

# Results of the Survey of Student Perceptions of Learning in Online Courses

Harold Washington College

September 8, 2017



# Purpose

- ▶ Assessment at HWC
  - ▶ How do we Include online learning in our assessment processes?
  - ▶ Direct measures
  - ▶ Indirect measures
    - ▶ This survey - an instrument designed to “indirectly” assess student learning in online classes by investigating students’ perceptions of their learning.



# Instrument

- 14 closed-ended Likert-style questions
- 10 open-ended follow-up questions
- [https://docs.google.com/forms/d/10AUFsyOUB\\_YV2jGW19RyltPBmlkmHQ0pD3DponzL2Go/edit](https://docs.google.com/forms/d/10AUFsyOUB_YV2jGW19RyltPBmlkmHQ0pD3DponzL2Go/edit)

## Methods

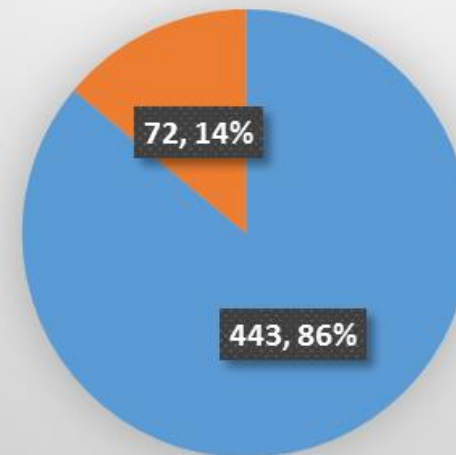
515 – total  
respondents

443 – eligible students

436 – completed  
surveys

**Have you taken (or are you currently taking)  
any face-to-face courses at any of the City  
Colleges of Chicago?**

**N=515**



■ Yes  
■ No

# Methods

## Why are you taking this course online? (n=436)

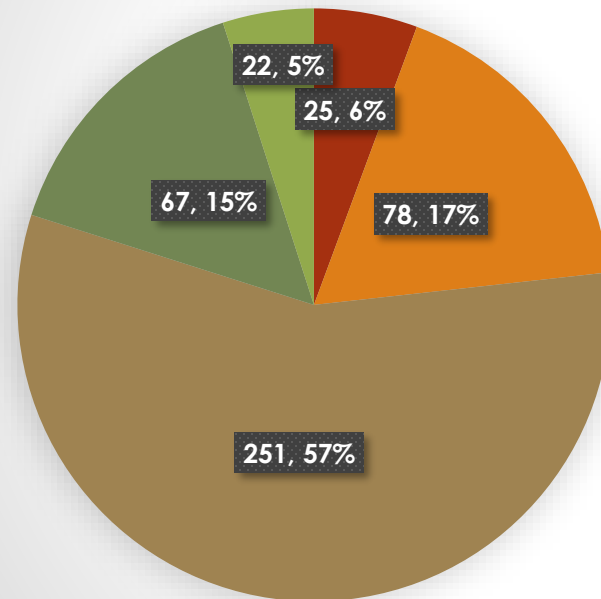


Additional reasons given for taking online course: active military duty, small children at home, reputation of the online coursework, want to try a new way of learning

# Results

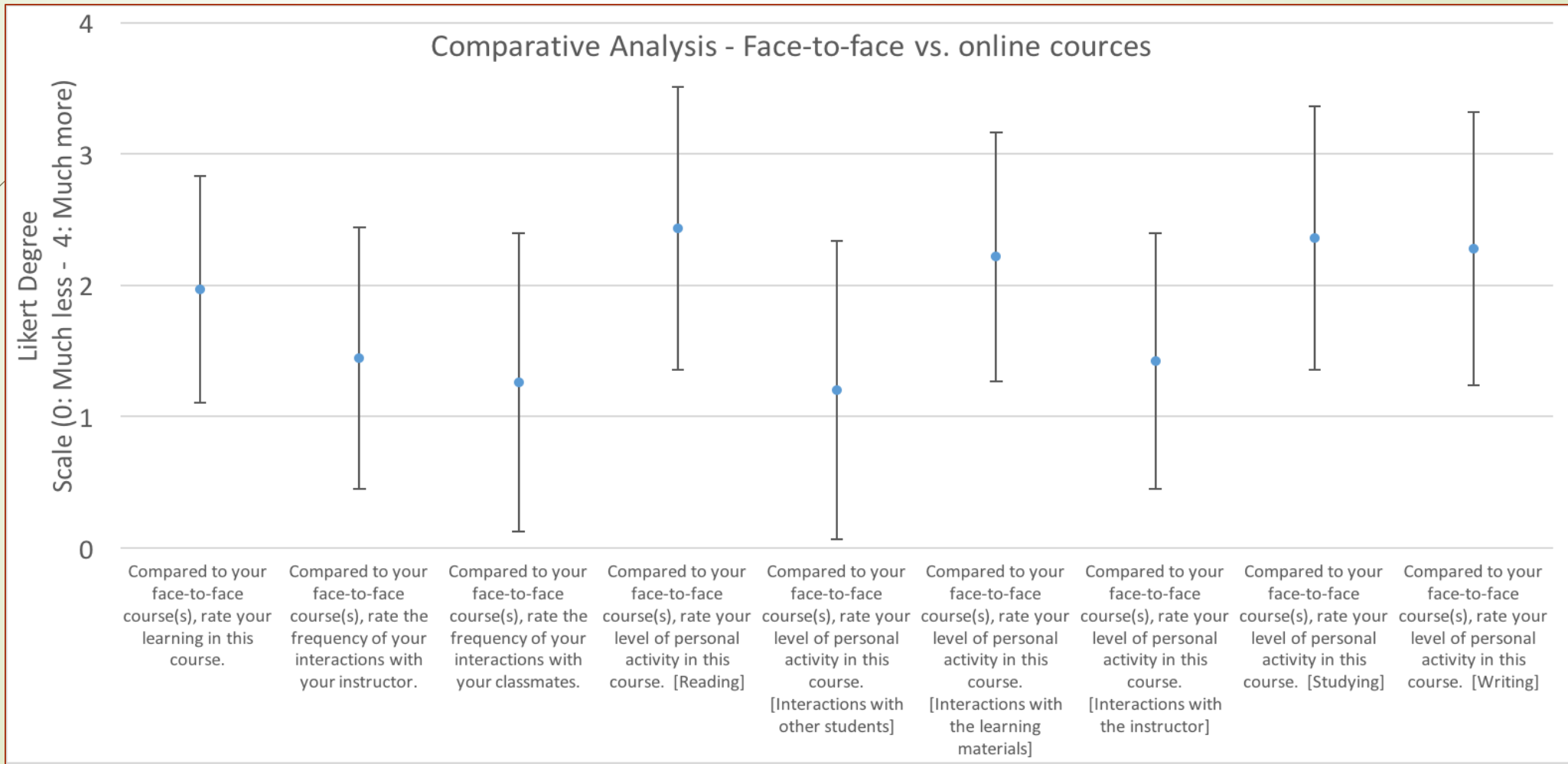
Compared to your face-to-face course(s),  
rate your learning in this course (0-4)

Compared to your face-to-face courses, rate your learning in  
this course



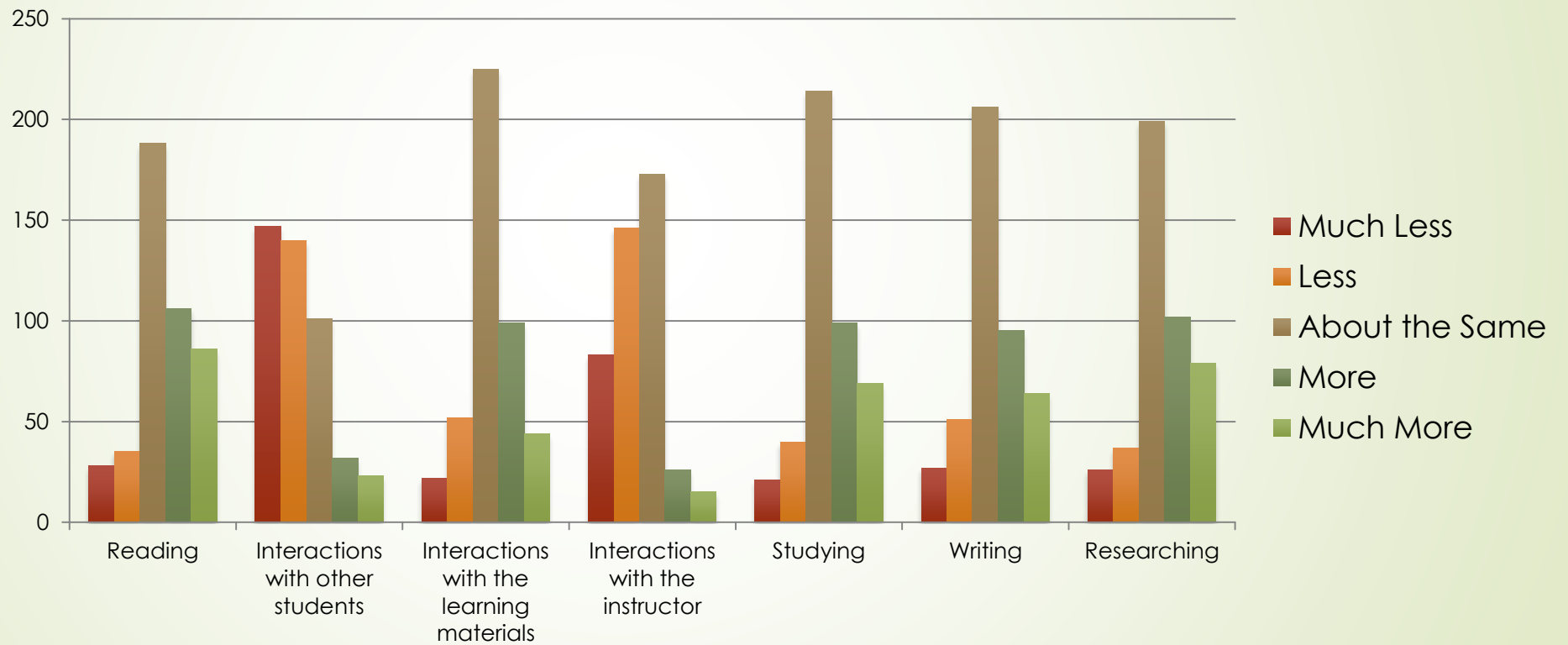
- Much less learning
- Less learning
- About the same learning
- More learning
- Much more learning

Compared to your face-to-face course(s),  
rate your learning in this course (0-4)





Compared to your face-to-face course(s),  
rate your level of personal activity in this  
course.

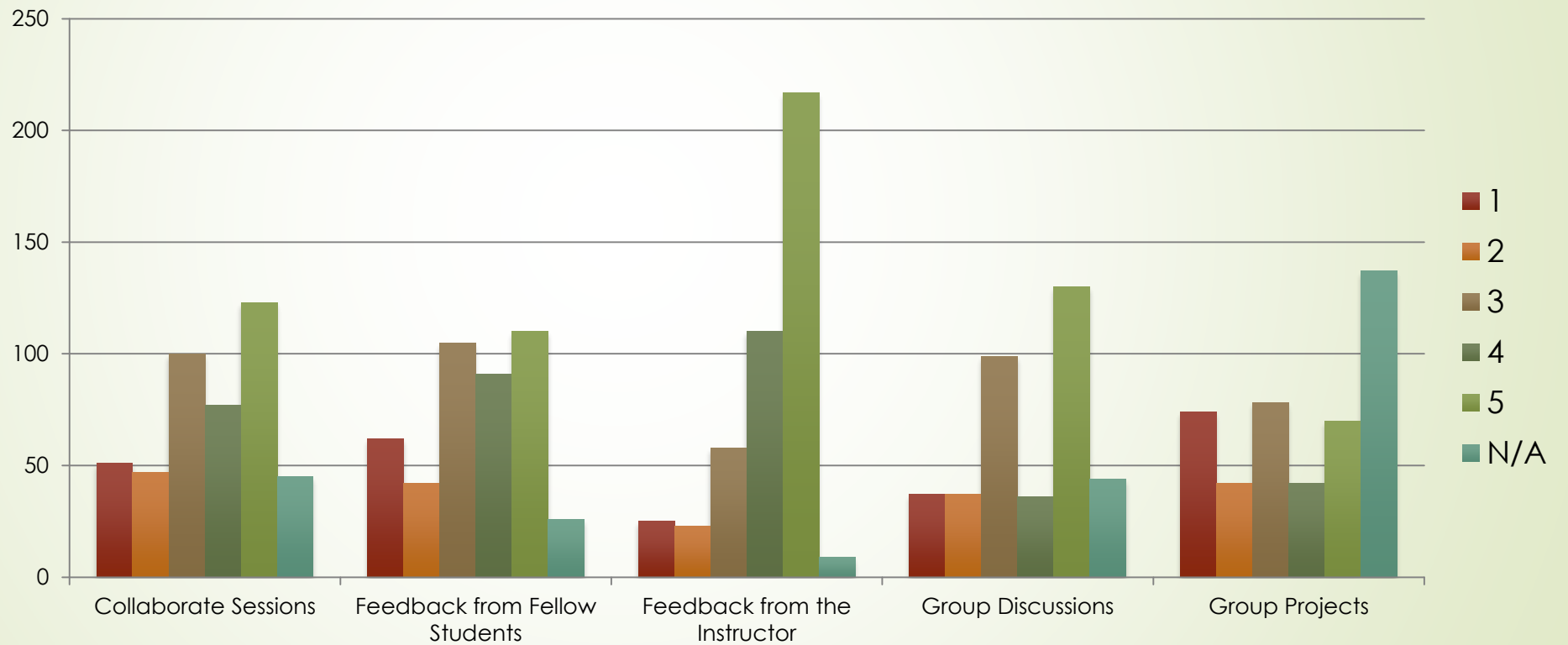




# Correlation Coefficient Matrix (-1 to 1)

	Reading	Students	Materials	Instructor	Studying	Writing	Researching
Reading	1						
Students	0.33	1					
Materials	0.62	0.36	1				
Instructor	0.24	0.50	0.33	1			
Studying	0.61	0.22	0.62	0.29	1		
Writing	0.54	0.34	0.44	0.35	0.58	1	
Researching	0.55	0.28	0.49	0.29	0.65	0.72	1

Rate the following interactive elements of this online course related to your learning.

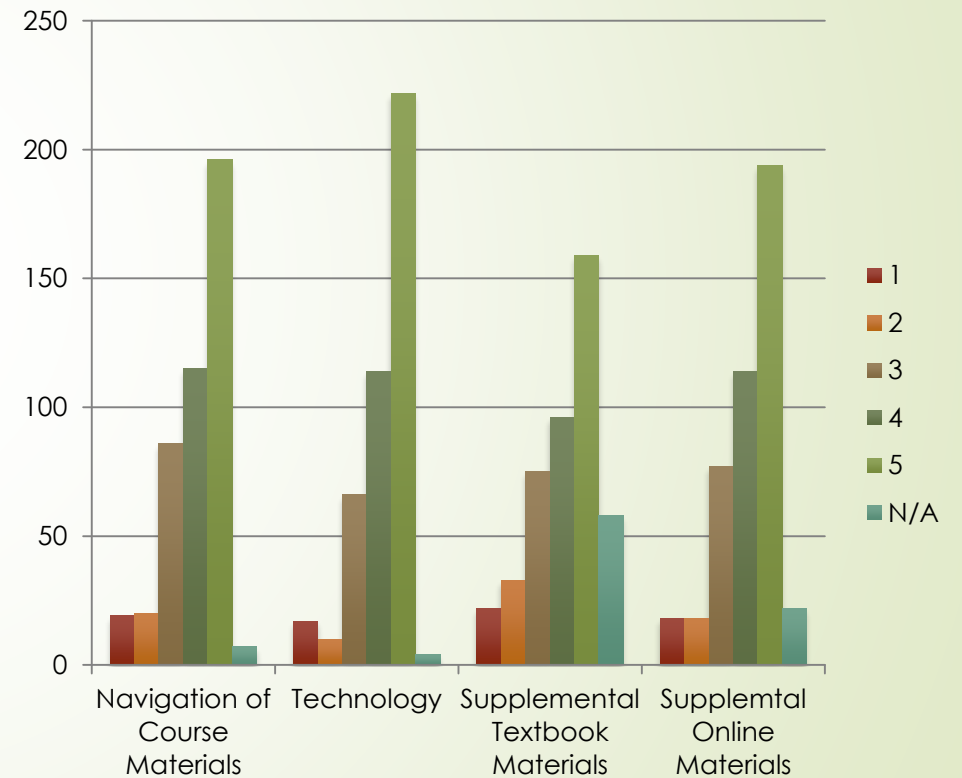
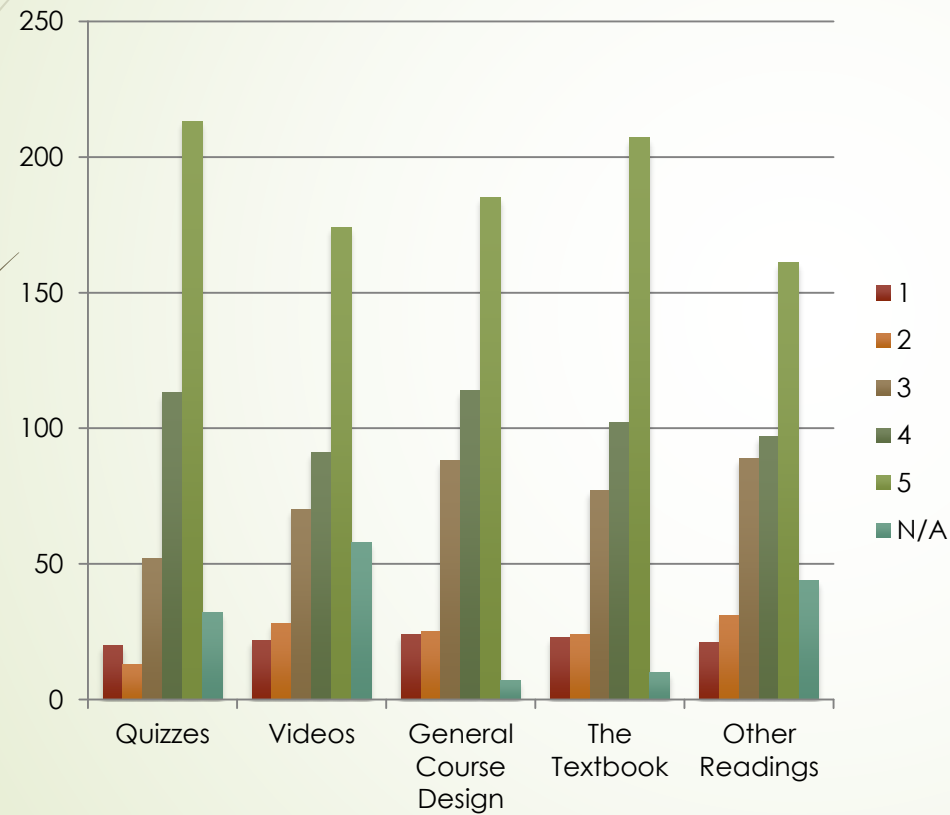


1= This element did not support my learning at all  
5= This element supported my learning a great deal

# Correlation Coefficient Matrix (-1 to 1)

	Collaborate	Student Feedback	Instructor Feedback	Group Discussions
Collaborate	1			
Student Feedback	0.48	1		
Instructor Feedback	0.39	0.55	1	
Group Discussions	0.46	0.69	0.50	1

# Rate the following instructional elements of this online course related to your learning



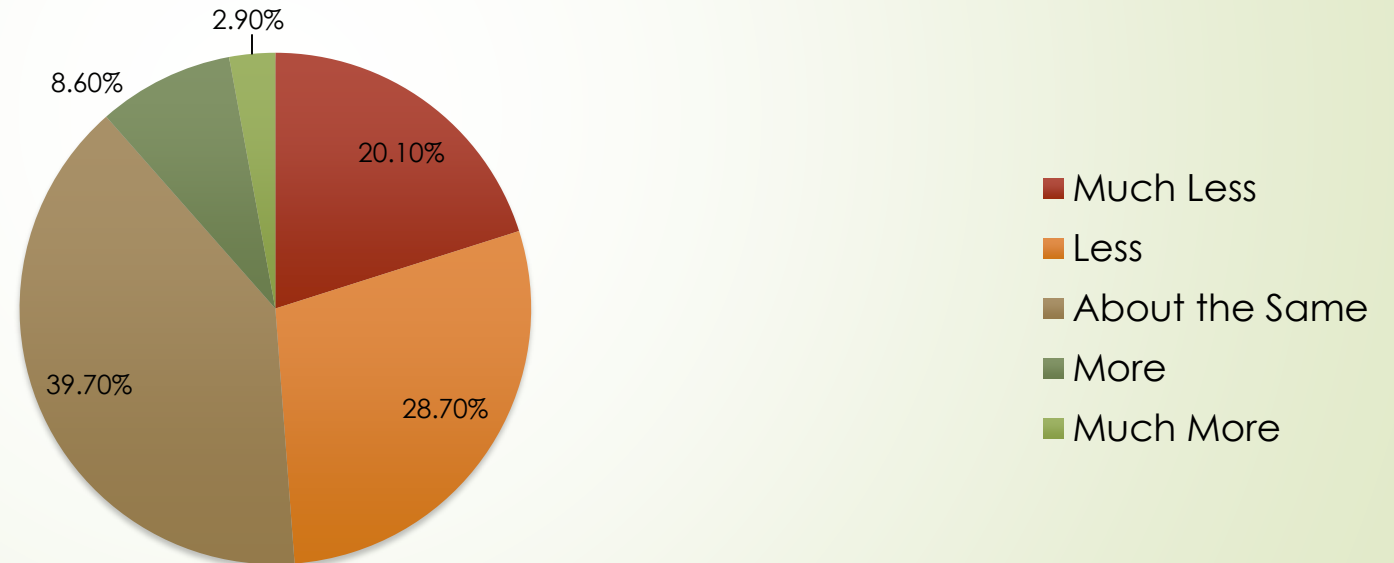
1= This element did not support my learning at all  
5= This element supported my learning a great deal

# Correlation Coefficient Matrix (-1 to 1)

	Quizzes	Videos	Design	Textbook	Readings	Navigation	Technology	Supplemental TM	Supplemental OR	Projects
Quizzes	1									
Videos	0.24	1								
Design	0.42	0.39	1							
Textbook	0.44	0.26	0.53	1						
Readings	0.29	0.41	0.47	0.42	1					
Navigation	0.44	0.33	0.69	0.55	0.45	1				
Technology	0.33	0.25	0.51	0.40	0.31	0.53	1			
Supplemental TM	0.28	0.30	0.39	0.42	0.52	0.38	0.38	1		
Supplemental OM	0.33	0.28	0.48	0.44	0.42	0.49	0.61	0.55	1	

Compared to your face-to-face course(s),  
rate the frequency of your interactions with  
your instructor

**Compared to your face-to-face course(s), rate the frequency  
of your interactions with your instructor**

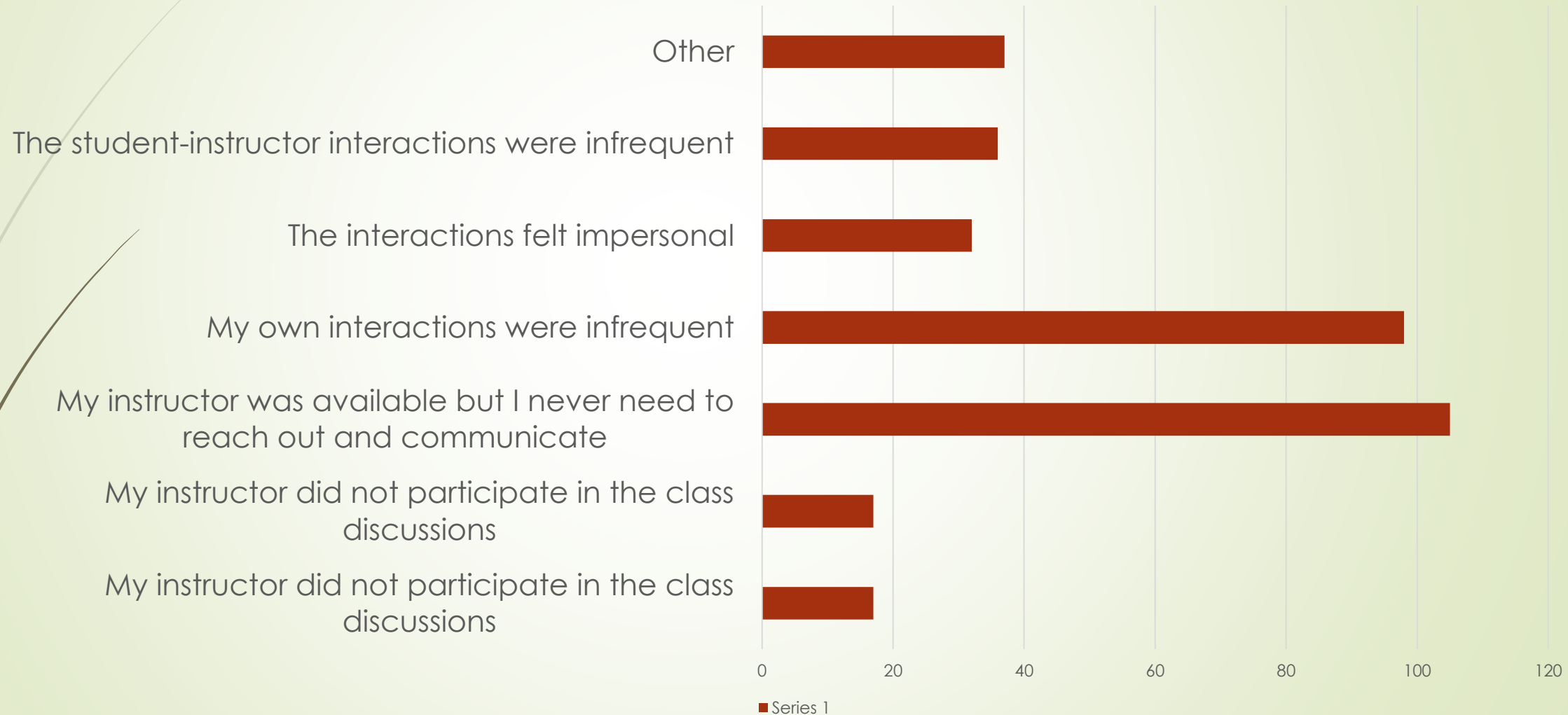


Compared to your face-to-face course(s), rate the frequency of your  
interactions with your instructor (0-5).

Mean: 1.44

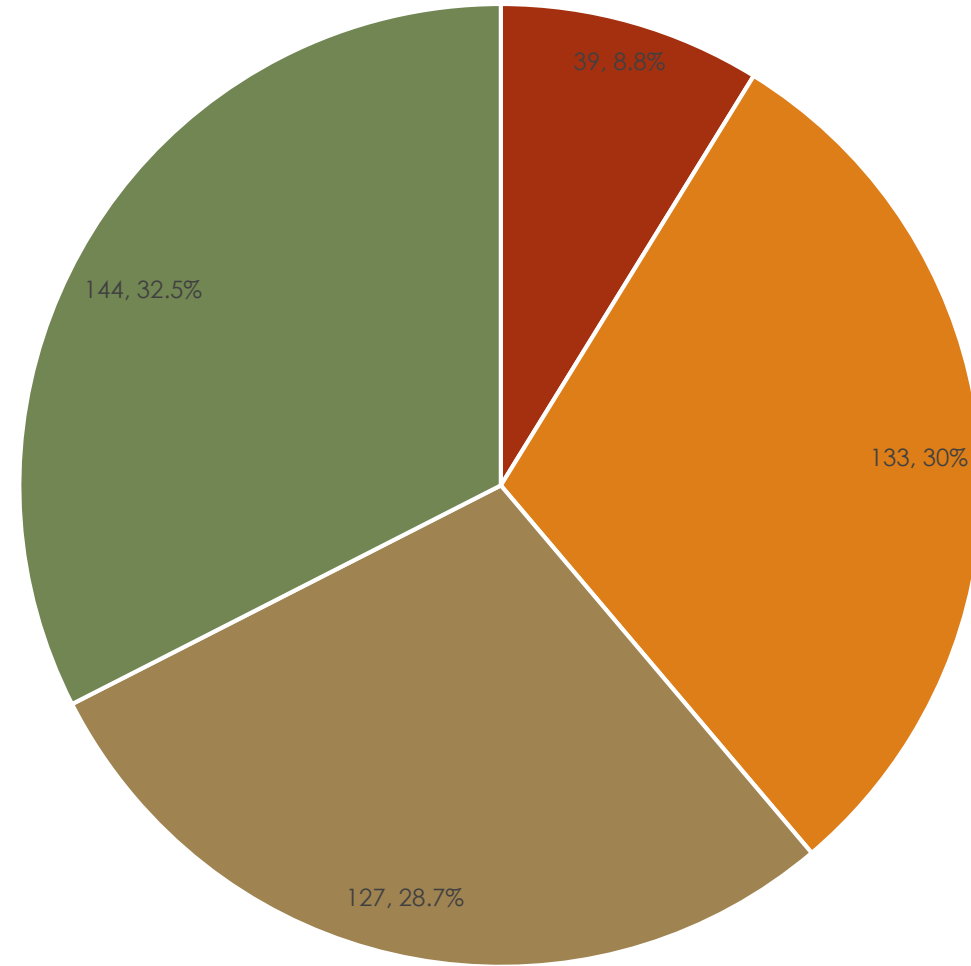
Standard Deviation: 0.99

**If you answered "less interaction" or "much less interaction" in the question above, why do you think so?**



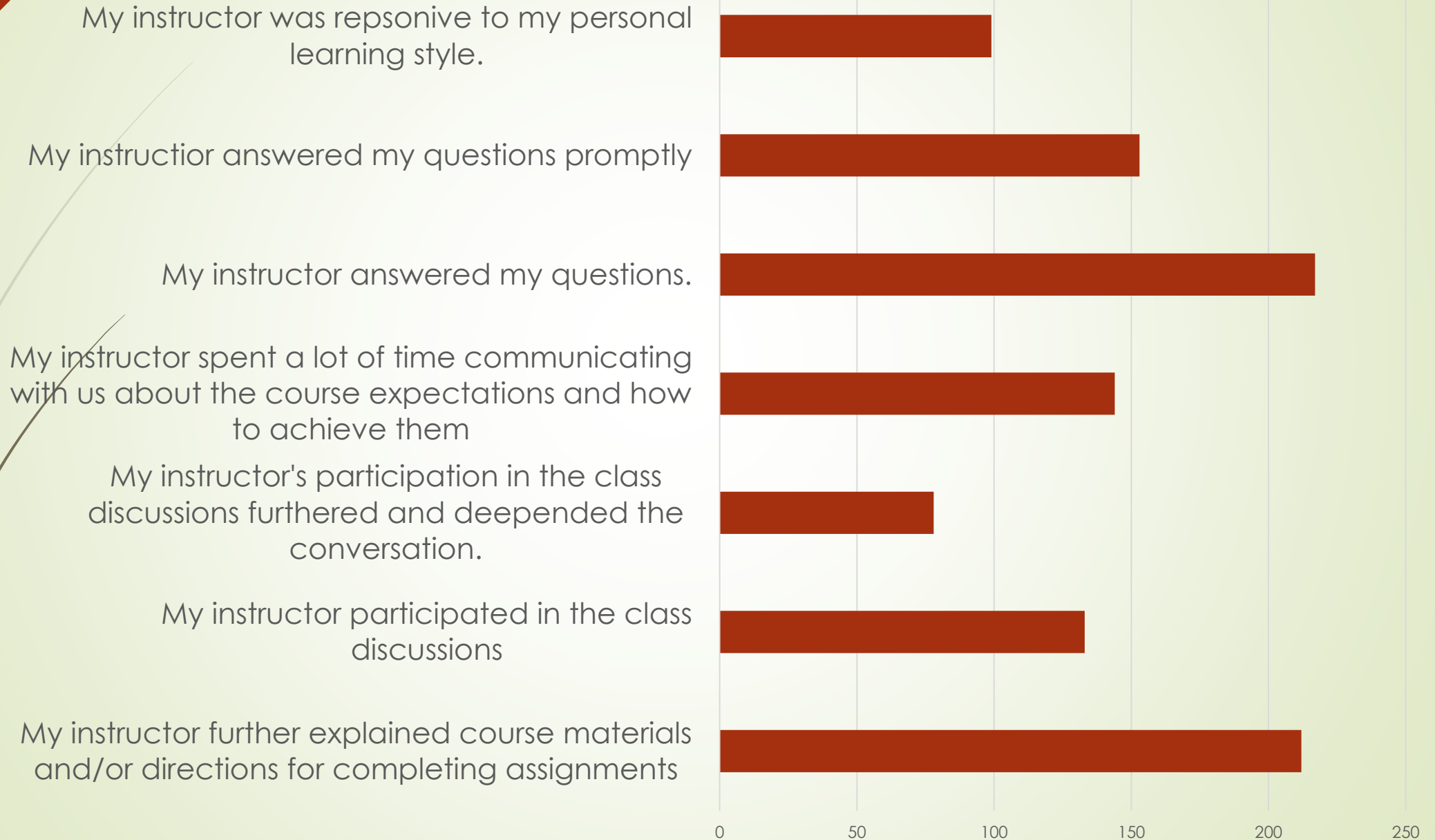


## Did your interactions with your instructor help support your learning in this course?

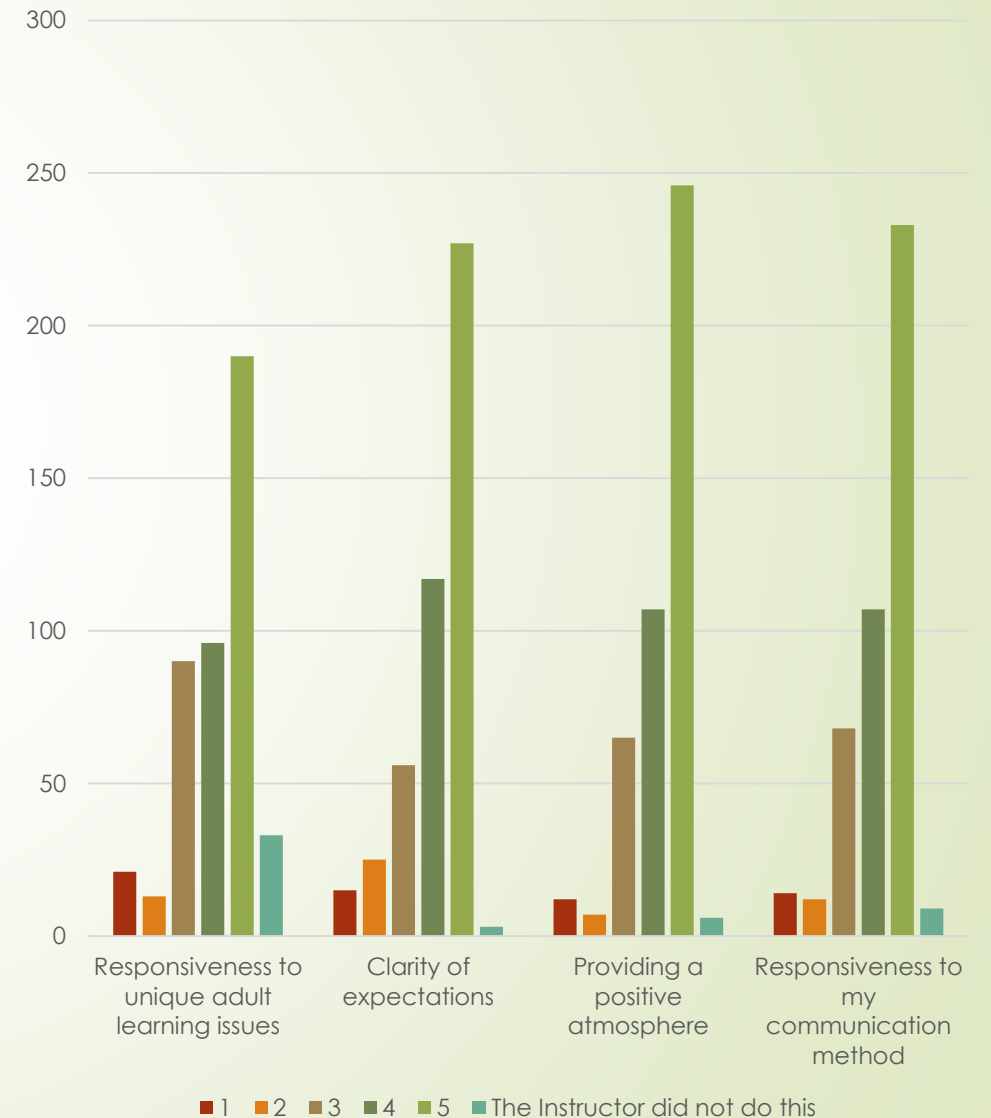
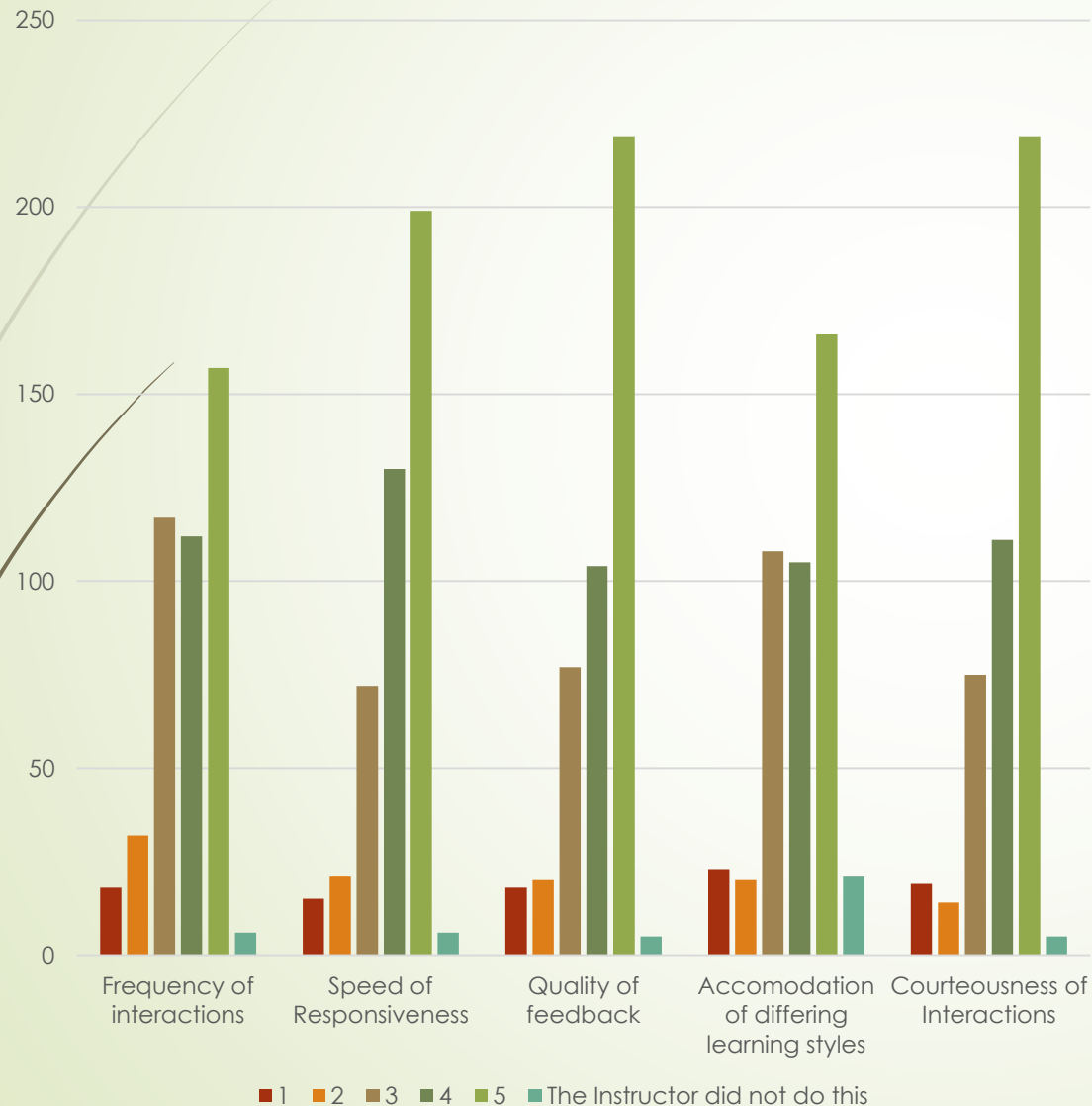


■ Not at all ■ Somewhat ■ Quite a bit ■ Very much

**If you answered "somewhat," "quite a bit," or "very much" to the question above, how did the interactions support your learning?**



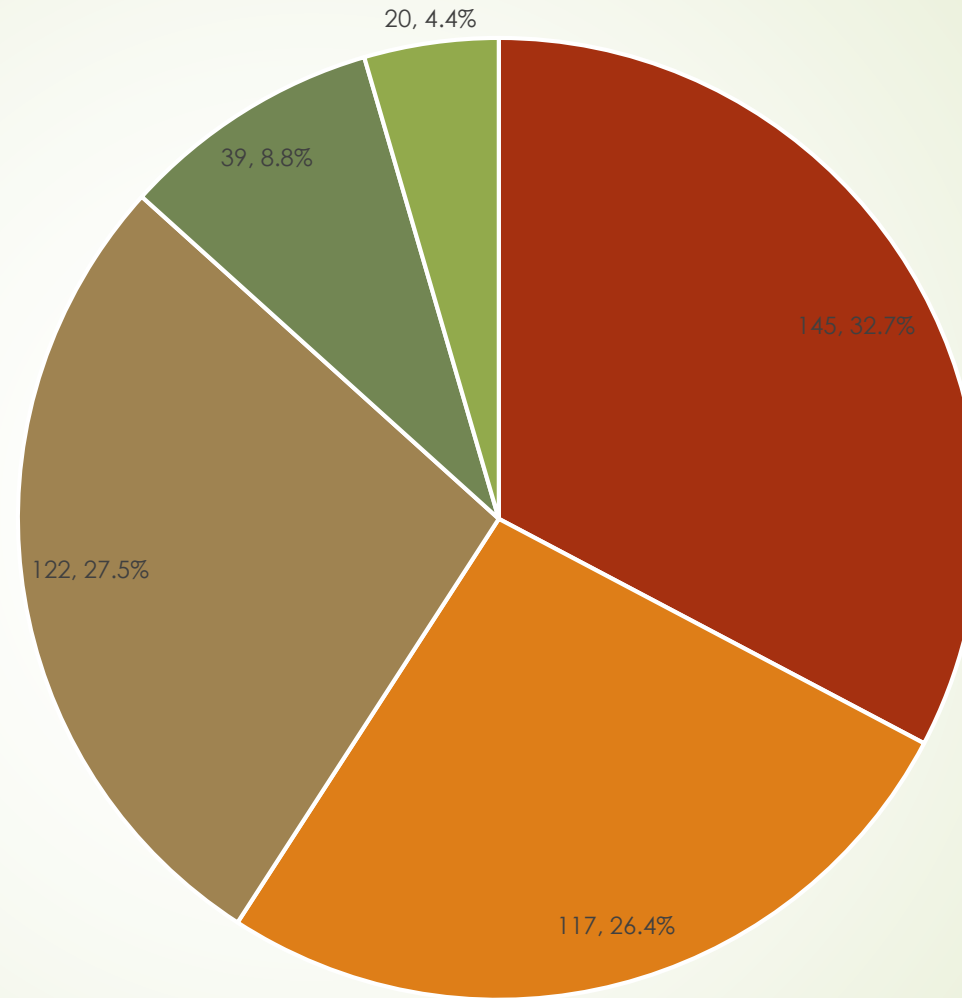
## Rate the following qualities of instructor interactions relative to your learning.



# Correlation Coefficient Matrix (-1 to 1)

	Frequency	Speed	Quality	Accommodation	Courteousness	Responsiveness	Clarity	Atmosphere
Frequency	1							
Speed	0.66	1						
Quality	0.71	0.76	1					
Accommodation	0.60	0.64	0.66	1				
Courteousness	0.65	0.72	0.78	0.62	1			
Responsiveness	0.51	0.55	0.57	0.76	0.60	1		
Clarity	0.65	0.65	0.74	0.57	0.72	0.53	1	
Atmosphere	0.66	0.63	0.70	0.55	0.72	0.50	0.75	1

## Compared to your face-to-face course(s), rate the frequency of your interactions with your classmates



■ Much less interaction

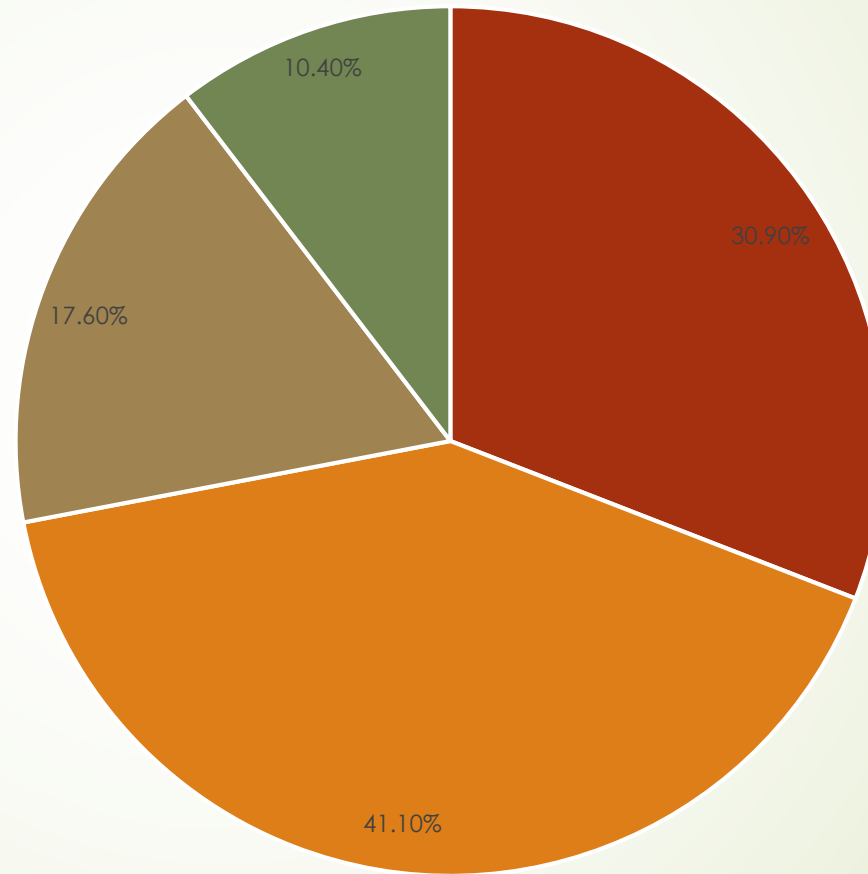
■ Less interaction

■ About the same interaction

■ More interaction

■ Much more interaction

**Did your interactions with your classmates help support your learning in this course?**



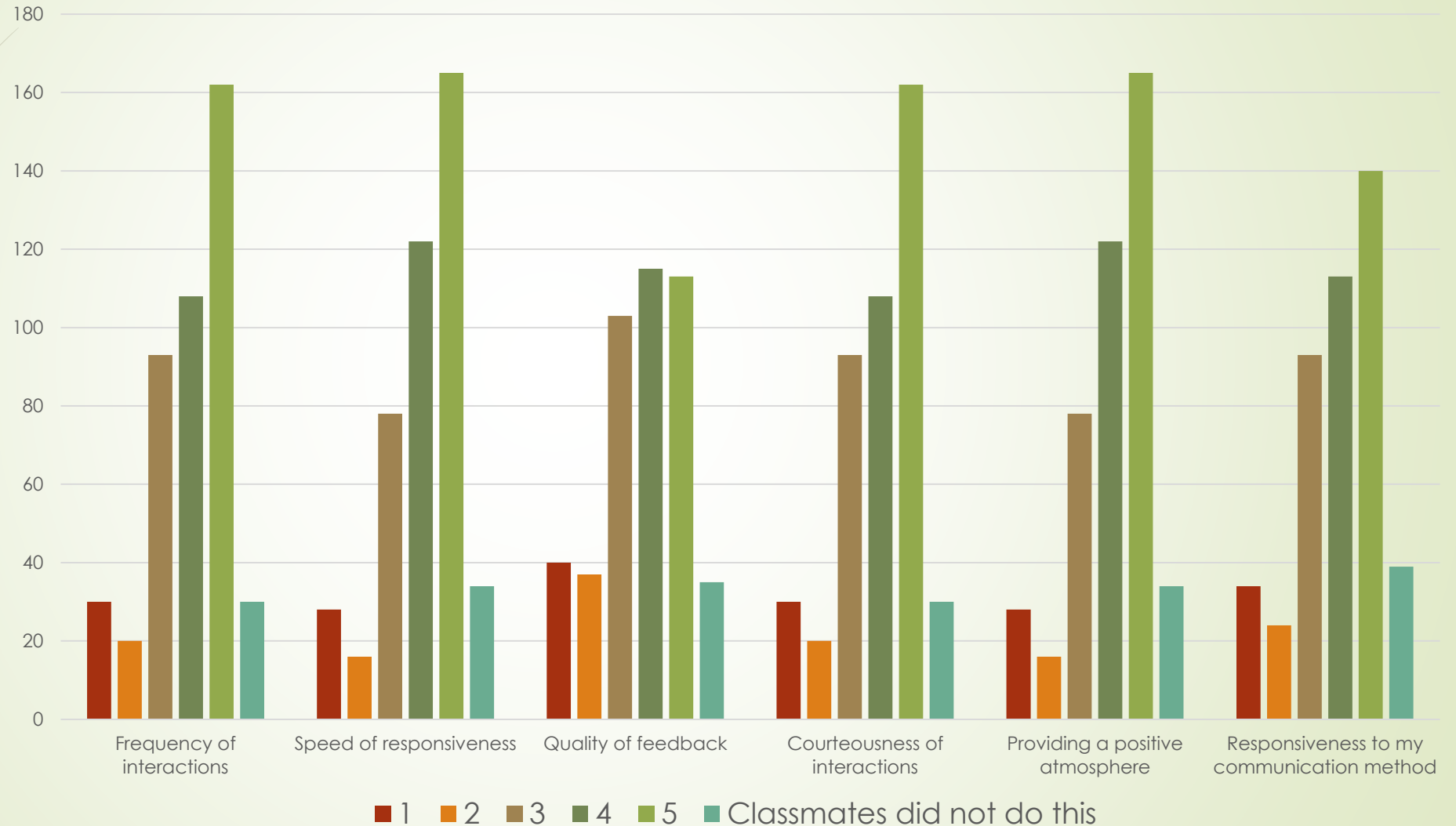
■ Not at all ■ Somewhat ■ Quite a bit ■ Very Much

# Correlation Coefficient Matrix (-1 to 1)

	Frequency	Speed	Quality	Accommodation	Courteousness	Responsiveness
Frequency	1					
Speed	0.81	1				
Quality	0.82	0.84	1			
Accommodation	0.72	0.74	0.78	1		
Courteousness	0.74	0.73	0.78	0.90	1	
Responsiveness	0.78	0.80	0.82	0.80	0.83	1




## Rate the following qualities of student interactions relative to your learning.






# Design Recommendations

- Designers should build in more optional synchronous sessions for students who want them.
  - Designers should take care to ensure clarity in course navigation.
  - Designers should ensure ease of use in technology.
  - Designers should consider creating professional-quality descriptive videos with explanations both for course navigation and to cover content.
  - Designers should consider fewer group projects. Group projects could be made optional for students who want to partake.
- 




# Interactive Recommendations

- Instructors should take care in being courteous, timely, and clear.
  - Instructors should ensure that they give consistent and quality feedback to students.
  - Instructors should manage the discussion board by facilitating the conversations, and ensuring accuracy between students.
  - Instructors should consider the number of discussion board forums and the length of responses required so that it is not too cumbersome for students.
- 

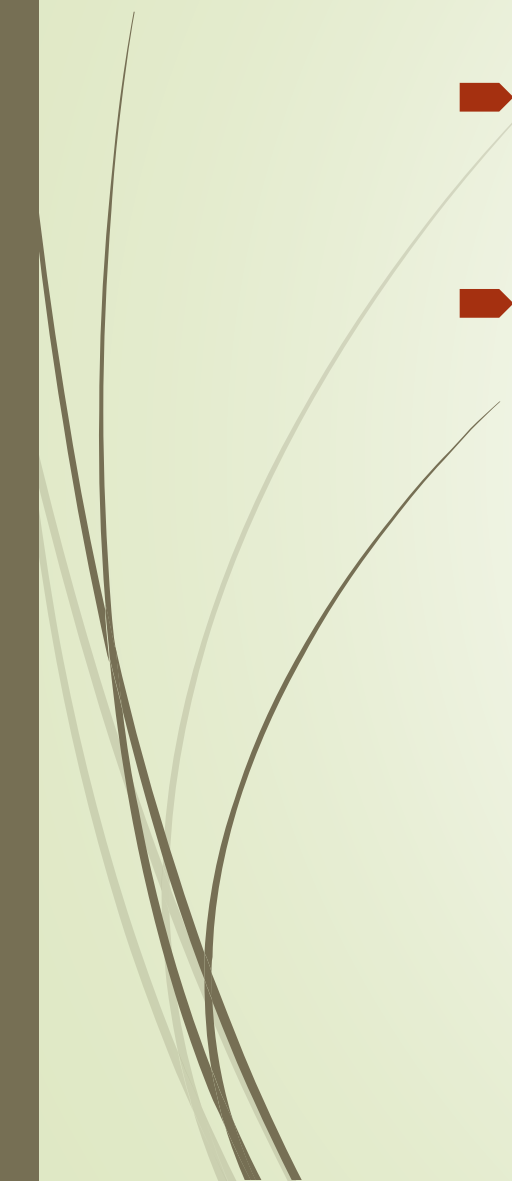


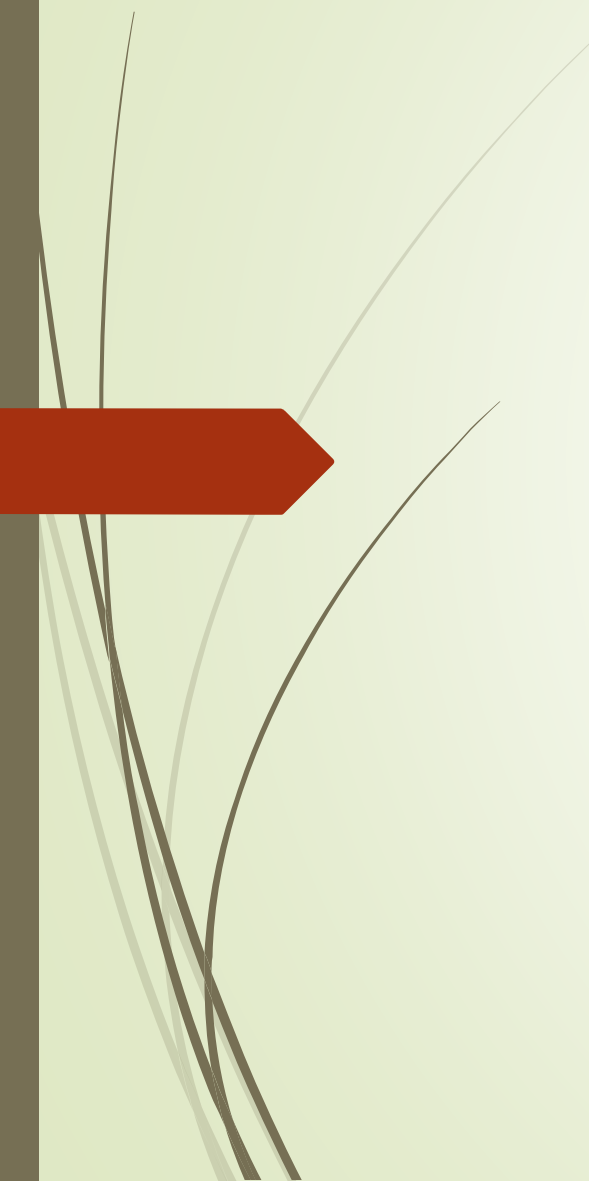
# Administrative Recommendations

- There needs to be a system for addressing student concerns about their online faculty.
  - There should be a way of explaining to students that online courses are a lot of work, and require a large time commitment.
  - Administrators should be mindful that there are a lot of reasons that students take online courses. There is no ONE profile of the online learner.
- 



# Student Recommendations

- Students should know that they will get out of the course what they put into it.
  - Students should be encouraged to partake of the resources available to them through the online system.
- 



“I thoroughly wish all of my courses were like this one. Although it was the last of my courses, I finally felt like I was being taught and someone cared. Thank you.”

Q and A