, included comments that were standalone, such as students recommending to make it easier to register for courses, providing additional technical assistance to students, and bringing awareness to the fact that some students do not have Wi-Fi, the softwares or hardware (printers) needed for online courses.

Appendix A

Survey in English

Background

NOCE
NORTH ORANGE
CONTINUING EDUCATION

Thank you so much for participating in NOCE's distance education student survey. We are aware that these last couple of months have been a transition from our typical face to face instruction and are extremely happy that you continued your academic pathway despite these challenges. The following survey will be asking you questions related to the devices you used during your remote classes at NOCE, what you worked and did not work for you in remote classes and your overall NOCE remote class experience. Please be as honest as possible and know that this survey is completely anonymous. Thank you for your valuable feedback!

What program(s) are you currently enrolled in?

- [ ] Disability Support Services (DSS)
- [ ] Parenting
- [ ] Emeritus/Older Adults
- [ ] Career Technical Education (CTE)
- [ ] High School Diploma
- [ ] English as a Second Language (ESL)
- [ ] GED
- [ ] I don't know
- [ ] Other (please specify):

What CTE program(s) are you currently enrolled in?

- [ ] Administrative Professional
- [ ] Business Information Worker Certificate
- [ ] Early Childhood Education
- [ ] Electrical Technology
- [ ] Funeral Service Assistant
- [ ] Management
- [ ] Medical Assistant
- [ ] Pharmacy Technician
- [ ] Quality Assurance Management for Medical Devices

Device Usage

What device(s) are you currently using to access your NOCE courses? (check all that apply)

- [ ] Personal Laptop/computer
- [ ] Laptop/computer that I borrow
- [ ] School issued laptop
- [ ] Personal Tablet
- [ ] Cell Phone
- [ ] I am currently NOT taking any NOCE courses
- [ ] Other (please specify):

Are you sharing the primary device used to access your NOCE courses with other people in your household?

- ◯ Yes
- ◯ No

Are you aware that NOCE has implemented a laptop loaner program?

- ◯ Yes
- ◯ No

Did you borrow a laptop from NOCE's loaner program?

- ◯ Yes
- ◯ No

Would you be interested in borrowing a loaner laptop from NOCE for your coursework?

- ◯ Yes
- ◯ No

Would you be interested in receiving training on how to use the loaner laptop (checking emails, canvas log in, etc.)?

- ◯ Yes
- ◯ No

Why did you decide not to borrow a laptop?

How reliable is your internet?

- ◯ My connection is always good or almost always flawless
- ◯ My connection is good, but it will drop out on me every once in a while
- ◯ My connection is sometimes good, but it will usually drop out on me
- ◯ My connection is not good, it always drops

Were you aware that a Wi-Fi drive-in which provides free Wi-Fi for students within your own vehicle is available to all students within our district which includes Fullerton College, Cypress College and NOCE Anaheim Campus (Coming Soon!)?

- ◯ Yes
- ◯ No

Have you used the Wi-Fi drive-in at Fullerton College or Cypress College?

- ◯ Yes
- ◯ No

Would you be interested in using a Wi-Fi drive-in at a district campus?

- ◯ Yes
- ◯ No

Which campuses are you most likely to use for a wi-fi drive in:

- ◯ Fullerton College
- ◯ Cypress College
- ◯ NOCE Anaheim Campus (Coming Soon!)
- ◯ I am not familiar with any of these campuses/colleges listed
- ◯ The campuses/colleges listed are too far

Experiences

Which of the following technology-related challenges have you faced since the transition to remote classes at NOCE? (Check all that apply)

- ☐ I have not had any technology challenges related to my NOCE remote classes
- ☐ I don't know what software I need for my classes
- ☐ I don't have the software needed for my classes (e.g., Adobe products, Word, PowerPoint, Excel)
- ☐ I don't know how to use the software needed for my classes (e.g. Email, Canvas, Zoom)
- ☐ I don't have access to live captioning or closed captioning
- ☐ I don't know how to get the disability accommodations that are needed for my classes
- ☐ I don't know how to get technical assistance
- ☐ Other (please specify):

What did you like best about your NOCE remote classes?

What did you like the least about your NOCE remote classes?

How likely are you to continue taking classes remotely at NOCE once the pandemic is over?

- ◯ Very likely
- ◯ Somewhat likely
- ◯ Not likely

Under the current COVID-19 circumstances how do you prioritize completing your education at NOCE?

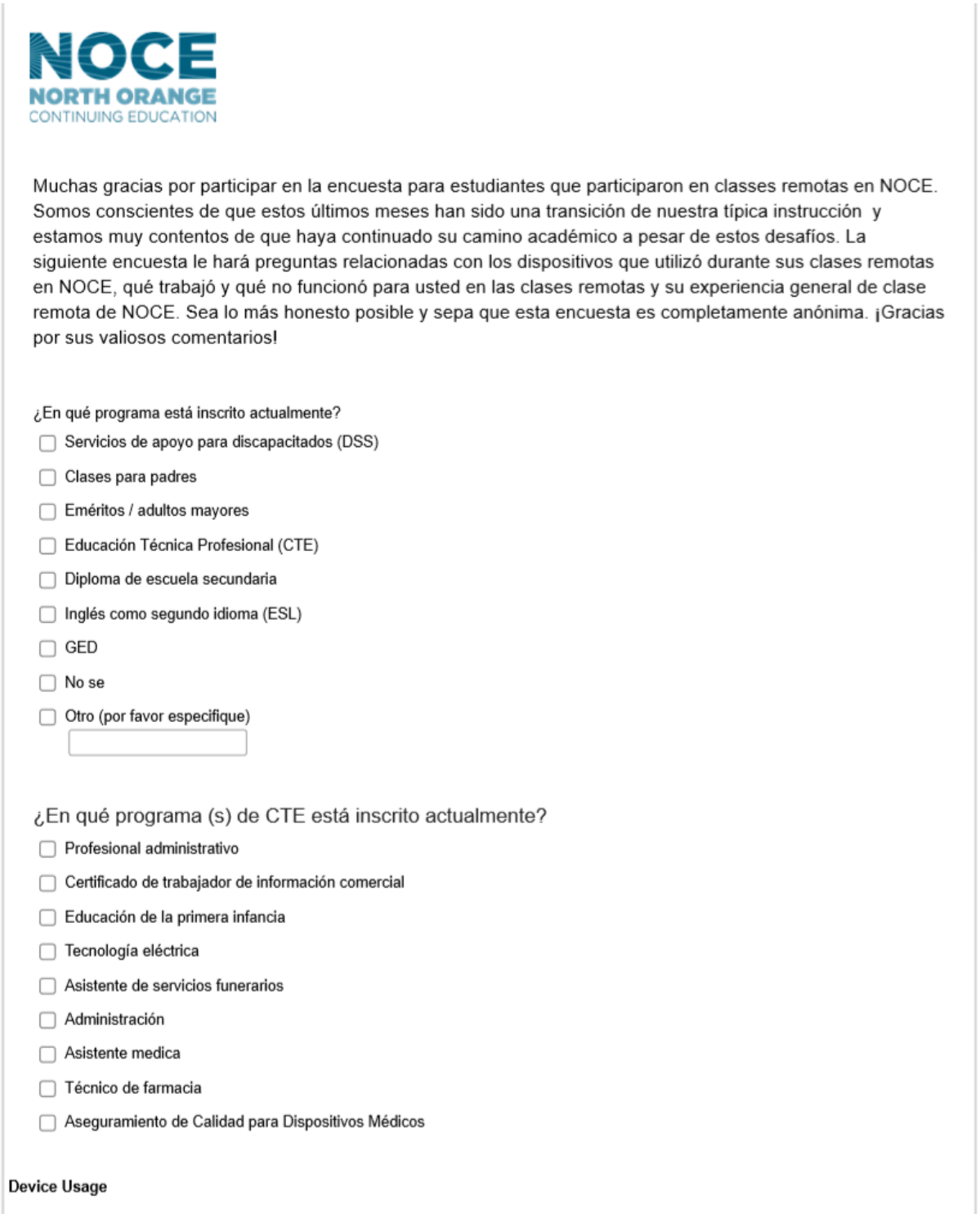
- ◯ Essential
- ◯ High
- ◯ Medium
- ◯ Low
- ◯ Not a priority

What else do you want to share about your NOCE remote class experience?

What is your overall experience with online classes at NOCE?

Appendix B

Survey in Spanish



NOCE
NORTH ORANGE
CONTINUING EDUCATION

Muchas gracias por participar en la encuesta para estudiantes que participaron en classes remotas en NOCE. Somos conscientes de que estos últimos meses han sido una transición de nuestra típica instrucción y estamos muy contentos de que haya continuado su camino académico a pesar de estos desafíos. La siguiente encuesta le hará preguntas relacionadas con los dispositivos que utilizó durante sus clases remotas en NOCE, qué trabajó y qué no funcionó para usted en las clases remotas y su experiencia general de clase remota de NOCE. Sea lo más honesto posible y sepa que esta encuesta es completamente anónima. ¡Gracias por sus valiosos comentarios!

¿En qué programa está inscrito actualmente?

- ☐ Servicios de apoyo para discapacitados (DSS)
- ☐ Clases para padres
- ☐ Eméritos / adultos mayores
- ☐ Educación Técnica Profesional (CTE)
- ☐ Diploma de escuela secundaria
- ☐ Inglés como segundo idioma (ESL)
- ☐ GED
- ☐ No se
- ☐ Otro (por favor especifique)

¿En qué programa (s) de CTE está inscrito actualmente?

- ☐ Profesional administrativo
- ☐ Certificado de trabajador de información comercial
- ☐ Educación de la primera infancia
- ☐ Tecnología eléctrica
- ☐ Asistente de servicios funerarios
- ☐ Administración
- ☐ Asistente medica
- ☐ Técnico de farmacia
- ☐ Aseguramiento de Calidad para Dispositivos Médicos

Device Usage

¿Qué dispositivo (s) está utilizando actualmente para acceder a sus cursos NOCE? (marque todo lo que corresponda)

- [ ] Computadora Personal
- [ ] Computadora Prestada
- [ ] Computadora emitido por la escuela
- [ ] Tableta personal
- [ ] Telefono Celular
- [ ] Actualmente NO estoy tomando ningún curso NOCE
- [ ] Otro (por favor especifique)

¿Está compartiendo el dispositivo principal utilizado para acceder a sus cursos en NOCE con otras personas en su hogar?

- ○ Si
- ○ No

¿Sabe que NOCE ha implementado un programa donde prestan un computadora portátil (laptop)?

- ○ Si
- ○ No

¿Pediste prestada una computadora portátil (laptop) por NOCE?

- ○ Si
- ○ No

¿Le interesaría participar en el programa de NOCE donde le prestan una computadora portátil (laptop) para sus cursos?

- ○ Si
- ○ No

¿Le interesaría recibir entrenamiento sobre cómo usar la computadora portátil (laptop) prestada por NOCE (como usar correos electrónicos, iniciar sesión en Canvas, etc.)?

- ○ Si
- ○ No

¿Por qué decidiste no pedir prestada una computadora portátil (laptop)?

Wifi

¿Qué tan confiable es su internet?

- ◯ Mi conexión siempre es buena o casi siempre perfecta
- ◯ Mi conexión es buena, pero me deja caer de vez en cuando
- ◯ Mi conexión a veces es buena, pero generalmente se me cae
- ◯ Mi conexión no es buena, siempre cae

¿Sabía que se ofrece Wi-Fi (internet) gratuito para estudiantes del distrito dentro de su propio vehículo en Fullerton College, Cypress College y NOCE Campus de Anaheim (Viniendo pronto)?

- ◯ Si
- ◯ No

¿Has utilizado el Wi-Fi (internet) donde es disponible de su propio vehículo en Fullerton College o Cypress College?

- ◯ Si
- ◯ No

¿Te interesaría usar el Wi-Fi (internet) gratuito dentro de su propio vehículo en un campus del distrito?

- ◯ Si
- ◯ No

En qué campus es más probable que uses el Wi-Fi (internet) gratuito dentro de su propio vehículo:

- ◯ Fullerton College
- ◯ Cypress College
- ◯ NOCE campus de Anaheim (Viniendo Pronto!)
- ◯ No estoy familiarizado con ninguno de estos campus
- ◯ Los campus enumerados están demasiado lejos

Experiences

¿Cuál de los siguientes desafíos relacionados con la tecnología ha enfrentado desde la transición a clases remotas en NOCE? (Marque todo lo que corresponda)

- ☐ No he tenido ningún desafío tecnológico relacionado con mis clases remotas de NOCE
- ☐ No sé qué software necesito para mis clases
- ☐ No tengo el software necesario para mis clases (por ejemplo, productos de Adobe, Word, PowerPoint, Excel)
- ☐ No sé cómo usar el software necesario para mis clases (por ejemplo, correo electrónico, canvas, zoom)
- ☐ No tengo acceso a subtítulos

- [ ] No sé cómo obtener las adaptaciones para discapacitados que son necesarias para mis clases
- [ ] No se como obtener asistencia técnica
- [ ] Otro (por favor especifique)

¿Qué te gustó más de tus clases remotas NOCE?

¿Qué es lo que menos te gustó de tus clases remotas NOCE?

¿Qué probable es que continúes tomando clases de forma remota en NOCE una vez que termine la pandemia?

- ○ Muy probable
- ○ Algo probable
- ○ No es probable

Bajo las circunstancias actuales de COVID-19, ¿cómo prioriza completar su educación en NOCE?

- ○ Esencial
- ○ Alto
- ○ Mediano
- ○ Bajo
- ○ No es prioridad ahora mismo

¿Qué más quieres compartir sobre tu experiencia de clase remota NOCE?

¿Cuál es su experiencia general con las clases en línea en NOCE?