In the following report, Hanover Research analyzes a survey assessing current Imperial Valley College students’ experiences with and perceptions of online/distance education courses.
# TABLE OF CONTENTS

Executive Summary and Key Findings ................................................................. 3

Introduction and Methodology ........................................................................ 3

Key Findings .................................................................................................... 4

Barriers Preventing Distance Education Enrollment .................................... 4

Experiences with Distance Education ............................................................ 5

Potential Areas of Focus .................................................................................. 7

Charts and Tables ............................................................................................ 8
EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION AND METHODOLOGY

This report presents the findings of an online survey administered by Hanover Research to current Imperial Valley College (IVC) students. One hundred students completed at least part of the survey and are included in the analysis. Figure ES.1 presents a summary of the sample.

The survey gathers information about current students’ perceptions of and experience with IVC’s online/distance education courses. The results will help IVC to identify ways to better serve students through its DE offerings.

The Key Findings section in this report highlights insights from an analysis of the survey results. The Figures and Tables section presents charts of aggregate results for each question, as well as a selection of open-ended responses. An accompanying data supplement includes aggregated responses and segmented results to show comparisons between responses of those who have taken an IVC DE course and those who have not.

Figure ES.1: Sample Summary

<table>
<thead>
<tr>
<th>HAVE TAKEN AN IVC DE COURSE</th>
<th>DURATION OF CURRENT ENROLLMENT AT IVC</th>
</tr>
</thead>
<tbody>
<tr>
<td>39% Yes</td>
<td>9% One term or less</td>
</tr>
<tr>
<td>61% No</td>
<td>91% More than one term</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENDER</th>
<th>AGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>72% Male</td>
<td>18 to 24</td>
</tr>
<tr>
<td>28% Female</td>
<td>25 to 34</td>
</tr>
<tr>
<td></td>
<td>35 to 44</td>
</tr>
</tbody>
</table>

n= 89-100.
KEY FINDINGS

**Barriers Preventing Distance Education Enrollment**

- **Respondents who have not taken DE courses, as well as several who have withdrawn from online courses, place a high value on face-to-face instruction.** Many students who have never considered taking online courses at IVC prefer in-person instruction and perceive face-to-face instruction as higher quality than online instruction. Furthermore, of the small number of respondents who have withdrawn from DE courses, five of the nine indicate that they did so because of a strong preference for face-to-face interaction.

- **Technology-related reasons, such as typing challenges, lack of computer access, and unreliable internet, generally do not prevent students from enrolling in online courses.** Few respondents cite technology-related reasons as a top reason for not enrolling in distance education courses. However, most respondents (76%) are 18 to 24 years old and likely more comfortable using technology than some older adults.

**Figure ES.2: Top Reasons for Not Considering Distance Education Courses**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preference for in-person courses</td>
<td>46%</td>
</tr>
<tr>
<td>Perception that quality of face-to-face instruction is better than online instruction</td>
<td>38%</td>
</tr>
<tr>
<td>Challenges working independently without attention and direction from an instructor</td>
<td>30%</td>
</tr>
<tr>
<td>Concern about the availability of academic support</td>
<td>24%</td>
</tr>
<tr>
<td>Not comfortable interacting with instructor and classmates via email, discussion groups, etc.</td>
<td>22%</td>
</tr>
<tr>
<td>Unaware that IVC offers online courses</td>
<td>19%</td>
</tr>
<tr>
<td>Challenges with writing/typing skills</td>
<td>5%</td>
</tr>
<tr>
<td>Lack of regular access to a computer</td>
<td>5%</td>
</tr>
<tr>
<td>Lack of reliable Internet access</td>
<td>5%</td>
</tr>
<tr>
<td>Difficulty learning how to use new technology</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>11%</td>
</tr>
</tbody>
</table>

n= 39.
• **A number of respondents have limited knowledge of IVC’s distance education courses.** Approximately one-fifth (19%) of respondents who have not taken online courses at IVC report that they were unaware that the College offered courses in this format. Several respondents suggest that promoting these courses and their advantages more might prompt them to enroll in an online course at IVC.

**Figure ES.3: What Could IVC Do to Encourage You to Take a DE Course?**

- "Offer more classes and advertise that there are distance courses."
- "Putting up flyers on the walls that state the pros of taking an online course."
- "Promote them more."

19% are unaware that IVC offers DE courses.

**Experiences with Distance Education**

• **Many respondents who have enrolled in a distance education course at IVC are at least somewhat satisfied with the experience, but there is room for improvement.** Although 67 percent of this group is at least “somewhat satisfied,” only about one-third of respondents are “very satisfied” overall with their experience taking distance education courses at IVC. One very satisfied respondent explains, “I can work at my own pace and the instructions for each assignment are clear.” However, one somewhat dissatisfied student notes, “Unreliable professors. Overall accessibility of online courses. There should be more offered.”

**Figure ES.4: Overall Satisfaction with IVC’s Distance Education Courses**

<table>
<thead>
<tr>
<th>Satisfaction Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very dissatisfied</td>
<td>4%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>5%</td>
</tr>
<tr>
<td>Neither satisfied nor dissatisfied</td>
<td>24%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>31%</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>36%</td>
</tr>
</tbody>
</table>

n= 55.
Students rate many aspects of their distance education experience highly, which may be valuable to highlight when promoting distance education courses. Specifically, more than 75 percent of respondents who have taken a distance education course rate the course’s instruction quality, ease of submitting assignments/exams, and pace of instruction as “good” or “excellent” (Figure ES.5). Between 77 and 88 percent also agree that their online instructors are good teachers, that they understand the course requirements, and that they can effectively use IVC’s online technology (Figure ES.6).

Figure ES.5: Top-Rated Aspects of Taking Online Courses at IVC

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pace of instruction</td>
<td>82%</td>
</tr>
<tr>
<td>Ease of submitting assignments/exams</td>
<td>81%</td>
</tr>
<tr>
<td>Course instruction quality</td>
<td>77%</td>
</tr>
</tbody>
</table>

Figure ES.6: Agreement with Statements about Online Courses at IVC

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am able to effectively use IVC’s online technology (e.g., Blackboard, Canvas)</td>
<td>88%</td>
</tr>
<tr>
<td>I understand the course requirements for my distance education courses</td>
<td>80%</td>
</tr>
<tr>
<td>My online instructors are good teachers</td>
<td>77%</td>
</tr>
</tbody>
</table>

Although many respondents report no challenges when enrolled in distance education courses at IVC, finding the time or motivation to tackle online coursework is an obstacle for some. Of respondents who have taken DE courses, a large minority (45%) indicates that they have not encountered any challenges or obstacles. However, about one-fifth of respondents indicate they have had difficulty balancing coursework and personal responsibilities (19%) or staying motivated (19%). One student explains: “It’s also easy to forget about homework or about an online class in general when all of your other classes all on campus and you learn to build your schedule according to the times you’ll be in class and when you can do homework. Since it’s online you figure you can always put it off until later.”
POTENTIAL AREAS OF FOCUS

- Many respondents would like to see a greater variety of distance education courses offered by IVC. When asked to name courses they would like to see offered online, respondents had many suggestions, with top choices being English (24%), math (21%), and biology (19%).

- Online orientation, academic advising, and general academic support may be three areas for continued development. Approximately half of respondents who have taken advantage of online orientation and academic advising rate them as “very beneficial” or “extremely beneficial.” In comparison, resources like tutoring/peer-mentoring and the library have higher percentages of students rating these services very or extremely beneficial (94% and 82%, respectively). Similarly, though 71 percent of DE students rate the academic support they received as “good” or “excellent,” 13 percent rated support as “poor” or “very poor.”

- Communicating more about which courses are offered in an online format, as well as the potential benefits of distance education courses and the support services available to students enrolled in these courses, may boost interest in distance education courses. Students are most concerned about class schedule, instructor reputation, quality of instruction, and time commitment when choosing and enrolling in a course. Highlighting schedule flexibility, convenience/no travel, and ability to work at one’s own pace when communicating about distance education courses may help to sway students with a strong preference for face-to-face courses to try a distance education course.

Figure ES.7: Top Factors When Choosing and Enrolling in a Course

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class schedule</td>
<td>74%</td>
</tr>
<tr>
<td>Instructor reputation</td>
<td>58%</td>
</tr>
<tr>
<td>Quality of instruction</td>
<td>49%</td>
</tr>
<tr>
<td>Time commitment per week required</td>
<td>39%</td>
</tr>
</tbody>
</table>

n = 96.
Note: These factors are general (i.e., they are not specific to students choosing online courses).

Figure ES.8: Top Reasons for Enrolling in Distance Education Courses at IVC

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexible schedule</td>
<td>78%</td>
</tr>
<tr>
<td>Convenience</td>
<td>70%</td>
</tr>
<tr>
<td>No need to travel to campus to take classes</td>
<td>60%</td>
</tr>
<tr>
<td>Ability to work at my own pace</td>
<td>60%</td>
</tr>
</tbody>
</table>

n = 50.
CHARTS AND TABLES

Figure 1.1: Which of the following best describes you?

- 96%: I am currently enrolled at Imperial Valley College
- 4%: I have taken classes at Imperial Valley College in the past but am not currently enrolled

n= 100.

Figure 1.2: How long have you been enrolled at Imperial Valley College (IVC)?

- 91%: More than one term
- 9%: One term or less

n= 95.
Figure 1.3: Which of the following best describes your educational goals at IVC?

- Earn an associate’s degree and transfer to a four-year college/university: 68%
- Earn an associate’s degree and enter the workforce: 30%
- Receive short-term job training/a certificate to advance in my job: 7%
- Receive short-term job training/a certificate to help me get a job: 7%
- Learn or improve my English language skills: 5%
- Earn an associate’s degree and transfer to a four-year college/university: 2%
- Learn or improve my English: 1%
- Receive short-term job training/a certificate to help me get a job: 1%
- Earn an associate’s degree and enter the workforce: 1%
- Other: 6%

n= 95.

Figure 1.4: Which of the following best describes your educational goals when you were enrolled at IVC?

- Earn an associate’s degree and transfer to a four-year college/university: 2
- Learn or improve my English: 1
- Receive short-term job training/a certificate to help me get a job or advance in my job: 1
- Earn an associate’s degree and enter the workforce: 1

n= 4. Note: Only shown to respondents that have taken IVC classes in the past but are not currently enrolled.
Figure 1.5: Have you ever taken any online/distance education courses at IVC?

- Yes: 61%
- No: 39%

n= 100.
Figure 1.6: Why have you not considered taking any distance education courses at IVC?

- Preference for in-person courses: 46%
- Perception that quality of face-to-face instruction is better than online instruction: 38%
- Challenges working independently without attention and direction from an instructor: 30%
- Concern about the availability of academic support: 24%
- Not comfortable interacting with instructor and classmates via email, discussion groups, and chat rooms: 22%
- Unaware that IVC offers online courses: 19%
- Challenges with writing/typing skills: 5%
- Lack of regular access to a computer: 5%
- Lack of reliable Internet access: 5%
- Other: 11%

n= 39. Note: Only shown to respondents that have not taken any past online/distance courses at IVC.
Figure 1.7: Which of the following best describes your distance education course registration status at IVC?

- I enrolled in a distance education course at IVC in the past but am not currently enrolled in any online courses: 56%
- I am currently enrolled in a distance education course at IVC: 26%
- I have withdrawn from a distance education course at IVC: 18%

n= 61. Note: Only shown to respondents that indicate they have taken online/distance courses at IVC.

Figure 1.8: Which of the following explains why you enrolled in a distance education course at IVC?

- Flexible schedule: 78%
- Convenience: 70%
- No need to travel to campus to take classes: 60%
- Ability to work at my own pace: 60%
- Instructor reputation: 22%
- Affordability: 16%
- Course topic: 14%
- Friend or family member also enrolled in the course: 4%
- Personalized attention from instructor(s): 4%
- Other: 10%

n= 50. Note: Only shown to respondents that are currently enrolled in online/distance courses or have enrolled in them in the past.
Figure 1.9: Please indicate why you withdrew from your distance education course(s) at IVC?

- Strong preference for face-to-face interaction: 5
- Not comfortable interacting with instructor and classmates via email, discussion groups, and chat rooms: 2
- Did not have the time: 1
- Unsatisfied with the quality of online education: 1
- Unsatisfied with the academic support received: 1
- Difficulty using Blackboard Learn/Canvas course management systems: 1
- Challenges working independently without attention and direction from an instructor: 1
- Other: 1

n=9. Note: Only shown to respondents that indicate they have withdrawn from past online/distance courses at IVC. Because of the low n, values are counts.
Figure 1.10: Are there any courses that you would be particularly interested in taking online?

*Coded Open-Ended Responses*

Biology  Economics
Health    Psychology
Math
English
Business

$n=42$. 
**Figure 1.11: Which of the following factors are most important when you are choosing and enrolling in a course?**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class schedule</td>
<td>74%</td>
</tr>
<tr>
<td>Instructor reputation</td>
<td>58%</td>
</tr>
<tr>
<td>Quality of instruction</td>
<td>49%</td>
</tr>
<tr>
<td>Time commitment per week required</td>
<td>39%</td>
</tr>
<tr>
<td>Course topic(s)</td>
<td>33%</td>
</tr>
<tr>
<td>Affordability/cost (tuition and fees)</td>
<td>25%</td>
</tr>
<tr>
<td>Ease of registering for the course</td>
<td>23%</td>
</tr>
<tr>
<td>Course length (i.e., time required to complete the course)</td>
<td>18%</td>
</tr>
<tr>
<td>Access to relevant student resources (library, career center, tutoring, etc.)</td>
<td>17%</td>
</tr>
<tr>
<td>Class size</td>
<td>13%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
</tr>
</tbody>
</table>

*n* = 96. Note: Respondents could select a maximum of five factors.
**Figure 1.12: How would you rate Imperial Valley College’s distance education courses in the following area(s)?**

<table>
<thead>
<tr>
<th>Service Area</th>
<th>Very poor</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to relevant student resources (library, career center, tutoring, etc.) (n= 14)*</td>
<td>7%</td>
<td>14%</td>
<td>36%</td>
<td>43%</td>
<td></td>
</tr>
<tr>
<td>Quality of instruction (n= 42)</td>
<td>19%</td>
<td>40%</td>
<td>38%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor reputation (n= 45)</td>
<td>20%</td>
<td>40%</td>
<td>38%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affordability/cost (tuition and fees) (n= 21)*</td>
<td>19%</td>
<td>43%</td>
<td>33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class size (n= 12)*</td>
<td>8%</td>
<td>17%</td>
<td>25%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Course topic(s) (n= 26)</td>
<td>12%</td>
<td>19%</td>
<td>35%</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>Class schedule (n= 58)</td>
<td>7%</td>
<td>24%</td>
<td>47%</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>Time commitment per week required (n= 32)</td>
<td></td>
<td>34%</td>
<td>41%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Ease of registering for the course (n= 19)*</td>
<td>11%</td>
<td>26%</td>
<td>26%</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>Course length (i.e., time required to complete the course) (n= 16)*</td>
<td>38%</td>
<td>44%</td>
<td>19%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Denotes that there was a low sample size for this response and its results should be interpreted with caution.

Note: Respondents rated the areas they considered important when choosing/enrolling in a course (see Figure 1.10).
Figure 1.13: How would you rate the following aspects of your distance education course(s) as a whole?

- Pace of instruction
  - Very poor: 14%
  - Poor: 53%
  - Fair: 30%
  - Good: 0%
  - Excellent: 0%

- Ease of submitting assignments/exams
  - Very poor: 19%
  - Poor: 40%
  - Fair: 41%
  - Good: 0%
  - Excellent: 0%

- Course instruction quality
  - Very poor: 21%
  - Poor: 51%
  - Fair: 26%
  - Good: 0%
  - Excellent: 0%

- Academic support received
  - Very poor: 9%
  - Poor: 16%
  - Fair: 39%
  - Good: 32%
  - Excellent: 0%

- Interaction with the instructor
  - Very poor: 24%
  - Poor: 47%
  - Fair: 24%
  - Good: 0%
  - Excellent: 0%

- Technical support received
  - Very poor: 10%
  - Poor: 28%
  - Fair: 36%
  - Good: 26%
  - Excellent: 0%

- Interaction with other students in the course
  - Very poor: 7%
  - Poor: 35%
  - Fair: 38%
  - Good: 18%
  - Excellent: 0%

n = 50-58. Note: Only shown to respondents that have taken online/distance courses at IVC.
Figure 1.14: Have you encountered any of these challenges when enrolled in an online course at IVC?

- **I have not encountered any challenges or obstacles**: 45%
- **I realized that I have a strong preference for face-to-face instruction**: 29%
- **Difficulty balancing coursework and personal responsibilities**: 19%
- **Difficulty staying motivated**: 19%
- **Pace of instruction was too fast**: 12%
- **Difficulty learning how to use the required technology**: 10%
- **I felt isolated from my instructor and classmates**: 10%
- **I do not have reliable Internet at home**: 7%
- **The IVC computer lab hours were inconvenient or too limited**: 5%
- **Pace of instruction was too slow**: 3%
- **I do not have regular access to a desktop/laptop computer at home**: 2%
- **Other**: 5%

*n= 58. Note: Only shown to respondents that have taken online/distance courses at IVC.*
**Figure 1.15:** Based on your experience taking an online course at IVC, to what extent do you agree or disagree with the following statements about distance education course:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am able to effectively use IVC’s online technology (e.g., Blackboard, Canvas)</td>
<td>7%</td>
<td>54%</td>
<td>34%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand the course requirements for my distance education courses</td>
<td>16%</td>
<td>59%</td>
<td>21%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My online instructors are good teachers</td>
<td>18%</td>
<td>45%</td>
<td>32%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is easy to find the help or resources I need to succeed in class</td>
<td>9%</td>
<td>21%</td>
<td>46%</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td>My online instructors usually answer questions quickly</td>
<td>7%</td>
<td>27%</td>
<td>45%</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>My online instructors provide frequent feedback on my progress in the course</td>
<td>7%</td>
<td>27%</td>
<td>42%</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>I am able to enroll in my desired course(s)</td>
<td>7%</td>
<td>14%</td>
<td>18%</td>
<td>43%</td>
<td>18%</td>
</tr>
<tr>
<td>I have adequate support from IVC to succeed in class</td>
<td>7%</td>
<td>34%</td>
<td>38%</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>My personal responsibilities rarely conflict with my ability to fully participate in the course</td>
<td>13%</td>
<td>27%</td>
<td>38%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>IVC offers a high-quality distance education experience</td>
<td>46%</td>
<td>36%</td>
<td>13%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

n= 55-56. Note: Only shown to respondents that have taken online/distance courses at IVC.
Figure 1.16: Overall, how satisfied are you with IVC’s distance education courses?

![Bar chart showing satisfaction levels with IVC's distance education courses.]

n= 55. Note: Only shown to respondents that have taken online/distance courses at IVC.

Figure 1.17: Which of the following IVC’s student support services and resources have you taken advantage of?

<table>
<thead>
<tr>
<th>Service</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>73%</td>
</tr>
<tr>
<td>Financial aid services</td>
<td>67%</td>
</tr>
<tr>
<td>Writing center</td>
<td>31%</td>
</tr>
<tr>
<td>Tutoring/peer-mentoring</td>
<td>29%</td>
</tr>
<tr>
<td>Online orientation</td>
<td>29%</td>
</tr>
<tr>
<td>Academic advising</td>
<td>27%</td>
</tr>
<tr>
<td>Career services</td>
<td>9%</td>
</tr>
<tr>
<td>Technical help desk</td>
<td>7%</td>
</tr>
<tr>
<td>I have not used any IVC’s student support services or resources</td>
<td>13%</td>
</tr>
</tbody>
</table>

n= 55. Note: Only shown to respondents that have taken online/distance courses at IVC.
Figure 1.18: How beneficial have you found the following student support services and resources at IVC?

- **Writing center (n=17)**
  - Not at all beneficial: 6%
  - Slightly beneficial: 59%
  - Moderately beneficial: 35%
  - Very beneficial: 38%
  - Extremely beneficial: 33%

- **Tutoring/peer-mentoring (n=16)**
  - Not at all beneficial: 6%
  - Slightly beneficial: 59%
  - Moderately beneficial: 35%
  - Very beneficial: 38%
  - Extremely beneficial: 33%

- **Library (n=39)**
  - Not at all beneficial: 18%
  - Slightly beneficial: 49%
  - Moderately beneficial: 33%
  - Very beneficial: 20%
  - Extremely beneficial: 19%

- **Financial aid services (n=36)**
  - Not at all beneficial: 19%
  - Slightly beneficial: 33%
  - Moderately beneficial: 44%
  - Very beneficial: 13%
  - Extremely beneficial: 40%

- **Technical help desk (n=4)**
  - Not at all beneficial: 25%
  - Slightly beneficial: 50%
  - Moderately beneficial: 25%
  - Very beneficial: 20%
  - Extremely beneficial: 20%

- **Career services (n=5)**
  - Not at all beneficial: 20%
  - Slightly beneficial: 20%
  - Moderately beneficial: 40%
  - Very beneficial: 44%
  - Extremely beneficial: 33%

- **Online orientation (n=14)**
  - Not at all beneficial: 7%
  - Slightly beneficial: 36%
  - Moderately beneficial: 43%
  - Very beneficial: 14%
  - Extremely beneficial: 14%

- **Academic advising (n=15)**
  - Not at all beneficial: 7%
  - Slightly beneficial: 40%
  - Moderately beneficial: 13%
  - Very beneficial: 40%
  - Extremely beneficial: 40%

* Denotes that there was a low sample size for this response and its results should be interpreted with caution.

Note: Only shown to respondents that have taken online/distance courses at IVC.

Figure 1.19: What is your gender?

- Male: 28%
- Female: 72%

n= 89.
Figure 1.20: What is your age?

- 76% are 35 to 44
- 22% are 25 to 34
- 2% are 18 to 24

n = 90.
PROJECT EVALUATION FORM

Hanover Research is committed to providing a work product that meets or exceeds client expectations. In keeping with that goal, we would like to hear your opinions regarding our reports. Feedback is critically important and serves as the strongest mechanism by which we tailor our research to your organization. When you have had a chance to evaluate this report, please take a moment to fill out the following questionnaire.


CAVEAT

The publisher and authors have used their best efforts in preparing this brief. The publisher and authors make no representations or warranties with respect to the accuracy or completeness of the contents of this brief and specifically disclaim any implied warranties of fitness for a particular purpose. There are no warranties that extend beyond the descriptions contained in this paragraph. No warranty may be created or extended by representatives of Hanover Research or its marketing materials. The accuracy and completeness of the information provided herein and the opinions stated herein are not guaranteed or warranted to produce any particular results, and the advice and strategies contained herein may not be suitable for every client. Neither the publisher nor the authors shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages. Moreover, Hanover Research is not engaged in rendering legal, accounting, or other professional services. Clients requiring such services are advised to consult an appropriate professional.