Distance Learning Survey of Texas Tech University’s
Fall 2006 Distance and Off-Campus Students

(2nd administration)

Administrative Report

November 2007
Lucy Barnard, M.Ed.
Valerie Osland Paton, Ph.D.
Introduction

The distance programs offered at Texas Tech University are especially relevant for study, given the geographical breadth of the immediate service area being approximately 131,000 square miles, “which exceeds the area served by the educational system of any state other than California, Alaska, and Texas,” (Paton, 2006, p. 26). This study consists of a second administration of the Distance Learning Survey for students enrolled in courses delivered at a distance during Fall 2006.

Texas Tech faculty members are innovative and entrepreneurial in serving the teaching and learning needs of their students on campus and at a distance. Faculty members utilize many different resources in the electronic delivery of instruction, including online instructional software, Tech video conferencing networks, asynchronous instructional materials (DVD’s, streaming videos, audio recordings, etc.), and communication tools that are readily available to students with internet access (e-mail, chat, blogs, wikis, etc.). This partnership between faculty and students generates learning interactions and environments that demand investigation. This survey was conducted in order to gather data about: 1) the demographic characteristics of Texas Tech students who enrolled in a Fall 2006 course that was 50% or more electronically delivered, 2) students’ educational history, 3) program satisfaction included preferred interaction tools, 4) sense of community and satisfaction with online course communications and collaboration. In addition, beginning with the Fall 2006 survey, questions were added regarding students’ self-regulation in online learning.

We anticipate that this information will be useful to faculty and administrators as they plan future courses and offerings in order to ensure that these learning opportunities meet the needs of Texas Tech distance students.

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Executive Summary

Response Rate

645 unduplicated students with e-mail addresses; 595 surveys delivered
205 respondents
34.4% response rate for Fall 2006 distance and off-campus students with working e-mail addresses.

Respondent Demographics

The study consisted of a sampling frame of 595 unduplicated students with working (deliverable) e-mail addresses enrolled in online courses at a large, public university located in the Southwestern United States. Of these students taking online courses, 205 self-selected to complete the survey online by responding to a recruitment e-mail message. Participants were informed as to the voluntary nature of the study. Participants were also assured as to the confidentiality of their responses. Approximately sixty-five percent of the participants identified themselves as female \( n = 129 \) and 75% as European American or White \( n = 150 \). The mean age of the participants was 38. Approximately 83% percent of the participants \( n = 168 \) were at the graduate level: certificate, master’s or doctoral programs. A total of 26 programs approved for off-campus or electronic delivery and another 14 programs that have some courses provided in online or off-campus formats.
Method

The survey population was generated from a Tech Report query (FFR 320b) of Fall 2006 students who did not attend classes on-campus in Lubbock; the data was extracted and warehoused on September 13, 2006. The Fall 2006 Extended Bachelor of General Studies student information was extracted from C2K, the Division of Outreach and Distance Education student information platform.

The survey questions were developed from several different sources. Demographic Questions (1-15) were developed by the researchers or were taken from U.S. Census Bureau questions utilized in Texas in the 2000 Census, The Third Shift Women Learning Online (AAUW Educational Foundation, 2001) survey questions, or Texas Tech demographics collected for state and federal reports. Educational History Questions (16-19) were developed by the researchers regarding primary reason for enrollment and program degree currently pursued. Program Satisfaction Questions (20-24) were developed by the researchers or from national, longitudinal research on student satisfaction.

Perceptions of Online Course Communications and Collaboration Questions (25-35) were piloted in Kristyn Rose’s Master’s project Building Online Learner Communities: Survey Summary (September 2004) and were utilized here with the researcher’s permission. This scale is an 11 item scale with a 5 point Likert-type response format with values ranging from strongly agree (5) to strongly disagree (1). Higher total scale scores on this scale indicate more positive perceptions toward online course communications and collaboration while lower total scale scores indicate less positive perceptions. This 11-item scale revealed an acceptable internal consistency of scores obtained from the scale with $\alpha = .94$.

Self-regulation in Online Learning Questions (36-59) were derived from a short form of the Online Self-regulated Learning Questionnaire (OSLQ) was employed. The short form of the Online Self-regulated Learning Questionnaire (OSLQ) is a 24-item scale with a 5-point Likert-type response format having values ranging from strongly agree (5) to strongly disagree (1). Higher scores on this scale indicate better self-regulation in online learning by students. The short form was developed from an 86-item long form of the instrument by examining internal consistency and exploratory factor analyses results for data collected from the long form (Lan, 2007). In contrast to the long form of the instrument, the short form consists of six subscale constructs including: environment structuring; goal setting; time management; help seeking; task strategies; and self-evaluation. The internal consistency of scores obtained for the short form of the OSLQ in study was $\alpha = .93$.

On August 7, 2006, the Texas Tech University Institutional Review Board for the Protection of Human Subjects approved the researchers’ original claim for an exemption for the proposed “Distance Learning and Communication Survey.” On July 17, 2007, the Texas Tech University Institutional Review Board approved
the researchers’ addendum to this original claim to introduce questions regarding students’ self-regulation in online learning.

The survey was administered via the subscription service, SurveyMonkey.com, an online survey software that provides an external online site for the development and delivery of survey notifications and the instrument. Respondents return their online surveys to SurveyMonkey.com and data is warehoused at this site. Secured access to the data is available to the researchers via password.

Descriptive analysis of the data was conducted in the Fall of 2007 and inferential statistical analysis is being undertaken.
Demographic Characteristics
(Questions 1–15)

Question 1: What is your gender (n=203)

This gender distribution may be considered typical for nationwide trends in distance programs (Kramarae, 2001).
Question 3: What is your age? (n=198)

![Histogram of Age Distribution]

Mean = 38
Std. Dev. = 9.925
N = 192

Question 4: You are: (n=200) Marital Status

![Marital Status Pie Chart]

- Single: 76.29%
- Living with partner: 0.52%
- Married/Remarried: 13.92%
- Separated: 6.70%
- Divorced: 0.52%
- Widowed: 2.06%
Question 5: Are you employed? (n=210)

This employment pattern is consistent with the Fall 2005 distance learner population at Texas Tech.

Question 6: What ethnicity do you identify with? Please select all that apply. (n=200)
Question 7: Do you have individuals under the age of 18 living in your home? (n=199)

Dependents under the age of 18

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<td>48.70%</td>
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Question 8: If so, how many individuals under the age of 18 live in your home? (105)

How many dependents under the age of 18?

- 0: 11.11%
- 1: 37.37%
- 2: 43.43%
- 3: 4%
- 4: 2%
- 6 or more: 2%
Question 9: Are you a caregiver to parents or other adults? (n=199)

![Bar chart showing the percentage of caregivers to any adults. 90.20% of respondents answered no, while 9.80% answered yes.]

Question 10: If so, how many adults are you caregiver to? (n=29)

![Pie chart showing the distribution of caregivers. 46.20% of respondents are caregivers to 1 adult, 34.60% to 2 adults, and 19.20% to 0 adults.]
Question 11: Relocation to attend on-campus classes is an option for my education? (n=198)

[Diagram showing percentage distribution: 64.60% Strongly Agree, 18.80% Agree, 5.70% Neutral, 9.40% Disagree, 1.60% Strongly Disagree]

Question 12: Were you eligible for a Pell grant or Stafford loan this academic year? (n = 198)

[Diagram showing percentage distribution: 34.80% Yes, 32.60% No, 32.60% Does not apply]
Question 13: How many credit hours a semester do you prefer to take? (n=196)

 preferred number of credit hours a semester

Question 14: How many distance courses (print or online) have you taken, including any in which you are currently enrolled? (n=196)
Question 15: What is your approximate household income? (n=153)
Educational History
(Questions 16-19)

Question 16: In what degree or certificate program, are you enrolled? (n=203)

- Post-baccalaureate Secondary Education Teacher...
- K-12 Superintendent Preparation
- Gerontology
- Educational Diagnostician
- Ed.D. Agricultural Education w/ Texas A&M...
- M.S. Software Engineering
- M.S. Multidisciplinary Science
- M.S. Horticulture
- M.S. Computer Science
- Certificate Special Education (any specialization)
- M.Ed. Language Literacy Education
- M.Ed. Educational Leadership
- M. Agr. Agriculture
- B.G.S. General Studies

Question 17: What is your level of study? (n=203)

- Undergraduate: 26.40%
- Certificate Only: 17.30%
- Master's: 49.70%
- Doctoral: 6.60%
Question 18: Is this your first semester taking a course at a distance? (n=201)

First Semester of Distance Education

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<td>2.60%</td>
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Question 19: What was your primary reason for enrolling in your current degree program? (n=200)

Primary Reason for Enrollment

- Other: 26.80%
- Degree Completion: 14.40%
- Job-related training or preparation: 13.90%
- Career change or advancement: 42.30%
- Self-Improvement: 2.60%

Primary reasons for enrollment appear to be similar across both Fall 2005 and Fall 2006 students at Texas Tech.
Program Satisfaction (Questions 20-24)

Question 20: Please rate your satisfaction with your experience in your current TTU degree or certificate program. (n=200)

![Satisfaction with Program](image)

Question 21: Would you recommend this program to another student? (n=200)

![Would you recommend your program to another student?](image)
Question 22: Please rate your satisfaction with print-based courses. (n=200)

![Satisfaction with print-based course delivery](image)

Question 23: Please rate your satisfaction with online courses. (n=200)

![Satisfaction with online course delivery](image)
Question 24: Please rate your satisfaction with IVC (video conferencing) courses. (n=200)
Perceptions of online course communications and collaboration
(Questions 25-35)

Perceptions of Online Course Communications & Collaboration

- Online communications with my instructor helped with the learning process in my online courses.
- I felt like I was part of a community with my classmates in my online course.
- Collaborative lessons (or group activities) help me feel a sense of community with my classmates.
- Online classes without collaborative (group) activities make me feel isolated from my classmates and/or alone.
- I communicate online with my classmates even when the assignment does not require it.
- A sense of community among online students is important to their satisfaction and success.
- Online communications with my classmates helped with the learning process in my online courses.
- Using online communication tools helped me feel a sense of a community with my classmates.
- Online classes that do not use communications between students make me feel isolated from my classmates and/or alone.
- The connections or relationships I make in one online class carry over to other online classes.
- I will keep in contact with some of my classmates when my course/degree is finished.
Self-regulation in online learning
(Quesions 36-59)

Goal Setting (Questions 36-40)

Goal Setting

- I set standards for my assignments in online courses.
- I set short-term (daily or weekly) goals as well as long-term goals (monthly or for the semester).
- I keep a high standard for my learning in my online courses.
- I set goals to help me manage studying time for my online courses.
- I don’t compromise the quality of my work because it is online.

![Histogram](image)

Mean = 22.7126
Std. Dev. = 2.54857
N = 167
Environment Structuring (Questions 41-44)

I choose the location where I study to avoid too much distraction.

I find a comfortable place to study.

I know where I can study most efficiently for online courses.

I choose a time with few distractions for studying for my online courses.
Task Strategies (Questions 45-48)

**Task Strategies**

1. I try to take more thorough notes for my online courses because notes are even more important for learning online than in a regular classroom.

2. I read aloud instructional materials posted online to fight against distractions.

3. I prepare my questions before joining in the chat room and discussion.

4. I work extra problems in my online courses in addition to the assigned ones to master the course content.

![Histogram of Task Strategies](image-url)
Time Management (Questions 49-51)

I allocate extra studying time for my online courses because I know it is time-demanding.

I try to schedule the same time every day or every week to study for my online courses, and I observe the schedule.

Although we don’t have to attend daily classes, I still try to distribute my studying time evenly across days.

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![Time Management Chart]

- **Mean**: 10.9266
- **Std. Dev.**: 2.7524
- **N**: 168

**Frequency Distribution**

- X-axis: Time Management
- Y-axis: Frequency
Help Seeking (Questions 52-55)

- I find someone who is knowledgeable in course content so that I can consult with him or her when I need help.
- I share my problems with my classmates online so we know what we are struggling with and how to solve our problems.
- If needed, I try to meet my classmates face-to-face.
- I am persistent in getting help from the instructor through e-mail.

![Histogram showing help seeking frequency]

Mean = 13.7665
Std. Dev. = 2.88107
N = 167
Self Evaluation (Questions 56-59)

- I summarize my learning in online courses to examine my understanding of what I have learned.
- I ask myself a lot of questions about the course material when studying for an online course.
- I communicate with my classmates to find out how I am doing in my online classes.
- I communicate with my classmates to find out what I am learning that is different from what they are learning.

Self Evaluation

![Histogram of Self Evaluation scores with mean, standard deviation, and sample size annotations]

- Mean = 13.7169
- Std. Dev. = 3.42866
- N = 186
**Question 60:** Please add any comments on this topic or about the survey that you feel are helpful.

Below are respondent comments are organized by degree program. Identifying information has been blocked out as represented by [redacted].

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Ed.D. Agricultural Education w/ Texas A&amp;M University, College Station</td>
<td>I enjoy the discussions for the online classes as it gives you insight on how others think. It also helps to put everyone's ideas into perspective for the topic being discussed. You get to know everyone even though you don't see them face to face. I understood this program was designed for working students, however that didn't seem to be the case. I was not warned beforehand that the two courses I chose were the most difficult in the program. I floundered and was forced to drop both of them and then was notified after reapplying that I wasn't accepted. I feel the whole experience was a waste of time and considerable money. My distance learning program is a godsend. It continually strives to improve learning opportunities for us, and really can transform lives. ITV and Face to face courses were much more affective to me than online only courses. I do not enjoy the lack of relationships. I completed the assignments by the due date with minimal effort. I did not bother with emailing instructors if I had a question because I do not have time to wait on an answer. Learning in this setting allows me to continue in my current job capacity while attending school. In this degree program,</td>
</tr>
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![Comment Frequency by Topic](image-url)
the learning is hands-on and experiential. The laboratory assignments are very beneficial and help understand the course content at a deeper level. The program is very demanding and it is necessary to set and maintain high standards. I appreciate the opportunity that this science-based program exists and is available.

I think it is still important to have at least one face-to-face meeting with your classmates and instructor just to build the feeling of community and make it more personal. It is easier to ask questions or make comments when you feel you are responding to a real person and not just a computer. Getting to meet someone in person is just about the only way to truly feel that.

I thought [Instructor Name] did a wonderful job in teaching to both the classroom and those students taking the course online. He was always available for questions or comments through email.

I took the online nutrition class 1 year ago. It was a wonderful class. Texas Tech had the best online class program set up I had ever seen.

The questions about the where & when one studies for a subject seem more appropriate for secondary school students. A comment I have encountered more than once is that you teach yourself the subject in online courses. That statement rings true from my experience. You should do something about your error messages on the computer. They are not helpful in this survey (note my income....) nor in the courses themselves. Be more specific, please.

I enjoyed the online course.

Online courses can be frustrating, especially when the remote instructional technology fails at critical times.

Please add formal advisement. It would make this a much better program.

Some of the professors need to answer their emails better, and not have them get caught in spam filters. It is also helpful when some professors give out their home phone number so that I can contact them after I get off work with course questions. Some of the online course discussion boards are helpful when one student is struggling with the same issue as the rest of the class.

I have been somewhat disappointed with the communication methods.

? this survey is tooooooooooo long!

The class work is to much busy work. I believe that ready a book taking quizzes and then test is college classes. I am taking on-line classes because I can not find the time to get
into a classroom. I do not have the time to do busy work. I barely have time to read the text for the class. Education can't wait until the day before classes start to hire instructors.

Tech Comm and Rhetoric

I am a big proponent of online learning -- at least the online learning that is being provided through the Texas Tech TC&R program. Having only participated in lecture style instruction in any formal credit-based learning prior to this past year, I did not know what to expect. I did not imagine the level of learning that can take place through the electronic medium. I also could not have imagined the development of the class community and the relationship with the instructor being as strong has it has proved to be. I have colleagues who have taken online courses through other programs not associated with Texas Tech. I do not get the sense from them that they work as hard, that the learning opportunity is as deep, or that the sense of community among class members and with the professor is as strong as that which I have experienced at Texas Tech. I have now taken three courses via distance learning through Texas Tech, and I believe that my learning has been deeper than it was in the majority of lecture style instruction classes I completed on the undergraduate and graduate levels.

Only in my first distance learning course did the professor have everyone post their information for other students to see. Most of the time, the only time I know anyone else in the course, is when I hear the professor mention them by name during the lecture. Unfortunately, the geographical separation and a persons full time employment requirements associated with participants in distance learning courses make it difficult to for them to dedicate time and effort into becoming thoroughly acquainted with the other participants in the course.

M. Agr. Agriculture?

Two issues: 1.) Online instructors need to provide feedback on assignments. While some of the professors are excellent about this, others are not. Constructive feedback helps the student know if they are on the right track, or what direction they need to take if they are struggling with the material. 2.) All Tech websites, including WebCT, should be made Mac friendly. I would often have to take a quiz in Internet Explorer which has not been supported for Mac in quite some time. If the websites could at least be made to work efficiently in Firefox, (for Mac), that would help. Thanks!

I am working on my 2nd doctoral degree. The first was 100% traditional--all live. This one is 100% online. I am learning 80% more from the online method. It requires total immersion
in the subject matter -- and removes the roteness of sitting through droning lectures each week from a pedantic professor which a Live program can require. My Professors at TTU have been first-rate and all have been cutting edge awesome. This program is incredible.

**M.A. Technical Communication**

I definitely feel a sense of community, and I try to meet with my classmates in-person if possible for fun, because I enjoy spending time with them. However, my classmates attend class not just from all over the country, but even the globe; meeting with them face-to-face generally isn't possible except for scheduled face-to-face meeting times.

I assumed that the self-estimation questions on communicating with classmates refers to communication done outside of class. The survey would not accept my entry for household income -- $125,000/year.

**M.Ed. Special Education (any specialization)**

I did the online classes because it allowed me to work at my convenience. I could not guarantee that I would have the same time/days every week to study because I have so much going on in my life, including a step-daughter, wedding, child, and general living.

I feel that I retain information better in face to face courses rather than online courses. Although, I do not have the option of taking face to face courses as I live 3 hours away from campus. I feel that as a student a face to face course is more beneficial than a online course.

?  

Most of my classes have been print-based and I have had no contact with other students throughout my studies.

My experience with the instructors has shown that they are well qualified and knowledgeable, encouraging, and set the standards high, which I appreciate.

Some of your questions "assume" so if one gives a positive reply they are stating that they have the problem, and if they respond no because there isn't the particular issue, then you just assume they don't deal with the issue in the right manner...for example "I allocate extra studying time for my online courses because I know it is time-demanding." I don't think that my online courses are any more time demanding than a residence course, and do not think that they require extra studying...however, if I thought that they were more demanding, I would allocate the study time

The distance learning program at Texas Tech is an excellent program and a model program for other higher education institutions to model.

?  

The only course I took was a communications-it should not be offered correspondence! Taping speeches, etc. very bad experience. Other online courses I've taken from WTAMU
were excellent. This survey was sent a long time after the course I took.
Without this program, I would be unable to pursue my Doctorate. This program is a great alternative and by taking part in this experience I am living Adult Learning Theory and applying the principles I am learning in class... would be proud.
You said this would not be long. I understood only 10 questions. Then there were 60 items. I stopped answering with sincerity around 50 due to lack of respect for the process.
The program would work well if we had open completing time for each course especially for us working students who travel alot on the job. I will suggest that prerecorded courses be available to online students to be completed even when not being offered that semester. This will compete with other online programs that let you complete the course at your own speed. I have missed a lot of courses that were offered during past semesters that I feel I could stay take if they make the video lectures and assignments available.
You should provide masters level graduate level course work for students on campus so we can have the needed interaction and discussions. Distance learning will NEVER replace the importance of face-to-face communication!!!
Collaborative (group) projects in my on-line classes were usually frustrating, from a logistics standpoint. Trying to coordinate with people in other cities/states, each having different schedules and different lifestyles was very difficult.
This was a great experience for me. I was able to fulfill a lifetime goal and I'm 9 hours shy of completing this goal. I would like to return and complete the course work and obtain my Masters in Education. I want to work with the deaf community and this coursework has given me that opportunity was not able to commit years ago. I can't wait to finish and accomplish this goal and walk down the aisle at the ceremonies. Thank you for the opportunity to attend your university and look forward to completing.
Communication tools that are available are weak. Instructors do not participate in online discussions outside of class time. Chat room / live online sessions are not used. Message boards are provided but they are rarely used and are not really used for class discussions. The classes that have required group work do not have useful tools available (conference bridges, netmeeting, teleconferencing).
I am a shift worker, and I do not have the time to participate in chat rooms and the like. I am of the opinion that the
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<td>M.S. Computer Science</td>
<td>Some questions were not actually accurate for a student who has graduated.</td>
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<tr>
<td>M.S. Crop Science</td>
<td>Communicating with classmates is a waste of my time. It could be an option, but not a requirement. It feels like busy work. I would rather work alone with instructor input.</td>
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<tr>
<td>M.S. Software Engineering ?</td>
<td>I appreciate the fact that I will earn a degree from Texas Tech University. That being said, I feel much more work needs to be done in the distance education department at Texas Tech University. Tech should strive to be the best in class when it comes to delivering a quality college education at a distance. I feel the distance education classes offered by Tech should be more than a course guide unless the course is print based. An internet course should be interactive with quality content such as lectures recorded from the actual courses held on campus. I feel the greatest improvement would be the inclusion of semester based course offerings taught by Texas Tech Faculty. This would offer students an interactive experience and make them feel more of a part of the university.</td>
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<tr>
<td>M.S.S.E.M. Systems and Engineering Management</td>
<td>I cannot thank you enough for allowing us the opportunity to do online and ITV classes. I love the fact that I can spend four hours of learning material that would have normally been spent driving to Tech! You are definitely helping make the Panhandle a better place to live!</td>
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<tr>
<td>Ph.D. Technical Communication and Rhetoric</td>
<td>I think online learning is more of an individual learning vs. the traditional classroom setting. One has to be able to be self-motivated and highly organized in order to not be distracted. However for a lot of us, it is the only way to get an education and I feel that I retain more information learned in online courses vs. the classroom setting because I have learned it alone and very well. There were no distractions with other students or other personalities. I was surprised at the level of learning from the online course. I began a certification program at a university near me and I learned more from the online course than I did in the traditional setting. It was wonderful. The support from the professors was outstanding. The course content was excellently sequentially and each skill builds on prior knowledge. The assignments were thoughtfully planned and relevant. The assignments gave practical understanding to all of our readings and research. I never wondered why I was doing an assignment. Everything always flowed. I enjoyed chatting with classmates over email. We still keep in touch.</td>
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love, love, love the online program. I inquired about the Doctoral Program in Curriculum and Instruction but unfortunately that program is not available online. That’s too bad!! I can't say enough about the program. I am now pursuing my Doctorate at UNT for C&I. I wish it could have been through TTU.

| ? | If I had any complaint it would be the high percentage of the grade that comes from the final exam. I have even had a class that had a final exam worth 70% of my entire grade. That meant that three months worth of essays and hard work only counted 30%. It made the entire semester stressful and felt more like taking a very expensive/very time consuming CLEP test rather than a class. |
| ? | Participating in the TTU Distance Education program would be much more rewarding if there were a variety of majors and degree programs available. I have considered transferring to a closer university to pursue a more useful degree, but my family and work demands prohibit this option. |
| ? | You need to make it an option to not provide household income. It is a very personal question. |
Conclusion

While this report contains a summary of descriptive statistics for Fall 2006 students enrolled at a distance, inferential analyses will be used to examine whether self-regulation in online learning may be considered as mediating the relationship between student perceptions of online course communications and collaboration and academic achievement. To achieve the purpose of this study, we are employing structural equation modeling as an advanced statistical means of examining mediating relationships. This survey represents part of a continuing line of research regarding Texas Tech distance learning. Table 1 contains the design for the distance learning survey research conducted by the Division of Outreach and Distance Education along with contented covered.

Table 1. Cohort Sequential Design for Texas Tech Distance Learning Surveys

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<th>Survey Content</th>
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<th>Fall 2006</th>
<th>Fall 2007 1st wave</th>
<th>Fall 2007 2nd wave</th>
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<td>Demographics</td>
<td>Yes</td>
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<td>Yes</td>
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<td>Perceptions of Online Course</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Communications &amp; Collaborations</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Satisfaction with course/degree program</td>
<td>Yes</td>
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<td>Yes</td>
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<tr>
<td>Satisfaction with WebCT, IVC, etc.</td>
<td>Yes</td>
<td>No</td>
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<td>Self-regulation in online learning</td>
<td>No</td>
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References

