Distance Education Student Perception of Teaching (SPOT) Evaluations

Spring 2003-Spring 2004

A total of 6,800 students were enrolled in Distance Education Courses between the spring semester of 2003 and the spring semester of 2004. Student Perception of Teaching (SPOT) evaluations administered in these courses yielded a response rate of 21.6% (1,468 students responding). This compares to a paper SPOT response rate of about 70%

The largest enrollments in distance education courses by college were in the College of Business, The College of Nursing and the College of Education. The Colleges of Science, Education, and Business had the greatest response rates to the Distance Education SPOT evaluations.

Over eighty-six percent of students say they are likely to enroll in another distance education course. Nearly eighty percent of students say they would like to learn more about this subject and they would like to take another course with the instructor as a result of the course.

Over ninety-two percent of students said the distance education format made the course more accessible to them. Nearly 3 out of 4 students felt the distance education format made it easier to learn the course material. Less than half of the students agreed that the distance education format made it more difficult to collaborate with other students and fewer than 1 in 4 students felt the distance education format made the course less effective for them.

Nearly ninety percent of the students agreed that the instructor was prepared to use the technologies available to them in the delivery of the course, and eighty-four percent of the students agreed that the instructor was available to meet with them.

Approximately two-thirds of all students reported the workload required for the course was more than a face-to-face (traditional) course of equal credit. Nearly ninety percent of students expected to receive a grade of “A” or “B” in the course.

Students rated threaded discussions and Powerpoint presentations as the most useful communications methods used in distance education courses. Journals, streaming video and chat rooms were rated as the least useful communication tools used in distance education courses.

Nearly two-thirds of the students reported they had previously enrolled in other distance education courses. Seventy-seven percent of students reported they would choose to take the course in a distance learning format if they had to take the course again.

Students taking distance education courses offered by the College of Arts & Letters consistently provided lower ratings than students taking distance education courses offered by the Colleges of Business, Education, Nursing or Science.

Students taking distance education courses offered by the College of Arts & Letters consistently provided lower ratings on the SPOT evaluations than students taking traditional courses offered by the College of Arts & Letters.