CHANGES IN UNDERGRADUATE AND GRADUATE STUDENT PERSPECTIVES OF ONLINE VERSUS FACE-TO-FACE EDUCATION

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WEB APPENDIX

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Web Appendix

Table 1. Number of Undergraduate and Graduate Students Online and FTF in 2012 & 2018

# of Students	Online			FTF			Total	
	Undergraduate	Graduate	Total	Undergraduate	Graduate	Total	UG	G
2012	22	22	44	41	25	66	63	47
2018	40	42	82	34	18	52	74	60
Total	62	64	126	75	43	118	137	107

Table 2. 2012 OL Undergraduate and Graduate Student Results (Fish & Snodgrass, 2014)

Metric	# of Undergraduate Responses					# of Graduate Responses				
	1	2	3	4	5	1	2	3	4	5
Difficulty	5	8	6	3	0	2	9	8	3	0
Motivation	4	5	11	2	0	6	6	10	0	0
Student-to-student Interaction	0	8	10	4	0	2	13	3	3	1
Instructor-to-student Interaction	2	8	5	6	1	2	12	5	3	0
Discipline	3	4	7	7	1	2	5	3	10	2
Cheat	3	9	6	3	1	3	10	7	2	0
Self-directed	1	5	8	5	3	3	7	8	4	0
Independence	1	2	7	8	4	1	5	2	10	4
Schedule flexibility	0	0	3	7	12	0	3	2	9	8
Time investment	0	8	7	7	0	2	6	8	6	0
Cost investment	0	7	14	1	0	1	7	12	2	0
Preference opposite?	9	11	2			12	7	3		
Happiness with environment	1	0	10	7	4	2	3	9	6	2
Appropriateness of Online	15	6	1			11	4	7		

Table 3. Chi-Square Analysis 2012 OL Undergraduate vs Graduate Perspectives

Metric	Pearson Chi-Square Value	Df	Asymptotic Significance (2-sided)	Pearson's R	Spearman Correlation
Difficulty	1.630	3	.653	.124	.126
Motivation	2.539	3	.468	-.181	-.177
Student-to-student Interaction	8.103	4	.088 **	-.206	-.266
Student-to-instructor Interact	2.800	4	.592	-.208	-.196
Discipline	2.774	4	.596	.119	.132
Cheat	1.330	4	.856	-.907	-.070
Self-directed	4.444	4	.349	-.282	-.261
Independence	4.286	4	.369	-.021	.006
Schedule flexibility	4.250	3	.236	-.229	-.203
Time investment	2.429	3	.488	-.077	-.057
Cost investment	1.487	3	.685	-.036	-.027
Preference opposite?	1.517	2	.468	-.067	-.093
Happiness with environment	4.160	4	.389	-.222	-.216
Appropriateness of Online	5.515	2	.063**	.292	.256

* $p \leq .05$, ** $p \leq .10$

Table 4. 2012 FTF Undergraduate and Graduate Student Results (Fish & Snodgrass, 2014)

Metric	# of Undergraduate Responses					# of Graduate Responses				
	1	2	3	4	5	1	2	3	4	5
Difficulty	4	22	4	10	1	1	9	6	9	0
Motivation	0	1	7	16	17	0	1	7	12	5
Student-to-student Interaction	0	0	5	21	15	1	1	1	11	11
Student-to-instructor Interact	0	0	2	19	20	1	0	1	10	13
Discipline	1	9	9	13	9	0	8	6	8	3
Cheat	1	1	5	25	9	0	0	9	10	6
Self-directed	0	2	5	26	8	0	0	5	15	5
Independence	0	5	15	19	2	0	3	11	10	1
Schedule flexibility	6	15	8	10	2	1	12	7	4	1
Time investment	0	6	14	19	1	1	1	10	12	1
Cost investment	1	4	16	17	3	0	3	7	12	2
Preference opposite?	3	12	26			2	11	11		
Happiness with environment	0	0	6	18	17	0	0	5	11	9
Appropriateness of Online	16	18	7			11	9	5		

Table 5. Chi-Square Analysis 2012 FTF Undergraduate vs Graduate Perspectives

Metric	Pearson Chi-Square Value	Df	Asymptotic Significance (2-sided)	Pearson's R	Spearman Correlation
Difficulty	5.127	4	.275	.172	.189
Motivation	3.440	3	.329	-.212	-.221
Student-to-student Interaction	4.811	4	.307	-.027	.052
Student-to-instructor Interaction	1.841	3	.606	-.053	.012
Discipline	2.094	4	.719	-.109	-.115
Cheat	6.686	4	.153	-.053	-.104
Self-directed	1.875	3	.599	.017	-.009
Independence	.386	3	.943	-.051	-.058
Schedule flexibility	3.185	4	.527	-.001	.006
Time investment	3.546	4	.471	.041	.049
Cost investment	1.375	4	.849	.073	.075
Preference opposite?	2.016	2	.365	-.141	-.159
Happiness with environment	.386	2	.824	-.074	-.071
Appropriateness of Online	.404	2	.817	-.014	-.021

* $p \leq .05$, ** $p \leq .10$

Table 6. 2018 OL Undergraduate and Graduate Student Results

Metric	# of Undergraduate Responses					# of Graduate Responses				
	1	2	3	4	5	1	2	3	4	5
Difficulty	6	14	17	3	0	2	15	18	7	0
Motivation	4	10	16	9	1	6	12	17	6	0
Student-to-student Interaction	4	10	13	10	3	9	19	9	5	0
Instructor-to-student Interaction	2	15	20	3	0	3	18	14	4	2
Discipline	2	6	13	13	6	2	5	17	15	3
Cheat	5	16	17	2	0	10	11	20	1	0
Self-directed	0	5	8	16	11	4	5	14	13	6
Independence	0	3	5	20	12	3	3	11	16	9
Schedule flexibility	0	0	2	15	23	1	0	6	17	18
Time investment	2	7	27	4	0	2	5	21	11	3
Cost investment	0	10	25	5	0	3	8	26	5	0
Preference opposite?	16	18	6			19	15	8		
Happiness with environment	0	1	10	19	10	3	5	14	10	10
Appropriateness of Online	34	6	0			33	6	3		

Table 7. Chi-Square Analysis 2018 OL Undergraduate vs Graduate Perspectives

Metric	Pearson Chi-Square Value	D f	Asymptotic Significance (2-sided)	Pearson's R	Spearman Correlation
Difficulty	3.616	3	.306	.175	.158
Motivation	2.200	4	.699	-.139	-.132
Student-to-student Interaction	10.067	4	.039 *	-.333	-.328
Student-to-instructor Interact	3.985	4	.408	.026	-.017
Discipline	1.719	4	.787	-.043	-.047
Cheat	3.122	3	.373	-.070	-.048
Self-directed	7.373	4	.117	-.246	-.237
Independence	6.078	4	.193	-.211	-.198
Schedule flexibility	3.688	3	.297	-.205	-.192
Time investment	7.306	4	.121	.223	.232
Cost investment	3.195	3	.363	-.066	-.033
Preference opposite?	.767	2	.681	-.008	-.019
Happiness with environment	9.083	4	.059 **	-.241	-.214
Appropriateness of Online	2.968	2	.227	.137	.097

* $p \leq .05$, ** $p \leq .10$

Table 8. 2018 FTF Undergraduate and Graduate Student Results

Metric	# of Undergraduate Responses					# of Graduate Responses				
	1	2	3	4	5	1	2	3	4	5
Difficulty	1	14	7	12	0	1	4	7	5	1
Motivation	0	2	8	13	11	1	3	5	4	5
Student-to-student Interaction	0	2	6	14	12	2	0	5	6	5
Instructor-to-student Interaction	0	0	8	14	12	2	0	5	6	5
Discipline	0	6	9	11	8	0	5	5	6	2
Cheat	0	3	6	15	10	1	0	4	11	2
Self-directed	1	7	8	12	6	2	2	5	7	2
Independence	0	7	11	13	2	2	3	6	6	1
Schedule flexibility	7	10	8	8	0	2	9	3	3	0
Time investment	1	5	12	11	5	0	2	8	6	2
Cost investment	0	4	12	12	6	1	1	8	5	3
Preference opposite?	9	10	13			6	6	6		
Happiness with environment	0	0	14	10	9	2	1	3	9	3
Appropriateness of Online	20	7	6			12	5	1		

Table 9. Chi-Square Analysis 2018 FTF Undergraduate vs Graduate Perspectives

Metric	Pearson Chi-Square Value	Df	Asymptotic Significance (2-sided)	Pearson's R	Spearman Correlation
Difficulty	4.987	4	.289	.087	.085
Motivation	4.401	4	.355	-.216	-.181
Student-to-student Interaction	5.799	4	.215	-.184	-.145
Student-to-instructor Interaction	4.254	3	.235	-.223	-.160
Discipline	1.526	3	.676	-.157	-.155
Cheat	5.993	4	.200	-.116	-.124
Self-directed	2.426	4	.658	-.070	-.056
Independence	3.909	4	.418	-.124	-.095
Schedule flexibility	2.513	3	.473	-.048	-.047
Time investment	1.015	4	.908	.016	.003
Cost investment	2.827	4	.587	-.072	-.060
Preference opposite?	.281	2	.869	-.073	-.074
Happiness with environment	9.588	4	.048 *	-.145	-.057
Appropriateness of Online	1.634	2	.442	-.123	-.096

* $p \leq .05$, ** $p \leq .10$

Table 10. 2012 Undergraduate Students OL versus FTF

Metric	Pearson Chi-Square Value	Df	Asymptotic Significance (2-sided)	Pearson's R	Spearman Correlation
Difficulty	6.849	4	.144	.122	.094
Motivation	30.617	4	.000*	.686	.681
Student-to-student Interaction	31.167	3	.000*	.694	.679
Student-to-instructor Interact	29.935	4	.000*	.684	.644
Discipline	8.047	4	.090**	.261	.248
Cheat	25.980	4	.000*	.595	.586
Self-directed	12.352	3	.006*	.360	.349
Independence	3.473	3	.324	-.149	-.140
Schedule flexibility	28.944	4	.000*	-.646	-.659
Time investment	3.942	3	.268	.249	.242
Cost investment	13.277	4	.010*	.378	.413
Preference opposite?	17.000	2	.000*	.520	.527
Happiness with environment	9.541	2	.008*	.379	.376
Appropriateness of Online	5.391	2	.068**	.288	.296

Table 11. 2018 Undergraduate Students OL versus FTF

Metric	Pearson Chi-Square Value	Df	Asymptotic Significance (2-sided)	Pearson's R	Spearman Correlation
Difficulty	12.735	3	.005*	.251	.222
Motivation	20.710	4	.000*	.521	.522
Student-to-student Interaction	17.608	4	.001*	.484	.487
Student-to-instructor Interact	41.044	4	.000*	.721	.734
Discipline	2.711	4	.607	.115	.104
Cheat	38.866	4	.000*	.677	.683
Self-directed	2.908	4	.573	-.183	-.174
Independence	11.916	3	.008*	-.386	-.398
Schedule flexibility	45.477	4	.000*	-.764	-.780
Time investment	14.310	4	.006*	.329	.327
Cost investment	15.638	3	.001*	.424	.412
Preference opposite?	6.010	2	.050*	.240	.234
Happiness with environment	3.877	3	.275	-.063	-.078
Appropriateness of Online	9.119	2	.010*	.339	.305

* $p \leq .05$, ** $p \leq .10$

Table 12. Chi-Square Analysis Undergraduate OL Students 2012 vs 2018

Metric	Pearson Chi-Square Value	Df	Asymptotic Significance (2-sided)	Pearson's R	Spearman Correlation
Difficulty	1.925	3	.588	.058	.069
Motivation	3.533	4	.544	.163	.151
Student-to-student Interact	5.416	4	.247	.064	.069
Student-to-instructor Interact	8.632	4	.071**	-.122	-.088
Discipline	2.780	4	.595	.183	.168
Cheat	4.035	4	.401	-.080	-.037
Self-directed	6.670	4	.154	.292	.287
Independence	5.952	4	.203	.242	.238
Schedule flexibility	1.464	2	.481	.087	.061
Time investment	10.291	3	.016*	-.085	-.057
Cost investment	1.172	2	.557	.121	.116
Preference opposite?	.463	2	.793	.048	.039
Happiness with environment	5.334	4	.255	.202	.194
Appropriateness of Online	3.431	2	.180	-.225	-.205

* $p \leq .05$, ** $p \leq .10$

Table 13. Chi-Square Analysis Undergraduate FTF Students 2012 vs 2018

Metric	Pearson Chi-Square Value	Df	Asymptotic Significance (2-sided)	Pearson's R	Spearman Correlation
Difficulty	4.968	4	.291	.159	.175
Motivation	1.355	3	.716	-.131	-.124
Student-to-student Interaction	3.199	3	.362	-.120	-.085
Student-to-instructor Interact	5.754	2	.056**	-.232	-.211
Discipline	1.182	4	.881	.059	.050
Cheat	4.025	4	.403	-.020	-.011
Self-directed	9.342	4	.053**	-.282	-.257
Independence	1.223	3	.747	-.083	-.079
Schedule flexibility	2.463	4	.651	-.075	-.064
Time investment	5.595	4	.231	.021	.018
Cost investment	2.805	4	.591	.098	.081
Preference opposite?	6.504	2	.039*	-.289	-.273
Happiness with environment	7.166	2	.028*	-.266	-.260
Appropriateness of Online	4.550	2	.103	-.135	-.162

* $p \leq .05$, ** $p \leq .10$

Table 14. 2012 Graduate Students OL versus FTF

Metric	Pearson Chi-Square Value	Df	Asymptotic Significance (2-sided)	Pearson's R	Spearman Correlation
Difficulty	3.442	3	.328	.205	.195
Motivation	27.019	4	.000*	.716	.740
Student-to-student Interaction	24.432	4	.000*	.663	.658
Student-to-instructor Interaction	31.707	4	.000*	.748	.757
Discipline	3.939	4	.414	.006	-.016
Cheat	24.492	4	.000*	.689	.702
Self-directed	21.959	4	.000*	.665	.676
Independence	9.377	4	.052 **	-.073	-.125
Schedule flexibility	16.421	4	.003*	-.565	-.563
Time investment	6.964	4	.138	.337	.338
Cost investment	12.996	4	.011*	.491	.498
Preference opposite?	12.540	2	.002*	.502	.502
Happiness with environment	11.925	4	.018 *	.494	.488
Appropriateness of Online	2.073	2	.355	-.035	-.017

* $p \leq .05$, ** $p \leq .10$

Table 15. 2018 Graduate Students OL versus FTF

Metric	Pearson Chi-Square Value	Df	Asymptotic Significance (2-sided)	Pearson's R	Spearman Correlation
Difficulty	3.899	4	.420	.181	.173
Motivation	14.092	4	.007 *	.392	.359
Student-to-student Interaction	23.915	4	.000 *	.543	.520
Student-to-instructor Interaction	16.952	4	.002 *	.415	.424
Discipline	3.575	4	.467	-.004	-.018
Cheat	35.433	4	.000 *	.609	.640
Self-directed	.495	4	.974	-.003	.008
Independence	3.591	4	.464	-.219	-.230
Schedule flexibility	33.567	4	.000 *	-.682	-.659
Time investment	1.409	4	.843	.130	.120
Cost investment	11.159	4	.025 *	.341	.341
Preference opposite?	1.551	2	.460	.153	.148
Happiness with environment	5.007	4	.287	.040	.064
Appropriateness of Online	1.537	2	.464	.080	.112

* $p \leq .05$, ** $p \leq .10$

Table 16. Comparison of OL Graduate Students 2012 vs 2018

Metric	Pearson Chi-Square Value	Df	Asymptotic Significance (2-sided)	Pearson's R	Spearman Correlation
Difficulty	.771	3	.856	.098	.097
Motivation	4.493	3	.213	.200	.186
Student-to-student Interaction	4.244	4	.374	-.108	-.087
Student-to-instructor Interaction	2.120	4	.714	.121	.119
Discipline	5.264	4	.261	.027	-.009
Cheat	4.610	3	.203	-.044	-.015
Self-directed	7.344	4	.119	.294	.303
Independence	5.307	4	.257	.040	.028
Schedule flexibility	6.713	4	.152	.111	.091
Time investment	4.587	4	.332	.189	.174
Cost investment	1.397	3	.706	.068	.090
Preference opposite?	.568	2	.753	.094	.094
Happiness with environment	2.073	4	.722	.131	.132
Appropriateness of Online	7.481	2	.024 *	-.337	-.320

* $p \leq .05$, ** $p \leq .10$

Table 17. Comparison of FTF Graduate Students 2012 vs 2018

Metric	Pearson Chi-Square Value	Df	Asymptotic Significance (2-sided)	Pearson's R	Spearman Correlation
Difficulty	3.085	4	.544	.070	.064
Motivation	5.335	4	.255	-.168	-.129
Student-to-student Interaction	6.760	4	.149	-.237	-.255
Student-to-instructor Interaction	6.591	3	.086**	-.315	-.333
Discipline	.133	3	.988	.018	.020
Cheat	3.935	3	.269	-.096	-.037
Self-directed	7.247	4	.123	-.374	-.330
Independence	3.422	4	.490	-.165	-.125
Schedule flexibility	2.056	4	.726	-.142	-.143
Time investment	2.824	4	.588	.003	-.037
Cost investment	4.381	4	.357	-.053	-.057
Preference opposite?	4.169	2	.124	-.250	-.231
Happiness with environment	5.712	4	.222	-.303	-.250
Appropriateness of Online	2.787	2	.248	-.254	-.249

* $p \leq .05$, ** $p \leq .10$

APPENDIX A RESEARCH HYPOTHESES

#1) *Do undergraduate and graduate business students in 2012 and 2018 perceive the OL and FTF learning environments equally for all individual and program factors?*

Hypotheses:

H_{10A} : For business students in 2012, *undergraduate and graduate students'* perceptions of OL education for individual and program factors are equal to their perceptions of FTF education.

H_{11A} : For business students in 2012, *undergraduate and graduate students'* perceptions of OL education for individual and program factors are not equal to their perceptions of FTF education.

H_{10B} : For business students in 2018, *undergraduate and graduate students'* perceptions of OL education for individual and program factors are equal to their perceptions of FTF education.

H_{11B} : For business students in 2018, *undergraduate and graduate students'* perceptions of OL education for individual and program factors are not equal to their perceptions of FTF education.

#2) *Have undergraduate and graduate business students' perspectives on OL and FTF learning environments changed over the past 6 years?*

Hypotheses:

H_{20A} : In the OL environment, over the past 6 years, *undergraduate and graduate students'* perceptions of OL education individual and program factors versus FTF have remained the same.

H_{21B} : In the OL environment, over the past 6 years, *undergraduate and graduate students'* perceptions of OL education individual and program factors versus FTF have changed.

H_{20B} : In the FTF environment, over the past 6 years, *undergraduate and graduate students'* perceptions of OL education individual and program factors versus FTF have remained the same.

H_{21B} : In the FTF environment, over the past 6 years, *undergraduate and graduate students'* perceptions of OL education individual and program factors versus FTF have changed.

#3) *Do undergraduate students who have and have not experienced OL education, perceive the OL and FTF environments equally for all individual and program factors?*

H_{30A} : In the online environment, over the past 6 years, *undergraduate students'* perceptions of their educational preference in a particular learning environment remain unchanged for all factors.

H_{31A} : In the online environment, over the past 6 years, *undergraduate students'* perceptions of their educational preference in a particular learning environment changed for all factors.

H_{30B} : In the FTF environment, over the past 6 years, *undergraduate students'* perceptions of their educational preference in a particular learning environment remain unchanged for all factors.

H_{31B} : In the FTF environment, over the past 6 years, *undergraduate students'* perceptions of their educational preference in a particular learning environment changed for all factors.

#4) *Do graduate students who have and have not experienced OL education, perceive the OL and FTF environments equally for all individual and program factors?*

H_{40A} : In the online environment, over the past 6 years, *graduate students'* perceptions of their educational preference in a particular learning environment remain unchanged for all factors.

H_{4A1} : In the online environment, over the past 6 years, *graduate students'* perceptions of their educational preference in a particular learning environment changed for all factors.

H_{40B} : In the FTF environment, over the past 6 years, *graduate students'* perceptions of cheating remain unchanged for all factors.

H_{41B} : In the FTF environment, over the past 6 years, *graduate students'* perceptions of cheating changed for all factors.

APPENDIX B

Student Perceptions Survey

With the rise in online education, we are interested in gathering information as to student perceptions of educational methods. We would greatly appreciate you completing this anonymous form. Thank you!

Background Information:

What is your class level?	Freshman (1) Sophomore (2) Junior (3) Senior (4) Graduate (5)
Are you a transfer student to Canisius College?	Yes (1) No (2)
What is your major?	Accounting (1) Accounting Information Systems (2) Economics (3) Entrepreneurship (4) Finance (5) International Business (6) Management (7) Marketing (8) Other (9)
Which program are you pursuing your MBA in:	Flexible (part-time evening) MBA One-Year MBA MBA in Professional Accounting
Do you have a concentration? (MBA)	Yes, I have a concentration. (1) Undecided on a concentration. (2) No, I will not be completing a concentration (3)
If you are pursuing a concentration, what concentration are you pursuing?	Financial Services (1) Global Supply Chain Management (2) International Business (3) Marketing in the New Economy (4)
Are you:	Male (1) Female (2)
How old are you?	
Would you classify your technology understanding as:	<ul style="list-style-type: none"> • Do not use technology. (1) • Beginner/Novice (e.g. use Microsoft Office Powerpoint and EXCEL (or similar projection software) as part of communicating and email). (2) • Advanced Beginner (e.g. use 'some' Powerpoint (or similar projection software), some Desire2Learn features, Microsoft Office or similar to communicate). (3)

	<ul style="list-style-type: none"> • Intermediate (e.g. Use Microsoft Office Suite and other computer applications (such as SPSS, R, etc.) to communicate and program). (4) • Extensive (e.g. extensive knowledge and use of various computer software programs) (5)
Have you taken an online course at Canisius College?	Yes (SECTION A) (1) No (SECTION B) (2)

SECTION A - AT LEAST ONE ONLINE COURSE AT CANISIUS COLLEGE

How many online courses have you taken:	
Have you taken an online course at a school other than Canisius College?	Yes (1) No (2)
How many online courses have you taken at a school other than Canisius College?	
Prior to taking an online course, did you take a course to prepare you for the online environment?	Yes (1) No (2)
If 'yes', was the course offered by Canisius College or the book publisher?	Canisius College (1) Book Publisher(2) Other (3)
With respect to the online courses that you have taken at Canisius College compared to face-to-face (traditional classrooms), please rate the following responses:	
I perceive online courses to be _____ in difficulty than face-to-face courses.	(1) Significantly Easier (2) Easier (3) The Same Difficulty (4) Harder (5) Significantly Harder
I am _____ motivated in online courses than face-to-face courses.	(1) Significantly Less (2) Less (3) Equally (4) More (5) Significantly More
I _____ the interaction with other students in the online environment compared to the face-to-face course environment.	(1) Significantly Dislike (2) Dislike (3) Equate (4) Like (5) Significantly Like
I _____ the interaction with the instructor in the online environment compared to the face-to-face course environment.	(1) Significantly Dislike (2) Dislike (3) Equate (4) Like (5) Significantly Like
I find the discipline required in taking online courses to be _____ than in face-to-face courses.	(1) Significantly Less (2) Less (3) The Same (4) More

	(5) Significantly More
I find its' ____to cheat in the online environment than in face-to-face courses.	(1) Significantly Easier (2) Easier (3) The Same (4) Harder (5) Significantly Harder
I enjoy the self-directed online learning environment__than the interaction in face-to-face courses.	(1) Significantly Less (2) Less (3) The Same (4) More (5) Significantly More
I enjoy the independence associated with the online learning environment____than the interaction in face-to-face courses.	(1) Significantly Less (2) Less (3) The Same (4) More (5) Significantly More
I enjoy the schedule flexibility associated with the online learning environment____than the interaction in face-to-face courses.	(1) Significantly Less (2) Less (3) The Same (4) More (5) Significantly More
I find online courses require____time investment in the course than face-to-face courses	(1) Significantly Less (2) Less (3) The Same (4) More (5) Significantly More
I find online courses total costs are ____than face-to-face courses.	(1) Significantly Less (2) Less (3) The Same (4) More (5) Significantly More
In the online environment, I feel these activities <u>increase</u> my understanding of the course material. (Circle all that apply)	(1) Additional Readings (Not including textbook) (2) Assignments/Homework (3) Course Surveys (4) Discussion boards (5) In-class sessions (live sessions) (6) Instructor chat (7) Instructor (live or taped) lectures (8) Instructor Office Hours (9) Instructor Posted Notes (10) Laboratory/ experiential activities (11) Other students

	(12) Problem Hints & Scaffolding Examples (13) Textbook (14) Video of Relevant Course Material (not instructor-lead) (15) Other_____
In the online environment, I feel these activities <u>decrease</u> my understanding of the course material. (Circle all that apply)	(1) Additional Readings (Not including textbook) (2) Assignments/Homework (3) Course Surveys (4) Discussion boards (5) In-class sessions (live sessions) (6) Instructor chat (7) Instructor (live or taped) lectures (8) Instructor Office Hours (9) Instructor Posted Notes (10) Laboratory/ experiential activities (11) Other students (12) Problem Hints & Scaffolding Examples (13) Textbook (14) Video of Relevant Course Material (not instructor-lead) (15) Other_____
Would you prefer to take the class in a traditional face-to-face environment?	Yes (1) Undecided(2) No (3)
I am ____with the online course environment for learning.	(1) Not very happy (2) Not happy (3) Okay (4) Happy (5) Very happy
Given this institution, do you think online courses are appropriate?	Yes (1) Undecided(2) No (3)
Why did you choose to take the course online?	

Thank you for your time! It is greatly appreciated.

SECTION B - NEVER TAKEN AN ONLINE COURSE AT CANISIUS COLLEGE.

With respect to the face-to-face (traditional) courses that you have taken at Canisius College compared to your perception of online courses, please rate the following responses:	
I perceive face-to-face courses to be _____ in difficulty than online courses.	(1) Significantly Easier (2) Easier (3) The Same Difficulty (4) Harder (5) Significantly Harder
I perceive that I would be _____ motivated in face-to-face courses than online courses.	(1) Significantly Less (2) Less (3) Equally (4) More (5) Significantly More
I perceive the interaction with other students in the face-to-face environment to be _____ compared to the online course environment.	(1) Significantly Worse (2) Worse (3) Equal (4) Better (5) Significantly Better
I perceive the interaction with the instructor and students in the face-to-face environment to be _____ compared to the online course environment.	(1) Significantly Worse (2) Worse (3) Equal (4) Better (5) Significantly Better
I perceive the discipline required in taking face-to-face courses to be _____ than in online courses.	(1) Significantly Less (2) Less (3) The Same (4) More (5) Significantly More
I perceive that it would be _____ to cheat in the face-to-face environment than in online courses.	(1) Significantly Easier (2) Easier (3) The Same (4) Harder (5) Significantly Harder
I believe that I would enjoy the self-directed face-to-face learning environment _____ than the interaction in online courses.	(1) Significantly Less (2) Less (3) The Same (4) More (5) Significantly More
I believe that I would enjoy the independence associated with the face-to-face learning environment _____ than the interaction in online courses.	(1) Significantly Less (2) Less (3) The Same (4) More

	(5) Significantly More
I believe that I would enjoy the schedule flexibility associated with the face-to-face learning environment_____than in online courses.	(1) Significantly Less (2) Less (3) The Same (4) More (5) Significantly More
I believe that face-to-face courses require_____time investment in the course than online courses.	(1) Significantly Less (2) Less (3) The Same (4) More (5) Significantly More
I believe face-to-face courses total costs are _____than online courses.	(1) Significantly Less (2) Less (3) The Same (4) More (5) Significantly More
In the face-to-face environment, I feel these activities increase my understanding of the course material. (Circle all that apply)	(1) Additional Readings (Not including textbook) (2) Assignments/Homework (3) Course Surveys (4) Discussion boards (5) In-class sessions (live sessions) (6) Instructor chat (7) Instructor (live or taped) lectures (8) Instructor Office Hours (9) Instructor Posted Notes (10) Laboratory/ experiential activities (11) Other students (12) Problem Hints & Scaffolding Examples (13) Textbook (14) Video of Relevant Course Material (not instructor-lead) (15) Other_____
In the online environment, I feel these activities decrease my understanding of the course material. (Circle all that apply)	(1) Additional Readings (Not including textbook) (2) Assignments/Homework (3) Course Surveys (4) Discussion boards (5) In-class sessions (live sessions) (6) Instructor chat

	(7) Instructor (live or taped) lectures (8) Instructor Office Hours (9) Instructor Posted Notes (10) Laboratory/ experiential activities (11) Other students (12) Problem Hints & Scaffolding Examples (13) Textbook (14) Video of Relevant Course Material (not instructor-lead) (15) Other _____
Would you prefer to take the class in an online environment?	Yes (1) Undecided(2) No (3)
If 'no', why not?	
I am ____ with the face-to-face environment for learning.	(1) Not very happy (2) Not happy (3) Okay (4) Happy (5) Very happy
Given this institution, do you think online courses are appropriate?	Yes (1) Undecided(2) No (3)
Have you taken an online course at a school other than Canisius College?	Yes (1) No (2)

Thank you for your time! It is greatly appreciated.