



Community & Technical College

OFFICE OF INSTITUTIONAL RESEARCH

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**DISTANCE LEARNING STUDENT EVALUATION SURVEY
RESULTS SUMMARY – SPRING 2015**

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DISTANCE LEARNING STUDENT EVALUATION SURVEY RESULTS SUMMARY SPRING 2015

The 2,972 (unduplicated) students enrolled in HCTC-delivered online component classes as of 3-31-2015 were asked to express their satisfaction with their distance learning experience. The Office of Distance Learning communicated with these students in several ways during March-May 2015 regarding their completion of the survey which resulted in a total of 791 responses received (or 27%). In comparison, 205 responses (or 6%) were received for this survey in Fall 2014, 391 responses (or 11%) were received in Spring 2014, 79 responses (or 8%) were received in Fall 2013, 57 responses (or 2%) were received in Spring 2013, 327 responses (or 14%) were received in Fall 2012, and 315 responses were received in Fall 2011.

The 12-item survey asked students how many distance learning courses they had taken, the type of operating system for their computer, the location where they work on their course, seven survey items about their distance learning experience, their overall satisfaction with the delivery of course content through Blackboard, and an open-ended question asking for suggestions/comments about the course, instructor, or content. A copy of the survey instrument is attached to this report.

Please see the attached Survey Results report for the specific totals and percentages. An attached Excel file contains the raw data which includes student feedback for the open-ended question. Please see the following summary, suggestions/comments about course-instructor-content, and summary table. The final page of this document provides the codebook for the raw data.

SUMMARY

Students enrolled in HCTC-delivered online component classes who responded to the survey were satisfied with their distance learning experience with a range of 72-95% satisfaction. Survey item #21 concerned the instructor's use of Blackboard instant messenger during their office hours to help students – only 73% satisfaction was received (which was the lowest).

Fourteen percent of the respondents had never taken a distance learning course before, but 30% had taken more than 6 distance learning courses. Forty-nine percent of the respondents indicated that their computer used the Windows 8 operating system. Eighty-five percent of the respondents indicated that they worked on their course at home.

This was the highest response rate ever for this survey at 27% compared to the next highest response rate of 14% from the Fall 2012 administration.

Suggestions/Comments About Course, Instructor, or Content

- instructor for online courses need to remember who their students with disabilities are
- require students who have never taken an online class before to take a workshop that familiarizes them with Bb tools and how to utilize Bb correctly and how an online class works
- be sure that students who have no transportation understand about the need to come to campus for proctored exams
- KPDO will not work
- had trouble with Cengage downloading
- BbIM causes my system to crash or shut down
- instructors are slow replying to emails or do not email back
- instructors were difficult to reach
- instructors need online office hours
- instructors need to clearly inform students when updates are made to the course
- instructor should grade faster and actually use a percentage instead of decimals
- instructors should post grades on Bb, not just show grade points (letter grade much better)
- feedback from instructor was non-existent; some assignments not graded for 9+ weeks
- no feedback on how grade was calculated
- keep a student's grade calculated at all times throughout semester so they know where they stand
- need feedback especially after quiz and test for which answers were correct or incorrect to better prepare for midterms and finals
- for quizzes and tests, only one question should show at one time
- had trouble with Lockdown Browser
- use more PowerPoints and videos
- make the Learn on Demand courses the way they were before
- online classes are too impersonal and disconnected
- online classes should be set up in a similar way (basic standardization)
- chapter tests should not be timed
- put all assignments in the same place for all online classes (per an actual calendar)
- make due dates for assignments clearly visible and understandable
- instructors need to very clear as to what is expected with each assignment
- instructors need to use IM
- online instructors put entirely too much of a workload on students ("busy work")
- numerous tests/quizzes had incorrect answers flagged as correct (or vice versa)
- Bb grades tests incorrectly
- grammatical accuracy of questions made difficult concepts harder to decipher
- be more consistence with the deployment of course materials
- stop trying to make students download documents and other assignments (put all on Bb)
- Softchalk was hard to use and group projects for an online class is pointless
- coding classes should not be offered online (need an on campus tutor for coding)
- need more resources than just McGraw Hill Connect

- there were broken links and some items were only visible to the instructor
- Blackboard would be easier to navigate if topics were labeled clearly and we didn't have to navigate through several different pages to search for what was needed
- announcements were not explicit and hard to keep track of
- the Vista program was awful: one mistake dropped my assignment grade from 100% to 88%
- the Vista online lesson was difficult because the book content and lesson didn't correlate
- instructor was disorganized and unprepared when it came to class content (assignments)
- the Do-Not_Reply@Blackboard.com email notification does not include which class it's for
- sometimes Word documents will not open until you enter your username and password over 10 times
- a page randomly refreshes and you lose everything you've typed (need auto save feature)
- for Pearson math lab, need to be able to take notes from the video and book but both cannot be opened at same time
- Bb is very slow saving answers during Midterm and Finals
- not able to access tests for a course—when I went to EXAM it would say No Content Available
- a student should be able to go back through an exam if the required time is no up
- service interruptions were far too frequent and grades did not automatically post as the instructor set it up
- the application site assignments (Pearson?) were confusing
- each online course needs the course schedule planned out so we know what's to come
- instructors need to stress the importance of discussion boards and the syllabus
- the McGraw Hill Phils labs lock up and have to be redone with Windows 7
- can't watch tutorials because it wants you to download them
- Bb needs to better inform students when they are about to be kicked out after being logged in for a while

Distance Learning Student Evaluation Survey Results – Spring 2015

SUMMARY TABLE

Survey Item	SATISFIED		DISSATISFIED		OFFERED OPINION		DON'T KNOW	
	Number	Percent	Number	Percent	Number	Percent Satisfied	Number	Percent
15. I was able to navigate through the course website to find what I needed to complete course assignments.	757	95.7%	34	4.3%	791	95.7%	0	0.0%
16. I was able to successfully interact with other students (if applicable).	706	89.3%	85	10.7%	791	89.3%	0	0.0%
17. PowerPoint slides, audiotaped or videotaped presentations, simulations, SoftChalk web lessons, etc. contributed to my understanding of the course content.	718	90.8%	73	9.2%	791	90.8%	0	0.0%
18. Posted discussions, chats, instant messaging, live classroom tools and/or other communication tools contributed to my understanding of the course content.	671	84.8%	120	15.1%	791	84.9%	0	0.0%
19. Online course assignments contributed to my understanding of the course content.	739	93.4%	52	6.6%	791	93.5%	0	0.0%
20. Additional resources available in the course contributed to my understanding of the content.	717	90.6%	74	9.3%	791	90.7%	0	0.0%
21. Blackboard instant messaging was utilized for my online course during my instructor's office hours which contributed to my understanding of the course content.	463	58.5%	173	21.9%	636	72.8%	155	19.6%
22. Overall satisfaction with delivery of content using Blackboard.	738	93.3%	53	6.7%	791	93.3%	0	0.0%

Legend:

Satisfied = combined total and percentage for Strongly Agree/Very Satisfied and Agree/Satisfied.

Dissatisfied = total and percentage for Disagree/Dissatisfied and Strongly Disagree/Very Dissatisfied.

CODEBOOK FOR RAW DATA

Distance Learning Courses Taken: 0=1; 1-2=2; 3-4=3; 5-6=4; more than 6=5; Don't Know=6

Operating System: Windows 95-2000=1; Windows Vista=2; Windows 7=3; Mac OS=4; Linux=5; Don't Know=5

Location Work on Course: Home=1; Local College=2; Local Library=3; Work=4; Other=5; Don't Know=6

Satisfaction Level: Strongly Agree= 1; Agree= 2; Disagree= 3; Strongly Disagree = 4; Don't Know = 5

Satisfaction Level: Very Satisfied= 1; Satisfied= 2; Dissatisfied = 3; Very Dissatisfied = 4