

Online Student Needs: Turning Insight Into Action

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Agenda



- Survey Background
- Student Demographics
- Online Course Modalities
- Key Student Insights(With Student Senate Feedback)
- From Insights to Action
- Next Steps for Continued Improvement

Background



In Spring 2024, OIERP and the Distance Education Committee surveyed CHC students enrolled in at least one online course to better understand their online learning experience. Feedback was also collected from the Student Senate through a follow-up survey and discussion.

Spring 2024 Survey Covered:

- Modality preferences
- Course Availability
- Ease of completing tasks online
- Use and helpfulness of support services
- Barriers to online success

A total of 412 valid responses were received. Participation was voluntary for both the survey and individual questions.

Who Are Our Online Students?

Age Groups: (n=343)

- 18-24 (50%)
- 25-30 (13%)
- 31-35 (11%)
- 41-50 (12%)
- 36-40 (5%)
- 51+ (4%)

Gender Groups: (n=345)

- Female (76%)
- Male (20%)
- Transgender/Nonbinary/Nonconforming (2%)
- Decline to state (2%)

Ethnicity Groups: (n=345)

- Hispanic/Latinx (43%)
- White/Caucasian (29%)
- Multiple ethnicities (8%)
- Asian/Filipino/Pacific Islander (6%)
- Black/African American (5%)
- Other (4%)
- Decline to State (4%)
- Native American (2%)

***Note: Responses to demographic questions were voluntary.**

How Are Students Engaging in Online Learning?



- **Online Asynchronous (87%)**
No required live or real-time meetings, work independently.
- **In-Person Hybrid (26%)**
Combines on-campus instruction and asynchronous online learning.
- **Remote Synchronous (17%)**
Course held live through zoom at a set times.
- **Remote Synchronous Hybrid (7.3%)**
Combines live Zoom and asynchronous Canvas instruction.

The survey collected responses from 412 students, representing 11% of the 3,725 students enrolled in online courses in Spring 2024. This sample size offers meaningful insight into the experiences and challenges of online learners.

Communication

Students shared that feeling connected and supported through communication helps them stay engaged and confident in online courses.

What Students Say They Need:

- Consistent communication touchpoints throughout the course
- Predictable communication response windows (1–2 business days)
- Clear timelines for when to expect responses or updates
- Optional live office hours for asynchronous classes

Student Senate Feedback:

Students expressed that regular and accessible communication helped improve their online experience, while uncertainty in response timing sometimes added stress.

Technology & Navigation

Students shared that confidence in online courses improves when they can easily access and navigate tools like Canvas, Zoom, and self-serve systems.

What Students Say They Need:

- Reliable access to tools like Office 365, Adobe software, and GoReact
- Consistency in how assignments and course materials are organized in Canvas
- Easy-to-follow steps for navigating self-serve and Canvas features
- Continued access to WiFi, laptops, hotspots, and campus computer labs

Student Senate Feedback:

Students noted that navigating Canvas was generally manageable, but confusion arose when each course was set up differently or when key features like Zoom links or tech help were hard to locate.

Course Organization and Layout

Students shared that clear and consistent course structure supports their learning and reduces time spent searching for assignments, due dates, and feedback.

What Students Say They Need:

- Standardized Canvas layouts for assignments and materials
- Clear and accurate due dates and calendar updates
- Recorded lectures and multimedia resources to support understanding
- Notifications or reminders for upcoming assignments

Student Senate Feedback:

Students described difficulty navigating course content when materials were placed in different sections or instructions changed without notice.

Engagement and Interaction

Students expressed a desire for more meaningful interaction in online classes to help them feel involved and motivated in their learning.

What Students Say They Need:

- Real-time opportunities to engage with instructors and peers
- Interactive course materials beyond static text
- Encouragement for group work or discussion-based activities
- Options for peer collaboration and feedback

Student Senate Feedback:

Students reported that online learning can feel isolating and emphasized the value of human connection and dynamic learning environments.

Takeaway: Addressing this is critical for meeting ACCJC standards on student engagement and ensuring quality in online learning.

Online Student Support Services

Students shared that knowing where and how to access support services is key to feeling successful in online courses. However, survey responses suggest that not all students are aware of—or using—available resources.

What Students Say They Need:

- Clear, early communication about available services (tutoring, tech help, counseling)
- Easy-to-find links within Canvas and the college website
- Instructors introducing or linking to services during the first week
- Continued outreach via email and announcements throughout the term

Survey Insight:

Many students reported not using key services:

- 53.5% (n=204) – Online Tech Help
- 52.9% (n=203) – Online Tutoring
- 50.9% (n=195) – Online Library

Student Senate Feedback:

Students recommended more promotion of services through Canvas, social media, and direct instructor reminders. Several suggested embedding resource links directly in Canvas course shells.

From Feedback to Action

Over the past year, the Distance Education Program Committee, District DE, CHC Technology Services, and others have worked in conjunction to address some of these concerns

Feedback on Student Needs	Collaborative Action(s)
Reliable Wi-Fi and tech access	Replaced internet access points in Fall 2024, resulting in increased bandwidth and improved connectivity.
Easier access to Office 365	Exploring improvements to the Office 365 LTI in Canvas to provide better access — currently under review and not yet confirmed.
Confusing tools like GoReact	Promoting Harmonize as a student-friendly alternative
Self-Service is hard to navigate	Student Success Coaches are creating new how-to videos
Assignment upload confusion	Promoting Office 365 for uploads (also supports Turnitin for AI/plagiarism checks)
Missed assignment reminders	Promoting Canvas notification tools like "Message Students Who..." as well as other tools, like Pronto, for reminders
Need for virtual office hours	Promoting TechConnect Zoom “Appointments” feature
Low awareness of online services	New <i>Student Support Hub</i> link has been embedded into the Canvas navigation menu to help with those online and in-person needs.

Next Steps for Continued Improvement

Improving the online learning experience requires ongoing reflection and collaboration to guide planning and strengthen student engagement and success.

- **Peer Online Course Review (POCR):** Encourage faculty to design more courses using DE best practices - consistent layouts, micro-lectures, visual aids, Canvas calendar/to-do list integration, student-student connection, clear communication/grading expectations, and mobile-friendly design.
- **DE Professional Development:** Offer In-Service and Flex Day workshops on communication, course design, and online student support. A micro-course on regular and substantive interaction (RSI) or related topics is also an option.
- **Advanced DE PD:** Offer training beyond basic DE certification in RSI, course design, digital assessment, culturally responsive and humanized teaching, equitable grading, and more.
- **Assessment:** The next DE student survey is planned for Spring 2026 to evaluate progress and identify emerging needs.