

Reports of USF COPH Distance Learning Courses Survey

The purposes of this survey are

- ✚ to assess learner characteristics including: learning environment, learning style, demographics, educational and work experience
- ✚ to identify existing obstacles experienced in current distance learning courses, and to gather their opinion on the elements of an effective online course
- ✚ to use this information to improve the current courses and to define a list of essential components required in a distance learning course
- ✚ to identify relationships between learner characteristics and their experiences, so future courses can be modified and created to provide an optimal learning experience for the COPH students.

This survey was delivered in Spring, 2005 to students who enrolled in COPH core courses. Eighty-four students participated in this survey.

Instructions for reading this report:

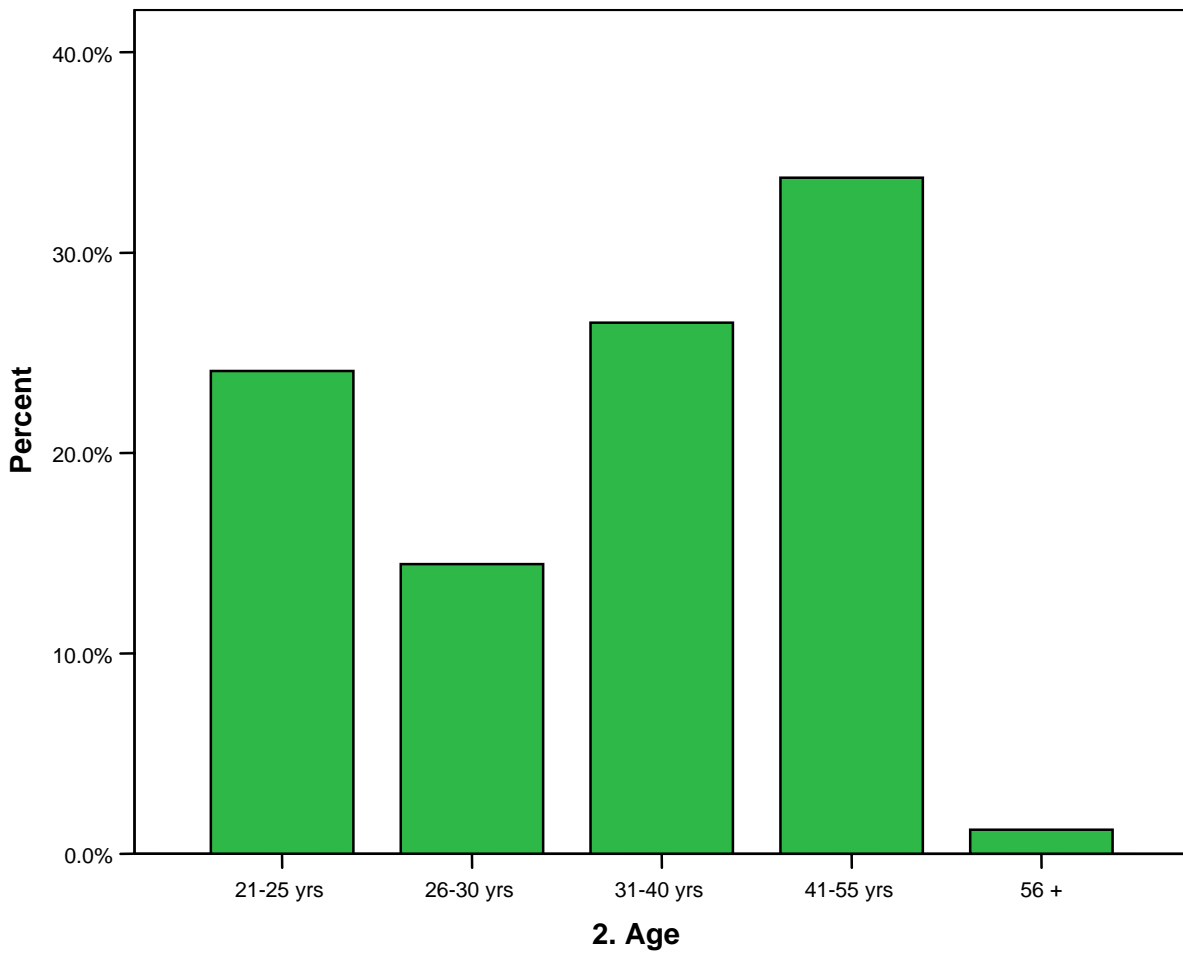
- ❖ Number of participants who selected the answers was listed on the right column of specific answers.
- ❖ Texts in red are results found at statistically significant levels.
- ❖ The Y-axis of each chart refers to the percentage of each item in the case.
- ❖ Summary of type-in answers were categorized in Page 30-40.

| | |
|------------|----------------|
| 1. Gender: | Answers |
| Female | 62 |
| Male | 22 |

- Male students have more problems in discussion posting.

2. What is your age? (Select ONE)

| | |
|-----------------|----|
| 1 20 or younger | 0 |
| 2 21-25 yrs | 20 |
| 3 26-30 yrs | 12 |
| 4 31-40 yrs | 22 |
| 5 41-55 yrs | 28 |
| 6 56 or older | 1 |



- Students at younger age prefer collaborative learning opportunities.
- Students at younger ages prefer face-to-face class than students at older ages.

3. How far do you live from Tampa campus? (Select ONE)

| | |
|---------------------|----|
| 0-10 miles | 23 |
| 11-30 miles | 13 |
| 31-50 miles | 13 |
| 51-100 miles | 8 |
| more than 100 miles | 25 |

- Students who are in older ages live farther from Tampa campus.

Work Experience

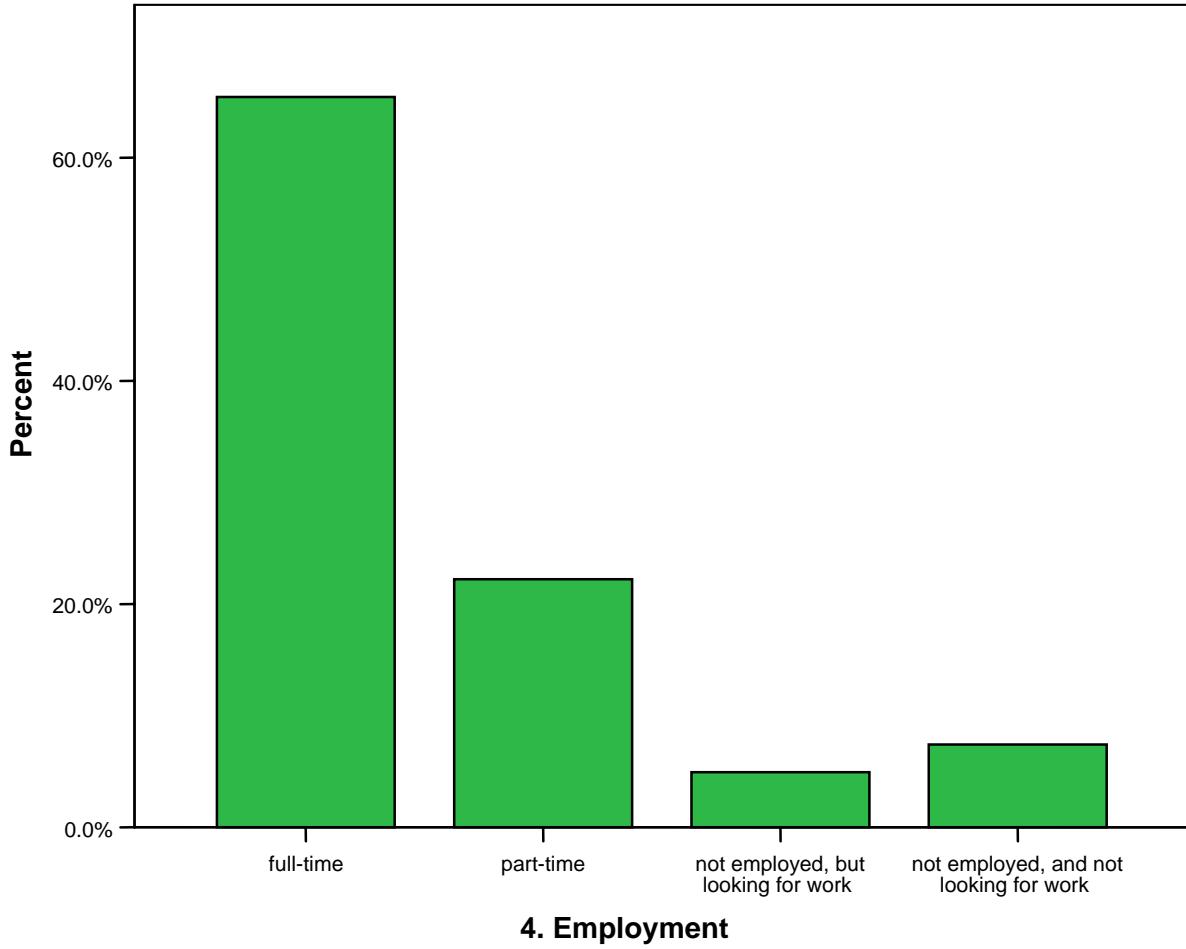
4. Which of the following describes your current employment status (Select ONE)

| | |
|--|----|
| 1 Employed full time | 53 |
| 2 Employed part time | 18 |
| 3 Not employed, but looking for work | 4 |
| 4 Not employed, and not looking for work | 6 |
| 5 Retired | 0 |

5. If you are employed, how many hours per week do you work? (Select ONE)

| | |
|---------|----|
| 1 0-20 | 9 |
| 2 21-32 | 9 |
| 3 33-40 | 20 |
| 4 41-50 | 31 |
| 5 51+ | 6 |

- Students who work more hours enroll less courses than those who don't work or work less hours.



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6. Which of the following best describes your job function? (Select ONE)

| | |
|---|----|
| Administrator | 4 |
| Director | 6 |
| Manager/Supervisor | 16 |
| Staff | 8 |
| Faculty | 0 |
| Coordinator | 6 |
| Professional (e.g. nurse, doctor, lawyer) | 19 |
| Other | 19 |

9. How many years experience do you have in Public Health? (Select ONE)

| | |
|-------------|----|
| 0-11 months | 34 |
| 1-3 | 18 |
| 5-9 | 17 |
| 10-15 | 6 |
| 16+ | 5 |

Education

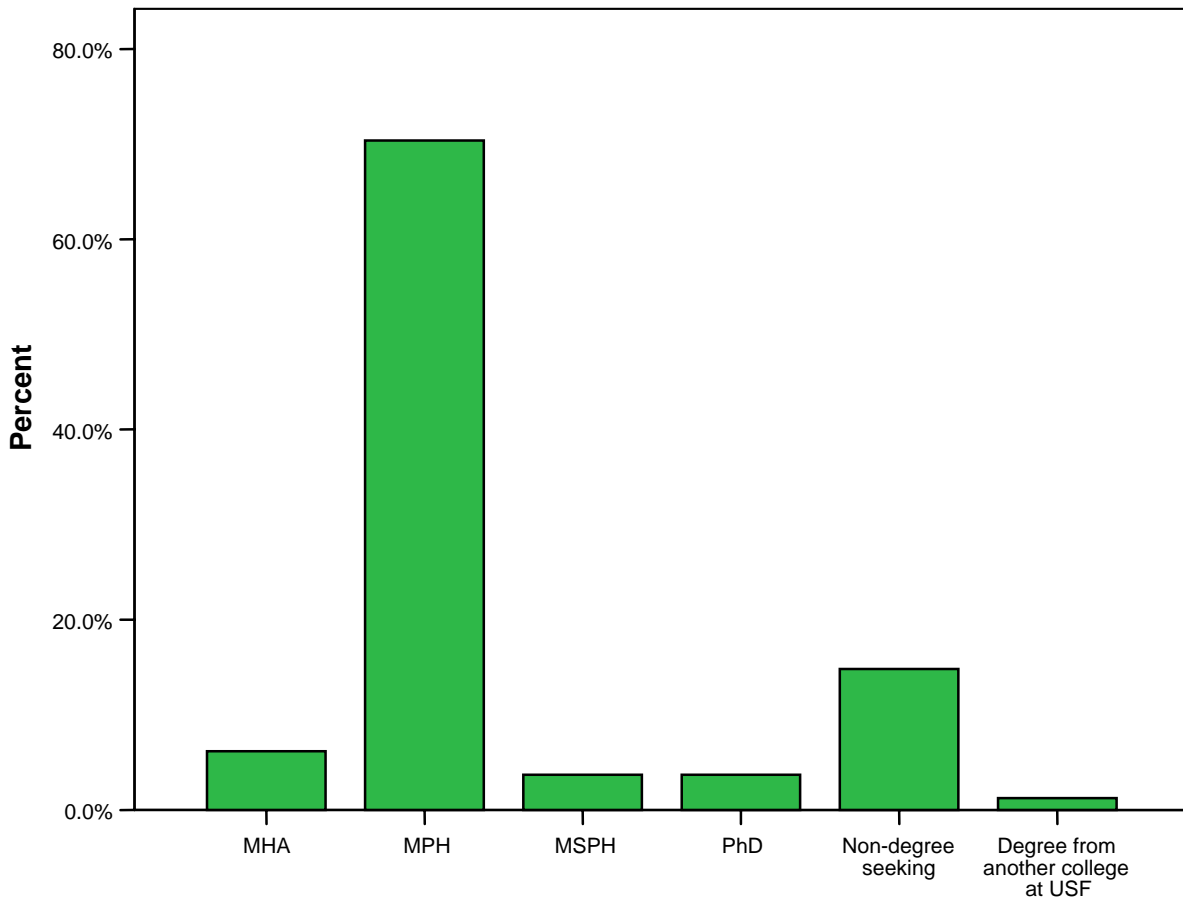
13. On the average, how many courses per semester do you enroll in at the COPH? (Select ONE)

| | |
|---|----|
| 1 | 35 |
| 2 | 22 |
| 3 | 18 |
| 4 | 6 |

- Students who have less working experiences in Public Health take more courses per semester.

14. What degree are you seeking at COPH? (Select ONE)

| | | |
|---|------------------------------------|----|
| 1 | MHA | 5 |
| 2 | MPH | 57 |
| 3 | MSPH | 3 |
| 4 | PhD | 3 |
| 5 | Certificate | 12 |
| 6 | Non-degree seeking | 1 |
| 7 | Degree from another college at USF | 1 |

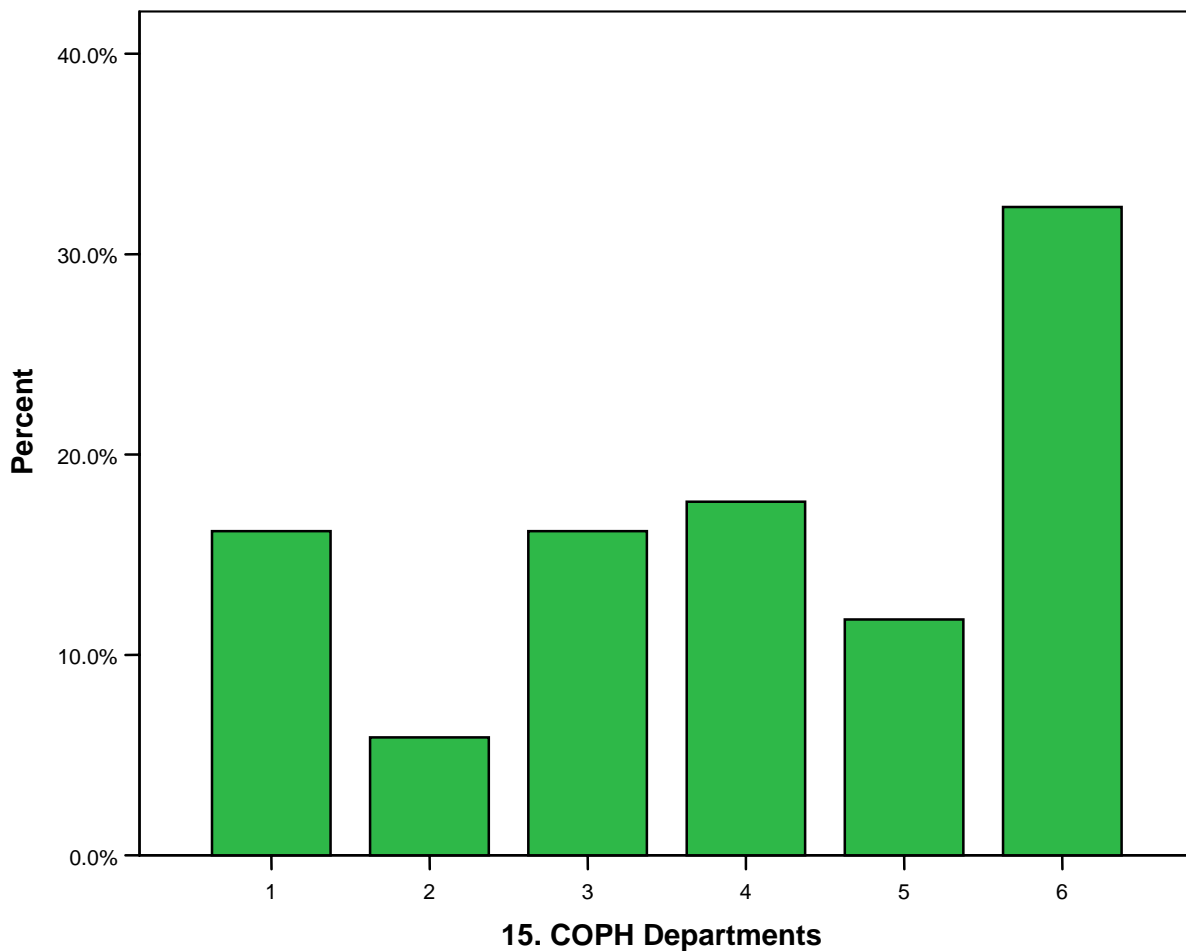


14. COPH Degree

15. If degree seeking or in a certificate program, what is your department? (Select ONE)

| | | |
|---|---|----|
| 1 | Global Health | 11 |
| 2 | Epidemiology & Biostatistics | 4 |
| 3 | Health Policy Management | 11 |
| 4 | Community and Family Health | 12 |
| 5 | Environmental and Occupational Health | 8 |
| 6 | Public Health Practice- Distance Learning | 22 |
| 7 | Public Health Practice- Executive MPH | 0 |

- Students who are PHP Distance Learning Program take more online/web courses than students from other departments.

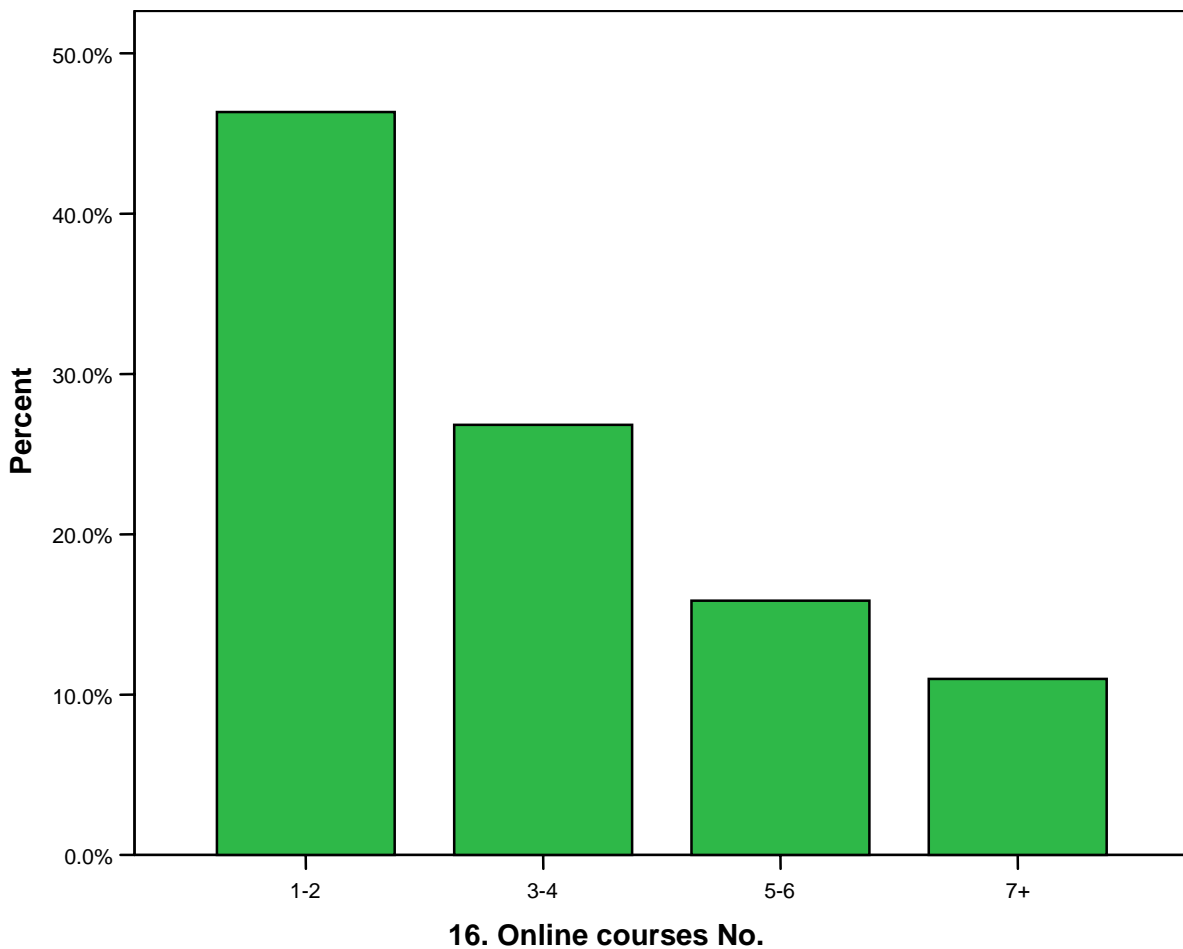


Experience with Online/Web-Based Courses

16. Including this current semester, how many online/web-based courses have you taken?(Select ONE)

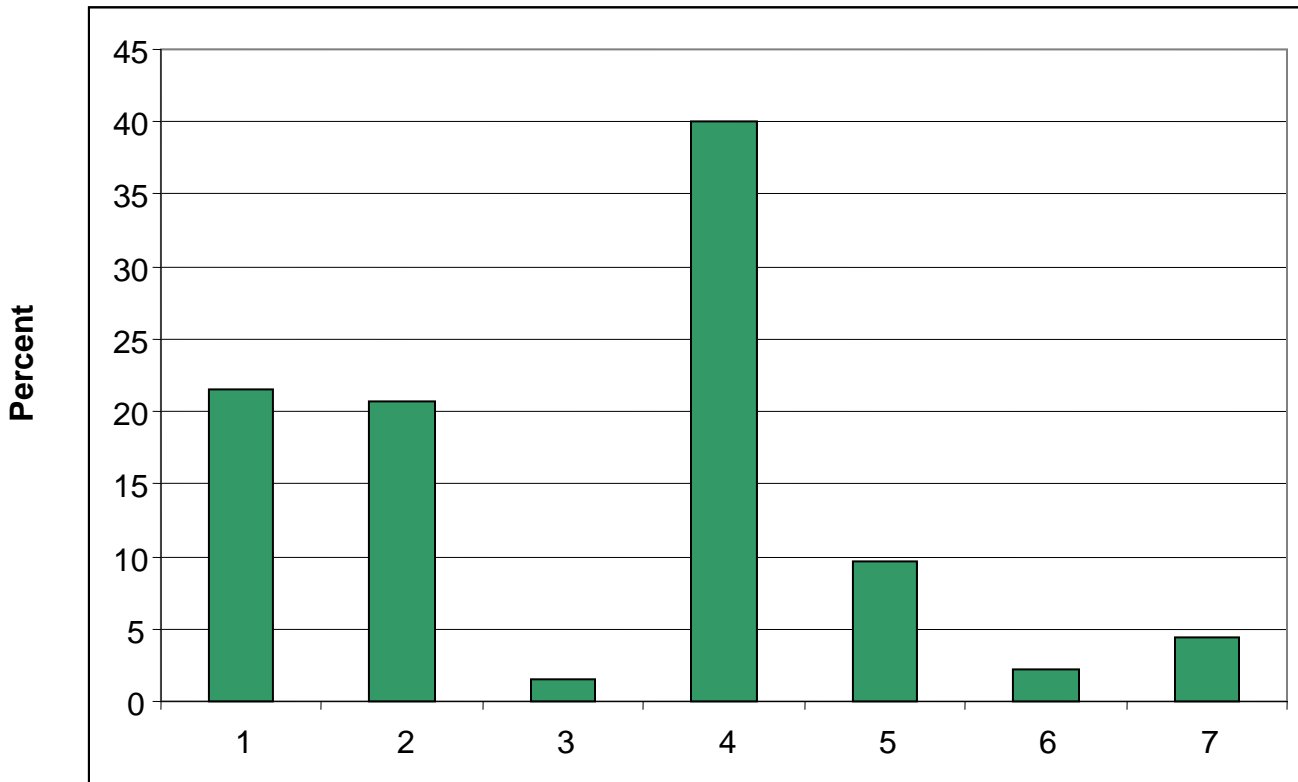
| | | |
|---|-----------|----|
| 1 | 0 | 0 |
| 2 | 1-2 | 38 |
| 3 | 3-4 | 22 |
| 4 | 5-6 | 13 |
| 5 | 7 or more | 9 |

- Students who have more working experiences in Public Health take more online/web courses.



17. For which of the following reasons have you chosen to enroll in online/web-based course(s)? (Select ALL that apply)

| | | |
|---|--|----|
| 1 | prefer this method of delivery | 29 |
| 2 | time convenience due to family constraints | 28 |
| 3 | time convenience due to health constraints | 2 |
| 4 | time convenience due to work constraints | 54 |
| 5 | time convenience due to school constraints | 13 |
| 6 | better access and communication with my instructor | 3 |
| 7 | lack of transportation and/or parking problems | 6 |



17. Reasons

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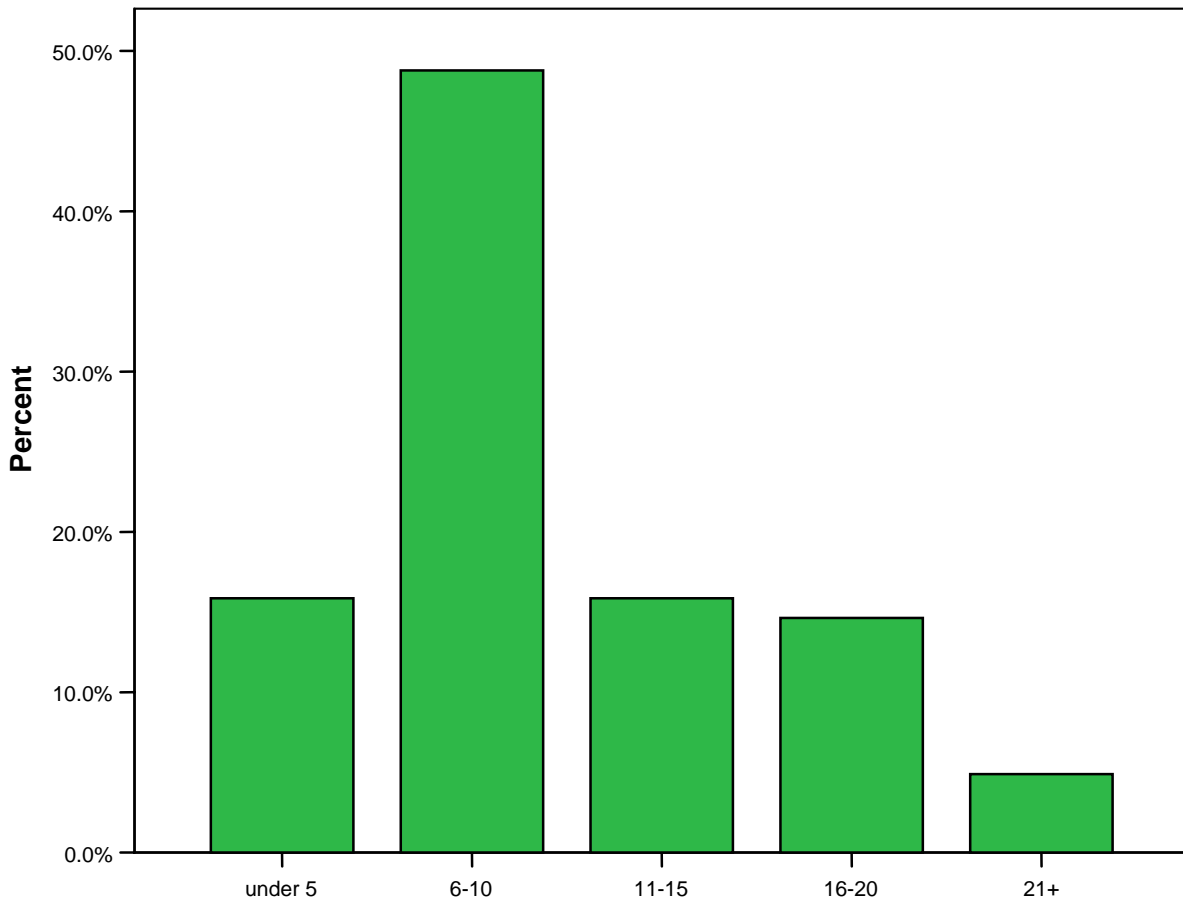
| Identify your preference of course delivery formats. (1st= most prefer, 4th=least prefer) | | | | | |
|---|-----------------------------------|---------------------|------------|------------|------------|
| Course Delivery Formats | | Order of Preference | | | |
| | | 1st choice | 2nd choice | 3rd choice | 4th choice |
| 18. | Face to face | 40 | 18 | 14 | 8 |
| 19. | Online/web-based | 28 | 21 | 24 | 8 |
| 20. | Blended (face-to-face and online) | 18 | 34 | 22 | 5 |
| 21. | Video conferencing | 7 | 7 | 14 | 50 |

- Students who prefer face-to-face class would be less likely to enroll in online courses just because of time constraints due to work constraints.
- Students who prefer online courses would be more likely to enroll in online courses due to the reasons that they prefer this method, or that they don't have time because of work constraints, or that they have better access and communication with the instructor.
- Students who prefer blended & video conferencing would be more likely to enroll in online courses because of lack of transportation and/or parking problems.
- Students who prefer face-to-face class would enroll more courses in COPH.
- Students who prefer face-to-face class take less online/web courses.
- Students who prefer video conferencing take more online/web courses.
- Students who prefer face-to-face class would think it essential to have a list of criteria for evaluating assignments/discussions & graded activities, and to have peer collaborative learning opportunities.
- Students who least prefer video conferencing would think it essential to have constructive feedback on assignments/discussions.

22. On average, how many hours per week do you typically spend working on a online/web-based course, including viewing/listening to lectures/videos, doing readings, reviewing notes, writing papers and any other course related work? (Select ONE)

| | | |
|---|---------|----|
| 1 | under 5 | 13 |
| 2 | 6-10 | 40 |
| 3 | 11-15 | 13 |
| 4 | 16-20 | 12 |
| 5 | 21+ | 4 |

- Students who have taken more online/web-based courses would spend more hours per week in online/web-based courses.

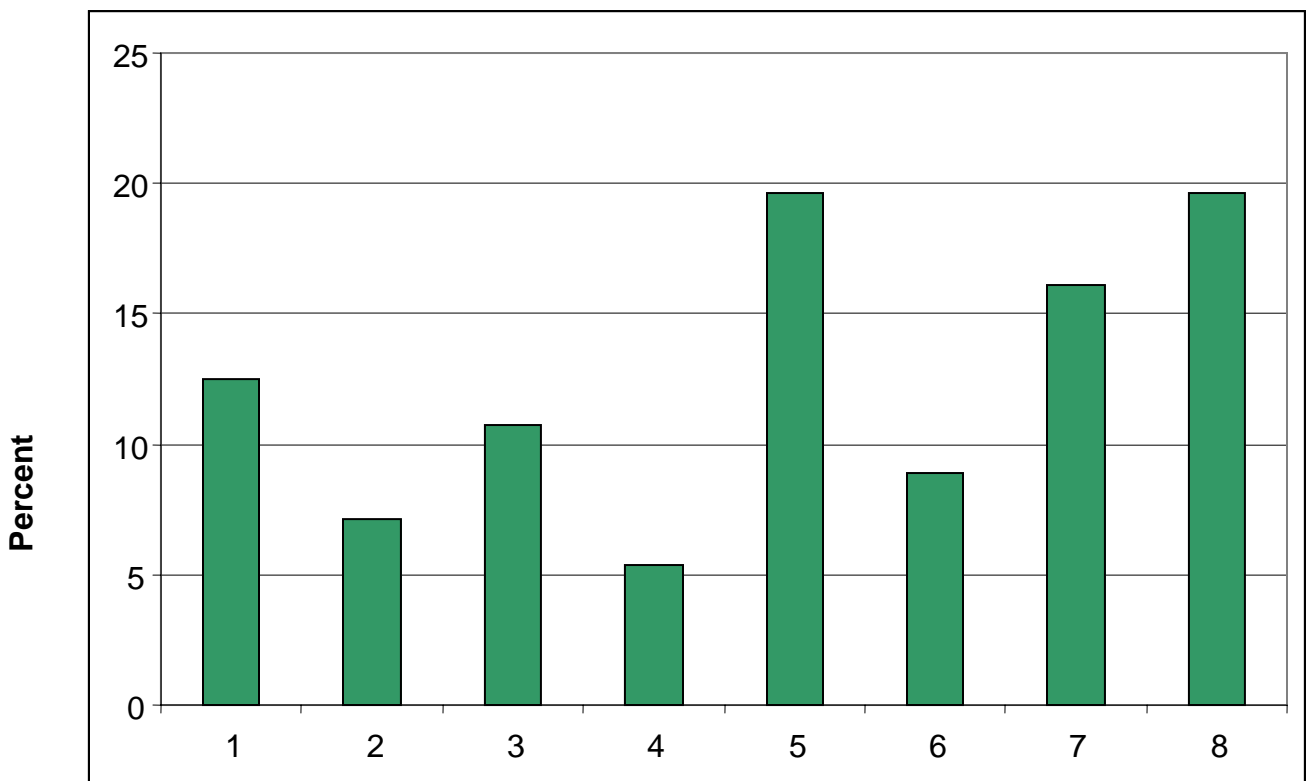


22. Hours spent on online courses per week

23. What problems have you experienced accessing a course thus far in online/web-based courses? (Select ALL that apply)

| | | |
|---|--|----|
| 1 | Difficulty with registration for the course | 7 |
| 2 | Obtaining a USF ID card | 4 |
| 3 | Obtaining a NetID | 6 |
| 4 | Receiving my USF email | 3 |
| 5 | Accessing the internet | 11 |
| 6 | Obtaining a syllabus | 5 |
| 7 | Contacting someone for help to access a course | 9 |
| 8 | Connecting to Blackboard | 11 |

- Students at younger age reported more problems in accessing the Internet than students at older age.

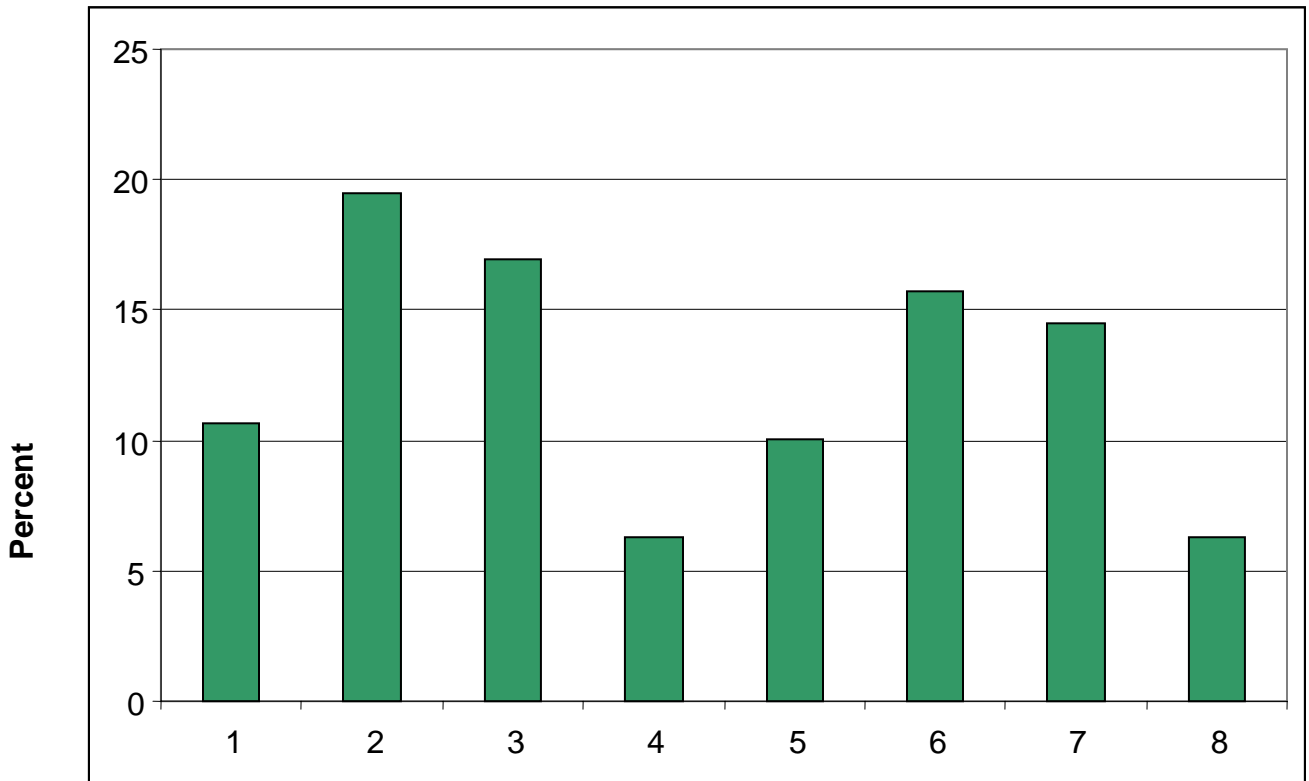


23. Accessing Problems

24. What problems have you experienced within the course website? (Select ALL that apply)

| | | |
|---|---|----|
| 1 | Broken links within course website | 17 |
| 2 | Clarity of audio/music/video files | 31 |
| 3 | Clarity of video files | 27 |
| 4 | Uploading assignments | 10 |
| 5 | Opening documents | 16 |
| 6 | Opening multimedia files (audio/video/presentations) | 25 |
| 7 | Disconnected during an exam/quiz | 23 |
| 8 | Navigating the course webpages | 10 |

- Students at younger age reported more problems in system disconnection during an exam/quiz.

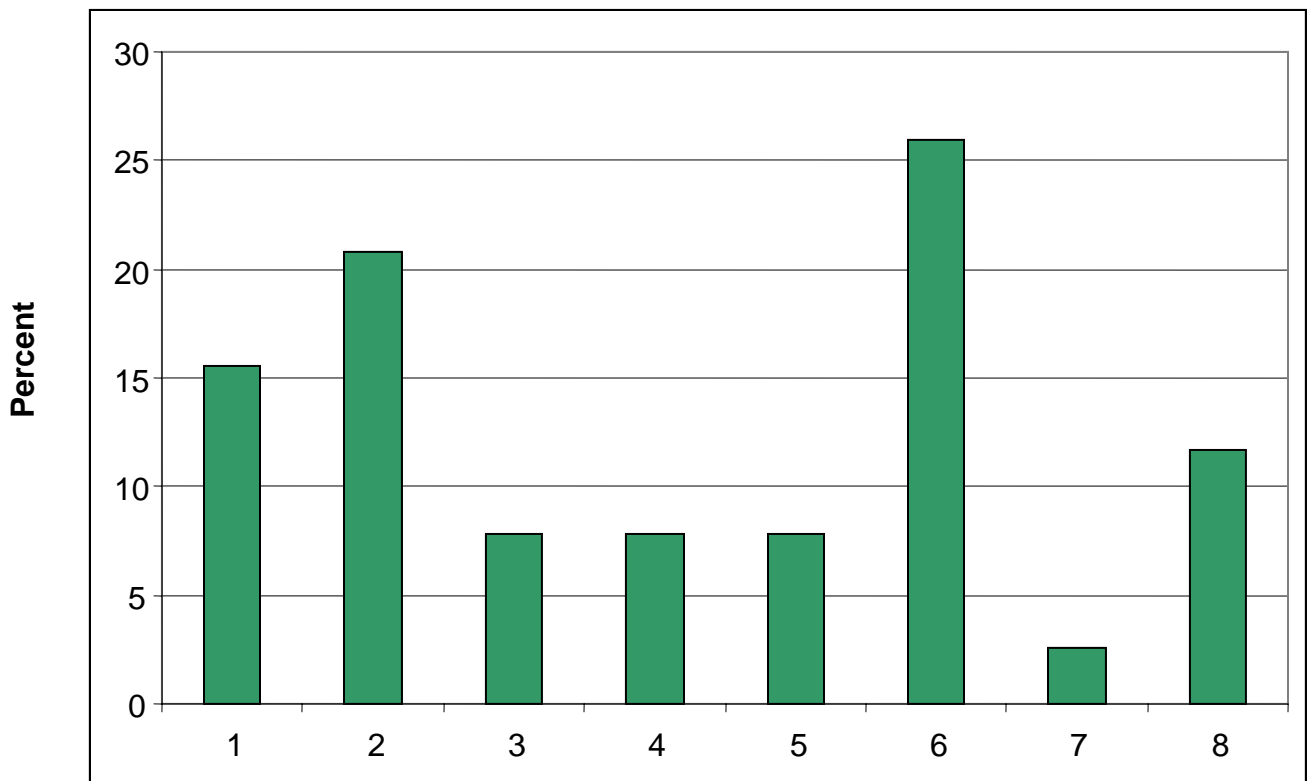


24. Problems within Course Site

**25. What communication problems have you experienced in an online/web-based course?
(Select ALL that apply)**

| | | |
|---|---|----|
| 1 | Following instructor's directions | 12 |
| 2 | Lack of feedback from course instructor or Graduate Assistant | 16 |
| 3 | Sending/receiving email | 6 |
| 4 | Contacting Graduate Assistant/Instructor during office hours | 6 |
| 5 | Posting to a discussion board | 6 |
| 6 | Communicating with other students during group work | 20 |
| 7 | Lack of response from distance learning office | 2 |
| 8 | Contacting someone for technical help | 9 |

- Students who live farther from Tampa campus have more problems in discussion posting.
- Students who take more online/web courses report more problems on sending/receiving emails and contacting someone for technical help.



25. Communication Problems

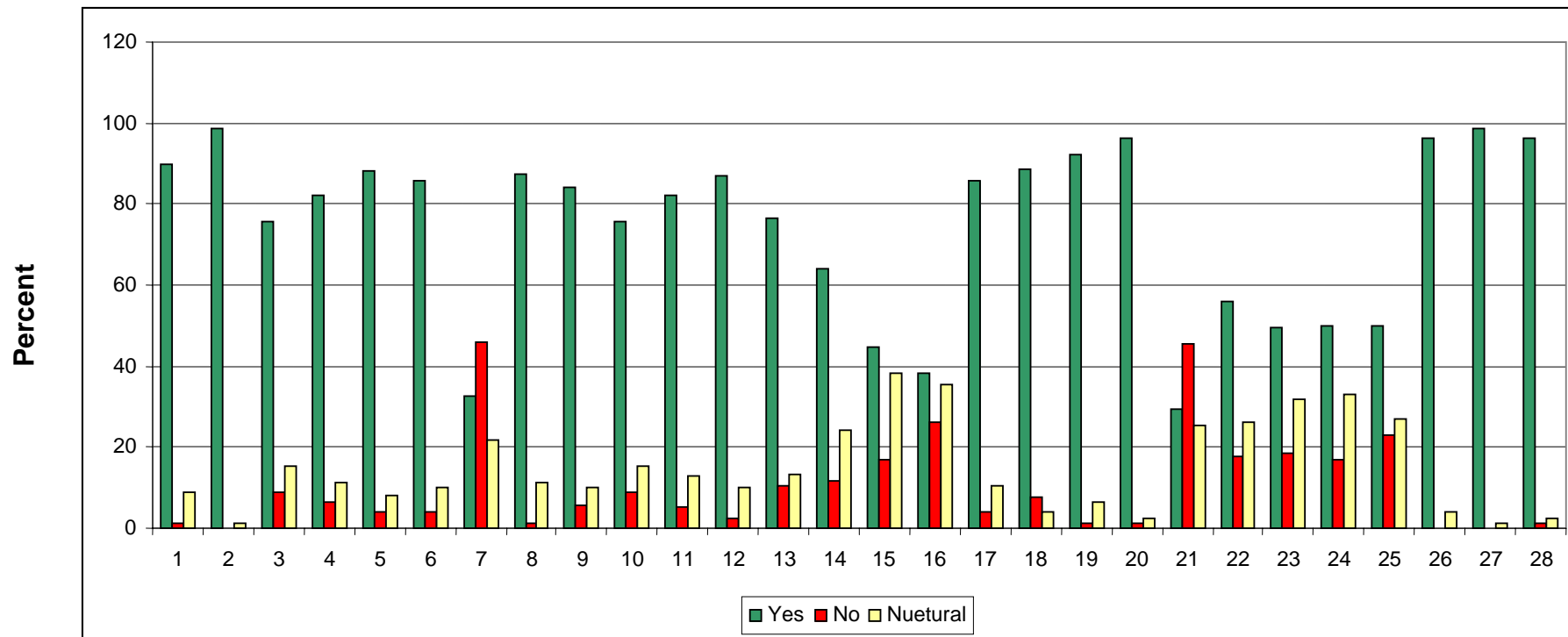
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| Do you think the following would be useful for your online/web-based learning experience? | | | | |
|---|---|------------|----|---------|
| | | Select ONE | | |
| | | Yes | No | Neutral |
| 27. | Unit checklists for tasks | 70 | 1 | 7 |
| 28. | Calendar of assignments | 79 | 0 | 1 |
| 29. | Introductions to the unit topics | 59 | 7 | 12 |
| 30. | List of learning objectives for each unit | 65 | 5 | 9 |
| 31. | Written guidelines of expectations for student performance | 67 | 3 | 6 |
| 32. | List and links to download required technical resources (e.g. Adobe Acrobat Reader) | 67 | 3 | 8 |
| 33. | Presentations without narration | 24 | 34 | 16 |
| 34. | Presentations with narration | 70 | 1 | 9 |
| 35. | Handouts of presentation slides | 74 | 5 | 9 |
| 36. | Transcripts of audio presentations | 59 | 7 | 12 |
| 37. | Videos/movies | 64 | 4 | 10 |
| 38. | Links to other websites or resources | 68 | 2 | 8 |
| 39. | Glossary of terms | 58 | 8 | 10 |
| 40. | Virtual real-time chats with students/faculty | 50 | 9 | 19 |
| 41. | Virtual real-time study groups | 34 | 13 | 29 |
| 42. | Face-to-face study groups | 29 | 20 | 27 |
| 43. | Non-graded self-assessment practice exercises with feedback | 66 | 3 | 8 |

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| | | | | |
|-----|---|----|----|----|
| 44. | Non-graded quizzes with feedback on correct and incorrect answers | 69 | 6 | 3 |
| 45. | Graded quizzes with feedback on correct and incorrect answers | 72 | 1 | 5 |
| 46. | Study guides for exams | 76 | 1 | 2 |
| 47. | Group assignments | 22 | 34 | 19 |
| 48. | Simulations | 41 | 13 | 19 |
| 49. | Interactive table top exercises | 37 | 14 | 24 |
| 50. | Student to student interaction/discussions | 38 | 13 | 25 |
| 51. | Virtual real time presentations with live interaction and audio | 37 | 17 | 20 |
| 52. | Timely feedback from Graduate Assistant | 75 | 0 | 3 |
| 53. | Timely feedback from Instructor | 77 | 0 | 1 |
| 54. | Constructive feedback on assignments or practice exercises | 75 | 1 | 2 |

- Students predominantly think it useful to have unit checklist for tasks in online courses.
- Students predominantly think it useful to have study guide for exams, timely feedback from instructor, and constructive feedback on assignments or practice exercises.
- Students who think it useful to have constructive feedback on assignments or practice exercises would take less online/web courses.



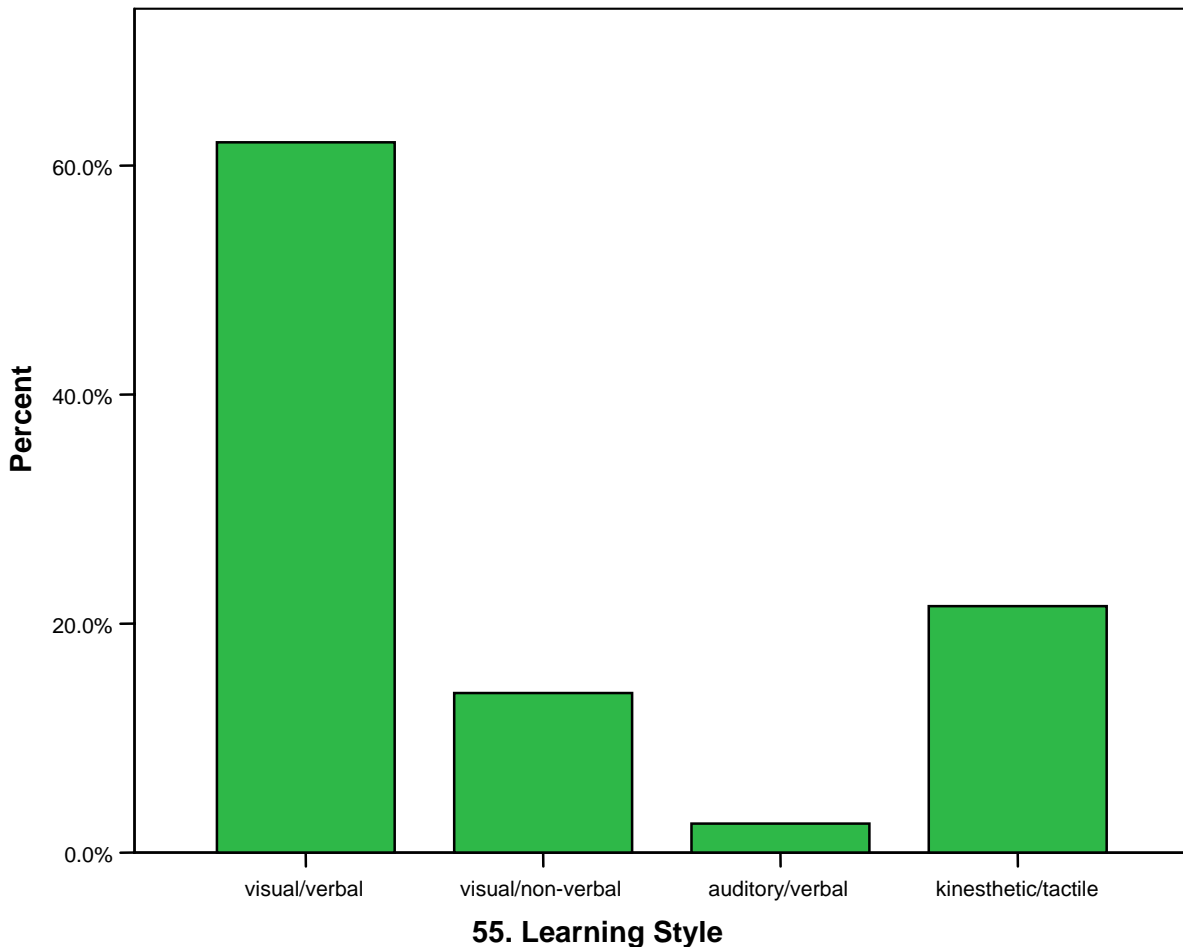
27-54. Useful Elements in Online Courses

| | | | |
|--|---|--|---|
| 1. Unit checklists for tasks | 2. Calendar of assignments | 3. Introductions to the unit topics | 4. List of learning objectives for each unit |
| 5. Written guidelines of expectations for student performance | 6. List and links to download required technical resources (e.g. Adobe Acrobat Reader) | 7. Presentations without narration | 8. Presentations with narration |
| 9. Handouts of presentation slides | 10. Transcripts of audio presentations | 11. Videos/movies | 12. Links to other websites or resources |
| 13. Glossary of terms | 14. Virtual real-time chats with students/faculty | 15. Virtual real-time study groups | 16. Face-to-face study groups |
| 17. Non-graded self-assessment practice exercises with feedback | 18. Non-graded quizzes with feedback on correct and incorrect answers | 19. Graded quizzes with feedback on correct and incorrect answers | 20. Study guides for exams |
| 21. Group assignments | 22. Simulations | 23. Interactive table top exercises | 24. Student to student interaction/discussions |
| 25. Virtual real time presentations with live interaction and audio | 26. Timely feedback from Graduate Assistant | 27. Timely feedback from Instructor | 28. Constructive feedback on assignments or practice exercises |

55. Which of the following do you think best describes your learning style? (Select ONE)

- 1 Visual/Verbal (You learn best when information is presented visually in a written language format, and verbally.) 49
- 2 Visual/Non-Verbal (You learn best when information is presented visually and in a picture or design format.) 11
- 3 Auditory/Verbal (You learn best when information is presented auditory in an oral language format.) 2
- 4 Kinesthetic/Tactile You learn best when physically engaged in a "hands on" activity.) 17

- Students with kinesthetic/tactile learning style prefer peer interactions and real-time presentation with live interaction and audio.
- Students who are visual/verbal learners would think it useful to have handouts of presentation slides.



Technology Resources

Answer the following **FOR THE PRIMARY COMPUTER** you use in your online/web-based course

56. Choose the type of Computer(Select ONE)

| | |
|---------|----|
| Desktop | 56 |
| Laptop | 26 |

Students how have laptops would be more likely to have problems in obtaining a NetID and receiving USF email than students who have desktop.

57. Choose your Computer Platform (Select ONE)

| | |
|-----|----|
| PC | 80 |
| Mac | 2 |

58. Choose the Operating System (Select ONE)

| | |
|--------------------|----|
| OS 9 or 10 for Mac | 2 |
| Windows 98 | 6 |
| Windows 2000 | 8 |
| Windows Millennium | 2 |
| Windows XP | 63 |
| Linux | 1 |
| I don't know | 0 |

59. Choose the type of CD Drive(s) on your computer (Select ALL that apply)

| | |
|---------------|----|
| Read only | 10 |
| Read/Write | 61 |
| Not available | 2 |
| I don't know | 12 |

60. Choose the type of DVD Drive(s) on your computer (Select ALL that apply)

| | |
|---------------|----|
| Read only | 35 |
| Read/write | 26 |
| Not available | 12 |
| I don't know | 10 |

61. Which of the following audio listening devices do you have for your computer system?(Select ALL that apply)

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| | |
|----------------------------|----|
| headphones | 51 |
| speakers | 74 |
| No audio listening devices | 2 |
| I don't know | 1 |

62. Which of the following microphone devices do you have on your computer system? (Select ALL that apply)

| | |
|--------------------------------|----|
| microphone with headset | 24 |
| stand-alone microphone | 18 |
| microphone built into computer | 11 |
| No microphone | 28 |
| I don't know | 8 |

63. What browser(s) do you use on your computer?(Select ALL that apply)

| | |
|-------------------|----|
| Internet Explorer | 77 |
| Netscape | 9 |
| Mozilla | 4 |
| Safari | 2 |
| Firefox | 6 |
| Eudora | 0 |

- Students who use IE Browser would report more problems in clarity of audio/music/video files.

64. What type of internet connection do you have? (Select ONE)

| | |
|---------|----|
| Dial-up | 6 |
| DSL | 30 |
| Cable | 41 |
| LAN | 5 |

65. Which of the following Application Software do you have on your computer?(Select ALL that apply.)

| | |
|--|----|
| Microsoft Office Suite - home version | 45 |
| Microsoft Office Suite- professional version | 35 |
| Webpage Software (e.g. Frontpage, Dreamweaver, Adobe PageMill) | 13 |
| Graphics editing software (e.g. Paintshop Pro, Photoshop, Fireworks) | 20 |
| Movie editing software (e.g. iMovie, Movie Maker, Quicktime Pro) | 17 |

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| Do you have the following players installed on your computer? | | | | |
|---|----------------------|------------|----|--------------|
| Types of Players | | Select ONE | | |
| | | Yes | No | I don't know |
| 66. | Flash player | 59 | 4 | 17 |
| 67. | Adobe Acrobat Reader | 81 | 0 | 0 |
| 68. | Windows Media Player | 80 | 1 | 1 |
| 69. | Real Player | 67 | 5 | 6 |
| 70. | Quicktime Player | 60 | 9 | 7 |
| 71. | iTunes | 19 | 34 | 15 |
| 72. | Winzip | 42 | 18 | 13 |
| 73. | Java run-time | 58 | 9 | 10 |

- All the students have ADOBE reader installed on their computers.
- Students who have MS Office (Professional Edition) and Graphics Editing Software on their computers would be more likely to install winzip software as well.
- Students who have movie editing software on their computers would be more likely to install Quicktime player.

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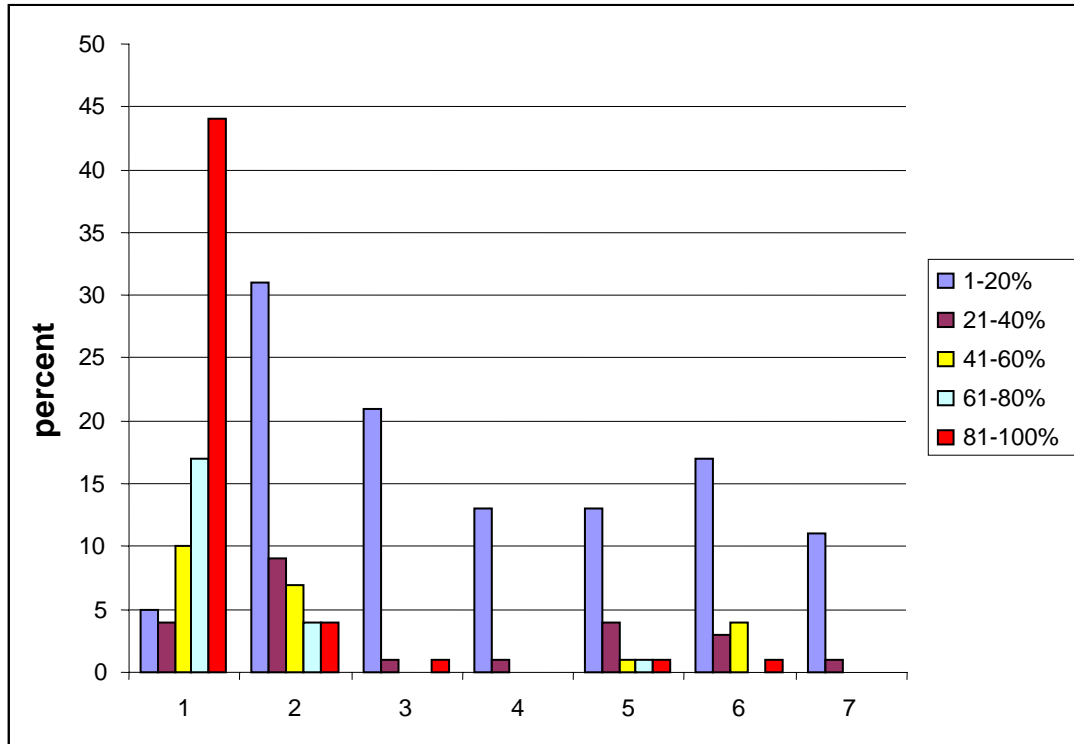
74. If you have experienced a technical problem in an online/web-based course, how did you solve the problem(s)? (Select ALL that apply)

| | |
|--|----|
| I did it myself | 38 |
| Contacted peers (students)/Roommates/Family | 14 |
| Contacted Instructor/Graduate Assistant | 30 |
| Sent email to class | 8 |
| Used discussion board forum | 14 |
| Used the online technical problem report form | 10 |
| Contacted USF Distance Learning office | 17 |
| Contacted co-worker/IT dept at work | 8 |

- Students at older age reported more problems in using discussion board forum than student at younger age.

Learning Environment

| From which locations do you typically access online courses? | | | | | | |
|--|------------------------------|------------------------------------|--------|--------|--------|---------|
| Location | | Percentage (select ALL that apply) | | | | |
| | | 1-20% | 21-40% | 41-60% | 61-80% | 81-100% |
| 75. | Home | 5 | 4 | 10 | 17 | 44 |
| 76. | Work | 31 | 9 | 7 | 4 | 4 |
| 77. | Friend or relatives computer | 21 | 1 | 0 | 0 | 1 |
| 78. | Internet cafe | 13 | 1 | 0 | 0 | 0 |
| 79. | Library | 13 | 4 | 1 | 1 | 1 |
| 80. | University computer lab | 17 | 3 | 4 | 0 | 1 |
| 81. | Other | 11 | 1 | 0 | 0 | 0 |



75-81 Typical Learning Environments

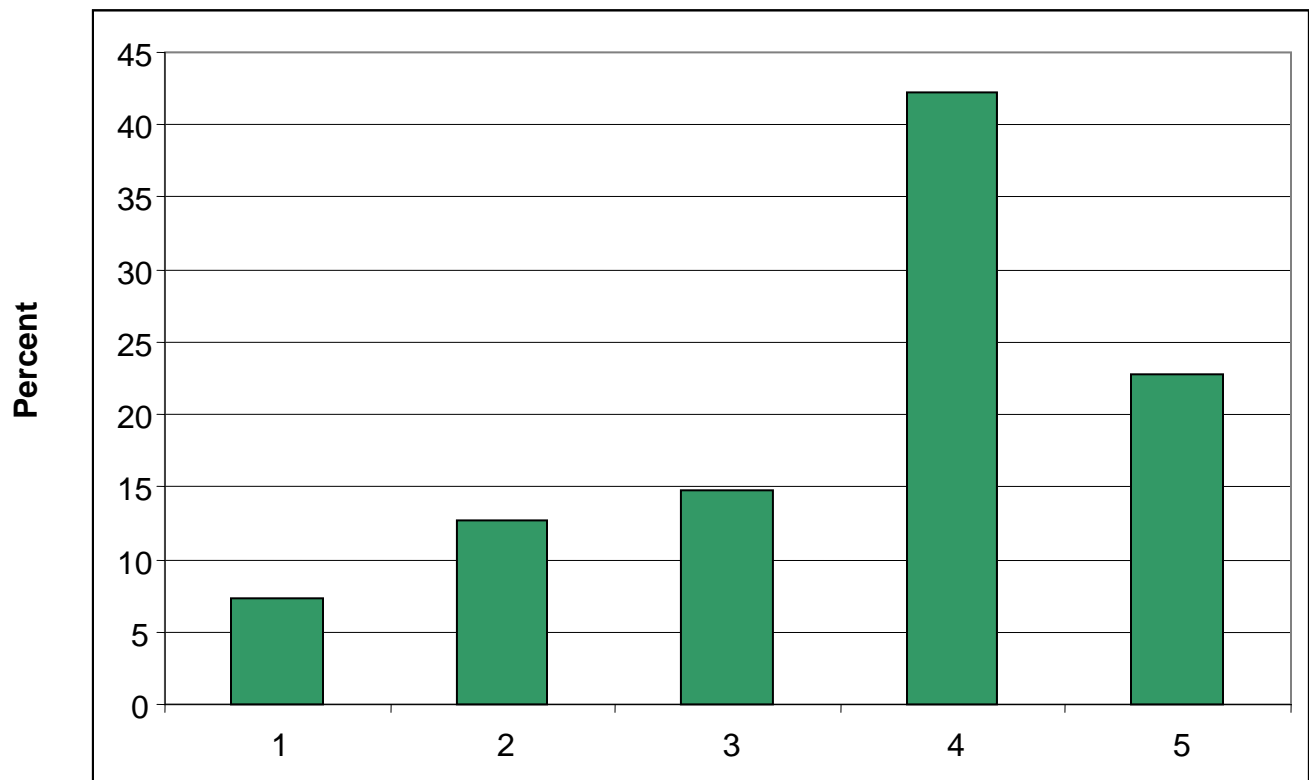
- | | |
|---|----------------------------------|
| 1 Home | 2 Work |
| 3 Friends and relatives computer | 4 Internet Cafe |
| 5 Library | 6 University Computer Lab |
| 7 Other | |

82. If you have to travel for work/family, what percentage of your coursework is completed on the road? (Select ONE)

| | |
|----------------|----|
| 1-20% | 24 |
| 21-40% | 13 |
| 41-60% | 2 |
| 61-80% | 1 |
| 81-100% | 0 |
| Not applicable | 40 |

83. When do you typically work on your online/web-based course work? (Select ALL that apply)

| | |
|--------------------------|----|
| 1 Early morning 5am-9am | 11 |
| 2 Mid-day 10am-2pm | 19 |
| 3 Afternoon 3pm-7pm | 22 |
| 4 Early evening 7pm-10pm | 63 |
| 5 Late evening 11pm-5am | 34 |



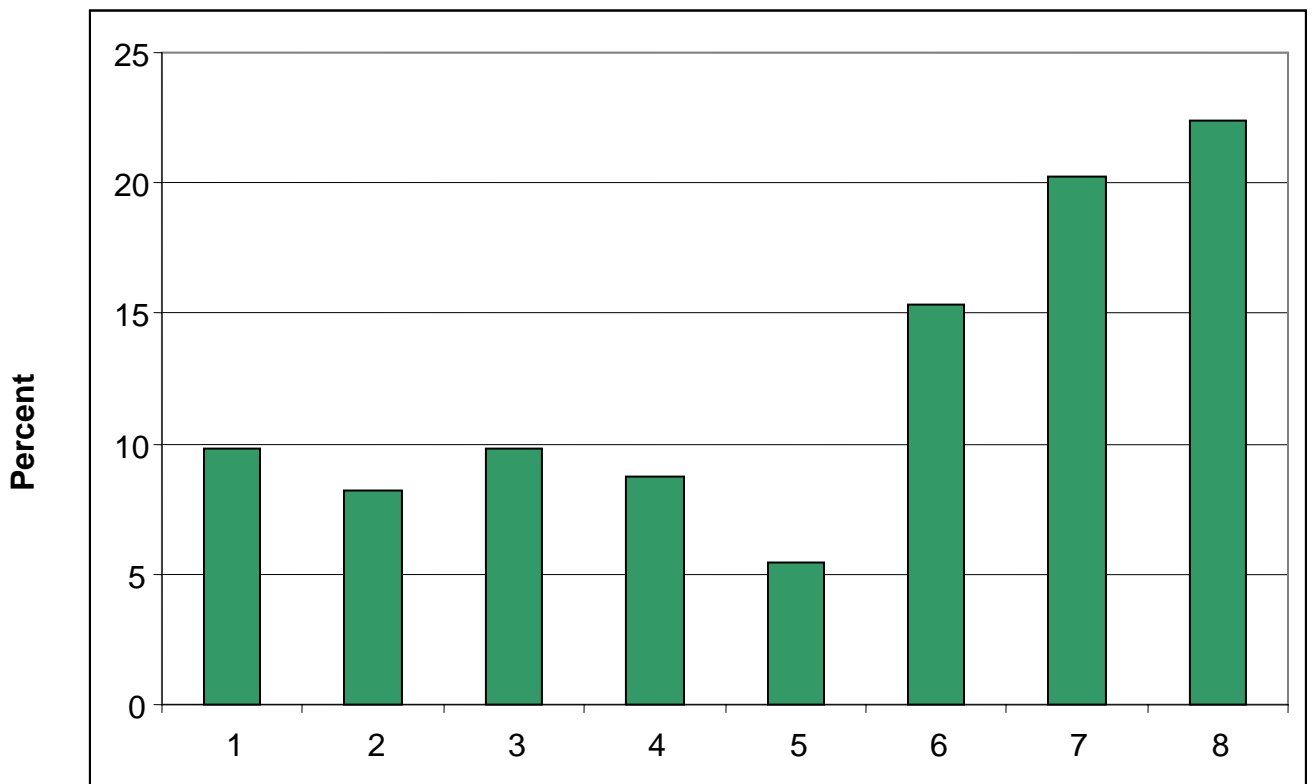
83. Typical Working Time on Online Courses

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- Students at younger age would typically work late evening on their online/web-based course work.
- Male students would typically work late evening on their online/web-based course work.
- Students who were unemployed would be more likely to work at midday for online/web-based courses than students who are employed.
- Students who work fewer hours per week would be more likely to work at early morning for online/web-based courses than students who work more hours per week.

84. What days of the week do you do most of your online/web-based course work? (Select ALL that apply)

| | | |
|---|--------------------------------------|----|
| 1 | Mon | 18 |
| 2 | Tue | 15 |
| 3 | Wed | 18 |
| 4 | Thu | 16 |
| 5 | Fri | 10 |
| 6 | Sat | 28 |
| 7 | Sun | 37 |
| 8 | No preferred day, I work on all days | 41 |



84. Typical Working Day on Online Courses

85. On average, how many times do you visit a course website in a week? (Select ONE)

| | |
|-------|----|
| 0-1 | 1 |
| 3-5 | 24 |
| 6-10 | 33 |
| 11-15 | 8 |
| 16-20 | 9 |
| 21+ | 7 |

- Students who had more visits to a course site per week would spend more hours in online/web-based courses than students who had less visits to a course site per week.

| Task | | Order of tasks If you do not perform a task, select, not applicable. | | | | | | |
|------|---|--|----------|----------|----------|----------|----------|----------------|
| | | 1st step | 2nd step | 3rd step | 4th step | 5th step | 6th step | Not applicable |
| 86. | Review the assignments | 42 | 16 | 4 | 4 | 5 | 6 | 1 |
| 87. | Complete activities/exercises | 0 | 5 | 5 | 21 | 36 | 9 | 1 |
| 88. | Print webpage or documents | 22 | 26 | 11 | 4 | 4 | 2 | 5 |
| 89. | Complete Textbook/Supplemental Readings | 8 | 14 | 26 | 19 | 5 | 3 | 2 |
| 90. | Complete assignments | 0 | 0 | 2 | 8 | 22 | 44 | 2 |
| 91. | Listen/view presentations | 7 | 16 | 28 | 19 | 5 | 2 | 1 |

- Students would mostly print webpage or documents before they complete assignments.
- Students who take more online/web courses are more likely to complete assignments as a later step.
- Students who prefer to review assignments early would think it useful to have non-graded self-assessment practice exercises with feedback, and to have virtual real-time presentations with live interaction and audio.

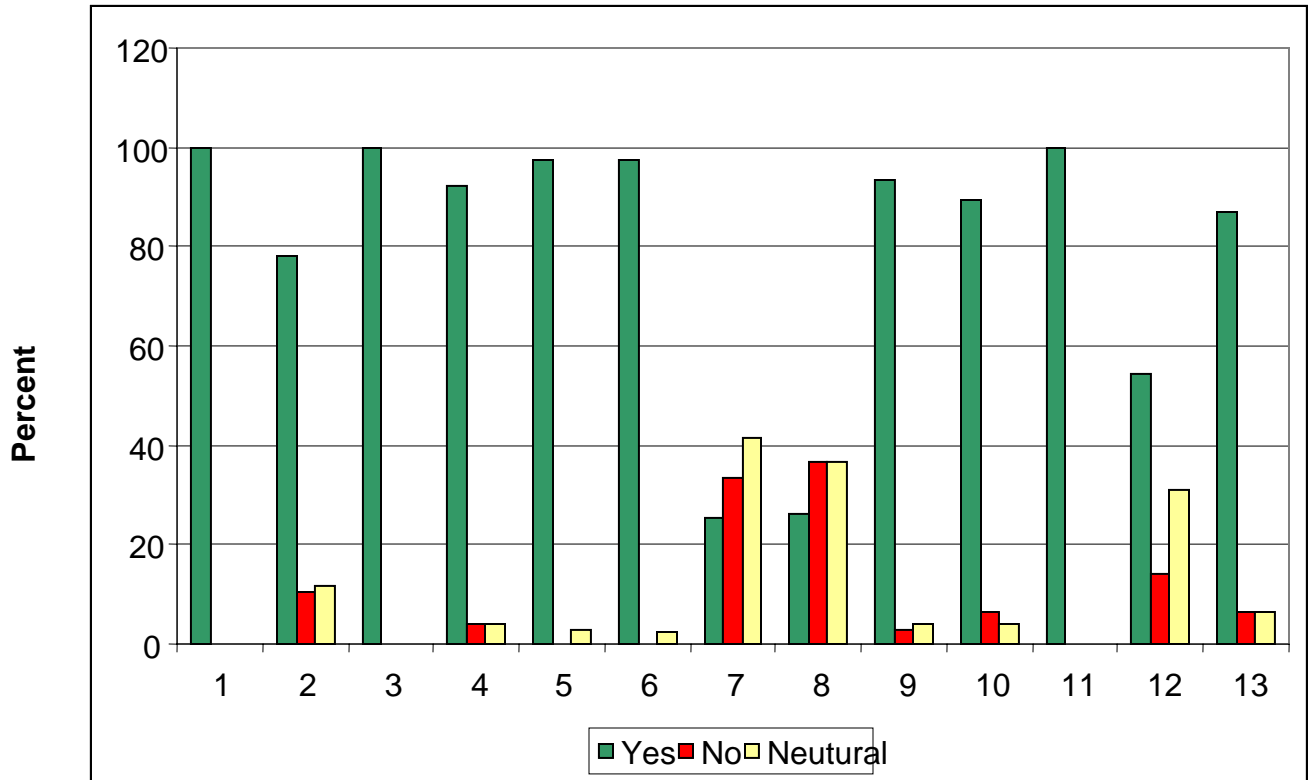
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- Students who prefer to print web page or documents early would think it useful to have handouts of presentation slides, to have transcripts of audio presentations, and to have graded quiz with feedback on correct and incorrect answers.
- Students who prefer to listen/view presentations in a later step would think it useful to have video/movies, and to have links to other websites or resources.

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| Do you think the following elements are essential for a successful online course experience? | | | | |
|--|--|------------|----|---------|
| Elements | | Select ONE | | |
| | | Yes | No | Neutral |
| 92. | Organized website (modular/unit structure) | 77 | 0 | 0 |
| 93. | Course introduction from Instructor | 60 | 8 | 9 |
| 94. | Syllabus with defined agenda of topics and assignments | 76 | 0 | 0 |
| 95. | Constructive feedback on assignments/ discussions | 71 | 3 | 3 |
| 96. | Prompt response from Instructor/Graduate Assistant | 74 | 0 | 2 |
| 97. | List of criteria for evaluating assignments, discussion, graded activities | 75 | 0 | 2 |
| 98. | Virtual tour of the course website | 19 | 25 | 31 |
| 99. | Collaborative learning opportunities (student-to-student) | 20 | 28 | 28 |
| 100. | Timely technical support | 71 | 2 | 3 |
| 101. | Meeting all technology requirements prior to the start of the semester | 68 | 5 | 3 |
| 102. | Clear instructions and expectations of student performance | 77 | 0 | 0 |
| 103. | Virtual 'real time' office hours | 42 | 11 | 24 |
| 104. | Opportunities for practice with feedback | 67 | 5 | 5 |

- All the students agree that the following elements are essential in online courses— organized website , syllabus with defined gender of topics and assignments , and clear instructions and expectations of student performance.



92-104. Essential Elements in Online Courses

1 Organized website (modular/unit structure)

4 Constructive feedback on assignments/ discussions

7 Virtual tour of the course website

10 Meeting all technology requirements prior to the start of the semester

13 Opportunities for practice with feedback

2 Course introduction from Instructor

5 Prompt response from Instructor/Graduate Assistant

8 Collaborative learning opportunities (student-to-student)

11 Clear instructions and expectations of student performance

3 Syllabus with defined agenda of topics and assignments

6 List of criteria for evaluating assignments, discussion, graded activities

9 Timely technical support

12 Virtual 'real time' office hours