The President's Council of Student Advisors
Office of the President
Stony Brook University
Stony Brook, NY, 11794

Online Learning at Stony Brook University: Student/Faculty Perspectives and Recommendations for Future Development

A Final Report submitted to

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Period of Investigation: 2018-2019 Academic Year

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INTRODUCTION

Online classes are becoming a vital aspect of top universities, with schools placing more of an emphasis on expanding the breadth of subjects that online courses offer. Online courses allow students the opportunity to learn course material at a different pace than in-person lectures and provide students with a different platform to learn. In comparison to the traditional classroom environment, online courses offer flexibility that appeals to non-traditional and traditional students alike. Students who have a wide variety of commitments, including family and work, or students impacted by varying disabilities, are afforded the ability to continue their education while balancing their personal obligations and circumstances (3).

We studied the student and faculty perceptions of online classes at Stony Brook University in order to gain a better understanding of national trends in online education among similar, competitive AAU-member institutions. To supplement our investigative work on similar universities, partnerships with several members of the Stony Brook faculty and administration who focus on online course development were instrumental in guiding our research objectives and project design.

Current Online Classes at Stony Brook University

The team began meeting with Linda Unger and Dr. Patricia Aceves to gain a better understanding of current online course literature and pedagogy. They informed us of emerging practices for online education for faculty, and the qualities that influence a student's success in an online course. They also provided us with access to class evaluations dating back to 2016, along with a student-focused survey assessing online course favor at the University conducted a few years ago. Additionally, we have been in contact with professors at Stony Brook University who are researching online classes. We contacted Professor Wendy Tang of the Department of Electrical and Computer Engineering who provided us with data regarding enrollment in online classes, as well as information about Project S-BOLD. According to the data we received, in the Fall 2015 semester, 1,078 students out of the 16,831 undergraduate student population were enrolled in some form of online course. The Summer 2016 semester had 7,707 students (across all campuses) enrolled in online classes, indicating a significant increase from the previous summer, which had only 5,769 students.

This past summer, Professor Stefan Hyman, the Assistant Provost for Enrollment Strategies, released to us a preliminary version of the Stony Brook Online Education webpage. At the time, the website was not yet public, and we had the opportunity to navigate through it and offer our feedback to Professor Hyman.

Association of American Universities (AAU) Members

AAU schools offer a wide array of online classes spanning many subject areas. Generally, AAU schools tend to supply higher education opportunities that focus on building student skills for career and professional development at various degree levels. The majority of universities offer online classes throughout the school year, but certain courses are restricted to winter and summer sessions. Additionally, certain schools in the AAU have unique ways in which they offer online courses. The University of Arizona, for example, has made online learning more experiential through lab kits that are sent to student homes, and assignments that require students to interact with their surrounding environments (8). Online classes are offered to give additional opportunities to further students' education beyond what traditional in-person classes can offer.

The cost of online classes differs among the AAU schools. From the sample studied, the price of an online course could match that of tuition of an in-person course, be calculated per credit hour, or offered at no cost, depending on a student's circumstances. Many universities offer lower tuition rates for students who are exclusively taking online courses. Universities like Harvard have an Open Learning Initiative, which offers certain online classes at a very low cost in order to promote online education among students (5). Most of the online classes are supplemented with free online resources, library services, tutoring, and advising that students can take advantage of to ensure success in these classes.

Approximately 40% of AAU members offer incentives for faculty members to start online classes, in addition to support and training that promote their creation. In these cases, the online development department works extensively with faculty as they develop the class. Though literature supports a vetting process and training for faculty, many universities rarely require training for faculty (roughly less than 10% of universities that we investigated do). One university that takes pride in the extra training and qualifications that professors are required to have in order to teach online classes is Boston University, which encourages more students to take these courses and gives professors credibility (6).

By utilizing campus resources, existing scholarly literature, faculty and student interviews, and data from AAU members, we were able to identify salient points to address regarding online courses and formulate a series of guiding questions to inform our research. The answers to these questions, as well as the methods used, are provided in the following research report.

Materials and Methods

Data Acquisition

An independent assessment of 14 public Association of American Universities (AAU) institutions was conducted from June to August 2018, with an appended investigation in April 2019. Data were largely collected on these institutions through website scraping, though occasionally our group directly contacted administrative employees if web scraping was insufficient to garner the information needed.

Student and faculty surveys were administered through Qualtrics and raw response data were collected through Ahmed Belazi (Division of Student Affairs) post-survey. 1,767 students were surveyed in November 2018 to assess general student perspectives of online courses (see "Fall Student Survey" in Results). 1,280 students were surveyed in April 2019 as a follow-up investigation to the Fall Student Survey (see "Spring Student Survey" in Results). All demographic data is in Appendix A1 for both the fall and spring surveys.

Scripts from academic advisor interviews were recorded electronically by COSA members from December 2018 to April 2019 in real-time during interviews. Discussions from 4 student focus groups were recorded by COSA members during the weeks of October 10th, 2019 and April 15th, 2019 and were compiled into an aggregate text dataset for analysis.

Course evaluations from the following semesters were received from Catherine Scott (Center for Excellence in Learning and Teaching) and Richard Von Rauchhaupt (SBU Web Partners) as aggregate course-based data:

<div align="center">

Fall '16' '17 '18,
Winter '17 '18,
Spring '17 '18,
Summer '17, '18

</div>

Advisor Interviews

Individual interviews were administered to eight advisors, representing six different departments: Undergraduate Colleges, Pre-Professional, Athletics, Educational Opportunity Program/Advancement on Merit (EOP/AIM), Women in Science and Engineering (WISE), and the Honors College. Interviewees were selected based upon willingness of advisors to participate. Three key questions were asked and general comments and additional thoughts were collected. Their responses were recorded and qualitative data were compared to understand overarching trends and advisor

sentiments (Appendix, A7).

Student Interviews

A pilot study of student interviews was implemented during the fall semester and continued in the spring semester through interviews on a larger scale. Spring student interviews were administered on Wednesdays in the Student Activities Center where COSA members asked students (n= 52) to participate in an interview regarding online learning. General perceptions, comparative difficulty level (compared to in-person classes), and benefits/drawbacks of online classes were assessed (Appendix, A4;A6).

Survey and interview design

Student surveys were designed by the COSA group with guidance from Ahmed Belazi (Division of Student Affairs) according to "Inside Higher Ed: 2018 Survey of Faculty Attitudes on Technology" (4,7). Surveys were implemented through the Qualtrics platform and were distributed to all undergraduate students for a duration of approximately two weeks before closing the survey for data analysis. Interview questions were designed by the COSA group with assistance from Ahmed Belazi (REF), Linda Unger, Dr. Patricia Aceves, and Professor Wendy Teng and were conducted one-on-one by COSA members (1) (Appendix, A1;A2;A3;A5).

Response Categorization

To analyze the survey and interview questions that had highly varied qualitative components, responses needed to be reviewed and categorized. This allowed similar responses to be appropriately grouped together so that results could be studied and summarized.

Statistical analysis

Data from student and faculty surveys, AAU member institutions, and course evaluations were organized and analyzed using RStudio. Qualitative text-based data were analyzed according to guidance from Catherine Scott and the literature, primarily from "Text Mining infrastructure in R" by David Meyer, Kurt Hornik, and Ingo Feinerer. The *tm* R package, available on CRAN, was used for text-based analysis and data visualization (2).

Data accession

The data and all associated analyses used for this project are currently available as a private github-hosted buildable R package by Ryan Kawalerski (github ID "rkawalerski").

Results

AAU Cost Analysis

Data from 14 public AAU schools indicated that 64.3% of schools had the same cost per credit and 35.7% of schools had a lower cost per credit for online courses compared to in-person courses. When the latter is separated by resident and non-resident tuition rates, 60% of schools had a lower cost per credit for resident students and 100% had a lower cost per credit for non-resident students compared to in-person courses. Of those schools that had differing costs per credit, 60% had lower per credit rates for both resident and non-resident students (Fig.1).
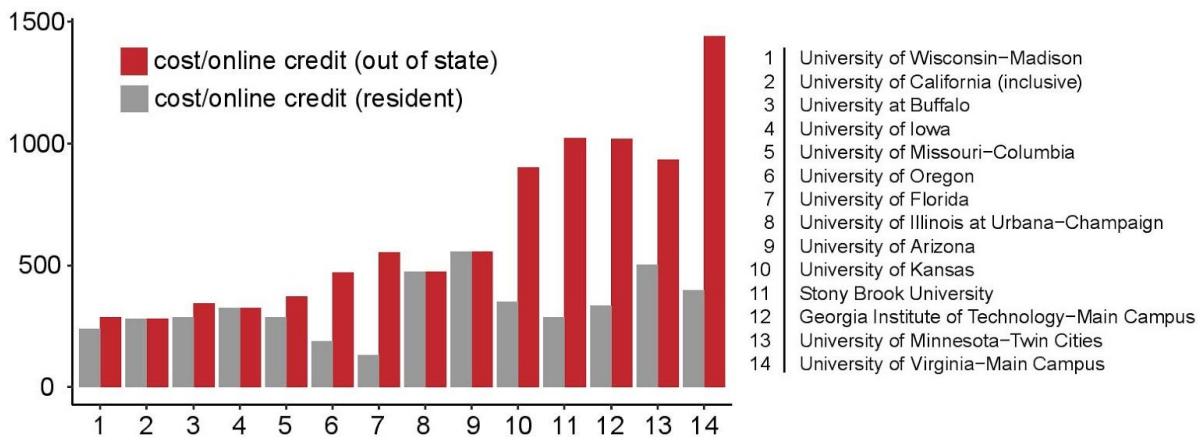
Fig. 1, Cost per credit comparison among 14 AAU Universities. Stony Brook University has one of the greatest differences in out of state vs. resident student online course costs per credit, as well as high raw per credit cost for out of state students (not adjusted to regional living cost), USD.

Advisor Interviews

Advisors noted that during the semester, online classes are discussed in approximately 50% of their meetings. Online course conversations become more prevalent as the semester winds down and students are choosing classes for the

upcoming semester. Of the different semesters online courses are offered, those in the summer session are the most frequently discussed between advisors and students.

Advisors also try to evaluate a student's aptitude for an online class by considering different types of workload, both academic and personal. For students with academically rigorous semesters, it is recommended that they do not take online classes because they often have more assignments to complete. 75% of advisors cited non-academic responsibilities as a reason to recommend an online course to a student. Students who have heavy personal tasks such as family responsibilities, jobs, or long commutes are recommended to take online classes due to the increased flexibility that an online class may offer. Most advisors agree that online classes are often incorrectly thought to be easier due to their increased convenience.

Advisors would like to see more Stony Brook Curriculum and general education requirements online. Allowing students to take their SBCs online during the fall and spring semesters would allow students to quickly complete requirements that do not pertain to their major and/or conflict with their major courses. Pre-professional advising wishes more online classes were accepted by medical/dental/law schools standards so that students can explore their options. According to advisors, many students find online components valuable and would like more hybrid courses to be offered after positive experiences with courses such as BIO 203, Fundamentals of Biology: Cellular and Organ Physiology. One advisor noted that having first year students taking hybrid classes could be a good stepping stone to becoming acclimated to online learning while still having in-person support.

Advisors seemed to be wary of students who are not "self aware" of their learning styles and may procrastinate on coursework for online classes, because there is a large amount of responsibility on the students to have good time management skills. Many students, notably first years, may not have developed this skill yet. One advisor warned that online classes do not offer the "true college experience." 85% of advisors feared the lost communication between professors and students and/or their peers in an online class. While online networking allows for farther reaching networks, the lack of intimacy in online courses prevents deeper connections, precluding both quality letters of recommendation and office hours interactions.

In response to the statistic that 85% of the students who took an online class would take another, advisors credited the "flexible learning environment" and "access to resources." They expressed interest in learning what students planned to do post-graduation, namely, whether or not they intended to pursue study at the graduate level.

Student Surveys

*Online Class Retake, Class Size, and Total Online Course-load Preferences*

According to the information obtained from the surveys, we were able to gain a perspective into student online course history and preferences. Approximately 56% of students had not taken an online course (Fig. 2A), and out of the people who have taken online courses, 43% were taken during the summer while only 8% of students took them in the winter (Fig. 2B). The survey results also showed that the majority of students who have taken online courses would take another online course, and out of the students who have not taken an online course, a majority would take one in the future (Fig. 2C). When asked about the student's opinion about whether or not they thought online classes were harder, most had no opinion (Fig. 2D). For student personal preference, students mostly preferred online courses for large-sized courses with over 200 students, and preferred in person classes for medium-sized courses, ranging from 20 to 200 students, and for small-sized courses of less than 20 students (Fig. 2E). The students also noted they would be willing to take up to 25% of their coursework online (Fig. 2F).
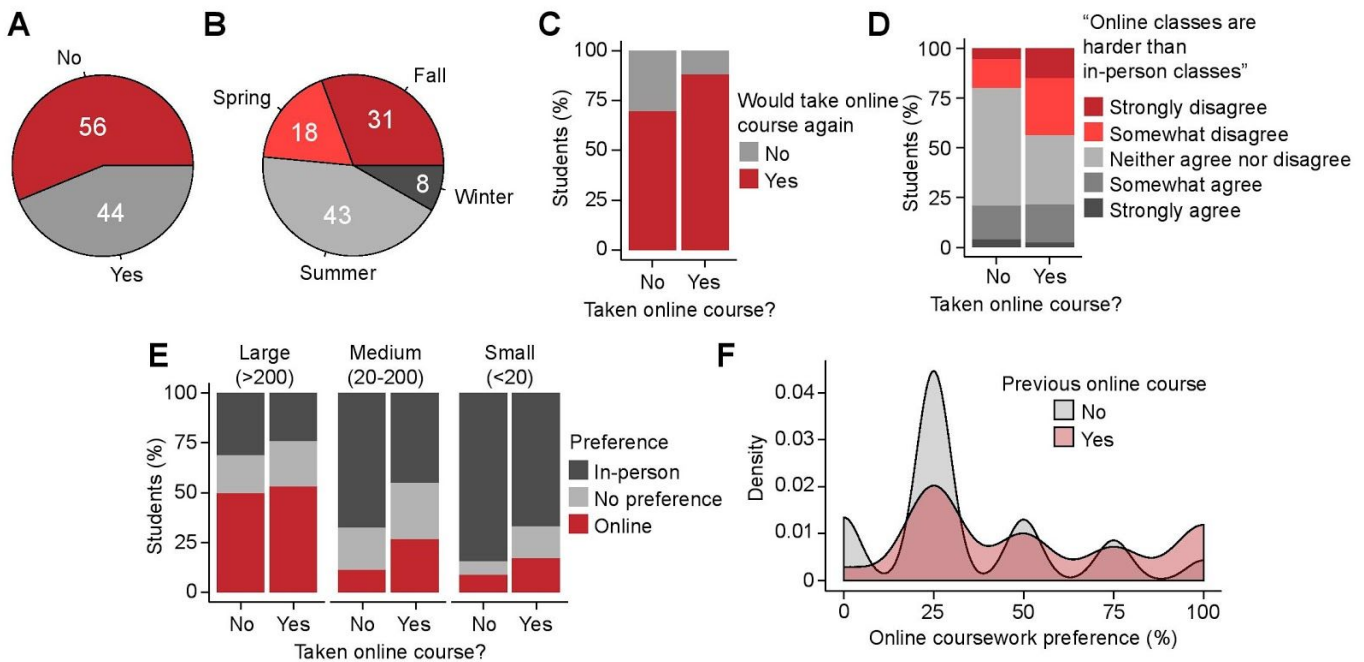
Fig. 2, Summary of student online course preferences. A, Percentage of students who have either taken or not taken an online course at Stony Brook University. **B**, Students generally tend to take online courses in the summer and fall academic sessions. **C**, Over 80% of students who have previously taken an online course would want to take another online course in the future, and a majority of students who have not previously taken an online course would want to take one in the future. **D**, Students who have taken an online course are more likely to disagree with the indicated statement than students who have not previously taken an online course. **E**, Students generally would prefer to take larger courses in an online format and smaller courses in-person, independent of having previously taken an online course or not. **F**, Students would prefer to complete approximately a quarter of their coursework with online courses, though students who have previously taken an online course would, on average, prefer a greater percentage of their total coursework to be online.

Hybrid Course History and Preferences

The student survey showed that 74% of students have not taken an hybrid course throughout their undergraduate career at Stony Brook (Fig. 3A). For the proportion of students who have taken a hybrid course, a majority would take a hybrid course again and for the proportion of students who haven't take a hybrid course, approximately 50% of them would be willing to take a hybrid course (Fig. 3B). Also, out of the proportion of students who have taken a hybrid course, approximately 50% would take a hybrid course over an online course, and for the proportion of students who haven't take a hybrid course, a majority of students did not have a definite opinion about online course versus hybrid (Fig. 3C)
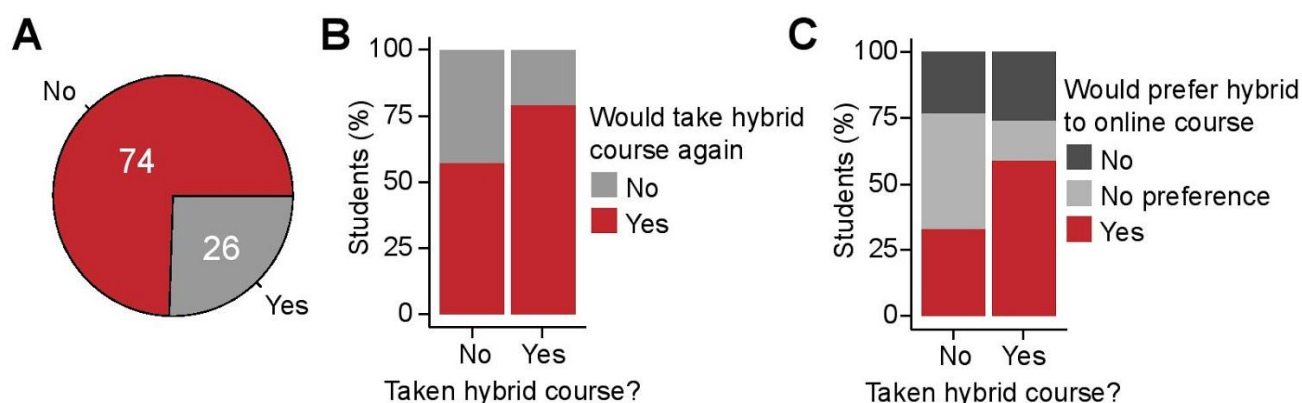
Fig. 3, Summary of student hybrid course preferences. A, Percentages of students who have either taken or not taken a hybrid course at Stony Brook University. **B**, Students who have taken a hybrid course in the past overwhelmingly favor taking a hybrid course in the future, and a majority of students who have not taken a hybrid course also view hybrid courses favorably. **C**, For all students who have taken an online course, a majority of students who have also taken a hybrid course prefer hybrid courses to completely online courses.

Influential Factors for Taking Online Courses

In addition to observing student preferences of online courses, the survey also detailed student perceptions of hybrid courses. 74% of students stated they have not taken a hybrid course before, while 26% of students did. Out of the students who have taken a hybrid course before, approximately 75% of the respondents would take one again, while approximately 55% of students who have not taken a hybrid course before would be willing to take one in the future. Lastly, of the students who took a hybrid course before, more than 50% of the students would prefer a hybrid to an online course; conversely, of the students who have not taken a hybrid course, a majority have no preference between hybrid classes and online classes.
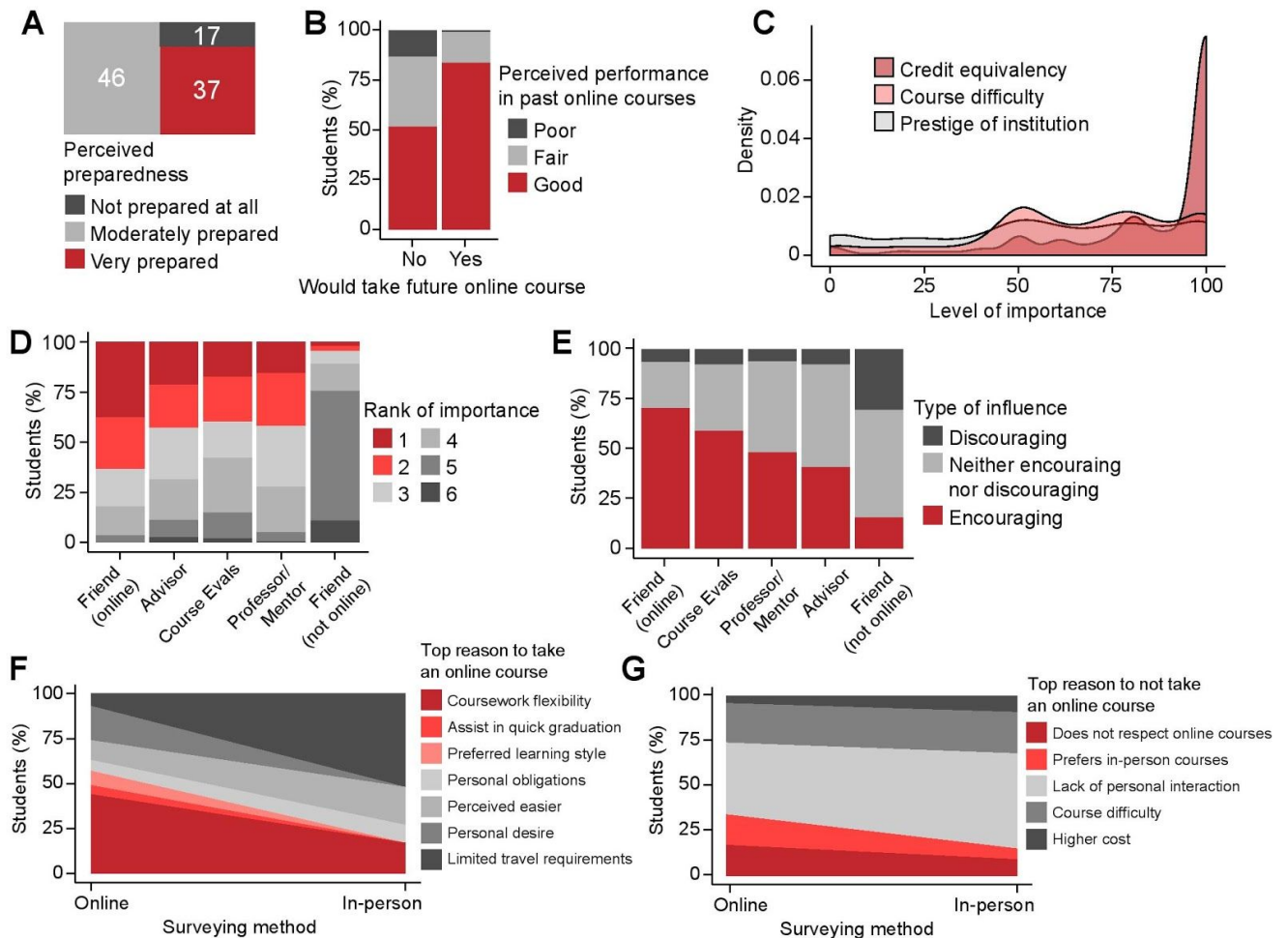
Fig. 3, Factors influecing students to take or not take online courses. A, Most students who have not previously taken an online course feel moderately to well-prepared to take an online course in the future. **B**, Favorable perceived performance in prior online courses predisposes students to want to take online courses in the future. **C**, Credit equalivancy at Stony Brook University is an important determinant for whether or not a student would take an online course not designed by or hosted through Stony Brook University. **D**, Students rank friends who have previously taken an online course as the most important influence to determine whether or not they would take an online course in the future. **E**, Of the influences illustrated in (D), friends who have previously taken an online course provide the most favorable opinions of online courses, most commonly encouraging other students to take online courses. **F**, When surveyed online and in-person, students stated that the most important reasons to take an online course were the flexibility of coursework and the limited traveling requirements. **G**, Contrastingly, in the same surveying methods in (F), students indicated that the top reasons to not take an online course are the lack of personal interaction in and their perceived difficulty of online courses.

Discussion

The majority of students who participated in our surveys and focus groups reported that they had not taken an online course during their time at Stony Brook. Several factors influence the type of courses that students take; friends who have also not taken online courses are the strongest source of discouragement reported. The negative perceptions of online classes could be attributed to a variety of reasons: socialization of the traditional lecture-style courses, the lack of acceptance by graduate programs, or questioning its legitimacy as a way of learning. Students expressing their hesitancy to succeed in an online course relates to a potential dearth of time

management skills, which are imperative to excel academically in a self-directed environment. There is potential in disseminating information about the benefits of incorporating online courses into one's semester in order to develop the skill set needed to be competitive for graduate school and in the workforce.

When students do take online courses, the most popular time is during the summer intersession. This may be in part due to the fact that this is when the most number of online classes are offered, as well as the afforded flexibility and distance that permits students to make progress on their degrees outside of the traditional academic semester boundaries. Alternatively, very few students enroll in online courses during the winter. Although motivations would be similar to taking courses during the summer, the shorter time span for a course (three weeks) may serve as a barrier that students are not willing to overcome, despite the opportunity to earn credits. During the fall and spring semesters, students prefer to take classes that have large enrollment numbers (200+) online rather than in person. It may be difficult to establish relationships with professors in large, in-person classes, leading students to take this factor out of the equation and opt for flexibility as their priority when enrolling.

When exploring the potential to normalize a combination of in-person and online classes, students tend to overwhelmingly prefer hybrid courses when given an option of hybrid and online, almost twice as much, especially when students had experience with both. Speaking broadly about their entire college experience, students who did and did not have online class experience indicated that they would be comfortable with taking 25% of their total courses online. This demonstrates the willingness of University students to adapt to integrate online learning into their curricula, but also reflects the held value of in-person, professor/student engagement, and in-class collaboration with peers.

Recommendations

In our surveys, students were asked the following question: "What do you think could be improved (if anything) about online courses at Stony Brook University?" Drawing from the multitude of responses, we propose several recommendations to follow that will influence and improve online learning experiences for students at Stony Brook University, and further the University's mission of academic excellence while tending to the varying needs of the diverse student population.

Increase Volume of Online Course Offerings

The most popular amendment suggested to the current state of online courses is to increase the amount of courses offered, with 42% of respondents indicating this suggestion. Adding to the volume of online courses across all disciplines, including STEM, humanities, and social sciences, will attend to the needs of our academically-diverse population. By equipping faculty across all fields of study with the necessary preparation to create engaging curricula that replicate the rigorous and rewarding nature of in-person classes that students seek at the University, students will have more opportunities to pursue coursework for their major requirements, aligning with the Finish in Four initiative.

Students express an interest in taking online classes, and tend to especially enjoy hybrid classes. To integrate online classes into the typical student experience, we recommend creating more hybrid class sections at the 100-level. Choosing classes at this level will appeal to both first-year students and transfer students who are acclimating to the University and learning invaluable time management skills needed to succeed; this will also attract seasoned students who demonstrate interest in taking elective courses with the benefit of flexibility. This will also serve the purpose of destigmatizing online classes and eliminating negative perceptions as first-year students enter the university setting. A higher volume of online course and hybrid offerings during the academic year and intersessions will also appeal to those seeking distance education who may be limited by accessibility or a non-traditional status.

Improve Professor-Student Engagement

Another potential area of improvement is in the communication between the students and faculty, as noted by 13% of respondents. Students may be deterred from taking online classes due to the decreased opportunities for interaction with professors. Engaging with professors, both in the classroom and during office hours, can be one of the more fruitful parts of the student experience. Fostering a relationship with a professor can provide students with critical opportunities to enhance their education, including but not limited to teaching assistant roles, research assistant positions, letters of recommendation, and finding a faculty mentor for an honors thesis.

In terms of the course itself, communicating efficiently to a professor in person before and after class, as well as during office hours, can be vital to academic success. These meetings cannot occur in the context of an online class, especially if students are taking the course during an intersession when they are unable to physically be present on campus. To address these communication concerns, we propose that when designing online course curricula, professors use discussion boards and provide direct feedback to students on their work to facilitate dialogue, giving them more of a presence in the

virtual classroom. Additionally, establishing terms for email response rate may be effective in ensuring that student concerns about material are met promptly. This may also take place in the form of virtual office hours, where faculty can allocate a certain amount of time per week to responding to emails sent in that time period, or by being present on a discussion thread where students can connect directly with professors in real time through either chat functions or video conferencing. Moreover, 9% of students indicated software issues as negative influences in their online learning experiences, in the form of poor quality echoes and BlackBoard outages. Addressing these areas of concern will improve communication as well.

Educate Advisors

Advisors demonstrate significant potential in promoting the availability of online classes to students who may be unsure of their value and benefit. Advisors report that if students are insecure about their time management skills, they tend to discourage students from taking online courses. Given that the advisors we interviewed expressed interest in our research, we propose that the results featured in this report should be shared among advisors from all departments and offices in order to offer student perceptions directly to advisors. Additionally, we recommend a workshop for advisors to help familiarize them with all types of online course offerings and help students develop the necessary skill set for succeeding in a self-directed, flexible academic environment.

First-Year and New Transfer Student 101 Seminar Online Lesson

All first-year students are required to take a 101 seminar course in their first semester that introduces them to the culture of college and Stony Brook University specifically. Transfer students are offered a similar course that is optional. Topics that are covered in this course include how to maximize academic success, major and career exploration, and diversity/inclusion. We propose to incorporate one week of discussion towards the topic of online learning. This will give students the opportunity to become familiar with how an online course is taught, learn the benefits that the experience can provide, and eliminate any stigma or preconceived notions of online courses.

Online Learning Week

We propose having a week, coinciding with the above 101 seminar lesson, dedicated to educating, motivating, and instilling confidence in students to increase online course enrollment. This week will occur immediately before class registration for the spring semester and will have a structure centered around seminars, workshops, and interactive events to achieve the previously stated goals. First year students can be required to attend a certain number of these events which can be tracked via card

swipe-ins (i.e. three total), whereas other students and faculty members would be highly encouraged to participate. Subjects for these events can include: online learning skills workshops in time management, student-professor communication, technical use of online learning software, and study skills; persuasive seminars to convince students of the merits and effectiveness of online learning; review of existing online courses to increase understanding of course expectations; etc. The week can also contain a series of fun activities and initiatives to create the beginnings of online classes being an essential part of the Seawolf culture.
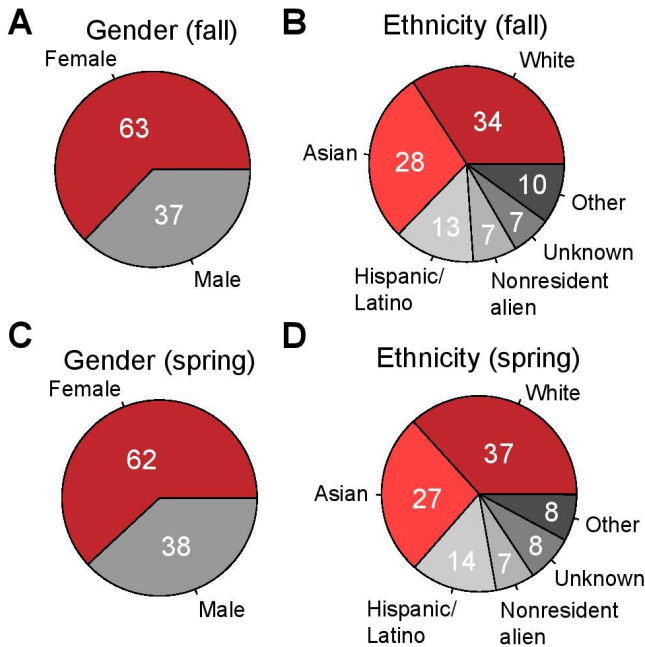
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8) The University of Arizona Online. (2019, April 12). Retrieved from https://online.arizona.edu/

Appendix

A1

Fig. 3, Demographics of students who participated in Fall and Spring Qualtrics surveys. A, Respondents by SOLAR-reported gender and **B**, SOLAR-reported ethnicity for fall survey. **C**, Respondents by SOLAR-reported gender and **D**, SOLAR-reported ethnicity for spring survey

A2
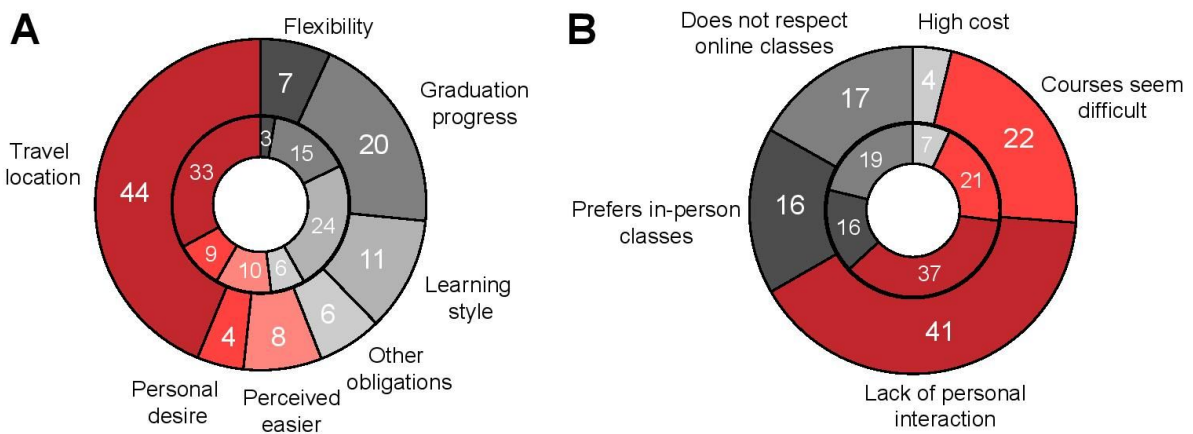
Suuplementary Fig. 2, A, Top reasons for students to take an online course. Outer ring is the most important factor, while the inner ring represents student's second most important factor. **B**, Top reasons for students to not take an online course. Outer ring is the most important factor, while the inner ring represents student's second most important factor.

A3

Fall 2018

1. Have you taken an online course before? (hybrid courses not included)
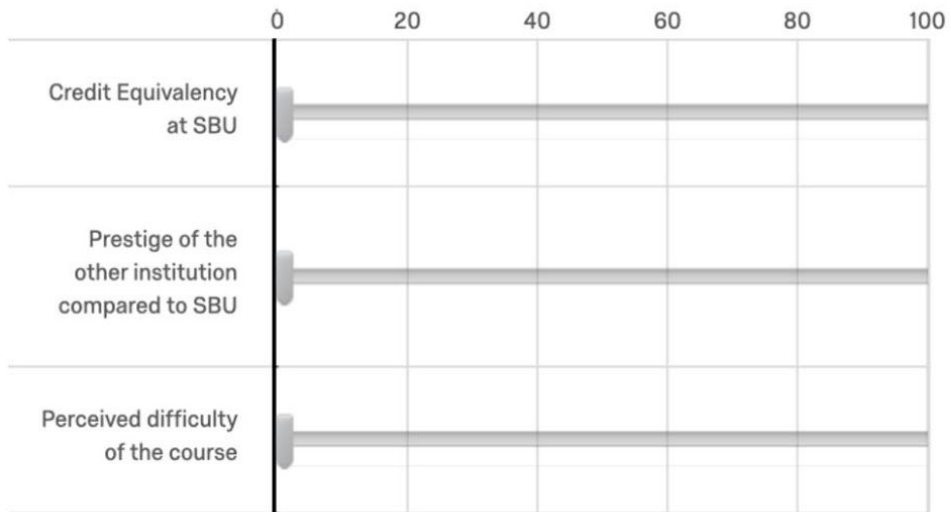   a) Yes
   b) No

If NO to online course

1. For the following class sizes do you think you would prefer online or in-person courses?

	Online	In-person	No preference
Large class (200+ students)	○	○	○
Medium class (20-200 students)	○	○	○
Small class (less than 20 students)	○	○	○

2. Please explain the main reason you prefer the choices above:
3. Please indicate your level of agreement with the following statements:

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Online classes are harder than in-person courses	○	○	○	○	○
In-person courses are easier than online courses	○	○	○	○	○

4. If you were to take an online course at Stony Brook University (SBU) that was purchased from another university or company, please indicate the importance of the following factors in making your decision:

	0	20	40	60	80	100
Credit Equivalency at SBU						
Prestige of the other institution compared to SBU						
Perceived difficulty of the course						

5. Have you taken a hybrid course at Stony Brook University?
   a) Yes
   b) No
6. Do hybrid courses appeal to you as an alternative to online courses?
   a) Yes
   b) No
   c) No opinion
7. For what reason(s) have you not taken an online course at Stony Brook University?
8. What do you think could be improved (if anything) about online courses at Stony Brook University?

If YES to online course:

1. During which semester(s) did you take your online course(s)?
   a. Fall
   b. Winter
   c. Spring
   d. Summer
2. For the following class sizes, do you prefer online or in-person courses?

	Online	In-person	No preference
Large class (200+ students)	○	○	○
Medium class (20-200 students)	○	○	○
Small class (less than 20 students)	○	○	○

3. Please explain the main reason you prefer the choices above:

4. Please indicate your level of agreement with the following statements:

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Online courses are harder than in-person courses	○	○	○	○	○
In-person courses are easier than online courses	○	○	○	○	○

5. If you were to take an online course at Stony Brook University (SBU) that was purchased from another university or company, please indicate the importance of the following factors in making your decision:

	Not at all important		Somewhat important		Extremely important
	0 20	40	60	80	100
Credit Equivalency at SBU					
Prestige of the other institution compared to SBU					
Perceived difficulty of the course					

6. Do you think Stony Brook University offers enough online courses?
    a. Yes
    b. No
    c. Not sure

#6 NO:

7. Please indicate your reason(s) for the above choice ("no"):
    a. I could not find courses that would fulfill major/minor requirements
    b. I could not find courses that would fulfill Stony Brook Curriculum (SBC) requirements
    c. I could not find courses that interest me

       d. Other
8. Would you be interested in taking an online course again?
       a. Yes
       b. No
9. Have you taken a hybrid course at Stony Brook University?
       a. Yes
       b. No
10. Do hybrid courses appeal to you as an alternative to online courses?
       a. Yes
       b. No
       c. No opinion
11. What do you think could be improved (if anything) about online courses at Stony Brook University?

A4

Fall Student Interview Script

Pass out Pre-Focus Group Questions and have everyone sign in (include name, signature, and Student ID)

Introduction:

"Hello everyone, our names are (insert names of COSA members) and we are from the President's Council of Student Advisors. We'd like to start off by thanking each of you for taking time to participate today. This focus group will take roughly an hour.

We're here today to gather your opinions and attitudes about online learning opportunities at Stony Brook. We'll be leading the discussion today- we'll be asking you all questions and then moderating the discussion that follows. If it's alright with everyone, we'll be recording the audio from this group for our data collection purposes. Does anyone have any problems with this?

Before we get started, does anyone have any questions?

Great, if you have not already done so, we're going to give you a little time to fill out the pre-assessment questions and then we'll begin with the discussion."

Prompts:
- If a participant gives a "yes" or "no" answer, or a generally brief response, you can say:
    - "(Name), could you explain your answer?"
    - "Can you please elaborate?"
    - "What do you mean by that?"
- If a participant is not answering questions, you can address them individually to make sure their opinion is recorded
    - "(Name), what do YOU think about this question?"

DO NOT :
- Do not lead participants to an answer or ask for specific details about their answers
    - "So to clarify, you think online classes are easier"
- Do not provide reworded versions of scripted questions
    - 4."It's really asking if you would take an online class from like Harvard, Suffolk, Binghamton, etc"
- Do not interject your own opinions/experiences
    - "Wow that really interesting you think that. I actually believe _____."
- Do not ask a participant's opinion on another participant's statement

A5

Spring 2019
Thank you for participating in the President's Council of Student Advisors survey on Stony Brook University undergraduate student perceptions of online courses. Below are listed some definitions for reference.

Online Course:
A course taken exclusively online that does not have in-person lecturing.

In-Person Course:
A course that expects students in physical attendance in a classroom/learning space.

Hybrid Course:
A course with both an online component and limited in-person lecture/discussion time (the online lectures are not just an echo recording of what you could have learned in that in-person course).

The following questions seek to gain some background information

1. Have you taken an online course before? (Hybrid courses are not included).
   a. Yes
   b. No
2. Would you take an online course in the future?
   a. Yes
   b. No

HAVE taken online course

1. Please rate how well you believe you performed in the online course(s) you have taken

HAVE NOT taken online course

	Poor	Fair	Well
	0	50	100
Course performance			

1. Please indicate how prepared you feel to take an online course in the future?

	Poor	Fair	Well
	0	50	100
Course performance			

1. Have you taken a hybrid course?
   a) Yes
   b) No

2. Would you take a hybrid course in the future?
   a) Yes
   b) No

3. What session(s) would you prefer to take an online course?
   a) Summer
   b) Fall
   c) Winter
   d) Spring
   e) No preference

4. What is your reasoning for selecting your answer(s) to the previous question?

Spring 2019 Student Interview:

1. Have you ever taken an online class at SBU?
   a. Yes
      i. How was the experience?
      ii. How do you think Stony Brook University can improve online classes?
   b. No
      i. Have you heard anything about online classes?
      ii. Do you see yourself taking one in the future?
         1. Why
         2. Why not
2. Could you please list some reasons that you feel pertain to you not wanting to take an online course?
3. Do you have any recommendations for online course improvement?

A7

Advisor Interview Questions:

1. Under what circumstances would you recommend that a student take an online class?

2. Under what circumstances would you recommend that a student not take an online class?

    a. What do you think about the fact that around 85% of students who have taken online classes would want to take one again?

3. How often would you say you discuss online education opportunities with students?

4. Do you have any other thoughts you'd like to add?

Faculty Survey:

Thank you for participating in the President's Council of Student Advisors survey on Stony Brook University undergraduate student perceptions of online courses. All responses to this survey are deidentified and anonymous. Please take this opportunity to share your thoughts on online and hybrid courses at Stony Brook University. Below are listed some definitions for reference.

Online Course:
A course taken exclusively online that does not have in-person lecturing.

In-Person Course:
A course that expects students in physical attendance in a classroom/learning space.

Hybrid Course:
A course with both an online component and limited in-person lecture/discussion time (the online lectures are not just an echo recording of what you could have learned in that in-person course).

The following questions seek to gain some background information

1. Have you taken an online course?
    a. Yes
    b. No

2. Would you take an online course in the future?
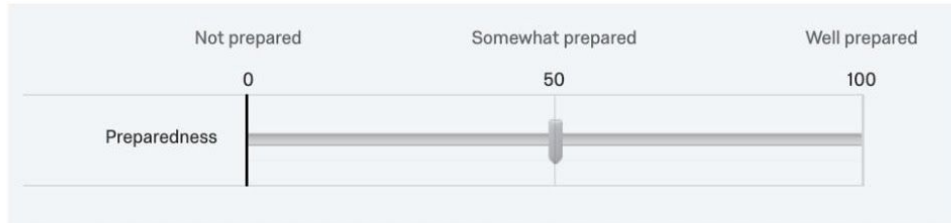   a. Yes
    b. No

If Have you taken an online course? Yes Is Selected

Please rate how well you believe you performed in the online course(s) you have taken

If Have you taken an online course? No Is Selected

Please rate how well you believe you performed in the online course(s) you have taken

	Not prepared	Somewhat prepared	Well prepared
	0	50	100
Preparedness			

3. Have you taken a hybrid course?
    a. Yes
    b. No
4. Would you take a hybrid course in the future?
    a. Yes
    b. No
5. What session(s) would you prefer to take an online course?
    a. Summer
    b. Winter
    c. Fall
    d. Spring
6. What is your reasoning for selecting your answer(s) to the previous question?