Distance Learning Survey of Texas Tech University's

Fall 2008 Distance and Off-Campus Students

(4th administration)

Administrative Report

June 2009

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Introduction

The distance programs offered at Texas Tech University are especially relevant for study given that the geographical breadth of its immediate service area is 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 fourth administration of the Distance Learning Survey for students enrolled in courses delivered at a distance during the Fall 2008 semester.

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 2008 course section that was 50% or more electronically delivered, 2) students' educational history, 3) students' satisfaction with the program including preferred interaction tools, and 4) students' sense of community and satisfaction with online course communications and collaboration. In addition, beginning with the Fall 2007 survey, questions were added regarding students' self-regulation in online learning.

We anticipate that this information will (1) be useful to faculty and administrators as they plan future courses and offerings, and (2) ensure that these future learning opportunities meet the needs of Texas Tech distance students.

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Executive Summary

Response Rate

- 815 unduplicated students with e-mail addresses; 812 surveys delivered
- 278 respondents
- 34.2% response rate for Fall 2008 distance and off-campus students with active e-mail addresses.

Respondent Demographics

The sample consists of 812 unduplicated students with active (deliverable) e-mail addresses enrolled in online courses at a large, public university located in the Southwestern United States. 278 of these students 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 and were assured as to the confidentiality of their responses. 66.5 % of the participants identified themselves as female (n = 185). 81.3% identified themselves as European American or White (n = 226). The mean age of the participants was 34. 59.4% percent of the participants (n = 165) were at the graduate level (e.g., certificate, master's or doctoral programs). Respondents included students from 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.

Demographic Characteristics

The rate of 66.5% female respondents is consistent with the Fall 2005 administration (64% female). This gender distribution may be considered typical for nationwide trends in enrollment in distance programs (Kramarae, 2001).

66% reported that they were employed full-time and 12% reported part-time employment.

77% of the respondents indicated that they had one or two dependents under the age of 18 living in their households.

64% strongly disagreed or disagreed with the statement that "relocation to attend on-campus classes is an option for my education."

37% reported that they were eligible for Pell Grants or Stafford Loans, however, 31% reported that they were not eligible, and 32% reported that they did not apply.

55.3% majority of the respondents preferred to take 6 credit hours or fewer per semester.

Educational History

37% of the respondents reported their status as undergraduate, 41% masters, 16% doctoral, and 6% certificate students.

35% reported taking "career change" and another 35% reported "degree completion" as the primary reason for enrolling in their current degree program. 11.6% reported "job-related training or preparation."

Program Satisfaction

56% reported that they were "very satisfied" with their experience in their TTU degree or certificate program. 34.5% reported that they were "somewhat satisfied." 6.2% reported that they were neutral and 3.3% reported that they were somewhat dissatisfied or not satisfied.

Respondents reported the highest level of satisfaction, "very satisfied," with online courses (49%), followed by print-based courses (37%) and IVC courses (31%).

Perceptions of Online Course Communications and Collaboration

The survey included 7 questions pertaining to online course communication and collaboration. Of these questions, respondents indicated most agreement with "Online communications with my instructor helped with the learning process in my online courses": 37.5% strongly agreed and 41.3% agreed.

Self-Regulation

The survey questions are organized into six constructs: goal setting, environmental structuring, time management, self-evaluation, help seeking, task strategies. When aggregated, responses to the goal setting questions produced the highest mean, followed by environmental structuring.

Open Ended Question

Respondents were offered the opportunity to answer the following question: **"**Please add any comments on this topic or about the survey that you feel are helpful."
Responses were coded, resulting in the following categories of comments: course communications, satisfaction, self-regulation, survey, and digital potholes. Comments are included in this report by the respondents' degree or certificate program. Degree program coordinators are encouraged to review these responses.

Method

The survey population was generated from a Tech Report query (FFR 320b) of Fall 2008 students who did not attend classes on-campus in Lubbock; the data was extracted and warehoused on September 13, 2008.

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* survey (AAUW Educational Foundation, 2001) , 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 stem 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 $\alpha = .93$.

Self-regulation in Online Learning Questions (36-59) were derived from a short form of the *Online Self-regulated Learning Questionnaire* (OSLQ). 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 analysis 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 this study was $\alpha = .91$.

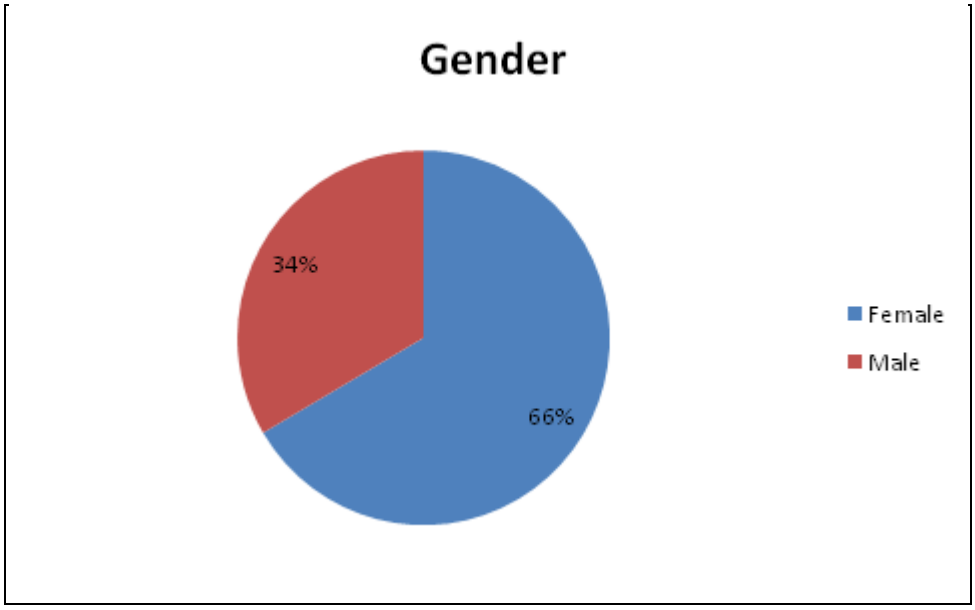
On August 7, 2006, the Texas Tech University Institutional Review Board for the Protection of Human Subjects approved the researchers' original claim for an exemption for the proposed "Distance Learning and Communication Survey." On July 17, 2007, the Texas Tech University Institutional Review Board 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 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.

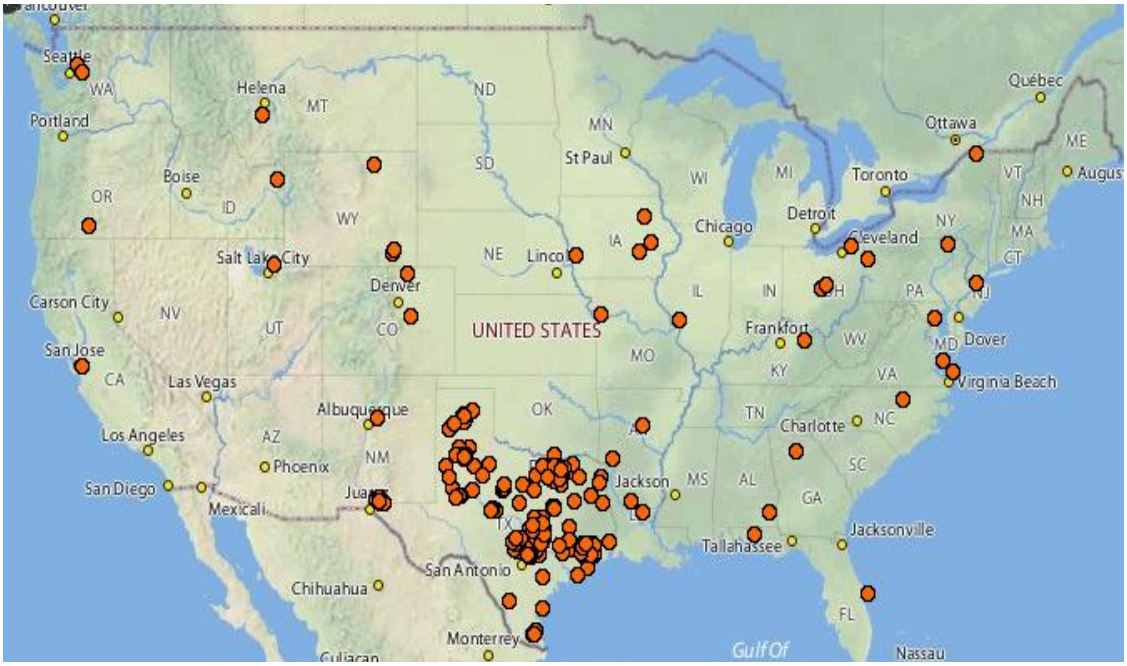
Descriptive analysis of the data was conducted in the spring of 2009. A five-year analysis will be prepared after Fall 2009 survey administration.

Demographic Characteristics
(Questions 1–15)

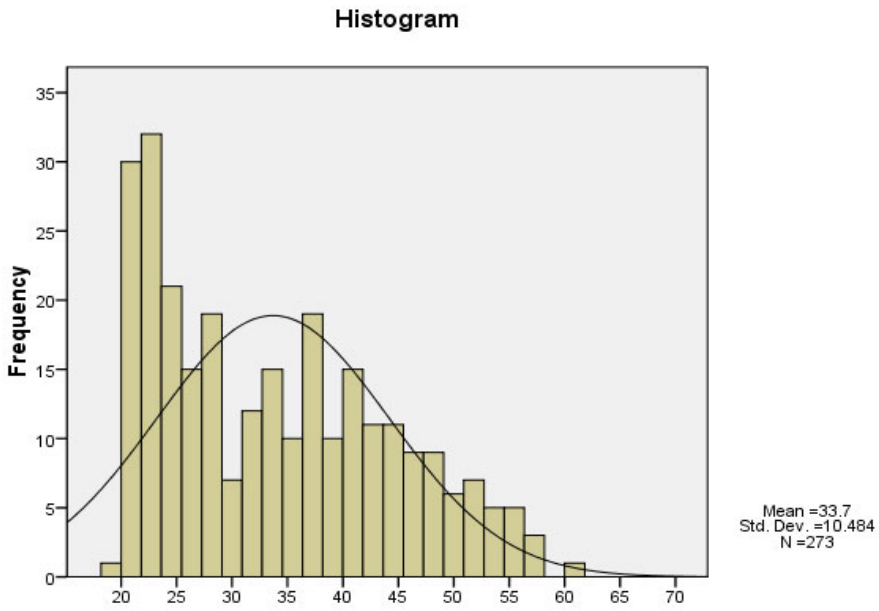
Question 1: What is your gender? (n=278)



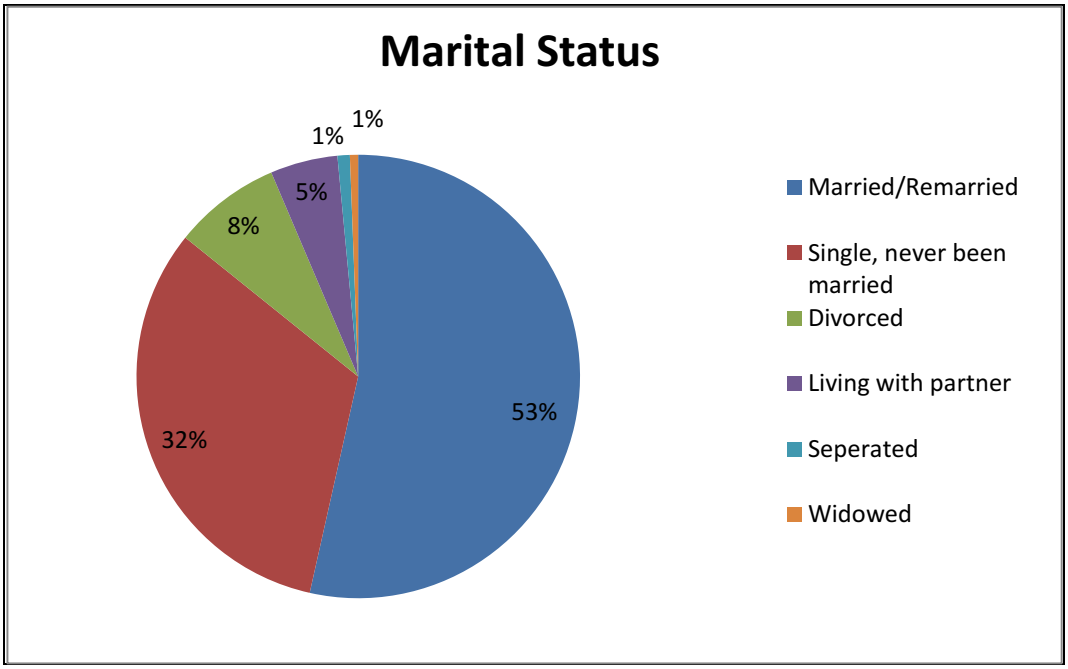
Question 2: Please enter your zip code. Location of suvey respondents by zip code (n=274)



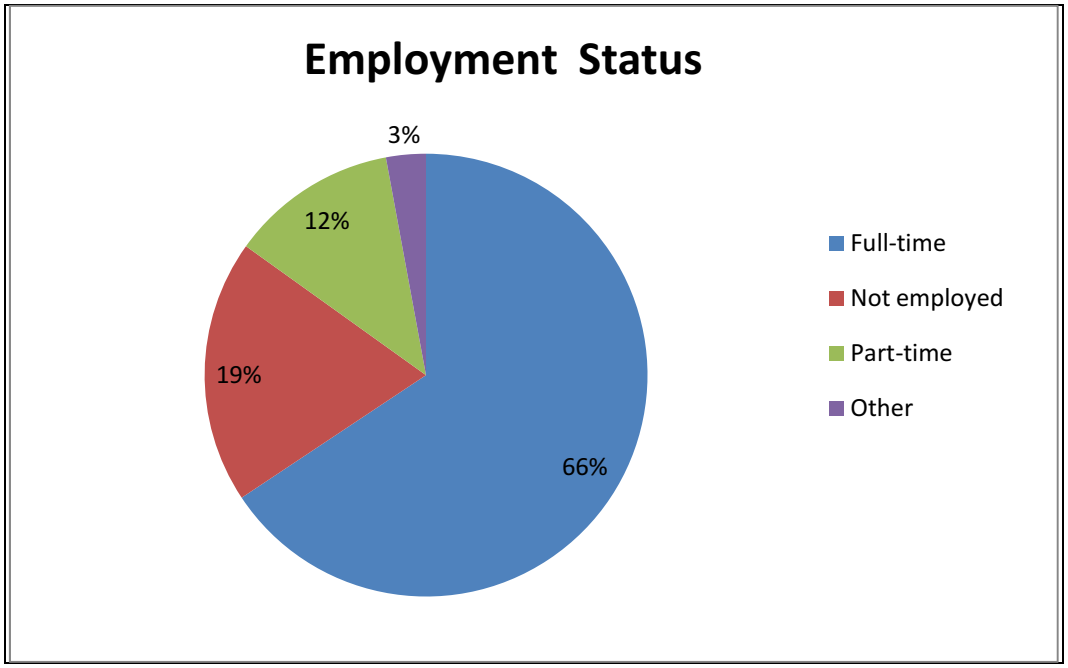
Question 3: What is your age? (n=273)



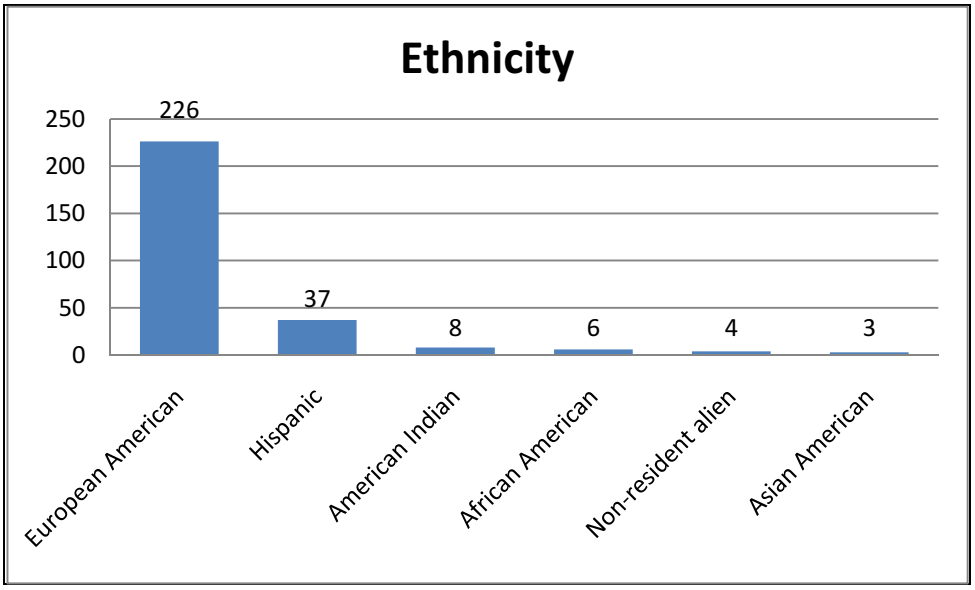
Question 4: You are: Marital Status (n=274)



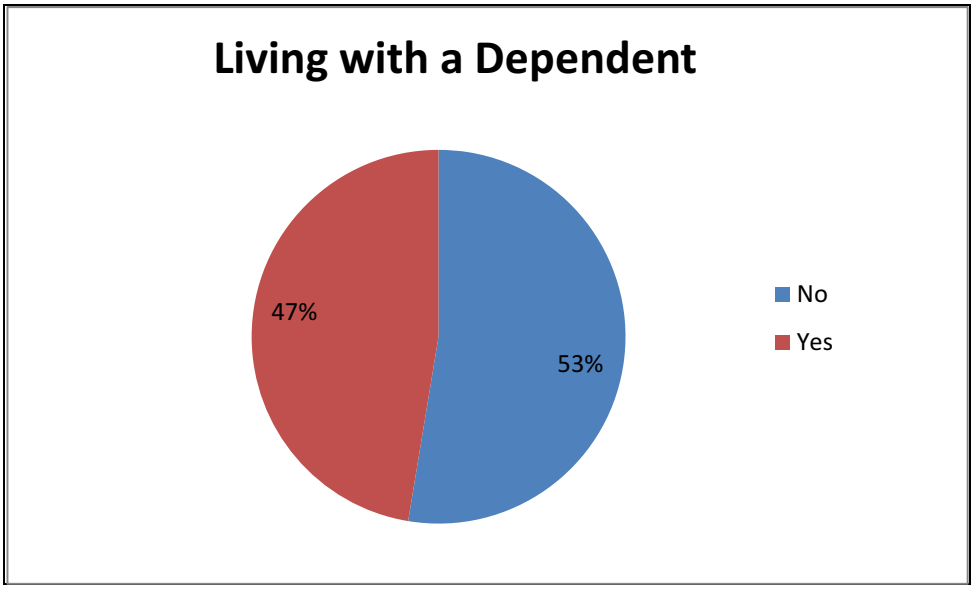
Question 5: Are you employed? (n=277)



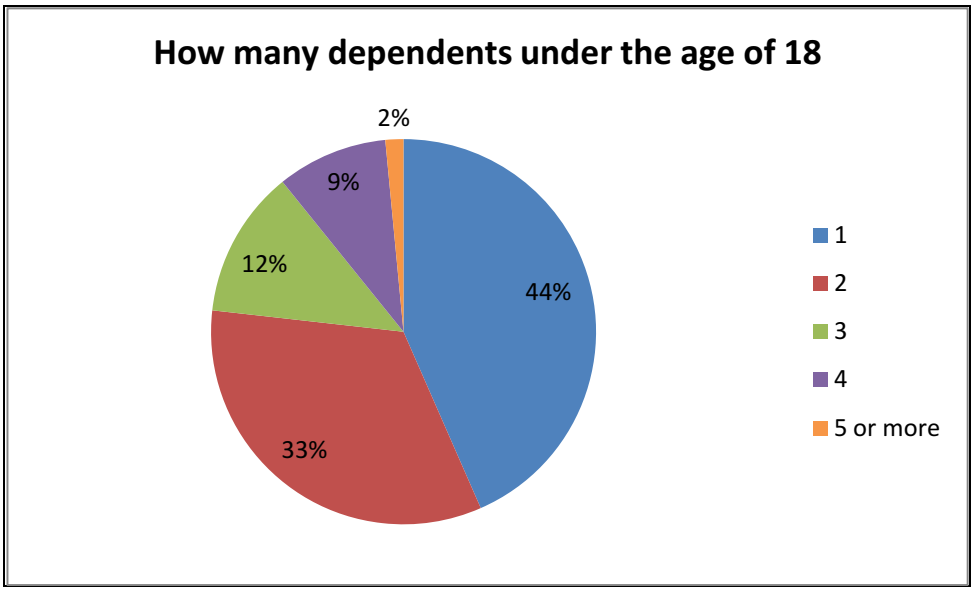
Question 6: What ethnicity do you identfy with? Please select all that apply. (n=269)



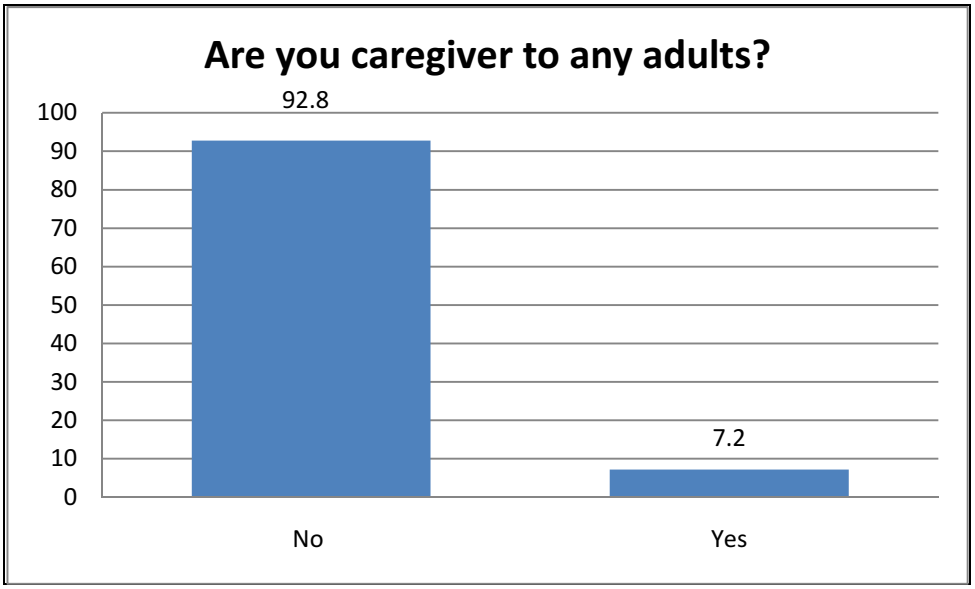
Question 7: Do you have individuals under the age of 18 living in your home? (n=276)



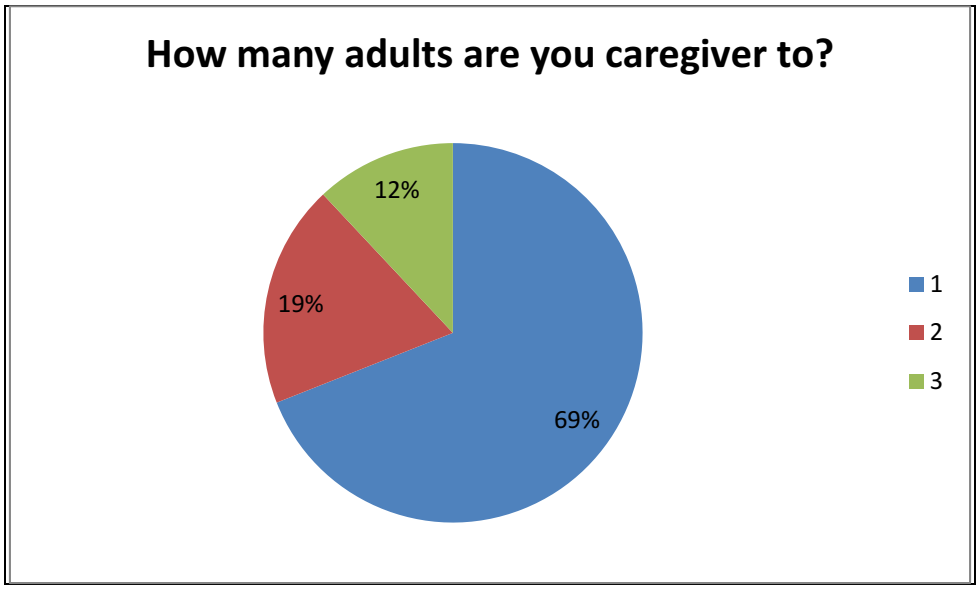
Question 8: If so, how many individuals under the age of 18 live in your home? (n=130)



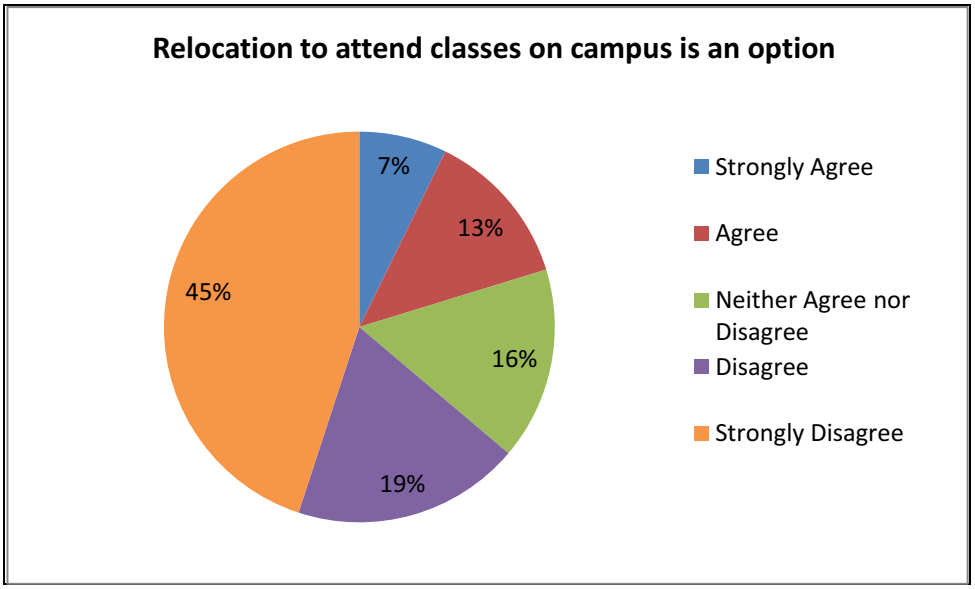
Question 9: Are you a caregiver to parents or other adults? (n=272)



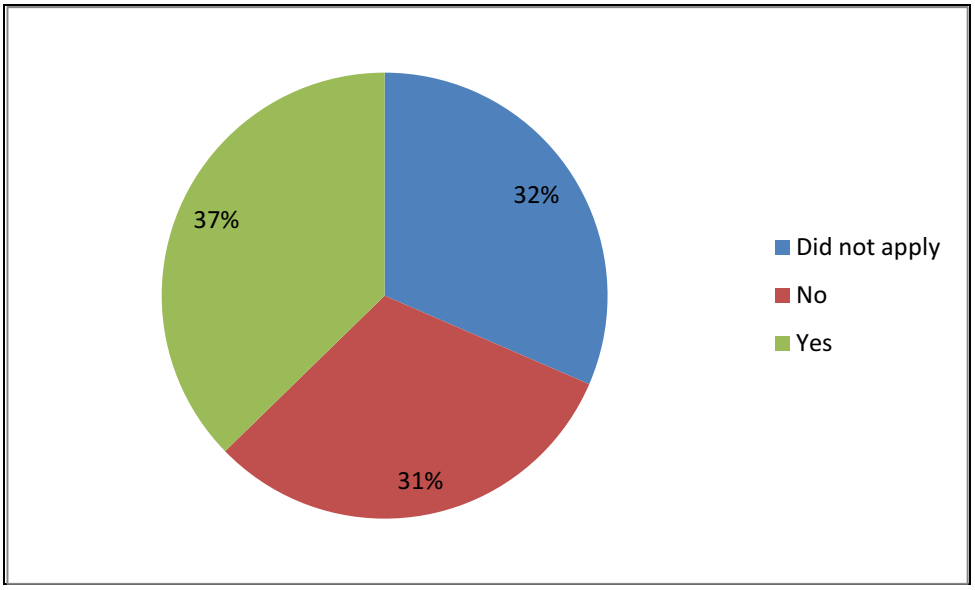
Question 10: If so, how many adults are you caregiver to? (n=22)



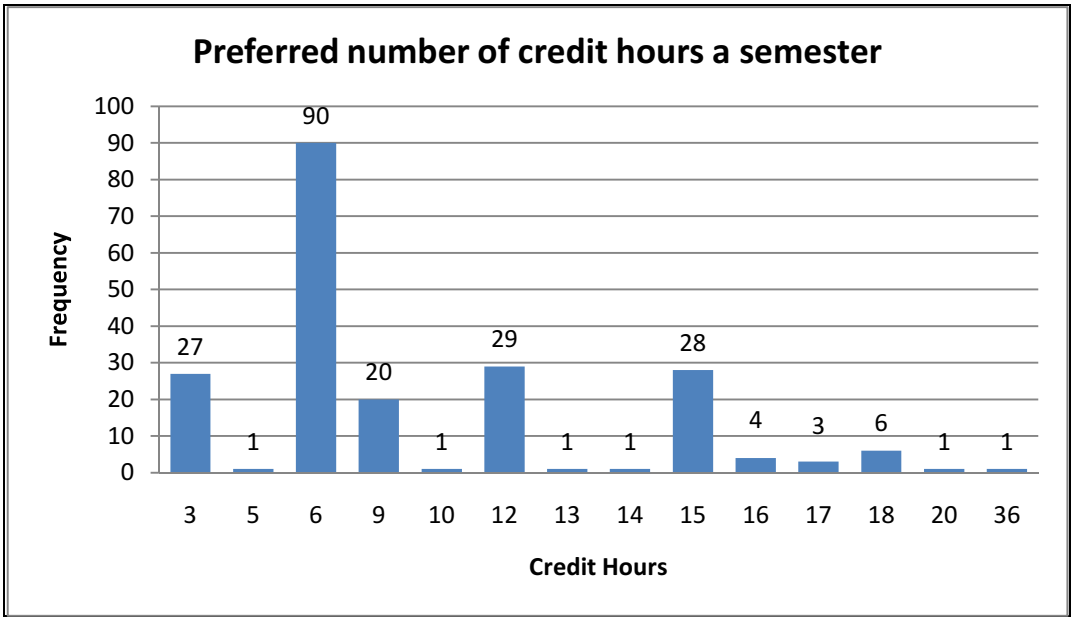
Question 11: Relocation to attend on-campus classes is an option for my education (n=276)



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

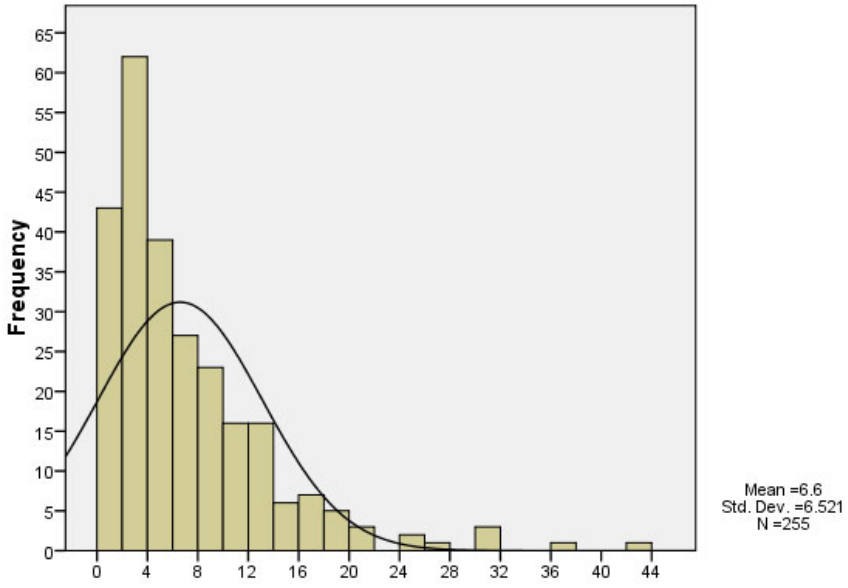


Question 13: How many credit hours a semester do you prefer to take? (n=213)

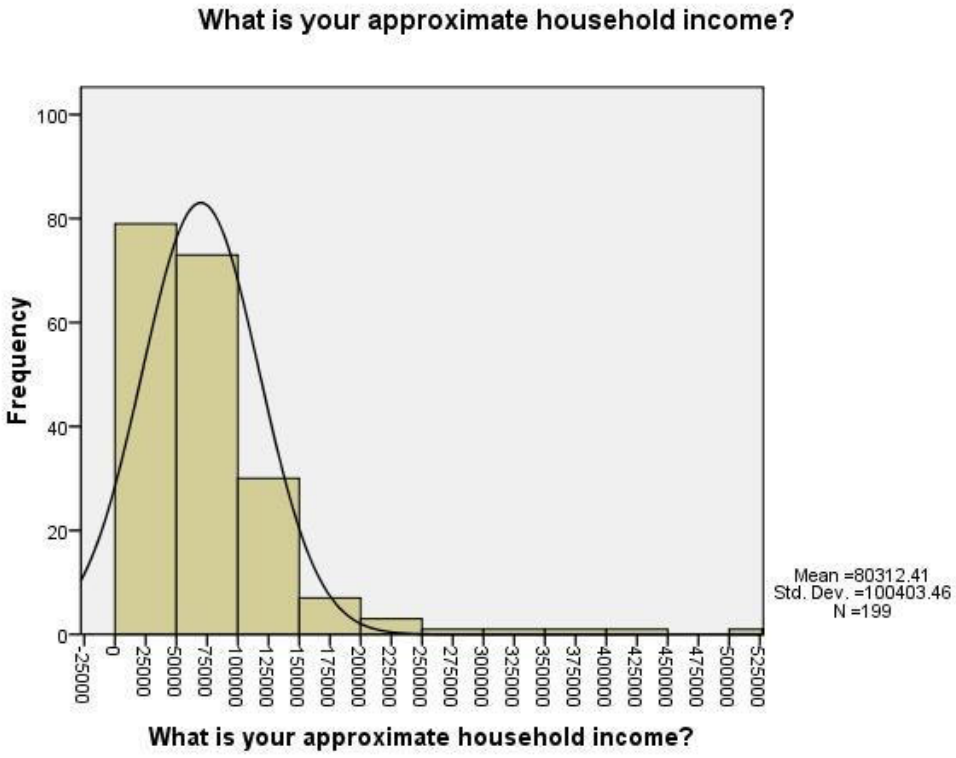


55.3% of the respondents prefered to take 6 credit hours or less per semester.

Question 14: How many distance courses (print or online) have you taken, including any in which you are currently enrolled? (n=241)

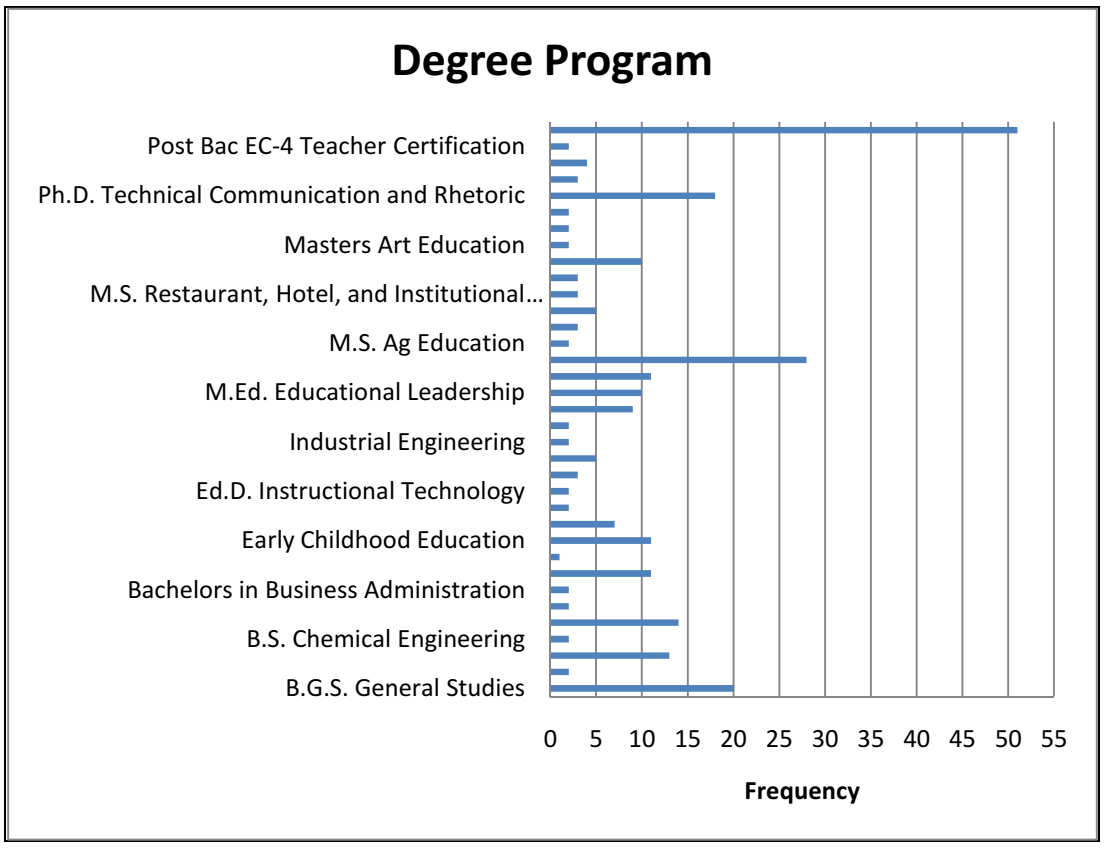


Question 15: What is your approximate household income? (n=275)

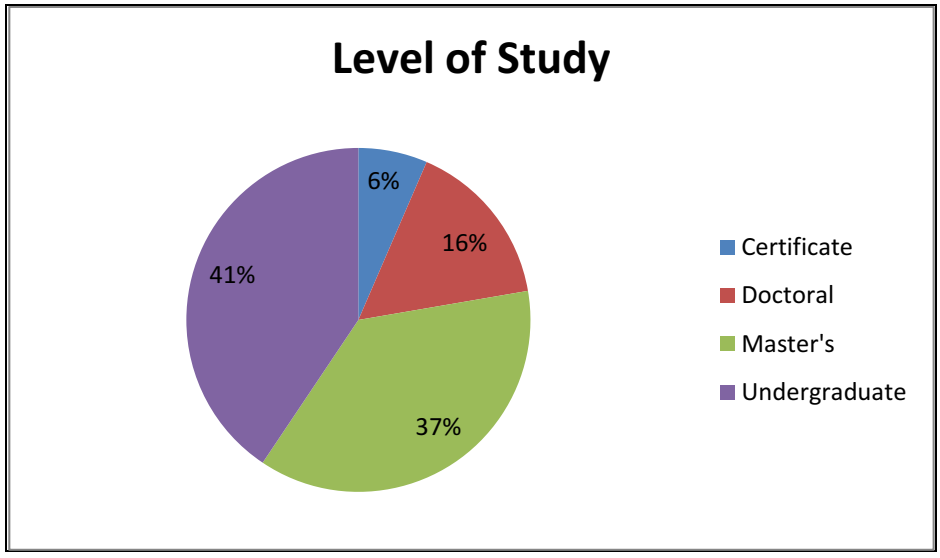


Educational History
(Questions 16-19)

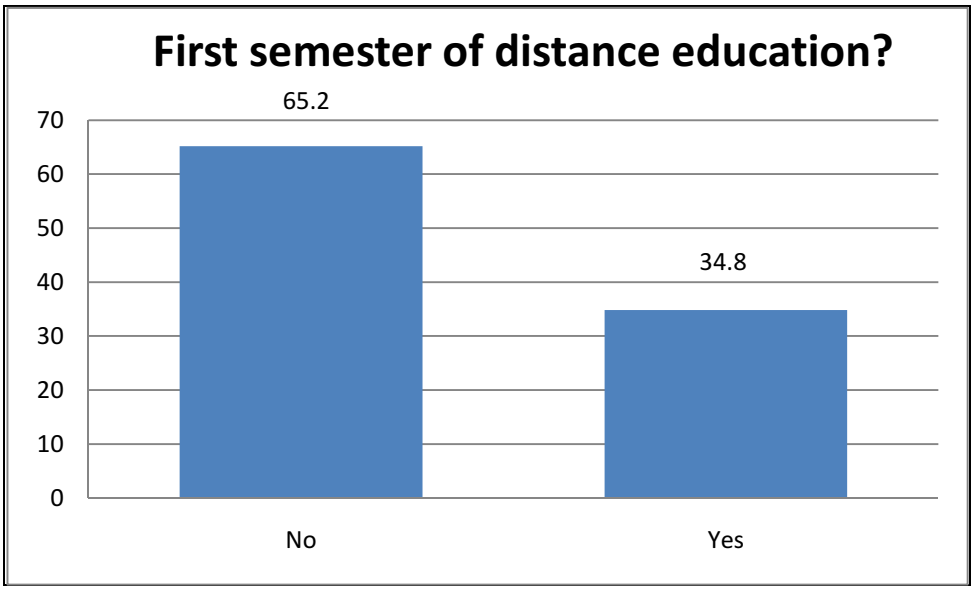
Question 16: In what degree or certificate program are you enrolled? (n=269)



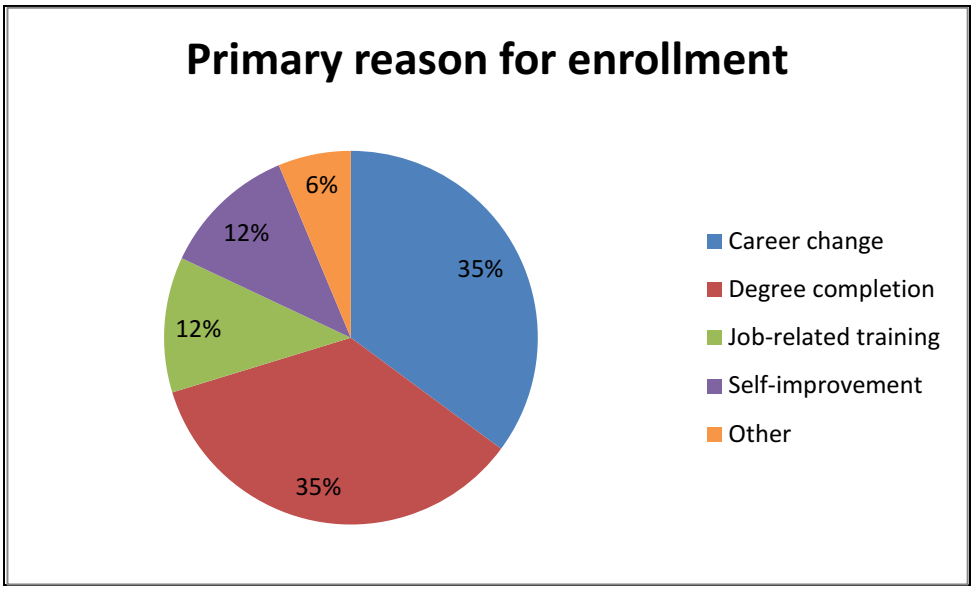
Question 17: What is your level of study? (n=277)



Question 18: Is this your first semester taking a course at a distance? (n=276)

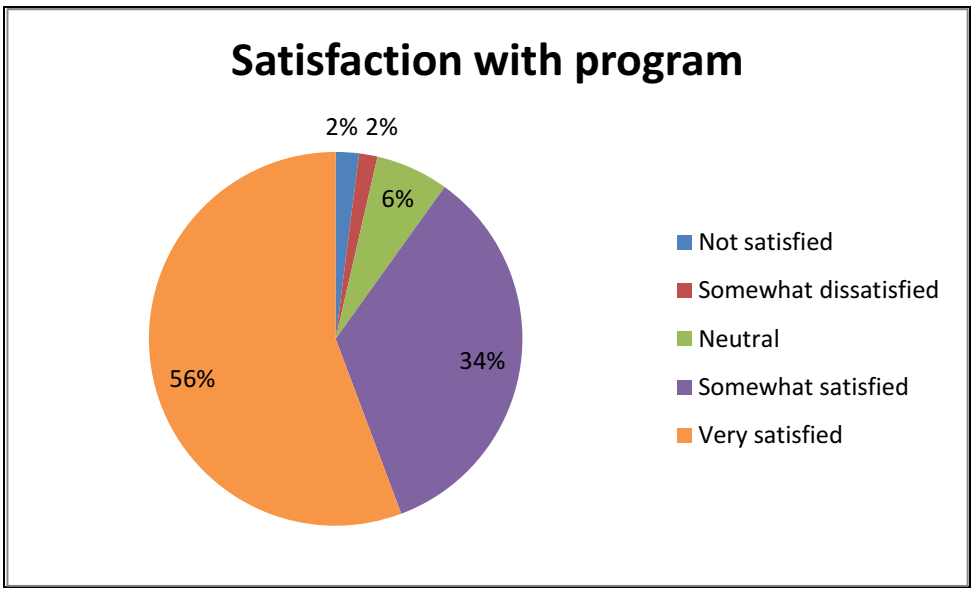


Question 19: What was your primary reason for enrolling in your current degree program? (n=276)

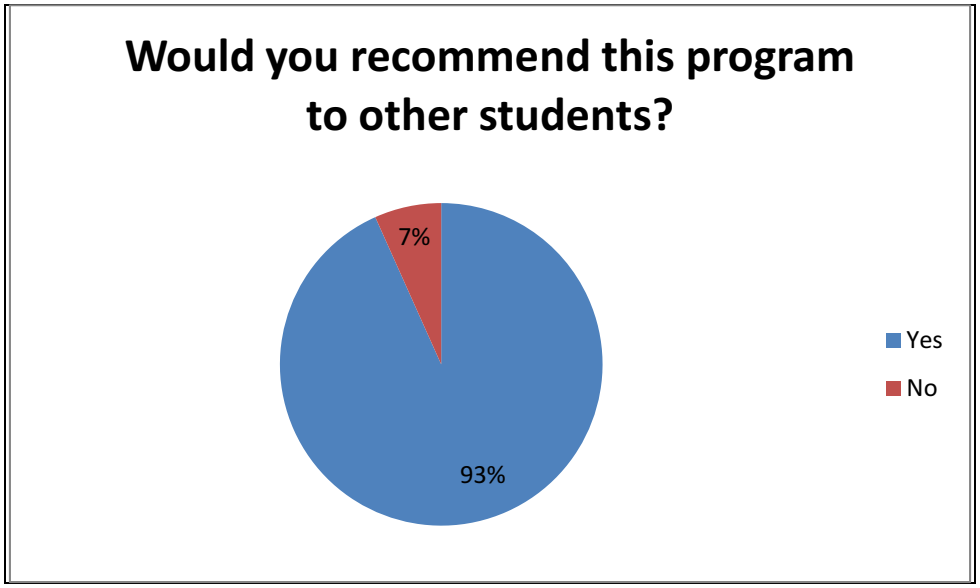


Program Satisfaction
(Questions 20-24)

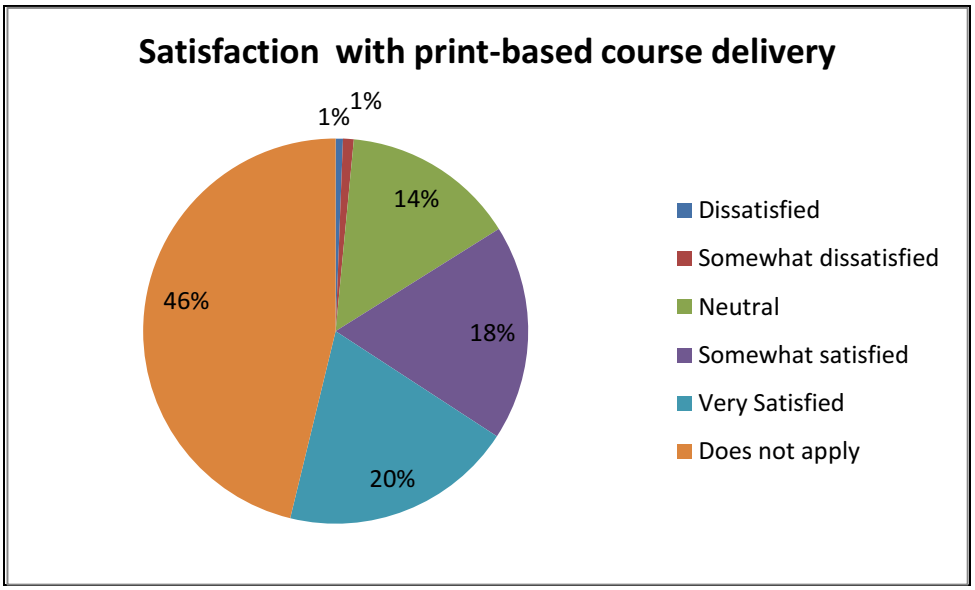
Question 20: Please rate your satisfaction with your experience in your current TTU degree or certificate program. (n=275)



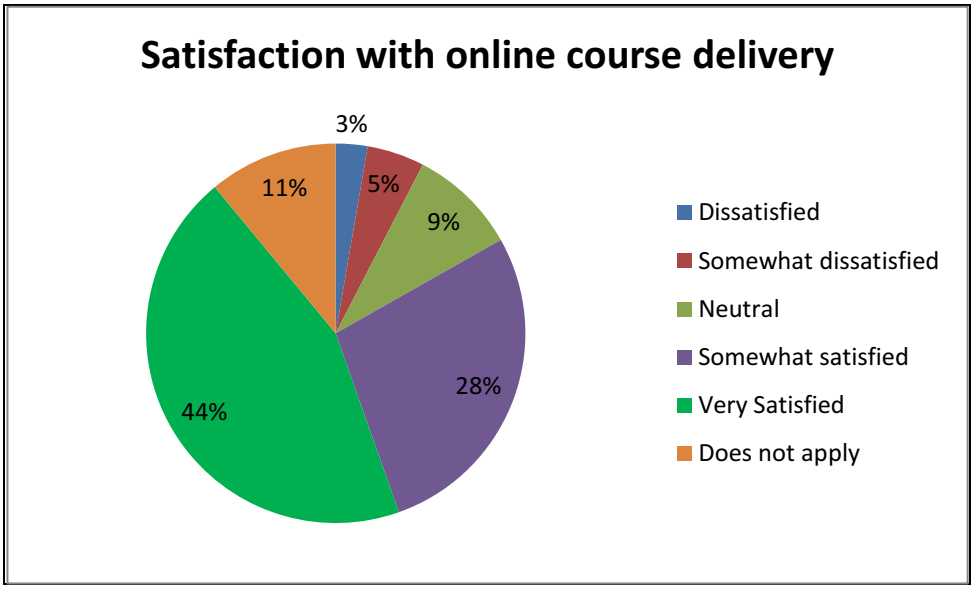
Question 21: Would you recommend this program to another student? (n=275)



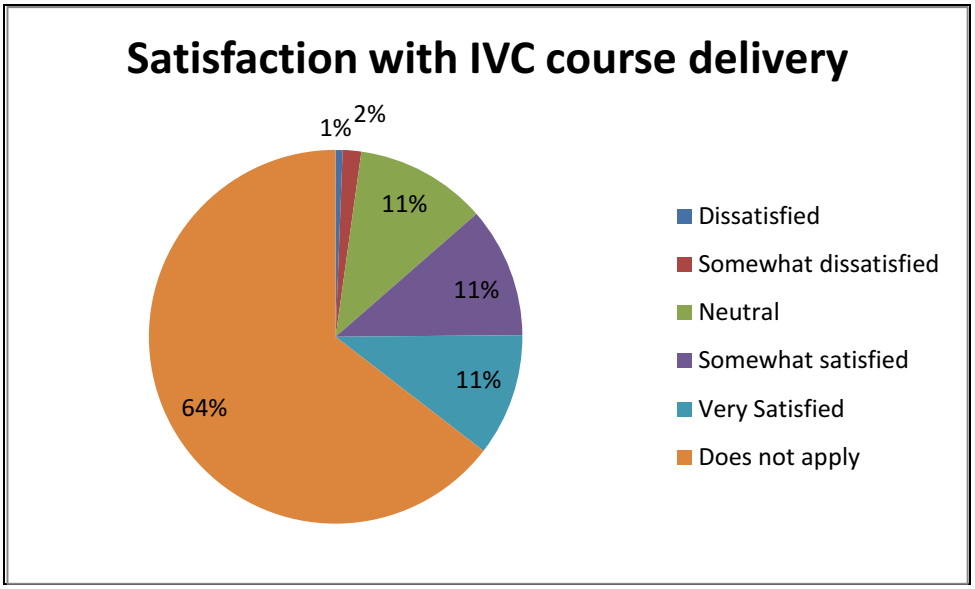
Question 22: Please rate your satisfaction with print-based courses. (n=275)



Question 23: Please rate your satisfaction with online courses. (n=275)



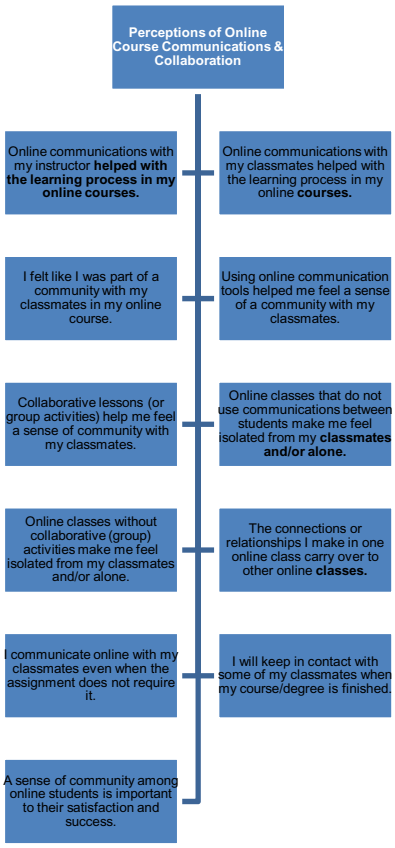
Question 24: Please rate your satisfaction with IVC (video conferencing) courses. (n=200)

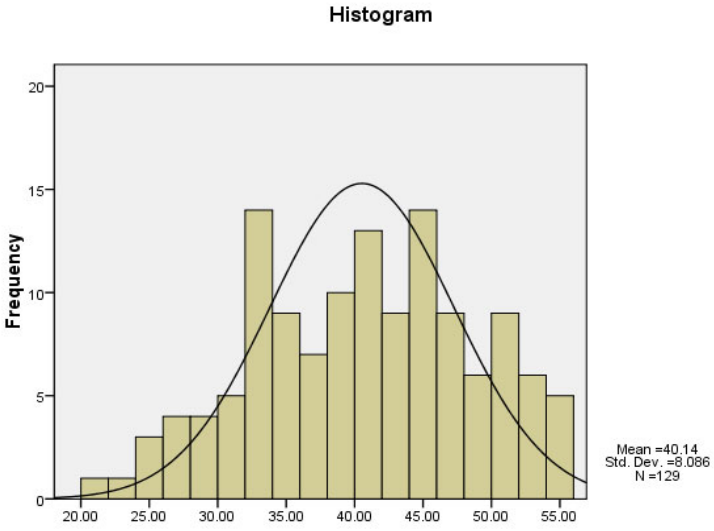


Based on choice of "does not apply," it appeared that more respondents were enrolled in online courses than in print-based courses or IVC courses (245 and 149 and 72, respectively). The chart below shows that, after eliminating the respondents who were not enrolled in the respective courses, respondents appear to be more satisfied with online course delivery than the other two methods of course delivery.

	very satisfied	somewhat satisfied	neutral	somewhat dissatisfied	dissatisfied
Print-based course delivery	37%	33%	26%	2%	2%
Online course delivery	49%	31%	10%	6%	3%
IVC courses	31%	31%	31%	6%	3%

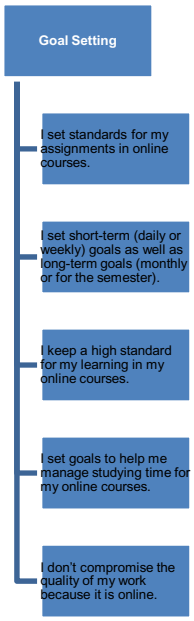
Perceptions of Online Course Communications and Collaboration (Questions 25-35)

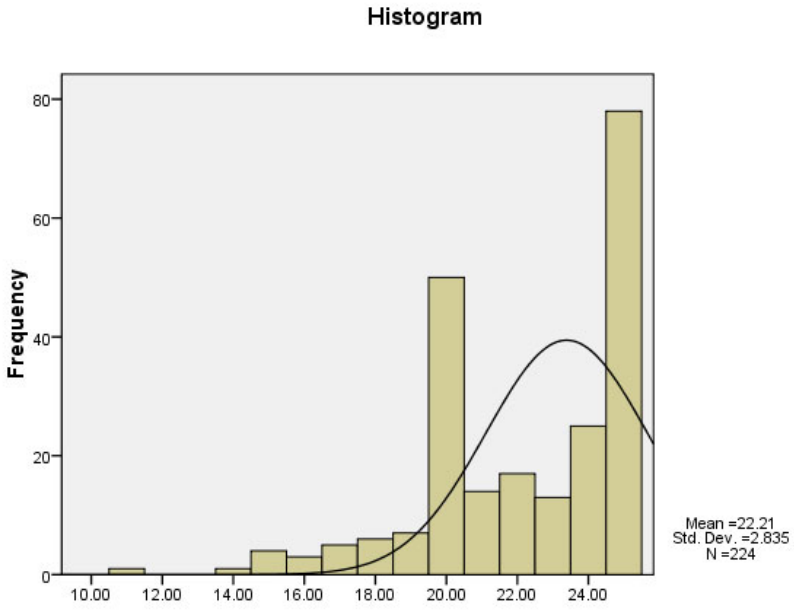




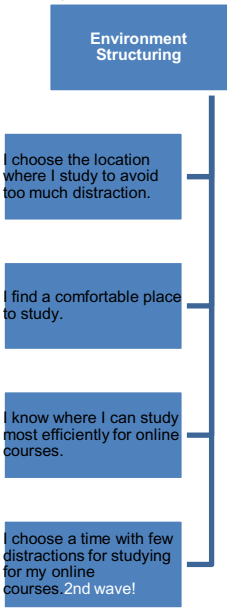
Self-Regulation in Online Learning (Questions 36-59)

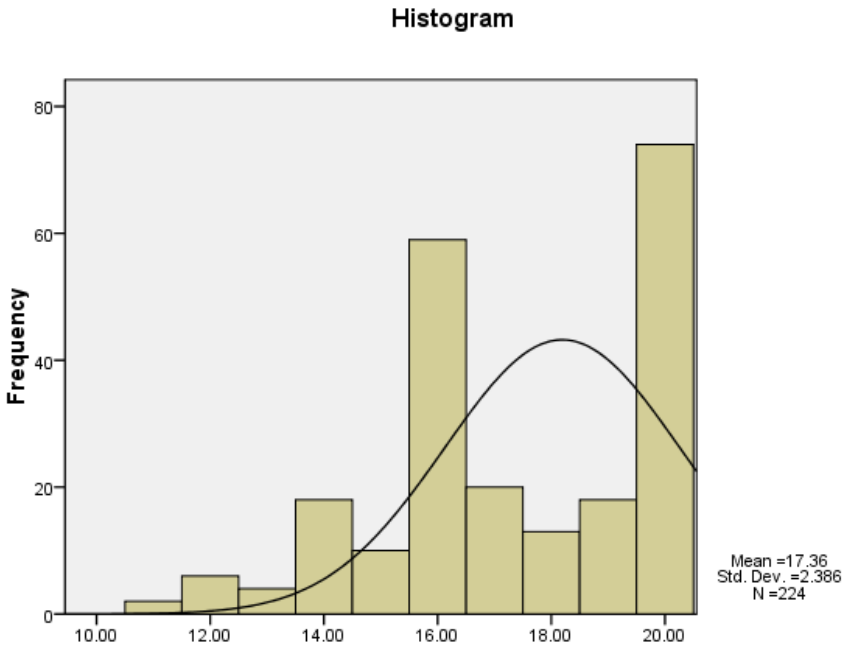
Goal Setting (Questions 36-40)





Environment Structuring (Questions 41-44)





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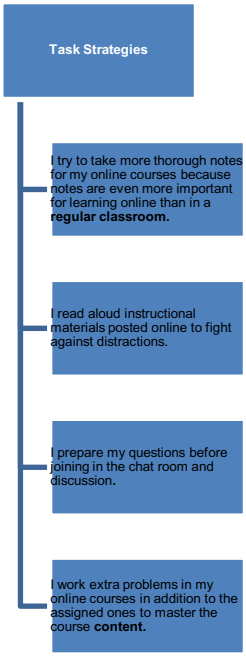
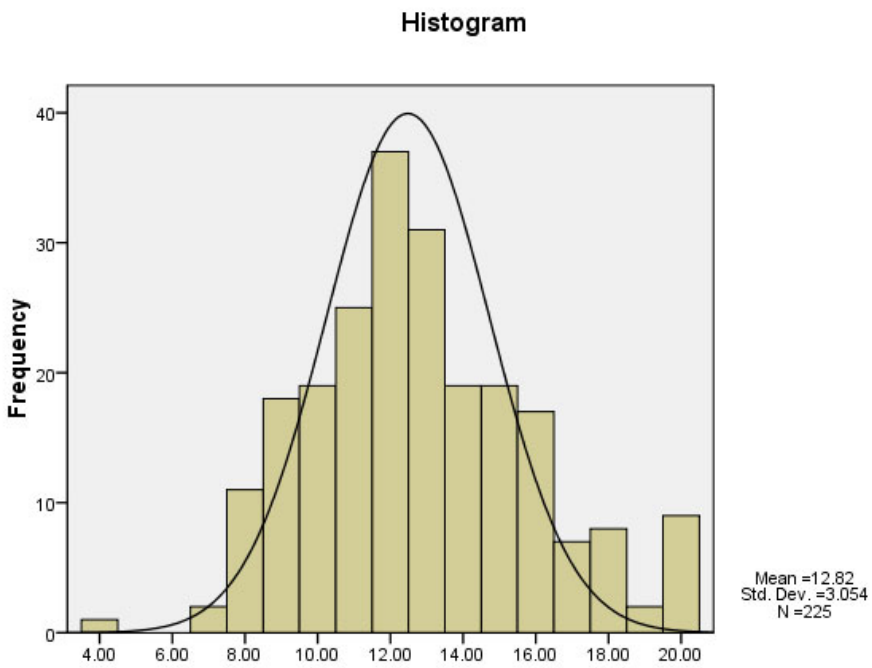
Task Strategies (Questions 45-48)





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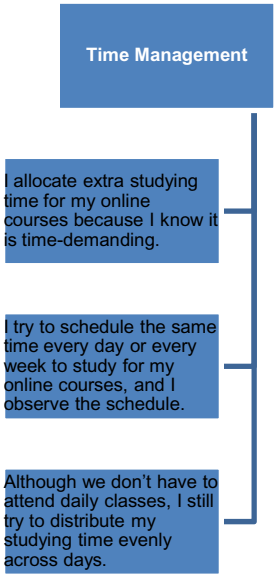
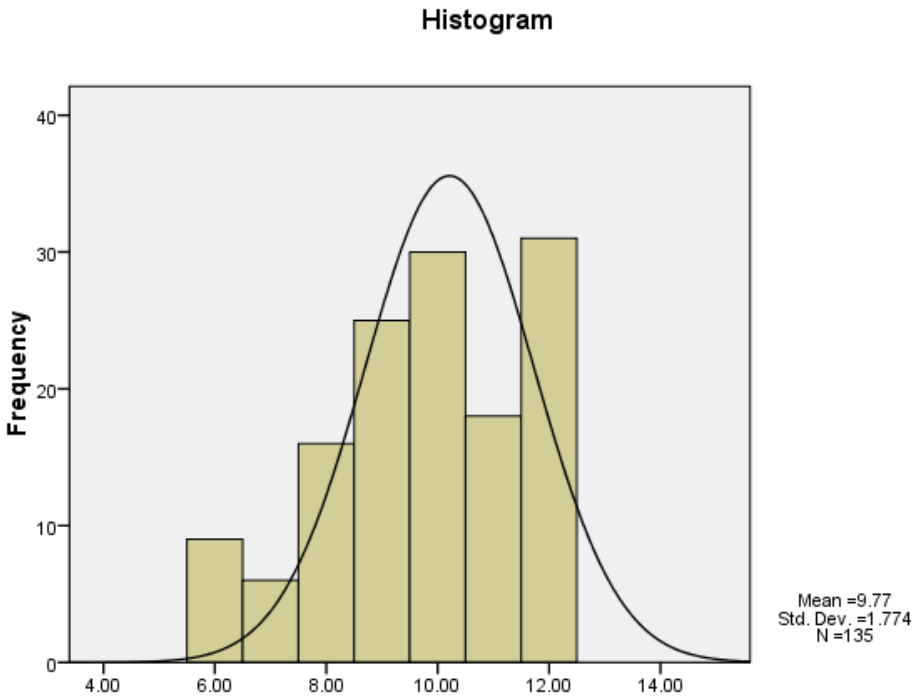
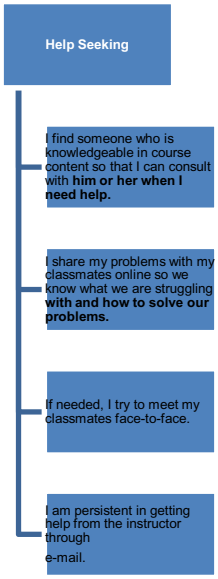
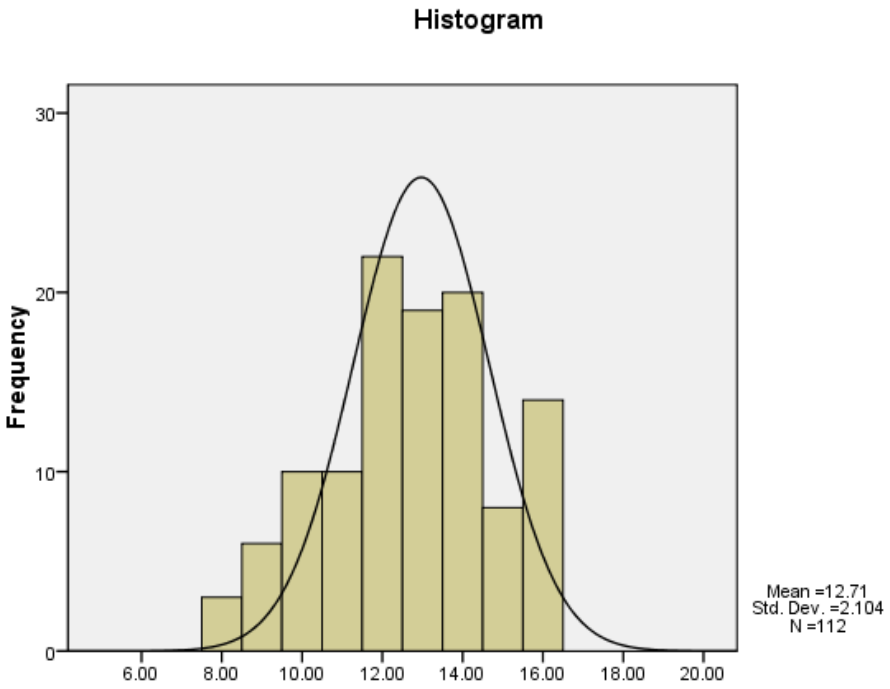
Time Management (Questions 49-51)



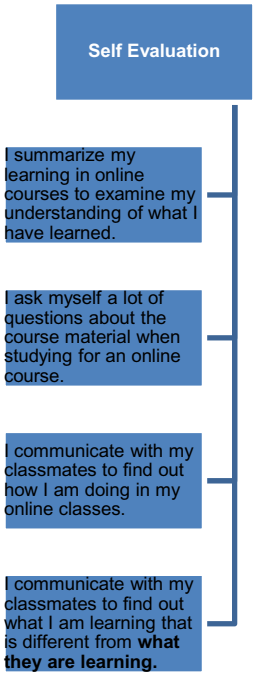


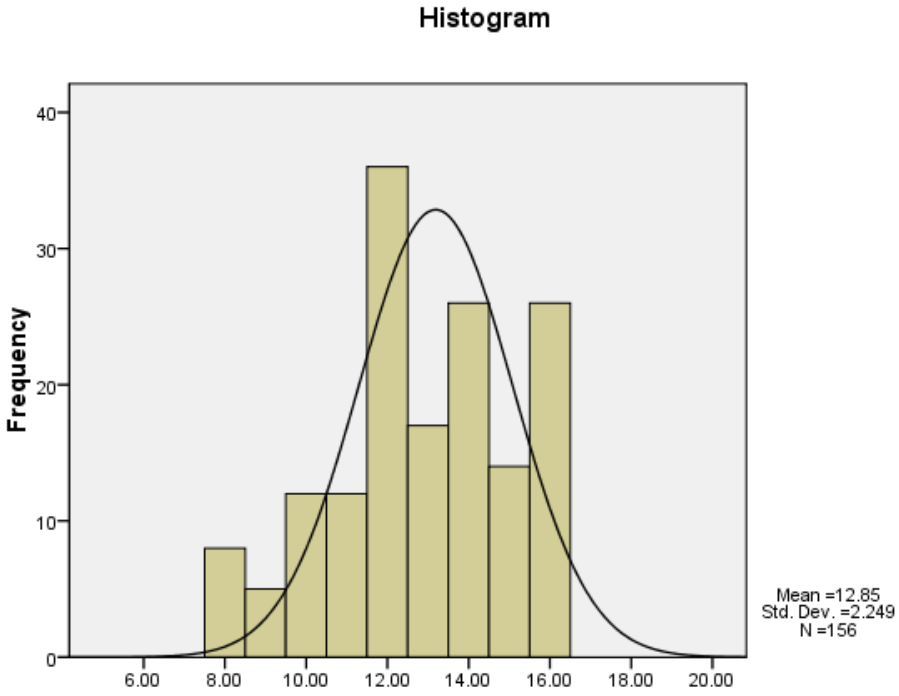
Help Seeking (Questions 52-55)

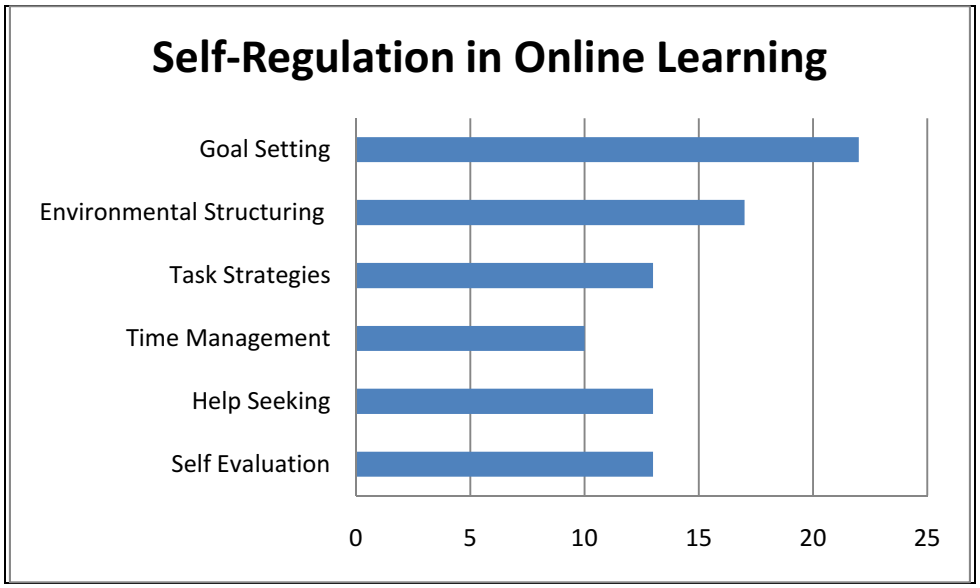




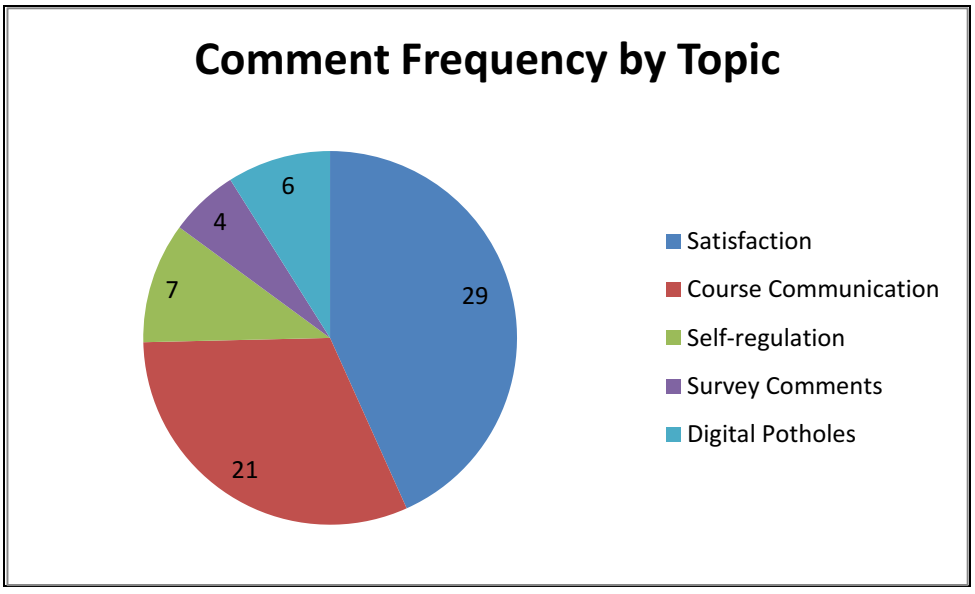
Self Evaluation (Questions 56-59)







Question 60: Please add any comments on this topic or about the survey that you feel are helpful. (n=64; 67 topics)



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

B.G.S. General Studies	I could not really answer the online questions because I have just taken print based courses
	I have a hard time getting online course professors to respond to my questions. There is very little interaction between students and professors in distance education. Sometimes it makes the process a little more difficult.
	All in all this is a pretty good survey.
	I wish Texas Tech in Fredericksburg Texas would offer more of the ITV courses or on campus. It just seems once you have completed most of your courses for the Bachelor of General Studies (You choose your 3 concentrations). Once you are done completing the courses that the campus only offers in the classroom or ITV. Your only choice is to finish the rest of the courses you need to graduate is through ON-LINE ONLY. I DO NOT CARE FOR ON-LINE Courses. I do so much better with a teacher in the classroom, or ITV. Thank you for survey.
	I have been doing online basic classes for the past two years through CTC.
	The online courses need to have the option to save messages before posting them. One night my internet went down and I had to start my posting message all over again. A real inconvenience when you're busy!
	I really enjoy taking online courses for the convenience of it. I do not think that it is necessary to talk or have a relationship with classmates; however, I do think that open communication with the instructor is very beneficial and helpful.
B.S. Horticulture	I would prefer a traditional format with videotaped lectures every week to correspond with the reading assignment. We were given written notes with study sheets and an occasional short video to supplement the lesson. Our professor, [redacted], was extremely helpful to us, but we might have caught on more quickly if the course was taught in a more traditional manner. In my region, [redacted] has the distance students watch taped lectures as if they are in class. Is there any possibility of Texas Tech transitioning to this type of format?
	I take on-line courses for my own personal learning and advancement. I have found interaction with other classmates to be completely unnecessary. My questions are answered by the instructor.
	I feel that at a minimum, a weekly announcement from the instructor helps to create a closer community. Also, exam reviews are essential.
	sometimes lecture materials are not thorough enough, almost like they are notes the professor would use for lecture. A bit more detail would be useful in some instances. Otherwise, I really appreciate the classes and would not have access to school otherwise because of my work schedule.
Certificate Special Education (any specialization)	All classes have been an excellent learning experience. The students and instructors have been wonderful.
	The new online systems SUCK! I have had a lot of problems with them and the teacher's do not know how to run them. Very frustrating.
	New instructors need to be better prepared. This new online system was very confusing and chaotic. I have problems with my assignments and waste too much time navigating the program rather than completing assignments.

Ed.D. Agricultural Education w/ Texas A&M University, College Station	Without the option of distance learning courses, I would not be working on my doctorate... so, this option is helping me and making TTU some extra green!
Educational Diagnostician	I wish that all professors could use the same format such as [redacted]. His expectations were set and met.
M.A. Technical Communication	In the one class I have taken in the online program thus far, I find it truly more interactive than the typical physical classroom experience. I used to be one of the few class members to ask or answer questions, but now I find that there is much more interactive talking than in physical classrooms. It is almost as if the computer interaction breaks through the walls that shy students seem to build up around them in social settings.
	The online MATC program has allowed me to participate in this quality program that would otherwise be unavailable to me because of location, and time/financial limitations. The quality of instruction has been awesome and I don't think there is any reduction in quality from a classroom based program. This may be related to the writing-intensive nature of the program, however, and may not be the case with other types of programs.
	I will not move to Texas to continue my coursework, even if you cut off the online program. Being employed is more important. I have responsibilities.
	I study wherever and whenever I have an opportunity. I do not have the luxury of scheduling best time and place, but do have preferred locations.
M.Ed. Educational Leadership	I have been extremely frustrated with the WEBCT experience this semester. I sincerely hope that the technical glitches are resolved as it is difficult enough to manage my time without the added burden of temperamental software.
	Love the independence of online
M.Ed. Instructional Technology	The course provided a great experience. In my opinion, online is the way to go especially of the quality is as good as what I experienced.
	TTU has an exceptional distance learning program. I find the courses challenging and intellectually stimulating.
	I have learned so much from [redacted] in the College of Education. This is my third class with her, and I love her teaching style. She is helpful, yet challenges us. She is awesome!
	PHOTOSHOP AND FLASH SHOULD NOT BE TAUGHT ON-LINE. There should be chat rooms and times for synchronous learning. On-line is good but would be better with some video interaction. Last, Texas Tech personnel need to care more. The acceptance of the TTU shuffle is really bad. For example: I email a person 3 weeks ago to find out if I can get in-state tuition. No answer. I called today and was transferred four times to a recording. Then I called back to a person that knows the person to talk to and that person will be gone for another week. The library staff know about the TTU shuffle. There are too many people that don't know their job, are not given the authority or just don't care. It is really bad!!
M.Ed. Special Education (any specialization)	I had 3 professors who administered the classes very well, were organized, and generally responded to questions quickly; I was happy with those classes. I had one professor who was very unorganized and communicated poorly with the class; I was very dissatisfied with that class. That class was intensely frustrating.
	Loved [redacted] - sorry to see her retire!
	the discussion board was a great way to communicate with others
	I would probably not be working on a master's degree if it were not an online program. I live 100 miles from the nearest university and driving to class even once a week is not an option for me. This online diagnostician degree/certification has been a great program and opportunity for me.

	Communication between classmates has not been a mandatory part of any of my classes. It has been difficult to make connections except if there has been an onsite component. As far as communicating with professors, some have been more accessible than others. I feel personally as if simple problems become big issues when I have to wait for a response, versus just asking a quick question in class to a teacher or student. I am very grateful for the ability to take this class online, as I would not have been able to relocate. However, it has on the whole, been quite isolating. I would recommend mandatory video conferencing and/or discussion boards with students/professors to solve this.
	It helps when the professor is available. Of all the classes I have taken, this is the worse professor I have had (my current, and last, class). She is rude, refuses to answer questions in a timely manner, is very difficult to work with and doesn't provide any help. If there was a different professor, it would make a world of difference. The success of the students is directly related to the assistance of the teacher.
M.S. Computer Science	I feel as though my professor has isolated me from the rest of the class. I rarely get e-mails from the professor and he is slow to respond when I e-mail him. I have still yet to take the mid-term exam since he has not found a proctor close to me, and traveling to him is not an option for me. Since my course is based heavily on computers, there are many instances where the professor teaches from the computer screen. The videos posted online are not much help as the compression degrades the quality of such displayed computer screens. The online videos also are not posted on a regular schedule and I typically have to wait until the next day or even the next week before I can watch the course. I am very dissatisfied and am just need this one class to graduate with my Master's. My online course is Computer Forensics.
M.S. Multidisciplinary Science	The few times i tried to access chat room on webct i was unsuccessful so i relied entirely on the text and a few of the recorded lectures. Would much rather meet face to face occasionally at least. Maybe next semester's video class ITV will be more enjoyable.
M.S.S.E.M. Systems and Engineering Management	Group Computer Science programming projects are very difficult. Many times I end up doing the entire group project myself. This requires a lot more time and puts me at a disadvantage as a distance learning online student. The Computer Science Department at TTU needs to create/improve their online tool sets/availability to have a more collaborative IDE environment if they are going to continue to have group programming projects. Right now, I use my own development tools and I have to strictly email code to group mates. This approach is slow and difficult to perform any software development configuration management. It also makes code integration and test very cumbersome.
Ph.D. Technical Communication and Rhetoric	I have only taken two online courses at TTU, but I am pleased with the sense of community I feel with classmates and the connection/accessibility of my professors.
	Discussion Forums or some type of between class activity has been helpful - blog, wiki are examples. This forum should not be so structured as to stifle ideas but should not been totally based on opinion.
	An orientation manual to the technical needs of new students in each degree program would be extremely useful. The manual should be specific and list expectations for the students and for the instructors. The manual should include start-up information as well as class-to-class information for technical expectations (such as where to go to meet classes, where to go to post materials, where to go to get help, where to go to learn more texting-type language, etc.).
	My online courses have been as rich and involved as any of the onsite courses I've taken. Students in my program are spread out across the country (with some in other countries), so we don't often meet in person. However, it is always fun to connect with them. We do have a mailing list of students in the program and a wiki that we keep track of each other on and have casual conversations about things (without any faculty eyes). I get several messages a day from that list. We also use IM to keep in touch with each other and with faculty. Some of the questions were obviously geared toward undergrads with poor study habits and opportunities to be on campus once and awhile, so they didn't really apply to my program. I find that I study hard, take notes, and try to connect whether the class is in-person or online. The delivery

	format differs, but that's really it. Time management is important, but the synchronous discussion elements of the TCR PhD online courses really keeps me on track. Hope this helps!
	The technology used for online live class makes it very difficult to follow multiple and extended posts. There must be something better than MOO!
	Your question regarding ethnicity is worded to give you information that is misleading: I "identify with" minorities (Blacks and Hispanics), but I am white. Which did you want to know?
	Some of your questions are slightly ambiguous in that I thought that you were comparing distance education to face to face, but that was not stated implicitly.
Orientation and Mobility Certification	Online content for these courses is NOT consistently accessible using screen readers like JAWS or screen magnification programs, like Zoom Text. Visually impaired students who pay for these courses should have the same access to ALL materials and course content as their sighted peers. TTU needs to get up to speed with assistive technology A.S.A.P. Simply telling instructors "we're working on it" and then doing nothing is not acceptable practice from a college so willing to take my money.
Diagnostician	Most online courses are EASY and don't require much effort or communication or studying. It's like a junior college, just at home.
Multi-disciplinary Studies EC-6th	Some on-line classes do not do the actual instructor justice.
PhD Systems and Engr. Mgt.	Most of my course work has been live feed into Amarillo and the live interaction works extremely well.
	Professor [redacted] IE5321 changes his mind, is not clear, and does not provide feedback.
EC-4 Education ESL	Overall, I think it is a great opportunity to provide distance courses. There is only one disadvantage with taking courses (such as student teaching): I cannot use the rec, attend football games, and use the medical facility on campus. Tuition should include the extra services!
Master of Science in Family and Consumer Science Education GPIDEA	In one of my classes, it is hard to get an informative answer from my instructor for a question I emailed her. It almost seems as if I am bothering her by emailing her. That is frustrating. Other than that, I am enjoying the online courses in which I am currently enrolled.
Masters Art Education	I would like to take more classes online.
PHD Systems & Engineering Mgt	Overall the program provides a good opportunity for full time students. During the past academic year, however, the responsiveness of professors to questions and for the scheduling of advising has decreased.
RN to BSN program	i took 2 online classes. my theatre arts class was very friendly my govt class was not. in theater arts, i felt like i had a clear direction, in my government class i felt like i was floundering most of the time. it was almost overwhelming.
MBA	My teacher was horrible for online. I would not recommend anyone to take History of Texas online because it is way to time consuming and not what the course was outlined.
M.Ed. Higher Education Administration	I have been very unsatisfied with online learning. I understand the value of it and the need for it as my classmates come from across the state. However, there is no communication outside of assignments. As a result of this experience I will try to stay away from any future online courses.

Master's in Sp Ed, specialization - Deaf/HH	When I was in the certification program the students communicated a lot. Now that I'm taking the last 3 courses to get my Master's Degree the other students don't seem to want to communicate with me about anything so I feel isolated. This current class is more frustrating because the professor doesn't answer my email in a timely manner.
Ph.D. C & I	I don't feel that online classes are as effective as face-to-face.
ESL K - 6th	I think [redacted] is an excellent online prof. He has been very kind, helpful, and understanding. You can tell he wants us to do our best and succeed.
B.S. Architecture	I was never told after going off campus that I would not be able to return to the campus.
Ph.D in Fine Arts	Professors should encourage online courses.
EC-6 Elem. Ed. with ESL supplement	My online courses, I do not communicate online with the classmates. I have them in a different class and we talk amongst each other there. It isn't done as an online chat time.
soil management certificate	Voice over PPT lectures are a very good format for distance learning. I would encourage all instructors to take full advantage of this technology.

Conclusion

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 and/or the Office of Planning Assessment along with content covered.

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

Survey Content	Fall 2005	Fall 2006	Fall 2007 1st wave Pre	Fall 2007 2nd wave Post	Fall 2008
Date Created	06.20.06	07.02.07	10.01.07	10.31.07	10.31.07
Date of First Message	08.08.06	08.08.07	10.04.07	12.13.07	11.4.08
Date of Last Message	08.28.06	09.03.07	10.30.07	01.18.08	12.16.08
Demographics	Yes	Yes	Yes	No	Yes
Perceptions of Online Course Communications & Collaborations	Yes	Yes	Yes	Yes	Yes
Satisfaction with course/degree program	Yes	Yes	Yes	Yes	Yes
Satisfaction with WebCT, IVC, etc.	Yes	No	No	Yes	Yes
Self-regulation in online learning	No	Yes	Yes	Yes	Yes

Related Publications and Presentations

Barnard, L. Lan, W., Crooks, S., & Paton, V.O. (2008, September). The relationship between epistemological beliefs and self-regulated learning skills in the online course environment. MERLOT *Journal of Interactive Online Learning,* 4 (3). http://jolt.merlot.org/.

Barnard, L., Lan, W. Y., & Paton, V. O. (2009, April). *Self-regulation across time of online learners.* Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, California.

Barnard, L., Lan, W. Y., Paton, V. O., & Crooks, S. M. (2009, April). *Epistemological beliefs and self-regulated learning skills in the online course environment.* Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, California.

Barnard, L., Lan, W., To, Y., Paton, V., & Lai, S. Measuring self-regulation in online and blended learning environments. *Internet and Higher Education* (2008), doi:10.1016/j.iheduc.2008.10.005 .

Barnard, L., Paton, V. O., & Lan, W. Y. (2008). Online self-regulatory learning behaviors as a mediator in the relationship between online course perceptions with achievement. *International Review of Research in Open and Distance Learning*, 9(2), 1-11.

Lan, W. (2007, in process). Self-regulation in online environment.

Paton, V. (2006). The scope of our country: Expanding access to higher education through community partnerships with Texas Tech University. *Journal of Higher Education Outreach & Engagement, 11*(1), 25-39.

Paton, V.O., Baker, M., Hickerson, R. & Demel, A. M. (2009). Rural prosperity and distributed learning: Texas Tech's commitment to rural communities. In K. Mohrman, J. Shi, S. Feinblatt & K. Chow (Eds.), *Public universities and regional development* (pp. 267-287). Sichuan, China: Sichuan University Press and Arizona State University, University Design Institute.

Rose, K. (May, 2006). *Building Online Learner Communities: Survey Summary.* Unpublished master's thesis, Texas Tech University, Lubbock, Texas.

Rose, K., & Paton, V. (2006, October). *Distance learning and communication survey of Fall 2005 Texas Tech distance and off-campus students.* Poster session presented at the annual meeting of the National Outreach Scholarship Conference, Columbus, OH.

To, Y. M., Barnard, L., Lan, W. Y., Paton, V. O., & Lai, S. (2009, April). *Measuring self-regulation in online and blended learning environments.* Paper presented at the annual

meeting of the American Educational Research Association (AERA), San Diego, California.