

Arizona Online Student Experience | Executive Summary 2018

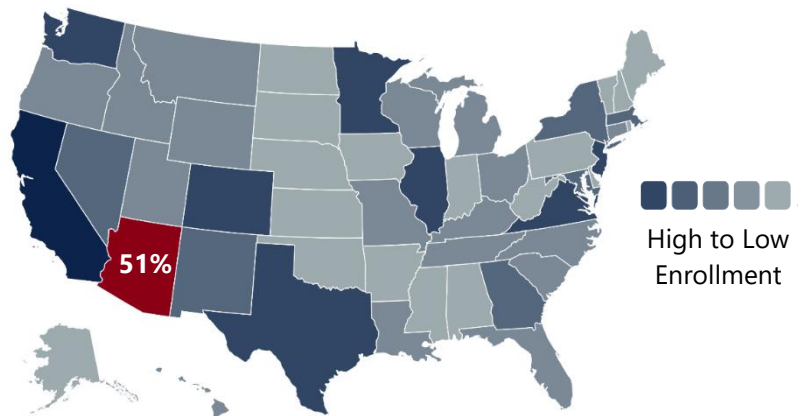
Arizona Online spring 2018 undergraduates were invited to respond to a survey about their online student experience, including their access to course materials using D2L, their interactions with advisors and faculty, and academic-life balance. The survey elicited a 24.8% response rate (N = 274) with demographics representative of the Arizona Online undergraduate population. This summary highlights Arizona Online student experiences and perceptions to inform teaching, advising, and support services.

ARIZONA ONLINE STUDENT PROFILE

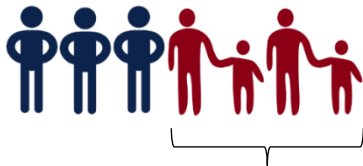
While all University of Arizona students balance a variety of responsibilities, many Arizona Online students balance family, work, and finishing a degree. Opportunities for students to interact with faculty and peers in a flexible, asynchronous method can ensure all students have the opportunity to be successful.



Students reside in 46 states across the United States and also enroll in classes from China, France, Canada, Mexico, and Slovenia. About half of students are from Arizona, with 27% located in Tucson.¹

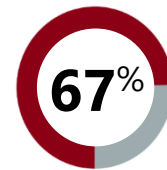


Two out of five (42%) students reported having at least one child.

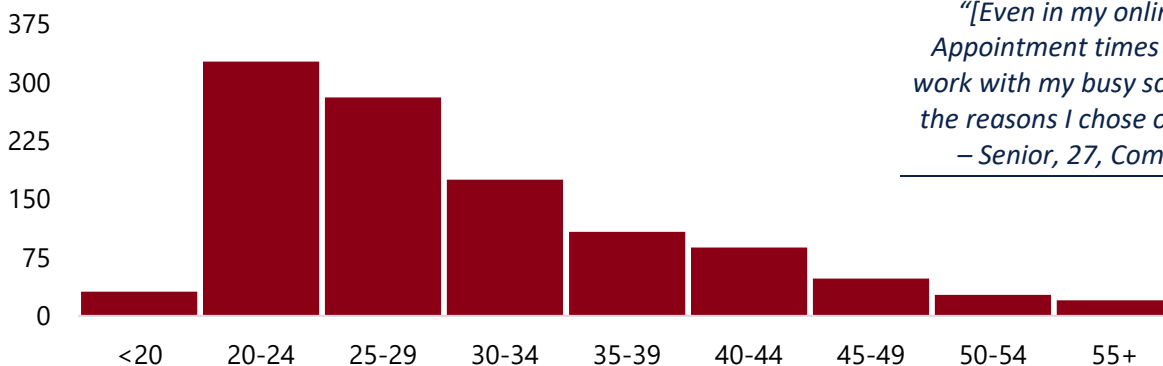


Among those with children, 58% indicated having two or more.

Two-Thirds work full-time



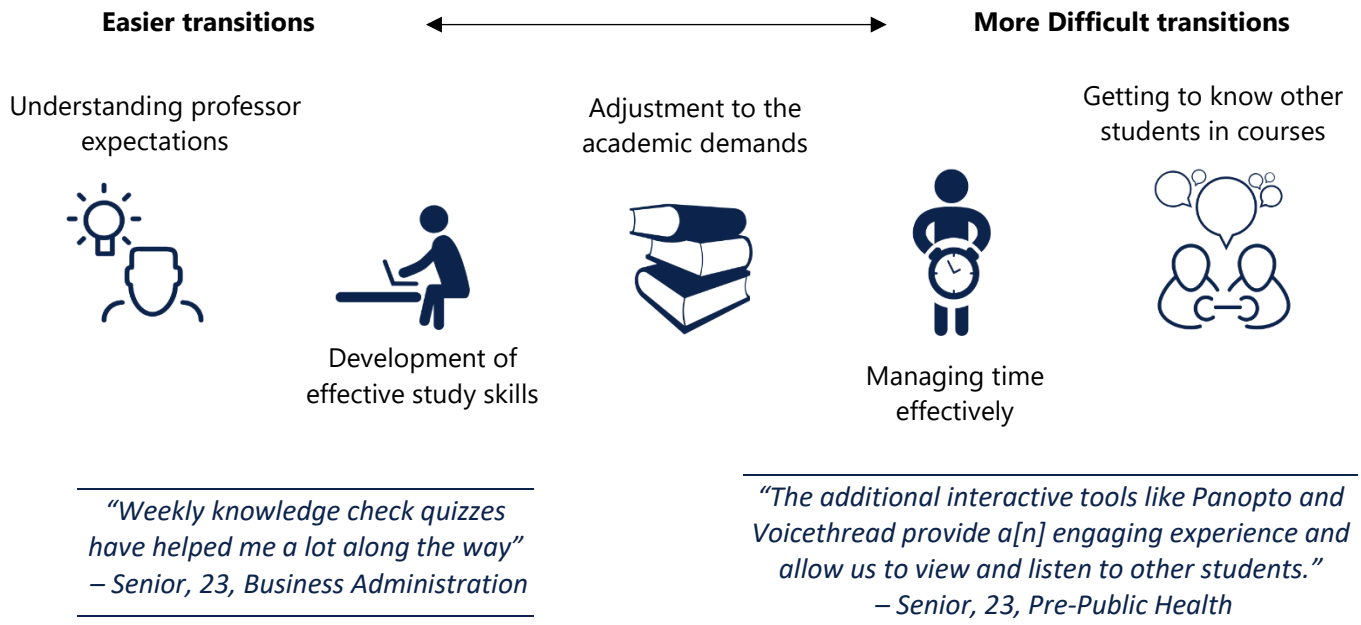
Arizona Online enrolls students from 17 to 92 years-old.¹



"[Even in my online classes,] Appointment times don't always work with my busy schedule (one of the reasons I chose online school)"
 – Senior, 27, Communication

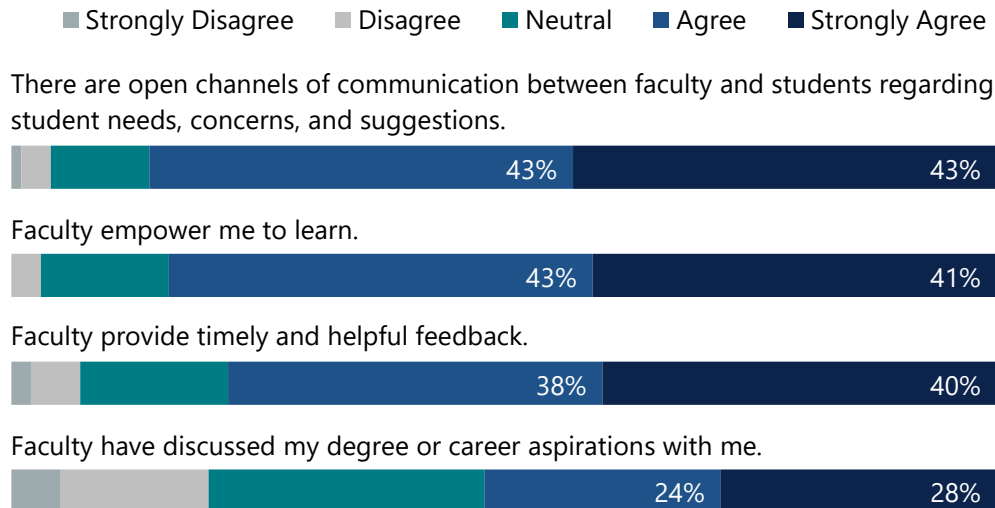
ONLINE TRANSITION EXPERIENCES

Students reported they adapted to different elements of the online experience at varying levels. It was easiest to understand what professors were expecting, but students reported getting to know other students in their courses was most difficult in their transition into Arizona Online.



FACULTY INTERACTIONS

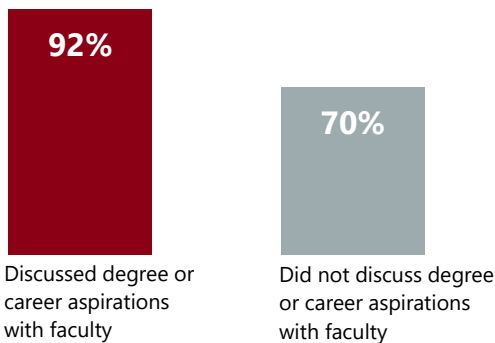
Students were asked their level of agreement with statements surrounding faculty interaction. The majority of students strongly agreed or agreed there were open channels of communication with faculty (86%), faculty empowered them to learn (84%), faculty provided timely and helpful feedback (78%), and faculty discussed degree or career aspirations with them (52%).



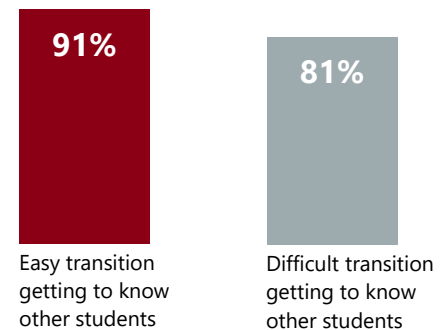
CAREER PREPARATION AND SENSE OF BELONGING

The vast majority of students (83%) strongly agreed or agreed they have a clear idea of how to achieve their career goals and 89% reported having a sense of belonging at the University of Arizona. Further analyzing these results based on student experiences indicates a positive association between students who discussed degree or career aspirations with faculty and those who had an easier transition into getting to know other students.

I have a clear idea of how to achieve my career goals (% of Strongly Agree/Agree)



I feel that I belong at UA (% of Strongly Agree/Agree)



"I feel that especially in online courses, the amount of instructor involvement has played a huge role in my ability to be successful in classes. For those that have been exceptional, I've found the learning process to be engaging and easy. For those that have been minimally involved, I've found it very difficult to navigate the material." – Senior, 36, Pre-Business

SATISFACTION

Overall, Arizona Online students value their experience and are excited about their future as a University of Arizona graduate. A majority of students who were enrolled in other online experiences further reported Arizona Online has exceeded those previously attended institutions.

92%

Students would recommend Arizona Online to others if asked

"It's challenging and I feel like I'm really working towards my future goals/career."

– Sophomore, Pre-Business, 31.



69%

Among students who attended a different fully online experience reported Arizona Online was Much Better or Better compared to previous institutions.

1. Residence and age represents Arizona Online student population