



SAN DIEGO
Community College District

City College · Mesa College · Miramar College
College of Continuing Education

Distance Education Experience Survey

Fall 2025

Office of Institutional Effectiveness and Research
Institutional Innovation & Effectiveness Division



Distance Education Experience Survey

Fall 2025

Context

In Fall 2025, 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 38,000 students from San Diego City, Mesa, and Miramar Colleges and the College of Continuing Education (SDCCE) were invited to complete the survey, representing 68% of students enrolled at SDCCD in Fall 2025 (Credit Colleges: 73%, SDCCE: 58%). There were 795 student responses (City: 211, Mesa: 285, Miramar: 190, SDCCE: 168), 59 of whom enrolled at more than one college. These responses represent a 2.1% response rate (Credit Colleges: 2.2%, SDCCE: 1.7%).

Faculty Survey: All 1,100 faculty teaching Distance Education courses in Fall 2025 SDCCD were surveyed. 146 faculty responded to the survey for a 13.3% response rate.

The surveys included questions regarding:

- **Modality Preference and Club Participation**
- **Student and Faculty Sentiment in Online Classes**
- **Student and Faculty Challenges and 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. Sentiment and “Usefulness” averages are calculated by multiplying responses by numerical scores corresponding to the likert options (i.e. “Strongly Agree” = 5, “Agree” = 4, etc) and dividing by the number of responses to that item. Open-ended responses were assigned descriptive codes by the researchers.

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

Distribution recommendation: The number of student responses has declined across the three survey administrations, from almost 2,200 in Fall 2023 to 795 in Fall 2025. This low response rate limits the ability to draw strong conclusions from year-to-year comparisons, but may provide an opportunity to explore alternative distribution methods, such as stratified sampling, that may yield more actionable data about the student experience online.

Modality Preference and Club Participation

1. **Preferred Modality:** 82% of respondents who expressed a course modality preference said they preferred Distance Education courses. See page 4.
2. **Participation in clubs:** 20% of student respondents participated in clubs online. Another 48% didn't participate, but were aware of opportunities to do so. See page 6.
3. **Reasons to Enroll Online:** 73% of respondents indicated they enroll online due to their personal schedule, with positive past experiences online and the subject of the class being the second- and third-most common reasons. See page 7.

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, similar to results from past surveys. See page 8.
5. **Sentiment about Online Classes, by Group:** Survey responses suggest that students who enrolled only at City, students with an undecided Educational Goal, and students in Biology/Allied Health majors may feel less engaged by their online coursework than others. See page 9.

Student and Faculty Challenges and Assets

6. **Challenges Online:** Students most commonly encountered Motivation, Time management, and Distractions as challenges to learning online (about 40% of respondents). Faculty indicated that Login and Authentication was the most common technical challenge – consistent with the prior two distributions of this survey. In this and other open-ended items, faculty voiced concern about the prevalence of students using AI to complete coursework, and requested support identifying those instances. See page 11.
7. **What helps students learn online:** Students indicated that regular and meaningful interaction with their faculty, early access to course materials, recorded lectures, and canvas support as the most helpful resources. Academic advising was the least helpful, although it still ranked between “Somewhat helpful” and “Very helpful.” See page 12.
8. **What helps faculty prepare to teach online:** Faculty ranked the Online Faculty Mentor and Internet Search as the most helpful support resources for preparing/teaching online. See page 13.
9. **What helps faculty deliver coursework:** Canvas and Zoom, used by nearly all respondents, were ranked as the most helpful in delivering coursework. See page 14.
10. **Successful practices in class, according to faculty:** Faculty cite recorded lectures, discussion groups, and early access to course content as successful online teaching practices. See page 15.
11. **Requested Professional Development/Improved Online Teaching Experience:** Faculty were most likely to indicate they were interested in learning more about Canvas Tips and Tricks, Online Engagement Strategies, and Educational Tools. See page 15.
12. **OER/ZTC:** In Fall 2025, awareness of ZTC class search increased to 30% of respondents, availability of free or low-cost materials increased to almost three-quarters of respondents, and the percent of respondents agreeing that OER/ZTC course materials were representative of diversity decreased to about half. See page 18.

Modality Preference and Club Participation

1. Preferred Modality: 82% of respondents who expressed a course modality preference said they preferred Distance Education courses (Online Live, Fully Online, Partially Online, or Hyflex).

This excludes 118 respondents (15% of the total) who indicated that their preferred course modality depends on other circumstances.

While the sampling methodology of this survey (surveys emailed to all students enrolled online in Fall 2025) 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 2025 (Credit Colleges: 73%, SDCCE: 58%) – meaning the bias of this sample is shared by a majority of SDCCD students. The main issue impacting interpretation of these findings is the survey's low response rate (2.1%).

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 18-24 (24%)
- Students with an Undecided Educational Goal (28%)
- Students seeking a transfer/associate degree (26%)
- Students with the following majors: Biology/Allied Health (22%), Business (21%), and Psychology (23%).

Note that over one-third of respondents with a Biology/Allied Health major indicated their preferred course modality depends on external circumstances (35%).

See Table 1 on the next page for full disaggregation.

It should be noted that in addition to preferring on-campus courses at higher rates, students under age 24 also reported less positive sentiment in their online classes (Table 3, page 10), suggesting that younger students in less defined academic pathways (Undecided major) may be among those who benefit more from on-campus instruction.

Distance Ed. Experience Survey, Fall 2025

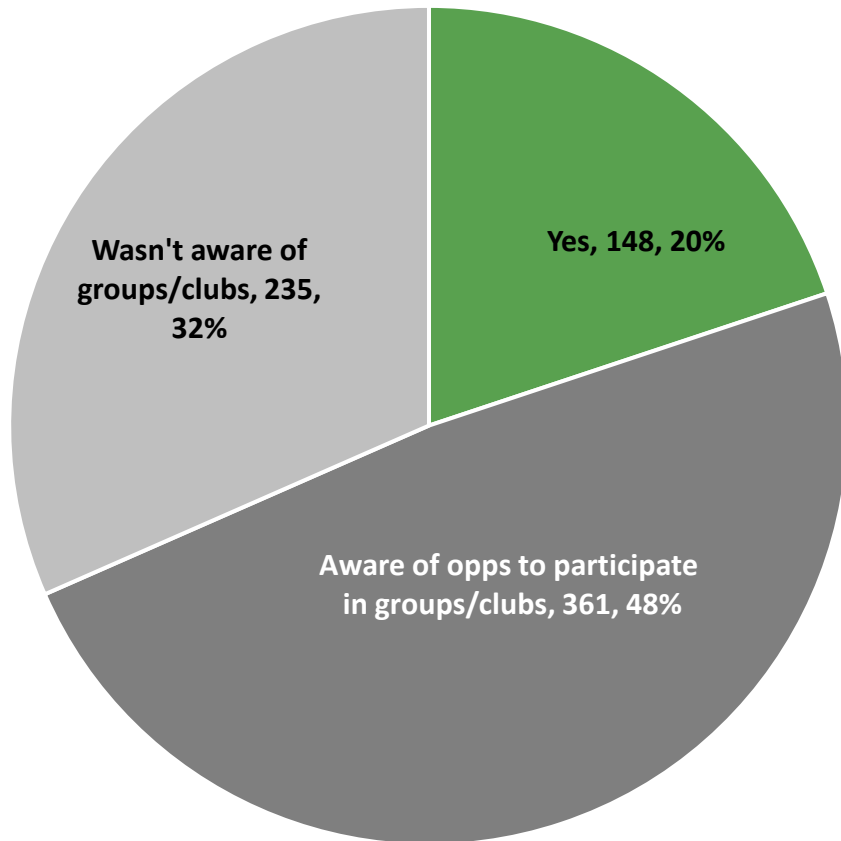
Table 1. Student Modality Preference, Groups with over 20 Respondents

		Fully Online	Online Live	Partially Online	HyFlex	Distance Ed.	On-campus	N
Overall		48%	15%	11%	8%	82%	18%	647
College	City College	58%	6%	9%	6%	80%	20%	172
	Mesa College	61%	6%	8%	7%	82%	18%	228
	Miramar College	56%	8%	12%	6%	81%	19%	156
	SDCCE	29%	37%	17%	7%	90%	10%	144
Age Group	18 - 24	50%	3%	12%	11%	76%	24%	137
	25 - 34	49%	11%	12%	8%	80%	20%	123
	35 - 44	62%	14%	10%	5%	90%	10%	94
	45 - 54	55%	14%	10%	7%	86%	14%	71
	55 - 64	41%	33%	12%	6%	92%	8%	49
	65+	26%	43%	19%	4%	91%	9%	47
Ed. Goal	Transfer and/or Associate	56%	6%	10%	9%	80%	20%	214
	CTE Certificate	45%	18%	8%	12%	84%	16%	49
	Undecided	38%	19%	9%	6%	72%	28%	32
	Prepare for a new job	51%	24%	14%	3%	92%	8%	37
	Educational development	44%	27%	16%	6%	92%	8%	64
	Other	32%	22%	14%	14%	81%	19%	37
Race / Ethnicity	Black/African American	59%	8%	10%	10%	88%	12%	49
	Latina/o/e/x	49%	12%	13%	11%	85%	15%	142
	Asian	40%	21%	11%	13%	86%	14%	70
	Filipino	55%	9%	14%	5%	82%	18%	22
	White	51%	16%	8%	4%	79%	21%	142
	Multiple Ethnicities	49%	14%	12%	7%	81%	19%	43
	Race/ethnicity not listed	55%	15%	5%	5%	80%	20%	20
	Prefer not to say	50%	11%	21%	3%	84%	16%	38
Gender	Female	52%	16%	10%	7%	85%	15%	336
	Male	48%	13%	14%	8%	82%	18%	168
	Prefer not to say	50%	11%	21%	3%	84%	16%	38
Major Group	Biology or Allied Health	61%	4%	4%	9%	78%	22%	23
	Business	56%	6%	12%	6%	79%	21%	34
	Comp Sci/Comp. & Info. Sci.	58%	21%	8%	0%	88%	13%	24
	Psychology	59%	5%	9%	5%	77%	23%	22
	Other	32%	22%	14%	14%	81%	19%	37

Note 1. The following groups were excluded due to small cell size under 20. Excluded: Unreported, Under 18, Pac Islander, Native American, Non-Binary, Undeclared/Undecided, ESL (largely online-live), Art/Graphic Design, CSU/IGETC, Child Development, Accounting, Cybersecurity, Social Work, Engineering, Admin Justice, Kines, Nursing, Rad Tech.

- Participation in clubs:** 20% of student respondents participated in clubs online. This is a slight increase from Fall 2024 (18%). Another 48% didn't participate, but were aware of opportunities to do so. This last group is larger than the one reported for 2024 (38%).

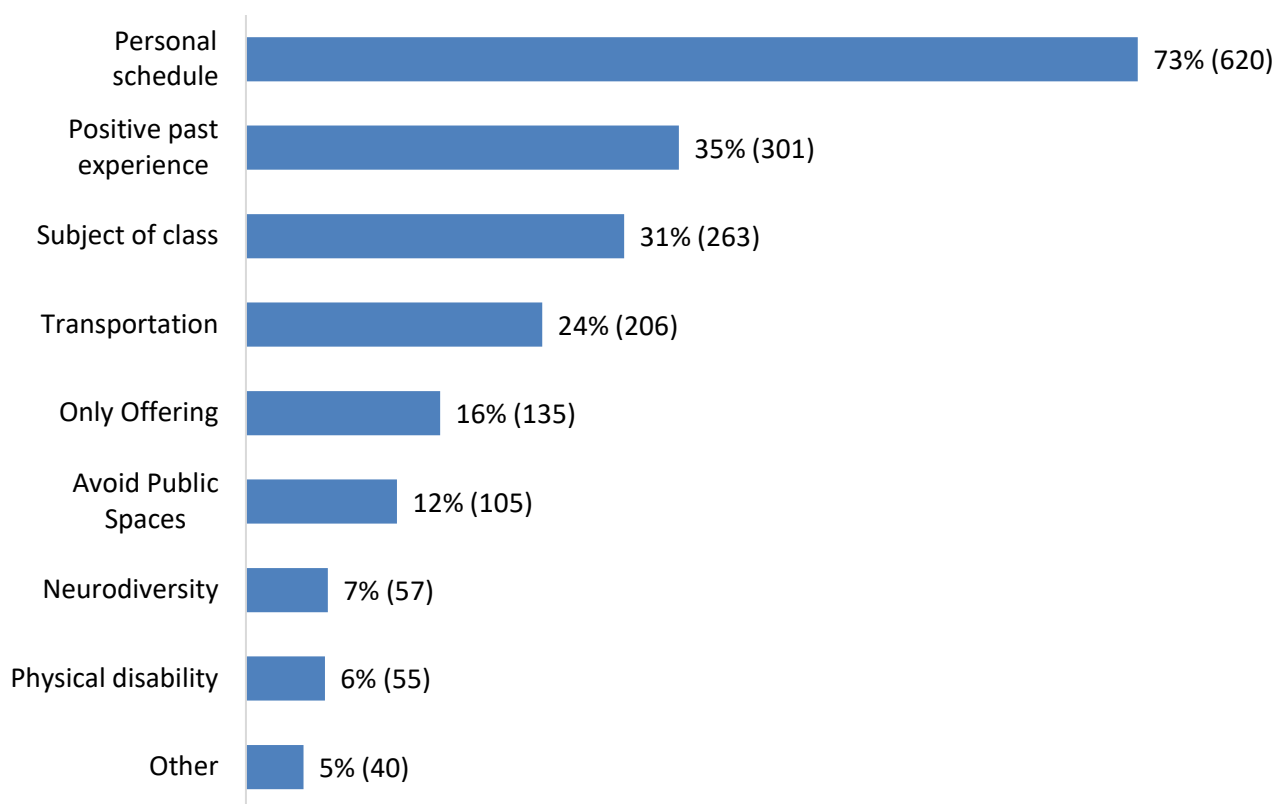
Figure 1. "Have you participated in any study groups or clubs?" by Group (n=744)



3. **Reasons to Enroll Online:** 73% of respondents indicated they enroll online due to their personal schedule, with positive past experiences online and the subject of the class being the second- and third-most common reasons.

Almost three quarters of respondents indicated they enrolled online to accommodate their personal schedule, a finding consistent across respondent groups. 35% of respondents indicated that they enrolled online due to past experiences in online courses, and another 31% indicated they enroll online due to the subject of the class. Approximately another 1 in 4 respondents indicated they enrolled online due to transportation challenges.

Figure 2. 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, similar to results from past surveys.

85% of students agreed that they were prepared to learn online, 75% agreed they felt connected to their instructors. 53% of respondents agreed that they felt connected to other students in their online classes, the least positive area of online sentiment for the survey and it shows a reduction when comparing to last year's result.

Students generally agreed they were prepared to learn online and they were connected to their instructors, 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 3 on page 10 in the next section of the report for response rates by group.

Table 2. Student sentiment about online classes

	Fall 2023		Fall 2024		Fall 2025	
	# Responses	% Agree	# Responses	% Agree	# Responses	% Agree
I felt connected to the instructor in my online class.	2,374	77%	3,687	77%	665	75%
I felt connected to the other students in my online class.	2,371	61%	2,371	59%	664	53%
I was adequately prepared to learn in an online class.	2,353	85%	2,353	85%	665	85%

Faculty Perspective: 91% of faculty agreed they felt prepared to teach online – 70% of whom strongly agreed they were prepared to teach online.

5. Student Sentiment about Online Classes, by Group: Survey responses suggest that students who enrolled only at City, students with an undecided Educational Goal, and students in Biology/Allied Health majors may feel less engaged by their online coursework than others.

Generally, respondents felt prepared to learn online (3.5 out of 5) and connected to their instructors online (3.2 out of 5), but felt less connected to their classmates in online classes (2.61 out of 5) – in line with data from prior surveys.

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 City (3.09), students with an undecided Educational Goal (3.01), and students in Biology/Allied Health majors (3.09).

The lower sentiment from students in Biology/Allied Health majors is notable because:

- This group was most likely to indicate that their preferred course modality depends on external factors (Table 1) – these students may have different modality preferences depending on the course.
- This group's average scores for "I felt prepared to learn online" were considerably lower (3.24) than the overall average (3.54).

These datapoints suggest students in Biology/Allied Health majors may benefit from learning support tailored to their specific courses, or additional focused research about their challenges in online courses.

See Table 3 on the next page for more detail.

Methodology: Table 3 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.

Distance Ed. Experience Survey, Fall 2025

Table 3. Student Average Online Sentiment, Groups with more than 20 respondents, from Strongly Disagree (1) to Strongly Agree (5)

		In Distance Ed classes, I felt connected to my		I was prepared to learn online	Average Sentiment	N
		classmates	instructor			
Overall Average		2.61	3.15	3.54	3.34	666
College	City College	2.44	2.83	3.37	3.09	210
	Mesa College	2.41	3.02	3.49	3.25	285
	Miramar College	2.65	2.96	3.48	3.21	191
	SDCCE	3.04	3.75	3.92	3.82	167
Age Group	18 - 24	2.57	2.85	3.45	3.14	179
	25 - 34	2.52	2.84	3.45	3.13	147
	35 - 44	2.60	3.40	3.78	3.57	112
	45 - 54	2.87	3.49	3.73	3.59	83
	55 - 64	2.42	3.80	3.80	3.76	59
	65+	3.20	3.86	3.77	3.78	56
Ed. Goal	Transfer and/or Associate	2.43	2.95	3.53	3.24	286
	CTE Certificate	2.83	3.15	3.78	3.43	54
	Undecided	2.62	2.86	3.27	3.01	37
	Prepare for a new job	3.08	3.78	3.75	3.71	40
	Educational development	2.99	4.18	4.11	4.12	72
	Other	2.62	3.15	3.43	3.24	47
Race / Ethnicity	Black/African American	3.00	3.48	3.91	3.66	56
	Latina/o/e/x	2.54	3.30	3.56	3.42	165
	Asian	2.77	3.28	3.41	3.32	78
	Filipino	2.81	2.94	3.71	3.26	31
	White	2.56	3.11	3.52	3.30	180
	Multiple Ethnicities	2.55	3.03	3.63	3.30	60
	Race/ethnicity not listed	3.41	4.04	4.04	3.96	27
	Prefer not to say	2.33	2.46	3.11	2.47	46
Gender	Female	3.25	3.25	3.66	3.45	414
	Male	3.24	3.24	3.48	3.35	200
Major Group	Accounting	3.65	3.65	4.00	3.74	23
	Art/Graphic Design	2.95	2.95	3.52	3.14	21
	Biology or Allied Health	3.05	3.05	3.24	3.09	37
	Business	3.00	3.00	3.88	3.39	42
	Comp Sci/Comp. & Info. Sci.	3.88	3.88	4.36	4.04	25
	Nursing or pre-Nursing	3.95	3.95	3.76	3.76	21
	Psychology	2.97	2.97	3.62	3.22	29
	Other Programs	2.78	2.78	3.71	3.22	87

Note . The following groups were excluded due to small cell size under 20. Excluded: Under 18, Administration of Justice, CSU Gen. Ed./IGETC, Kinesiology, Radiologic Technology, Social Work, Undeclared/Undecided, Non-binary, Indigenous/American Indian, Race/Ethnicity not represented here, Pacific Islander, Middle Eastern, Engineering, ESL, Cybersecurity, Child Development.

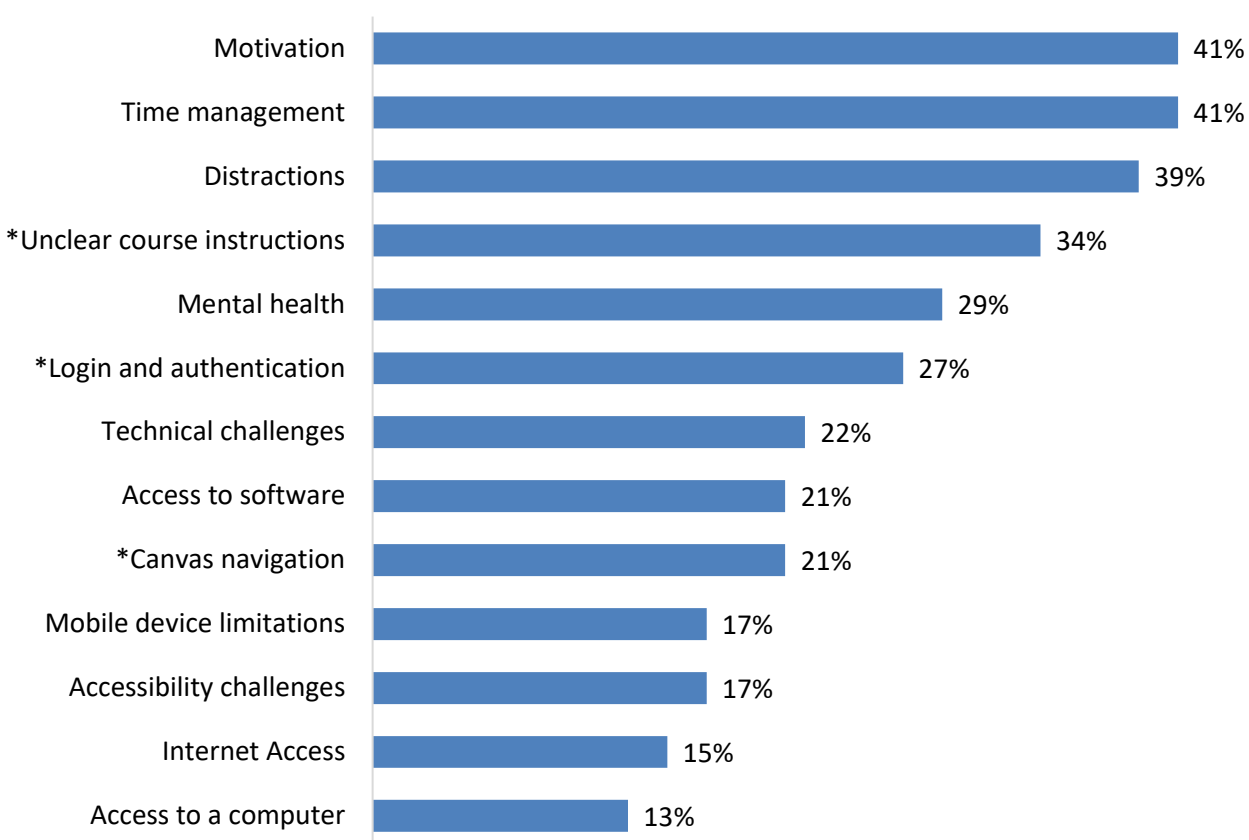
Student and Faculty Challenges and Assets Online

6. **Challenges Online:** Students most-commonly encountered Motivation, Time management, and Distractions as challenges to learning online (about 40% of respondents). Faculty indicated that Login and Authentication was the most common technical challenge – consistent with the prior two distributions of this survey. In this and other open-ended items, faculty voiced concern about the prevalence of students using AI to complete coursework, and requested support identifying those instances.

Student Responses: Students were asked to indicate which of a list of factors had been a barrier or challenge in online classes. Almost three-quarters of students reported encountering the following barriers to online learning. The most common barriers were internal factors such as Motivation, Time Management, and Distractions. See Figure 3 below for all challenges.

The most commonly reported course-centered challenge was Unclear course instructions (34% of respondents). Course-centered challenges are indicated with an asterisk in Figure 3 below.

Figure 3. Common Barriers and Challenges Learning Online, Student Responses (n=479)



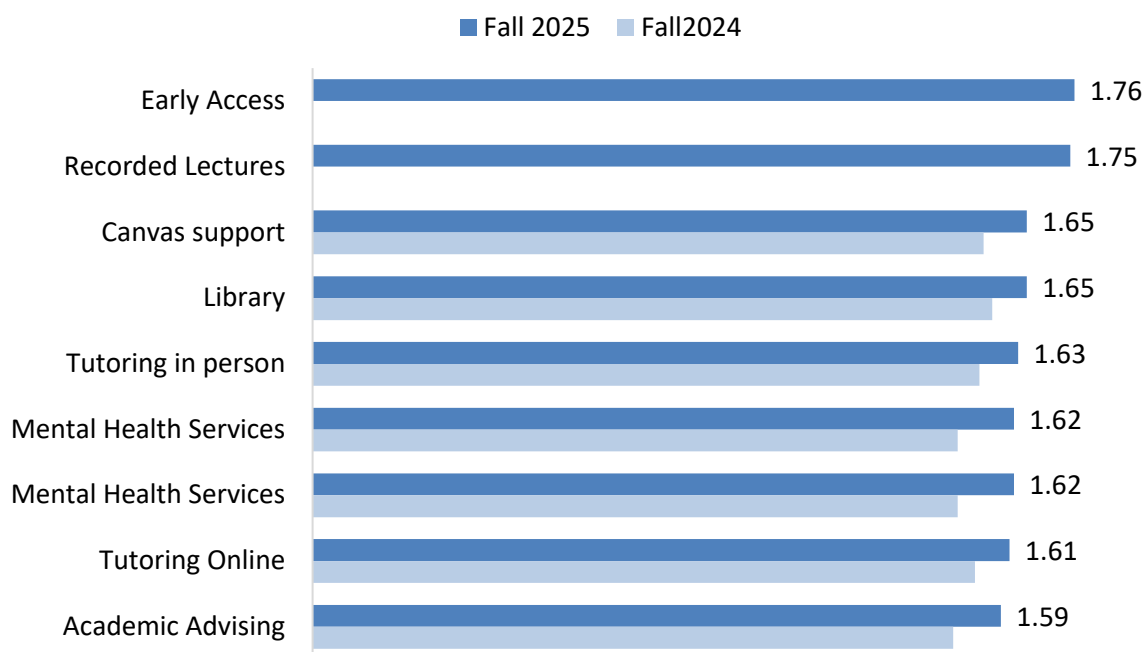
Note. Values above reflect the percent of respondents who indicated they encounter these challenges, always, most of the time, and sometimes.

Faculty Responses: Faculty indicated a wide range of challenges and barriers in delivering online classes. The most common were Login and authentication (37 respondents, 25% of total) and Mobile device limitations (34, 23%), in addition to 43 respondents who indicated “Other” challenges. Of “Other” challenges provided by faculty, AI detection, student access to and understanding of technology, and Canvas functionality were common themes.

7. **What helps students learn online:** Students indicated that regular and meaningful interaction with their faculty, early access to course materials, recorded lectures, and canvas support as the most helpful resources. Academic advising was the least helpful, although it still ranked between “Somewhat helpful” and “Very helpful.”

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

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



Student Voice: In 19 open-ended responses, students indicated that regular and meaningful interactions with professors and time management strategies supported their success in online classes. **It’s worth noting that early access to course materials and recorded lectures allow students to complete coursework on flexible timetables within each course.**

Table 4. Student responses to open-ended item, “What helps you be successful in an online class?”

Regular & Meaningful Interactions with Professors	Time Management Strategies
“Connection with my professor, especially as a working professional who doesn’t have time to go to campus.” “when teachers actually interact with us. I have had some teachers that seem to just send automated messages about due dates and you never interact with them. [...] Then I had this recent class [...] where our teacher is much better and actually talks to us and is responsive to messages.”	“Making sure I dedicate time to study.” “Spending transportation time on studying, watching English learning videos, communicating with classmates and reaching to personal activities.”

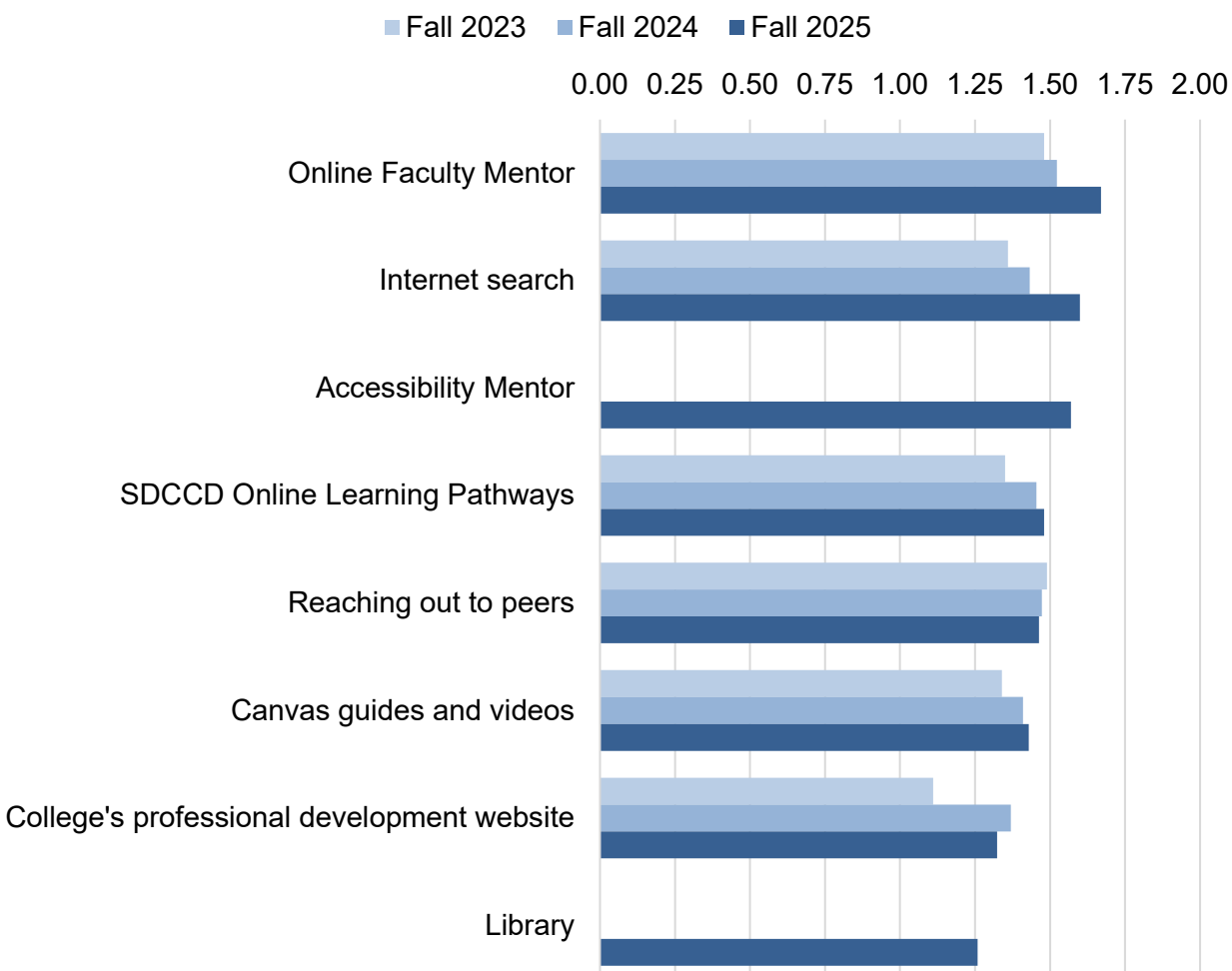
8. **What helps faculty prepare to teach online:** Faculty ranked the Online Faculty Mentor and Internet Search as the most helpful support resources for preparing/teaching online.

Faculty were asked which of the listed resources were most helpful in preparing/teaching online.

- As in prior years, **Online Faculty Mentor** was ranked the most helpful, with faculty rating it as even more helpful than in prior years. It should be noted that compared to other resources on the survey, actual use of Online Faculty Mentor was low, with 59% of respondents indicating they used it.
- **Accessibility Mentor** was included in the survey for the first time and was ranked as relatively helpful, although actual use was relatively low at only 49% of respondents.

In addition to Internet Search (used by 86 % of respondents), the most-used resources were Canvas Guides and Videos (88%) and SDCCD Online Learning Pathways (81%) – their ratings towards the middle of the distribution may reflect more respondents' experiences.

Figure 5. Helpfulness of resources for preparing/teaching online, Fall 2025, n = 104



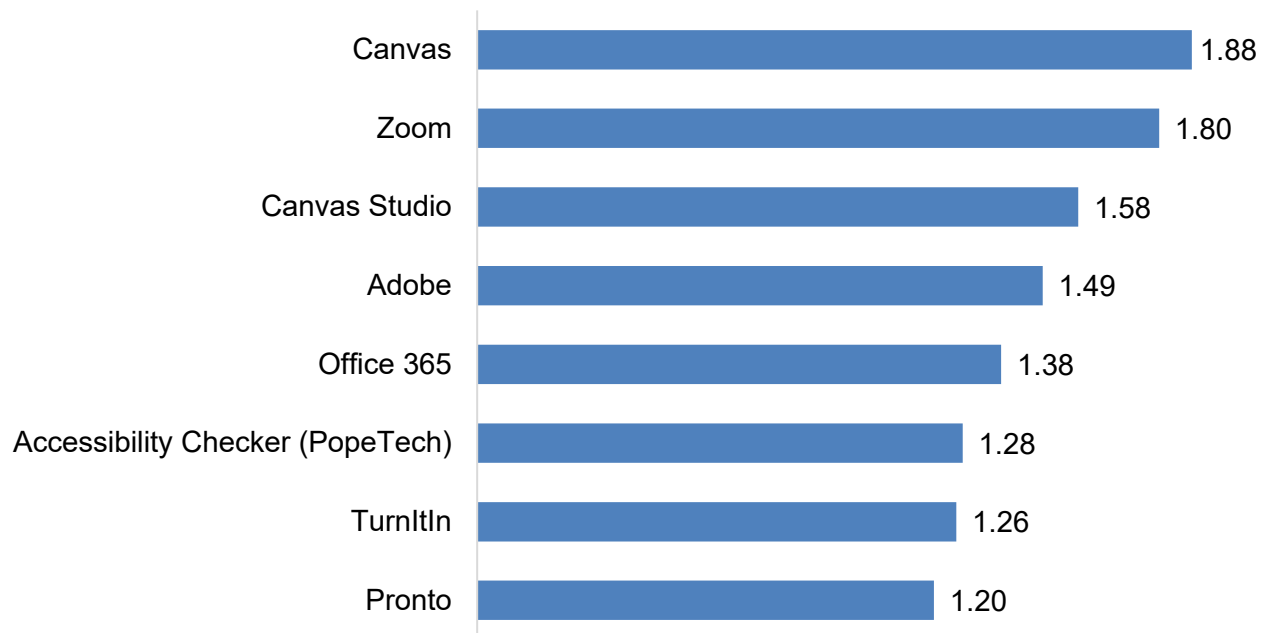
9. What helps faculty deliver coursework: Canvas and Zoom, used by nearly all respondents, were ranked as the most helpful in delivering coursework.

While Canvas studio was also used by nearly all respondents (90%), it got a significantly less helpful rating (1.58) than Canvas did.

Accessibility Checker and Turnitin received some of the least helpful ratings. Pronto received low ratings in helpfulness, as well as low usage rates in this item as well as the “communication with students outside of class” item (see lower on this page).

When asked what other tools they use to deliver coursework, respondents shared that they use Google Slides, Canva, and Ellii (for ESL) for delivering coursework.

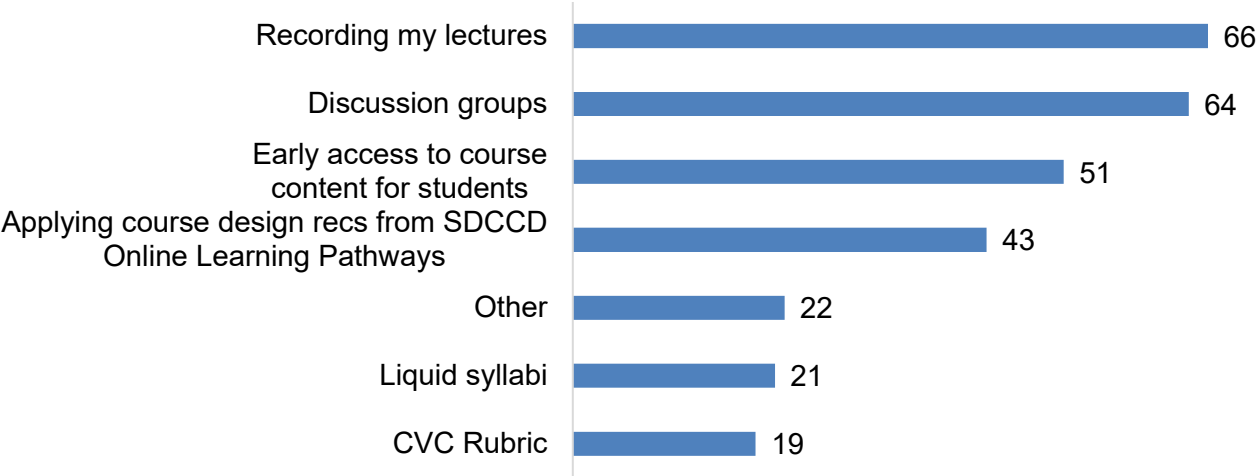
Figure 6. What helps faculty deliver coursework, Fall 2025, n = 104, from Not Helpful (0) to Helpful (2)



Regarding communication with students outside of class settings, faculty were most likely to use email. About 20% of faculty respondents indicated they use Pronto, the least-used method of communication included on the survey.

10. **Successful practices in class, according to faculty:** Faculty cite recorded lectures, discussion groups, and early access to course content as successful online teaching practices.

Figure 7. Successful practices in class, according to faculty, Fall 2025, Count of Responses



11. **Requested Professional Development/Improved Online Teaching Experience:** Faculty were most likely to indicate they were interested in learning more about Canvas Tips and Tricks, Online Engagement Strategies, and Educational Tools.

In 6 out of 15 open-ended responses, faculty requested training on how to detect use of AI by students, in other open-ended items, and in 10 out of 53 responses to “What would improve your online experience at SDCCD?”

The next most-common response was “release time, resources, and/or workshops to better deliver content online and engage students.”

Table 5. Faculty responses to open-ended item, “What would improve your online experience?”

Training, mentorship, release time, help teaching online/making course materials	AI Use Detection
“More compensated training every year; technology changes quickly. Support for getting POOR training & getting specific support in designing my courses or being more efficient with workflow.”	“A way to flag for AI-generated assignments, more interaction with students and less time grading”
“Having an assigned mentor would have been very helpful. I felt very alone creating my online courses.”	“District pays for AI detection software and integrate it into Canvas and teach us how to use it appropriately.”

*Open Educational Resources (OER) and Zero Textbook Cost (ZTC) data***12. Student Experience with ZTC/OER:** In Fall 2025, awareness of ZTC class search increased to 30% of respondents, availability of free or low-cost materials increased to almost three-quarters of respondents, and the percent of respondents agreeing that OER/ZTC course materials were representative of diversity decreased to about half.

Despite the smaller sample in Fall 2025, the survey results suggest that students continue to see value in the availability of free or low-cost course materials.

- The percent of respondents who were aware of **ZTC class search increased to 30%**, although the low response rate of this survey makes it difficult to draw conclusions from these trends. See the **Distribution recommendation** on page 3 for more information.
- The share of students indicating that OER or low-cost materials were Extremely or Very important in their **enrollment decisions** increased from 63% in Fall 2023 to 73% in Fall 2025
- Positive perceptions that OER or ZTC course materials **represented diverse perspectives**, cultures, and backgrounds declined over the three survey years, with the combined share of students who Strongly Agree or Agree falling from 73% in Fall 2023 to 50% in Fall 2025.

Table 9. ZTC/OER Survey data Distance Education Student Experience Survey, Fall 2023, Fall 2024, Fall 2025

Question	Response	Fall 2023		Fall 2024		Fall 2025	
		Count	% of Total	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%	198	30%
	No	1,225	55%	740	59%	352	53%
	Not Sure	430	19%	191	15%	111	17%
	Total	2,210	100%	1,245	100%	661	100%
How important is the availability of free course materials or low-cost course materials in your decision to enroll in courses?	Extremely (5)	830	38%	444	36%	296	48%
	Very (4)	561	25%	291	23%	153	25%
	Moderately (3)	290	13%	196	16%	136	22%
	Slightly (2)	145	7%	110	9%	20	3%
	Not At All (1)	380	17%	202	16%	14	2%
	Total	2,206	100%	1,243	100%	619	100%
The course materials in my OER or ZTC class were representative of diverse perspectives, culture, and backgrounds.	Strongly Agree (5)	528	38%	299	38%	183	30%
	Agree (4)	493	35%	252	32%	124	20%
	Neither Ag. nor Dis.(3)	335	24%	214	27%	293	48%
	Disagree (2)	26	2%	13	2%	6	1%
	Strongly Disagree (1)	14	1%	7	1%	8	1%
	Total	1,396	100%	785	100%	614	100%

See Table 6 on the next page for Fall 2025 survey results disaggregated by College Enrolled, Age Group, Major, Educational Objective, and Ethnicity for respondent groups with more than 20 observations.

Awareness of the ZTC class search filter: Awareness varied across student groups but remained relatively modest overall.

- Differences among the credit colleges were small, with awareness ranging from 31% among students enrolled only at City College to 35% among those enrolled only at Miramar College.
- Awareness at SDCCE was significantly lower, at 20%.
- Awareness also differed by age group. Students aged 25–34 reported the highest awareness (38%), followed closely by students aged 18–24 (37%), while awareness decreased among older students, more than halving among students aged 65 and older (16%).
- When examined by educational objective, awareness ranged from 18% among students pursuing educational development to 34% among students working toward transfer or an associate degree.

Importance of free course materials and representation of diverse perspectives: Students in majors such as Nursing or pre-Nursing, Biology or Allied Health, and Business reported particularly high scores on the cost-affects-enrollment measure. Students also tended to agree that OER/ZTC course materials represented diverse perspectives, cultures, and backgrounds, with most groups reporting average scores between approximately 3.6 and 4.33 on the five-point scale.

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

Table 6: ZTC/OER Survey data, Fall 2025 Distance Education Student Experience Survey, Disaggregated, Groups larger than 20, from Strongly Disagree (0) to Strongly Agree (5)

Disaggregation		Aware of ZTC Class Search (0% - 100%)	Cost affects Enrollment (1-5)	OER Materials Representative (1-5)	Total Respondents
Overall Average		30%	4.13	3.78	661
College	City College	31%	4.26	3.81	211
	Mesa College	32%	4.12	3.74	286
	Miramar College	35%	4.06	3.89	191
	SDCCE	20%	4.12	3.68	168
Age	18 - 24	37%	4.26	3.85	179
	25 - 34	38%	4.22	3.89	147
	35 - 44	25%	4.26	3.83	113
	45 - 54	20%	4.19	3.72	83
	55 - 64	22%	3.87	3.54	59
	65+	16%	3.41	3.19	56
Major	Accounting	17%	4.00	3.38	23
	Art/Graphic Design	48%	4.30	3.81	21
	Biology or Allied Health	30%	4.34	3.92	37
	Business	12%	4.31	3.44	42
	Comp Sci/Comp. & Info. Sci.	44%	4.24	3.96	25
	Nursing or pre-Nursing	24%	4.48	3.95	21
	Psychology	28%	4.24	3.83	29
	Other	39%	4.03	3.65	87
Edu Objective	Transfer and/or Associate	34%	4.21	3.81	286
	CTE Certificate	28%	4.15	3.46	54
	Undecided	19%	4.00	3.42	37
	Prepare for a new job	23%	4.13	3.70	40
	Educational development	18%	4.00	3.65	74
	Other	39%	4.03	3.65	87
Ethnicity	Black/African American	30%	4.57	4.04	56
	Latina/o/e/x	33%	4.25	3.66	165
	Asian	22%	4.03	3.79	78
	Filipino	47%	4.00	3.93	32
	White	28%	4.01	3.68	181
	Multiple Ethnicities	35%	4.14	3.98	60
	Race/ethnicity not listed	41%	4.33	4.19	27
	Prefer not to say	20%	3.78	3.49	46

Note 1. Student responses for "Cost affects Enrollment" and "OER Materials were Representative" are transformed into weighted averages for each item, with a score of 1.00 indicating the most negative response and 5.00 indicating the most positive response.

Note 2. Total Respondents reflects "Aware of ZTC Class Search." Total Respondents Cost = 619, Total Respondents Representative = 614.

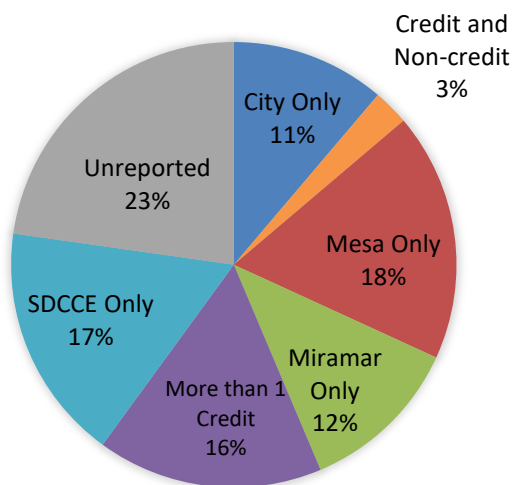
13. Support needed by faculty to adopt OER: To adopt OER in their classes, faculty request more release time and better open materials.

Below are selected faculty responses to “What support would help you adopt Open Educational Resources (OER) in the classroom?”

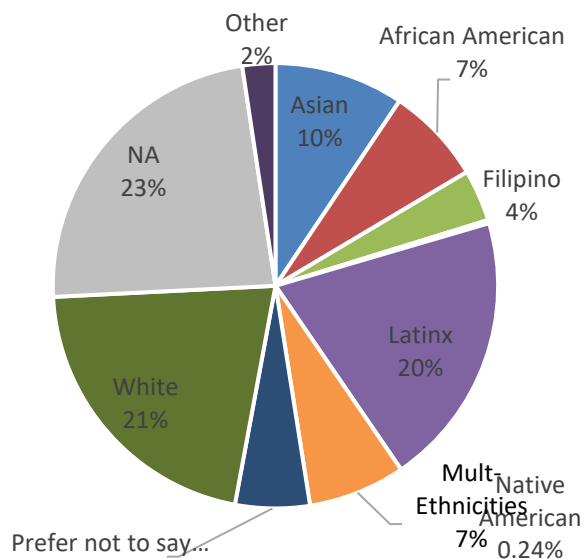
More release time	Better Open Materials
<i>“It is hard to spend time sifting through the OERS to find the one that is perfect for my class. I would need release time to make my own OER for my class.”</i>	<i>“The OER for my course moves and leaves me with blank spaces, so I’m using a \$35 book from McGraw-Hill. It is solid [...]. If the [OER] book were good, and stayed on the same website from semester to semester, [...] I’d use one. But, it’s a mess.”</i>
<i>“Reassign time from huge teaching loads to explore and innovate with OER.”</i>	<i>“All the materials I have reviewed [...] are not up to par with the expectations of content engagement in my classes.”</i>

Figure 8. Demographics for the 795 student respondents to the Fall 2025 survey

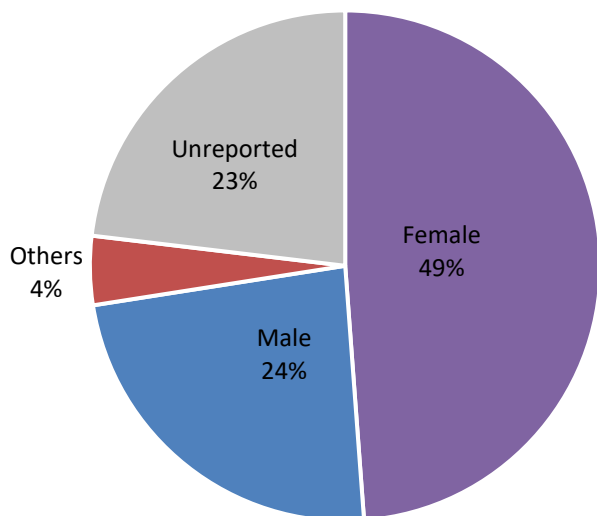
College Enrolled



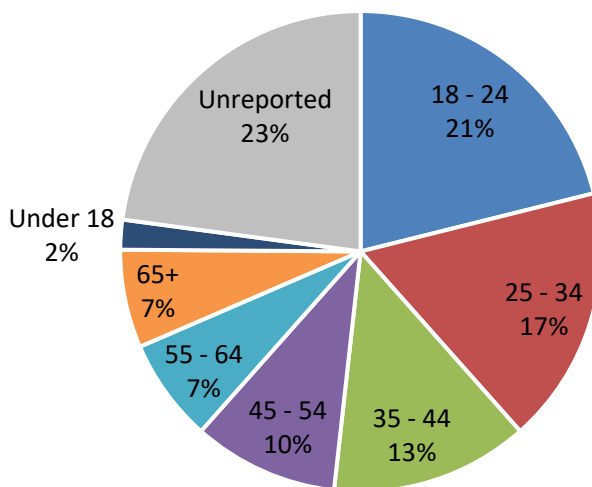
Ethnicity



Gender



Age



Distance Education Experience Survey

Office of Institutional Effectiveness and Research (OIER)

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