

Spring OTE Survey

Overview

14 questions were added to the College of Business Online Teaching Evaluations. The Spring OTE had a 41% response rate, which is higher than the normal response rate.

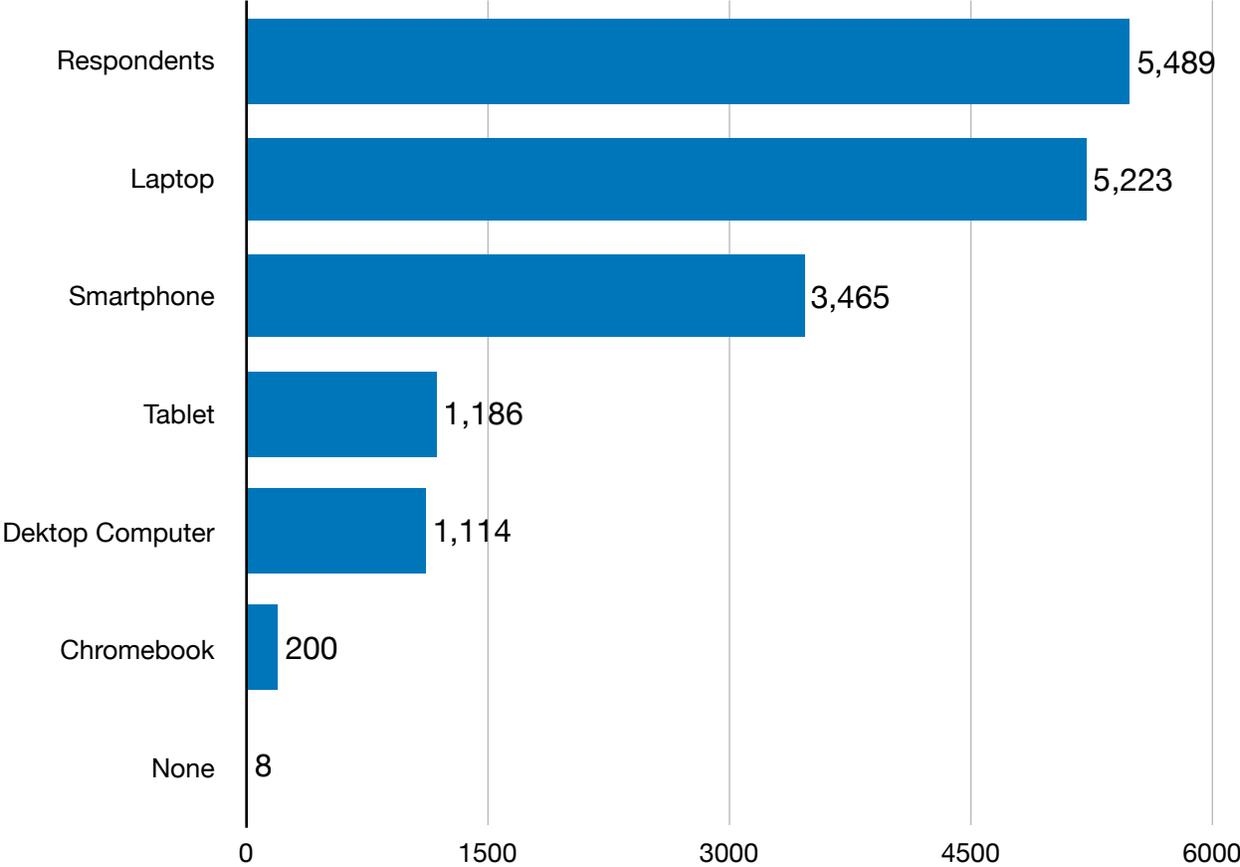
The data suggests some key action items for the College:

- Asynchronous Online is currently the most preferred course modality for College of Business students.
 - Optional Zoom sessions add significant presence, and are highly encouraged. Students may not attend the optional Zoom sessions, but appreciate the sessions being offered.
- There is demand for some level of synchronous online learning.
 - This informs the decision to offer **Online Hybrid** alongside **Online Asynchronous** courses.
- Discussion boards are not effectively utilized.
 - Training (such as DOTS) is required to improve use within the College. Alternatives to the discussion board are being explored.
- Video content is highly appreciated by students.
 - Short video tutorials and content should be provided in all courses. Using Panopto adds transcription features and makes the video searchable.

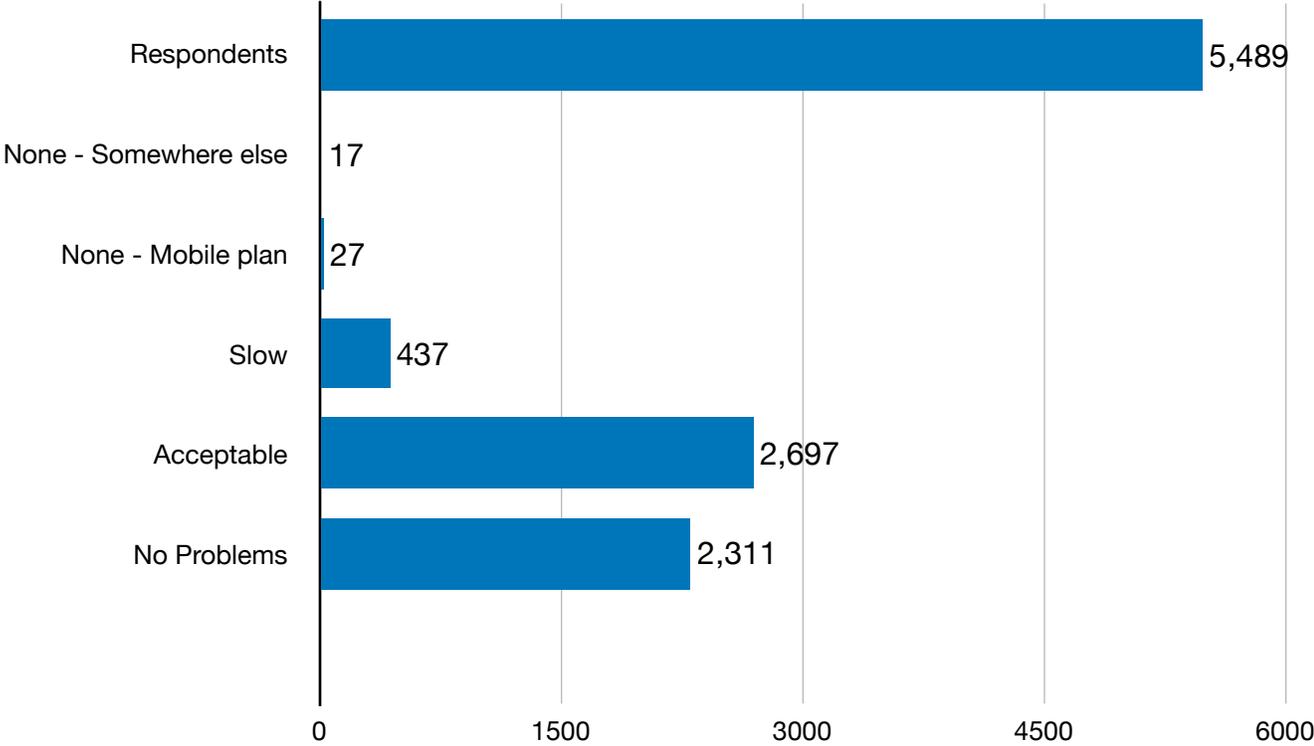
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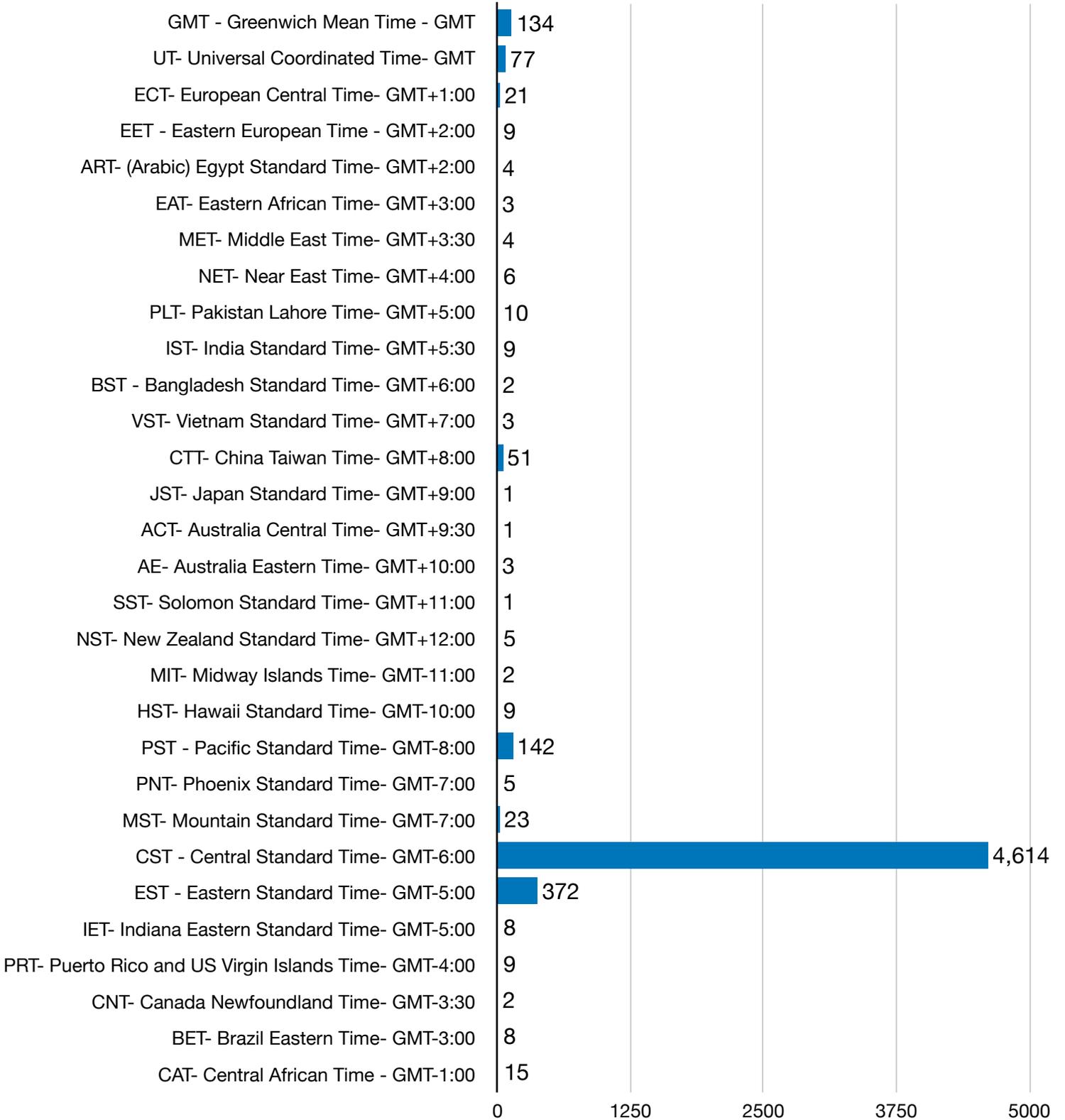
1: What computing device(s) do you have access to, that can used for your studies?



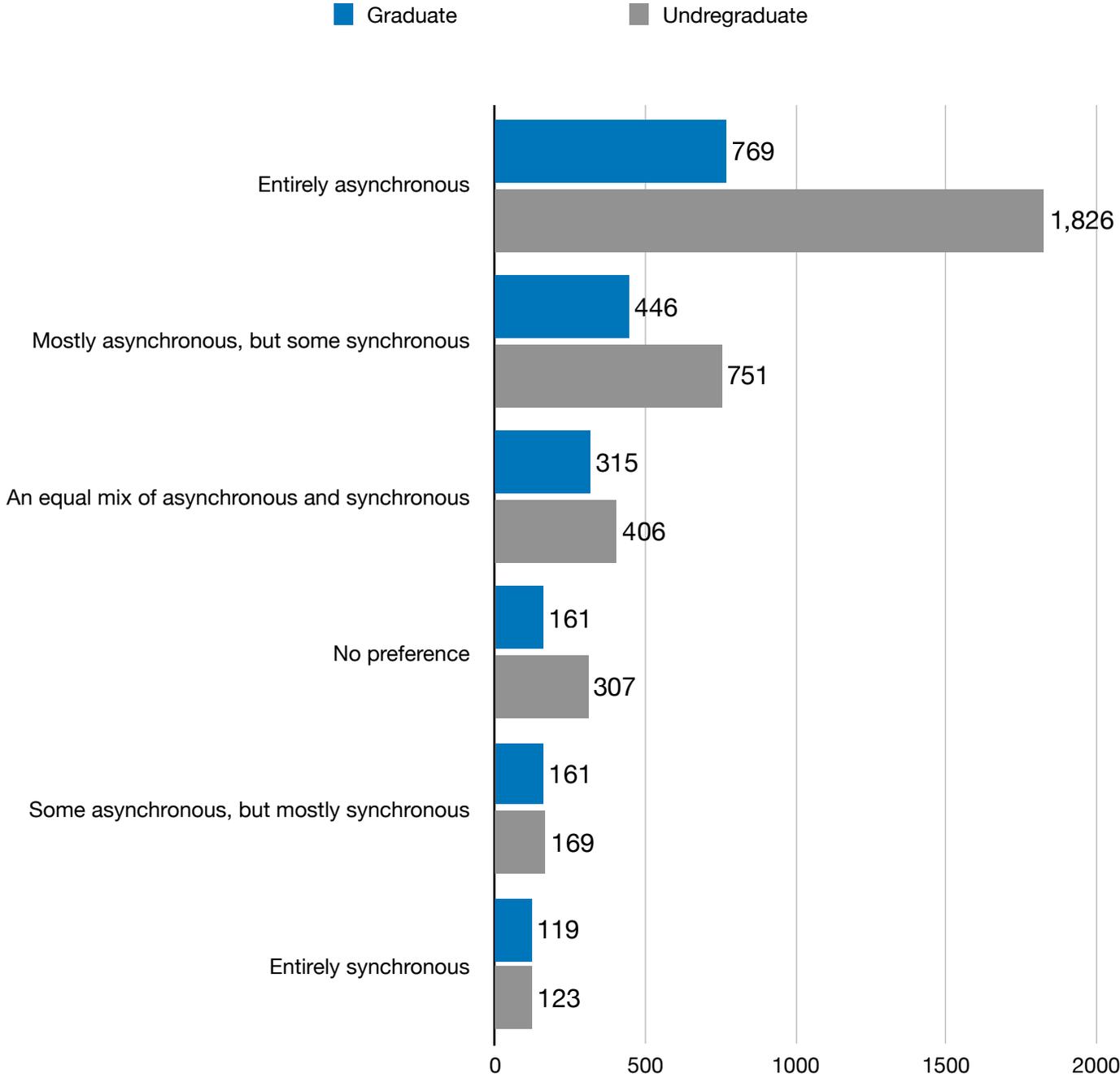
2: How reliable is your internet access where you live?



3: What time zone are you in?



4: Your Business courses were taught asynchronously in Spring. This meant you did not need to be online at a specific time or place (a synchronous course is one that is taught live – you have to be online at a specific time). For future online courses, what would be your preference?



5: What was the biggest impediment to you studying remotely this quarter?

5552 Comments. Notable responses include:

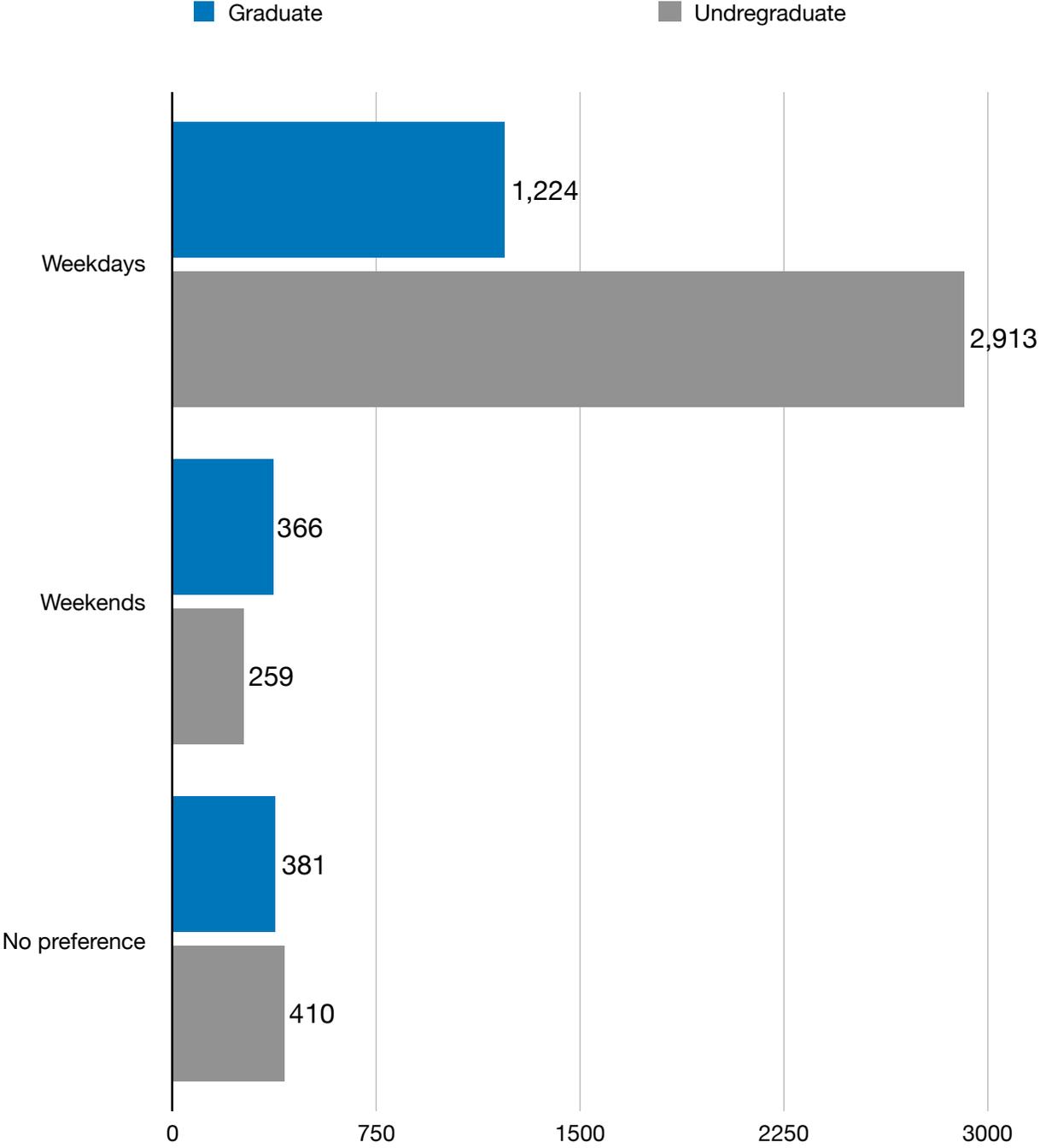
- Finding a quiet place to study in a full house.
- personally, this worked best for me because I work full time and have a family. I am able to work around my work schedule so this was a perfect set up for me. Prior to the pandemic, I was already a work from home employee so I had he set up I needed a home as well.
- Just the stress of the world; DePaul has been great communicating and making it easier for us - thank you!
- Having to complete a full workday and then stay plugged into my computer for evening homework.

6: What was the most helpful thing towards studying remotely that the College of Business did this quarter?

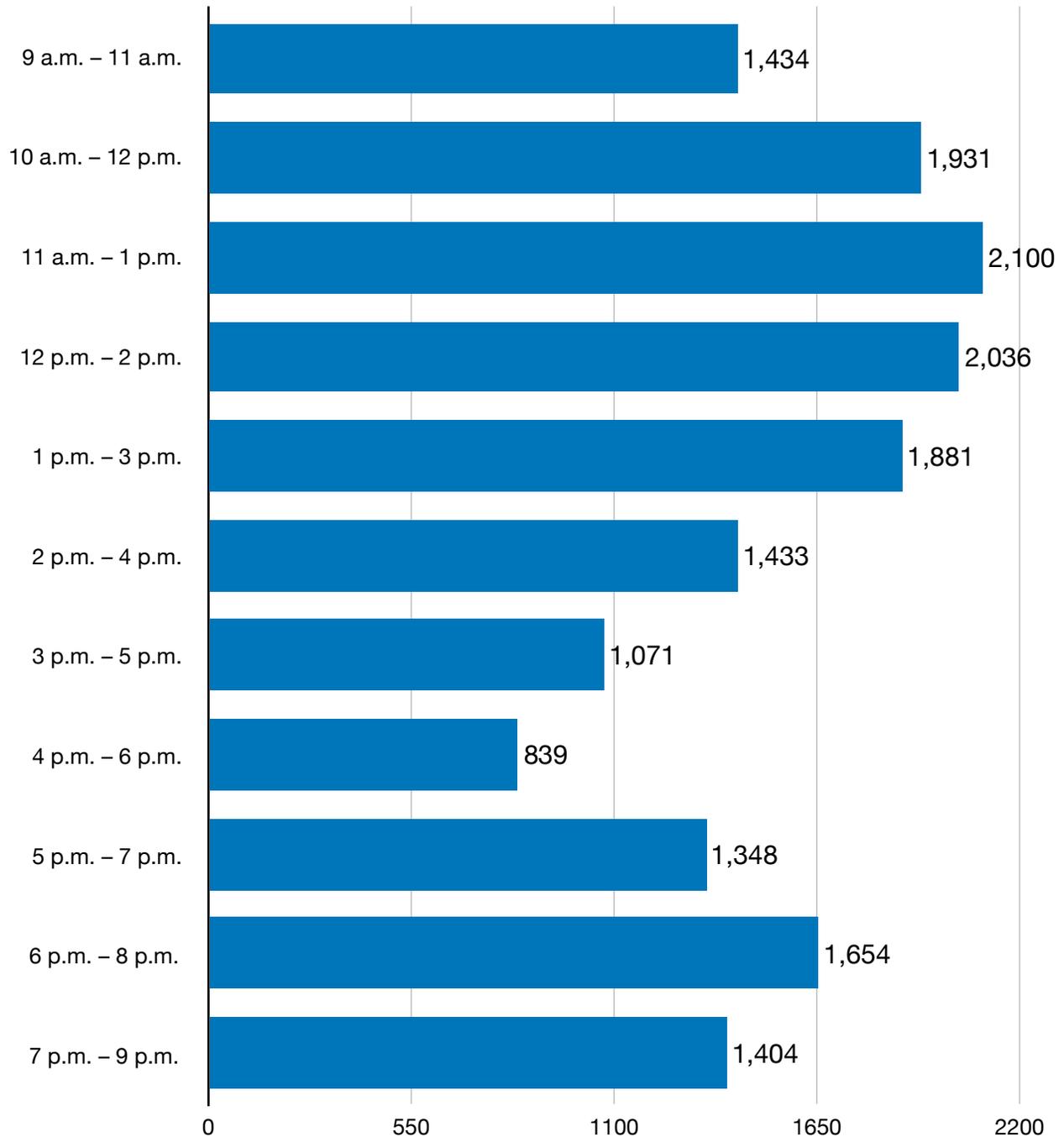
5553 Comments. Notable responses include:

- Studying remotely gives me extra time to do the assignments instead of preparation and commuting.
- Asynchronous allowed me to balance life and school.
- Asynchronous is wonderful when you have kids!
- Asynchronous setup was the most helpful thing. The tools provided (Zoom, Panopto, D2L) and the weekly Zoom office hours made remote studying successful.

7: If online classes are offered synchronously (a synchronous course is one that is taught live – you have to be online at a specific time), what days of the week are most convenient for you?

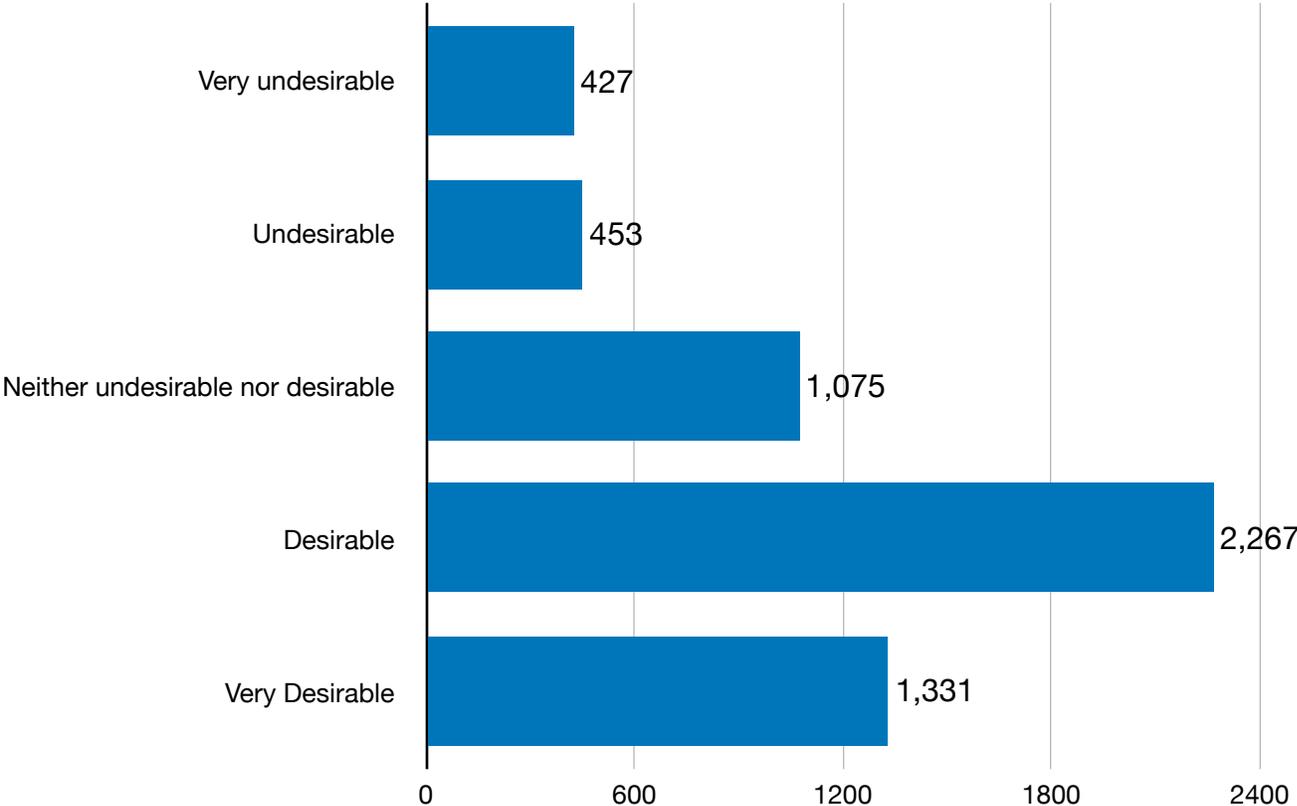


8: If classes are offered synchronously (a synchronous course is one that is taught live – you have to be online at a specific time), which times of day are most convenient for you (Central Time)?

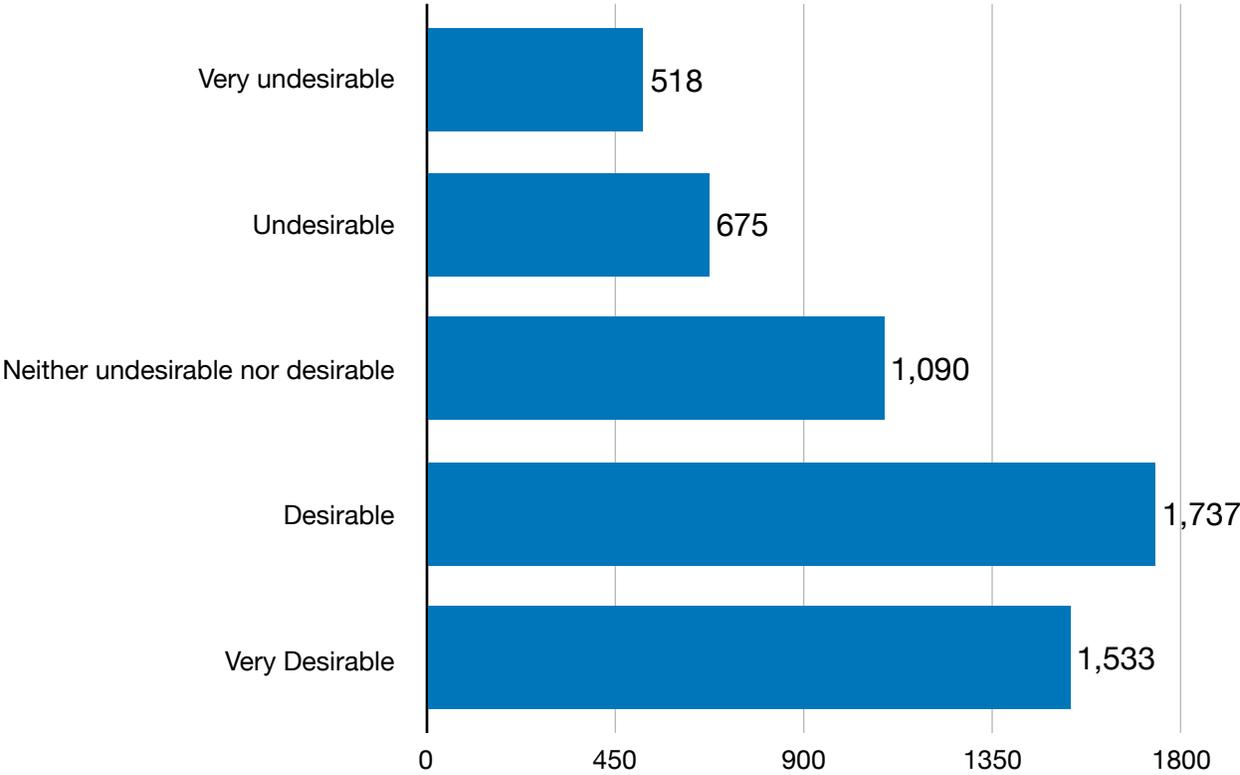


9: Given the choice, what would be your preference for taking THIS course in these formats?

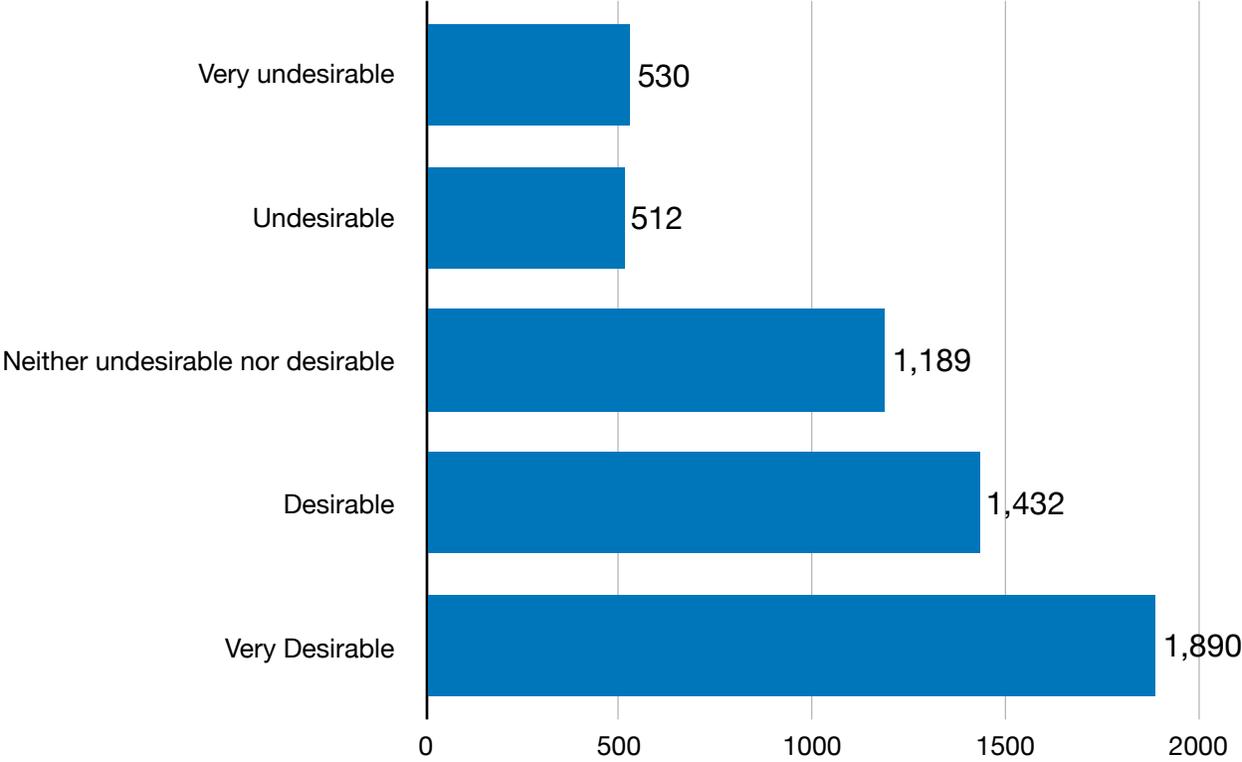
An 11-week online course with weekly deadlines.



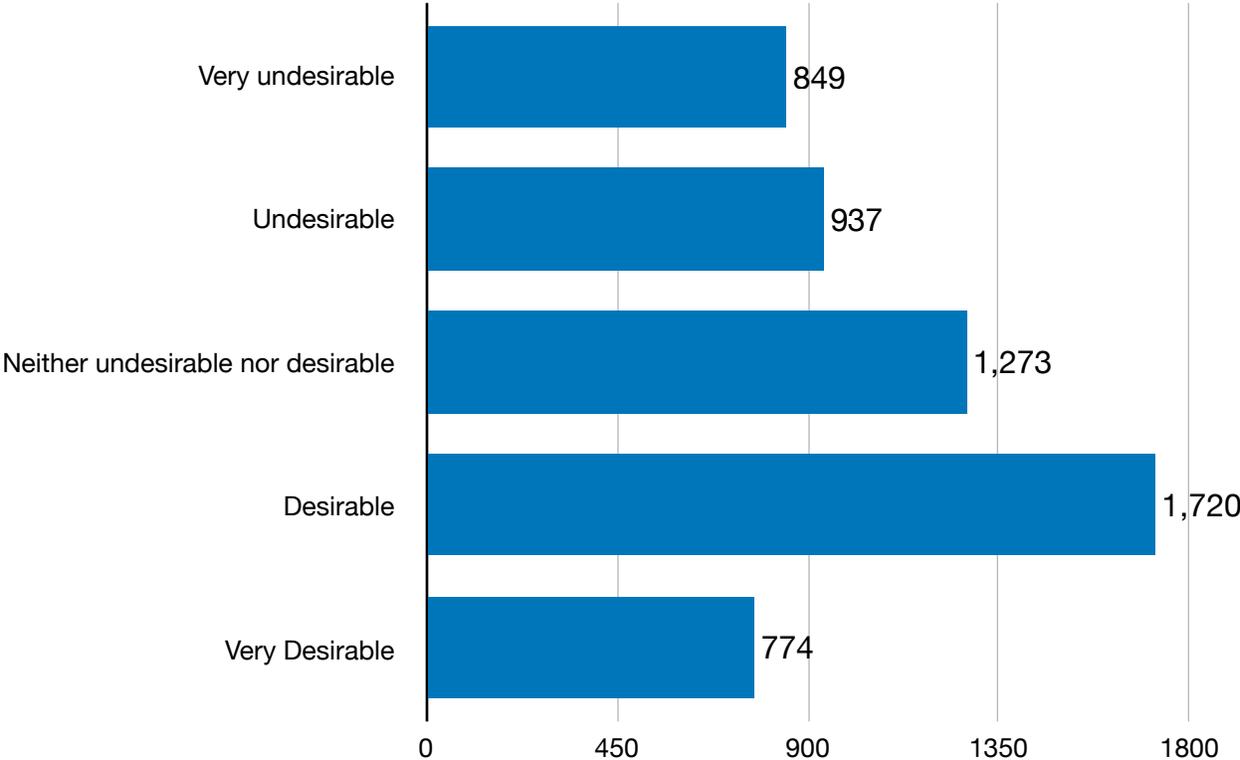
An 11-week online course that I can complete at my own pace.



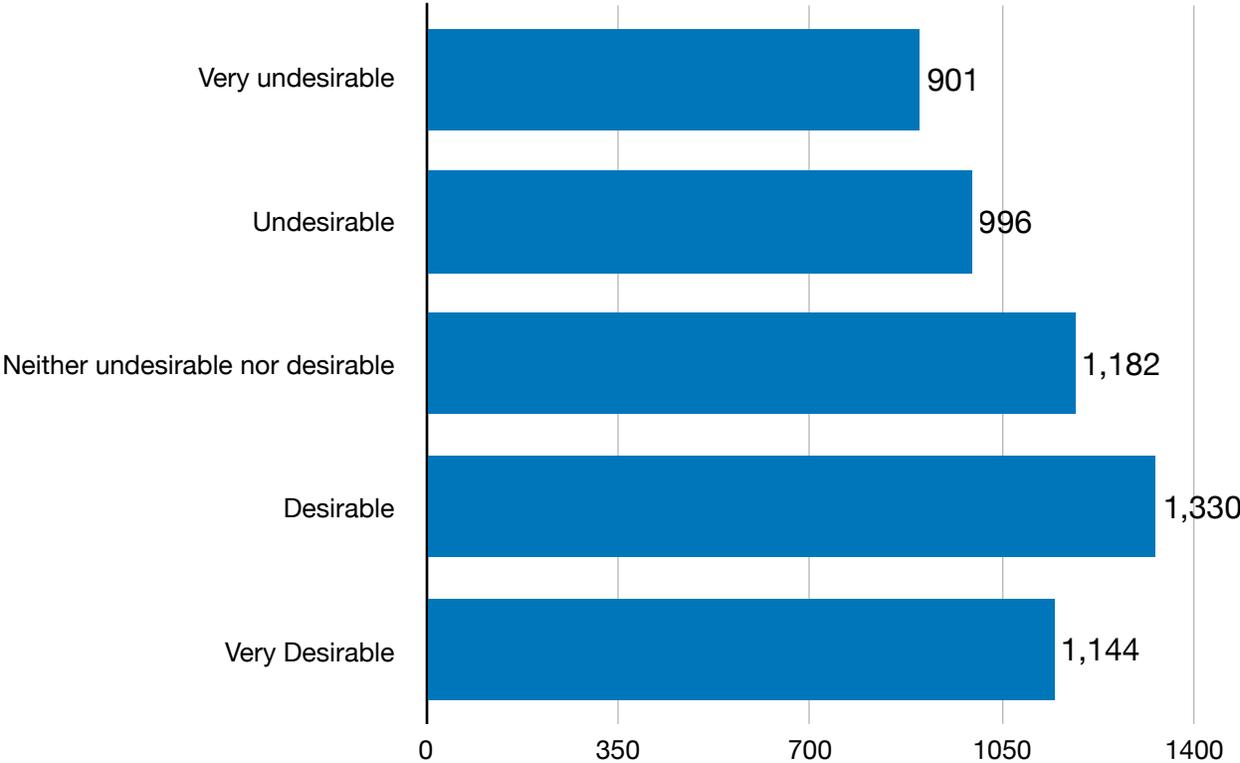
An 11-week face-to-face course.



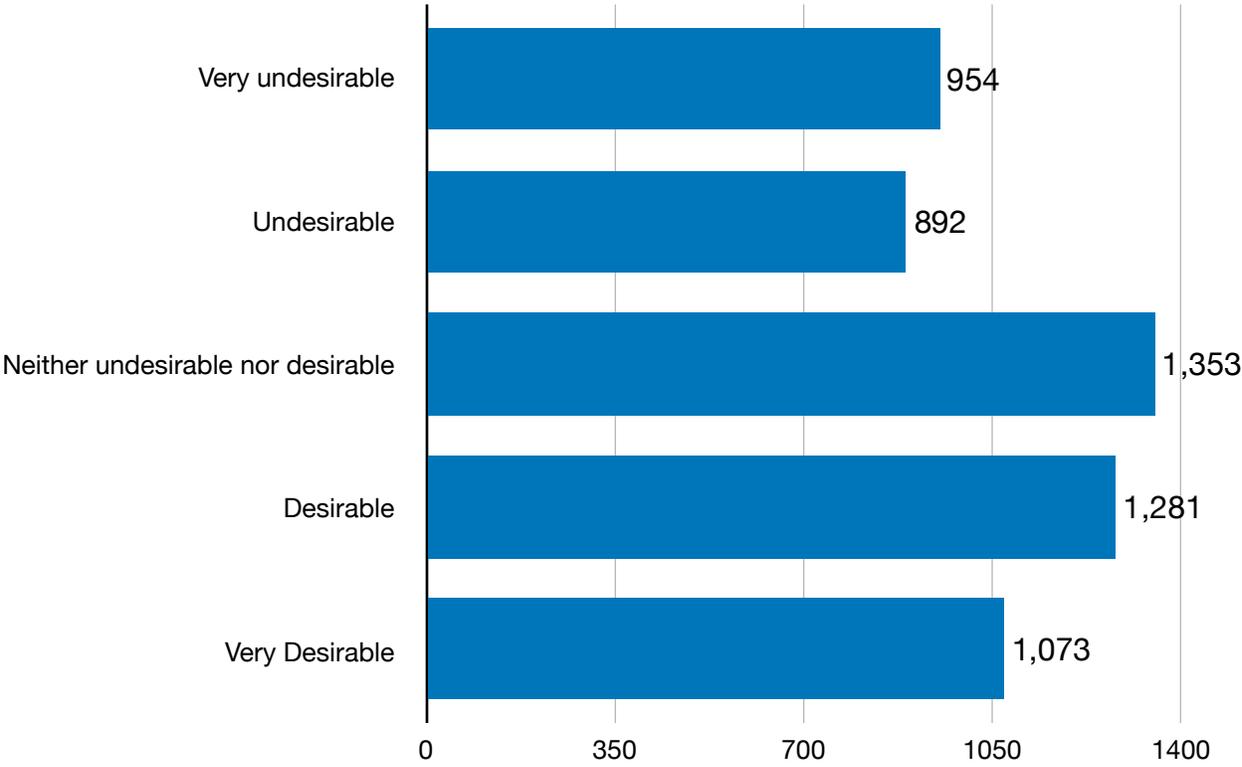
A 5-week online course with weekly deadlines.



A 5-week online course that I can complete at my own pace.

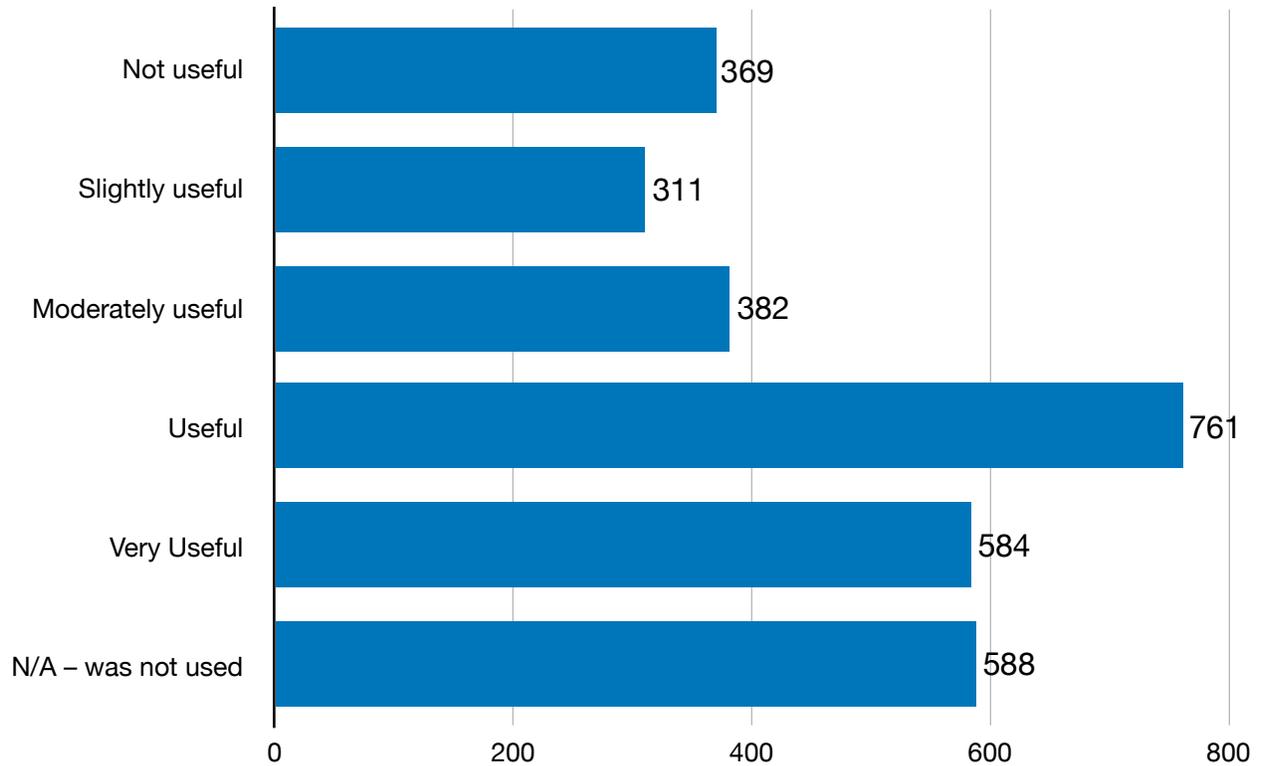


A 5-week face-to-face course.



10: How useful were these elements in your course?

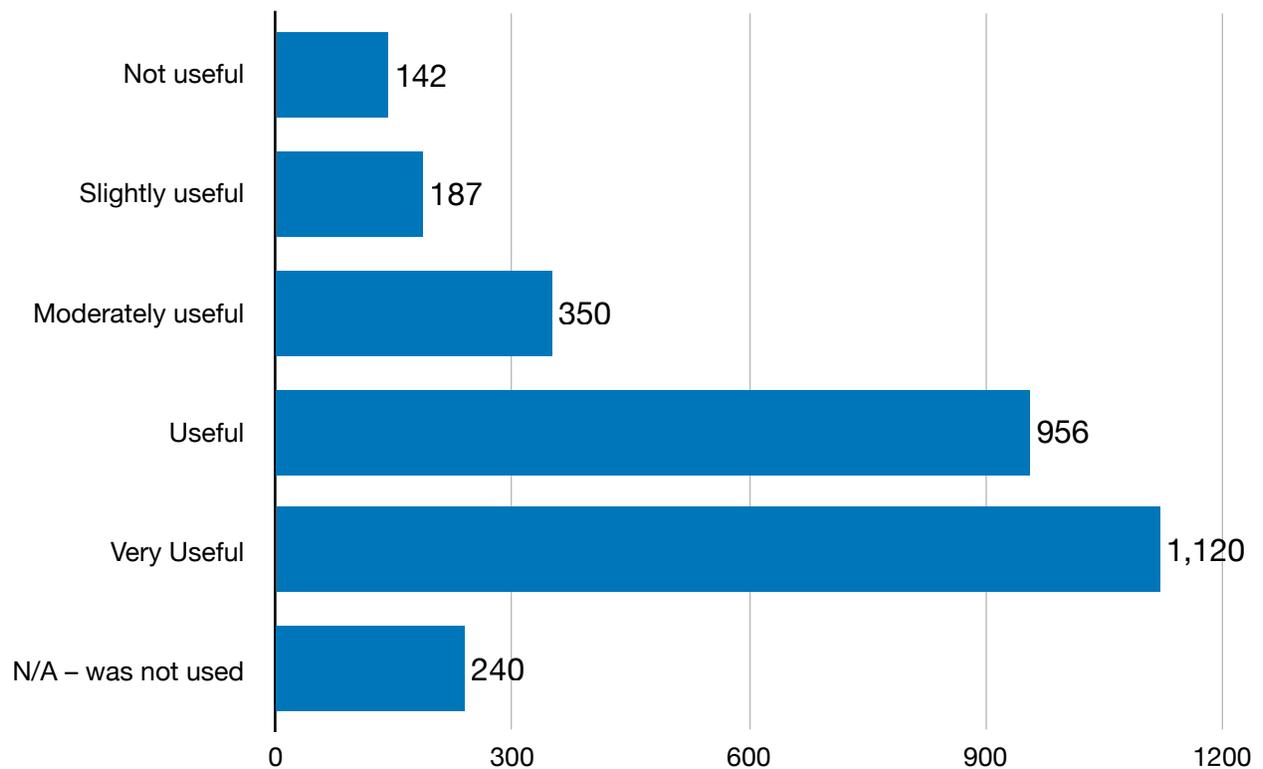
Discussion board.



42 Comments. Notable examples include:

- Discussion boards aren't great. Pretty big time expenditure to read and respond with little return. Would rather spend time on more professor lead discussions, lectures, or readings.
- Not useful because the professor did not answer to us. I would have to email her to ask her to check the board.
- Waste of time, not even remotely useful.
- The messages from the professor and the messages from the university were helpful.
- Professor did not respond to any discussion posts during the course.

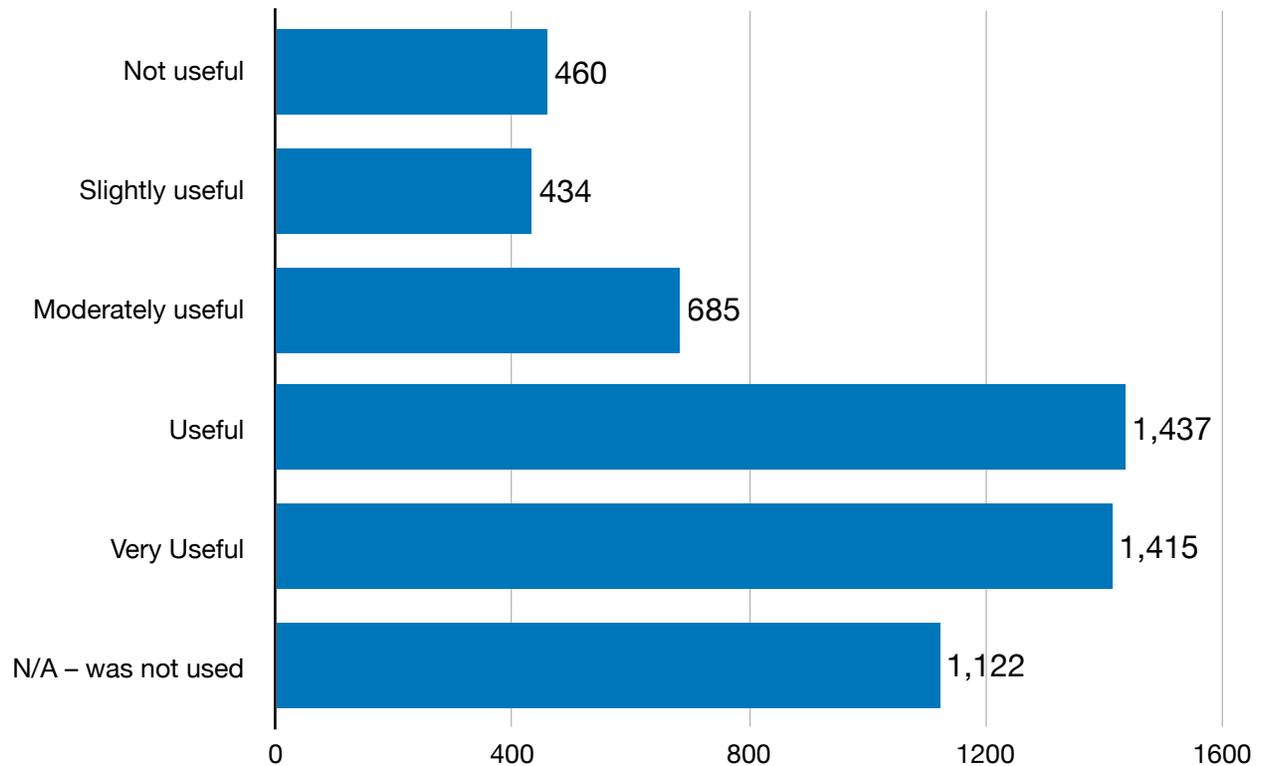
Written content (textbook or instructor notes).



26 comments. Notable examples include:

- The class is almost exclusively textbook reading and that was tough for focus and enjoyment in learning.
- I thought I ordered an actual book, but when it came, it was only an ebook. Not useful for me at all. The book was also not great and the concepts were difficult to comprehend.
- Was useful but I would have preferred that the lecture videos be more useful than the text.

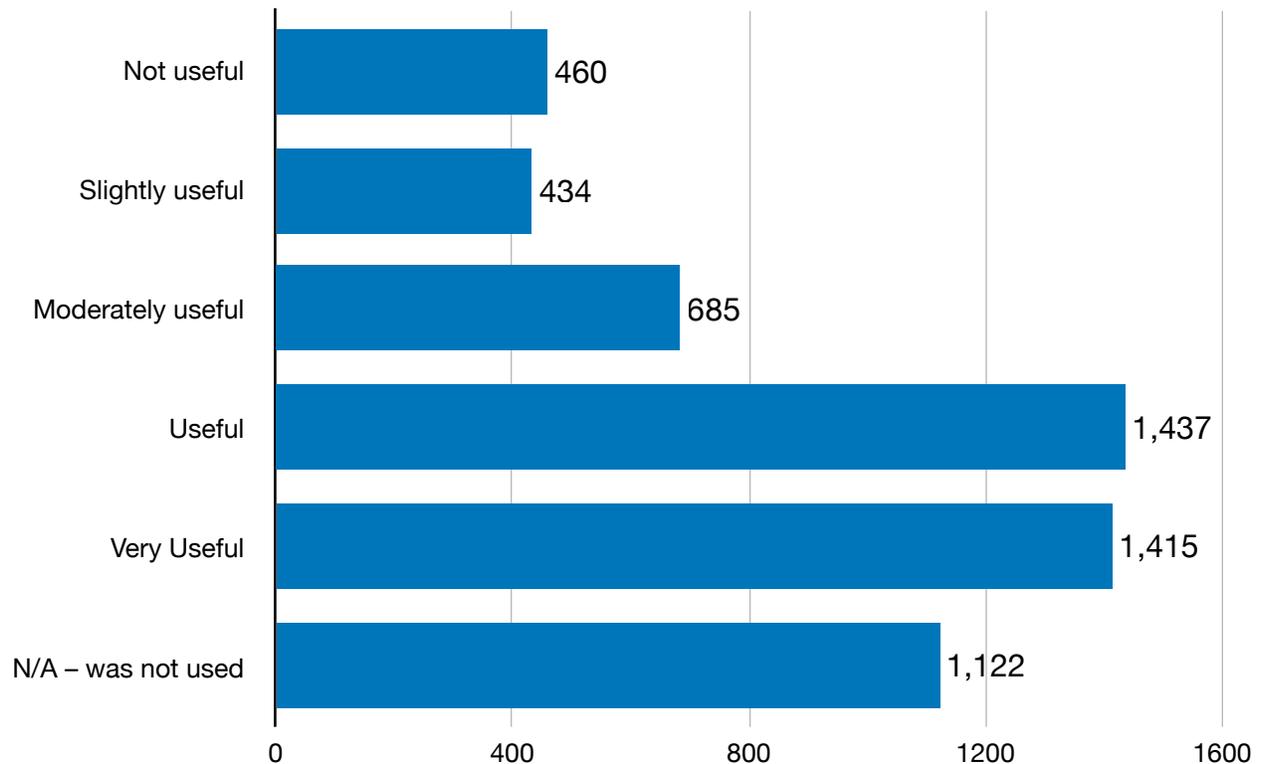
Slides with no audio or video.



23 comments. Notable examples include:

- Slides with fill in the blank along side voiced over filled in slides worked tremendously.
- We had no slides for this class. These would have been super helpful.
- What is the point of paying DePaul's tuition if I'm reading slides myself?
- Most of the slides were printed six to a page with the bottom third of the page devoted to some notes box or something.

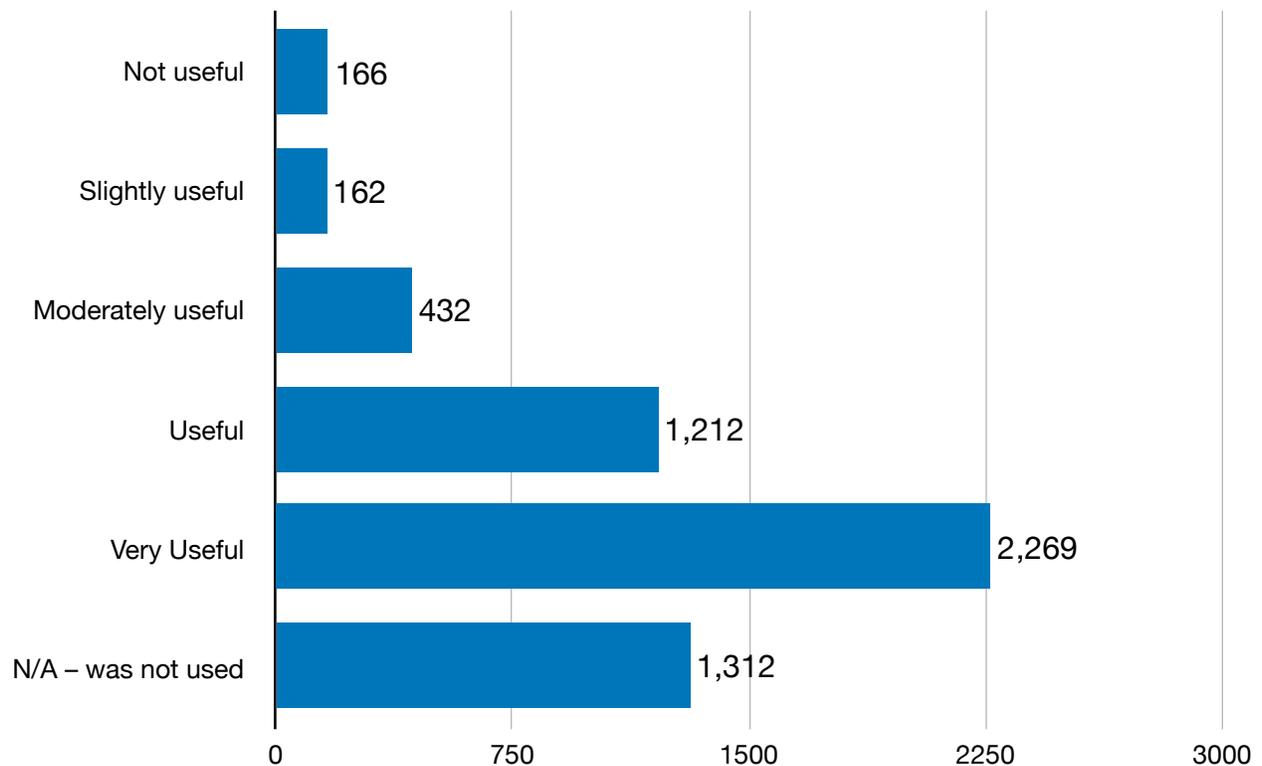
Slides with audio narration only.



16 comments. Notable examples include:

- Any and all narration needs to be captioned or transcribed. It is very difficult to understand what the instructor is talking about without it.
- Professor included a video clip on each slide, this was very useful when looking at specific content and referring back to the content later when I needed a refresher or more explanation.
- The original format with audio embedded in PowerPoint was unusable.
- Our team had to read them many times to understand concepts.

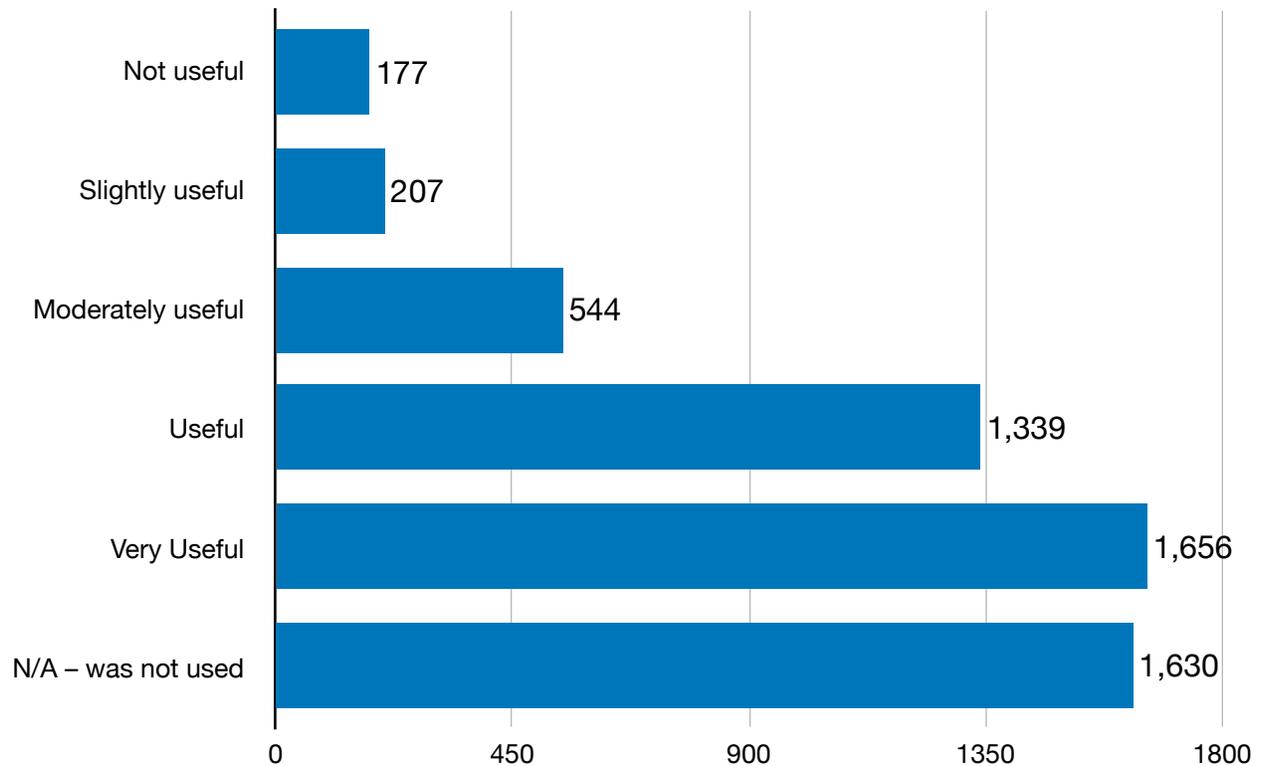
Slides with audio narration and simultaneous talking head video of the instructor.



18 comments. Notable examples include:

- Showing the instructor is the bare minimum for those that are hard of hearing. Without being able to see lips moving it can be VERY difficult to follow along.
- Only useful during introduction.
- There were no slides but notes always provided and the video lectures had a talking head video, audio, and even handwriting in the moment which was the most helpful for me.
- Extremely long videos @ end of semester!
- I loved my experience with this professor.

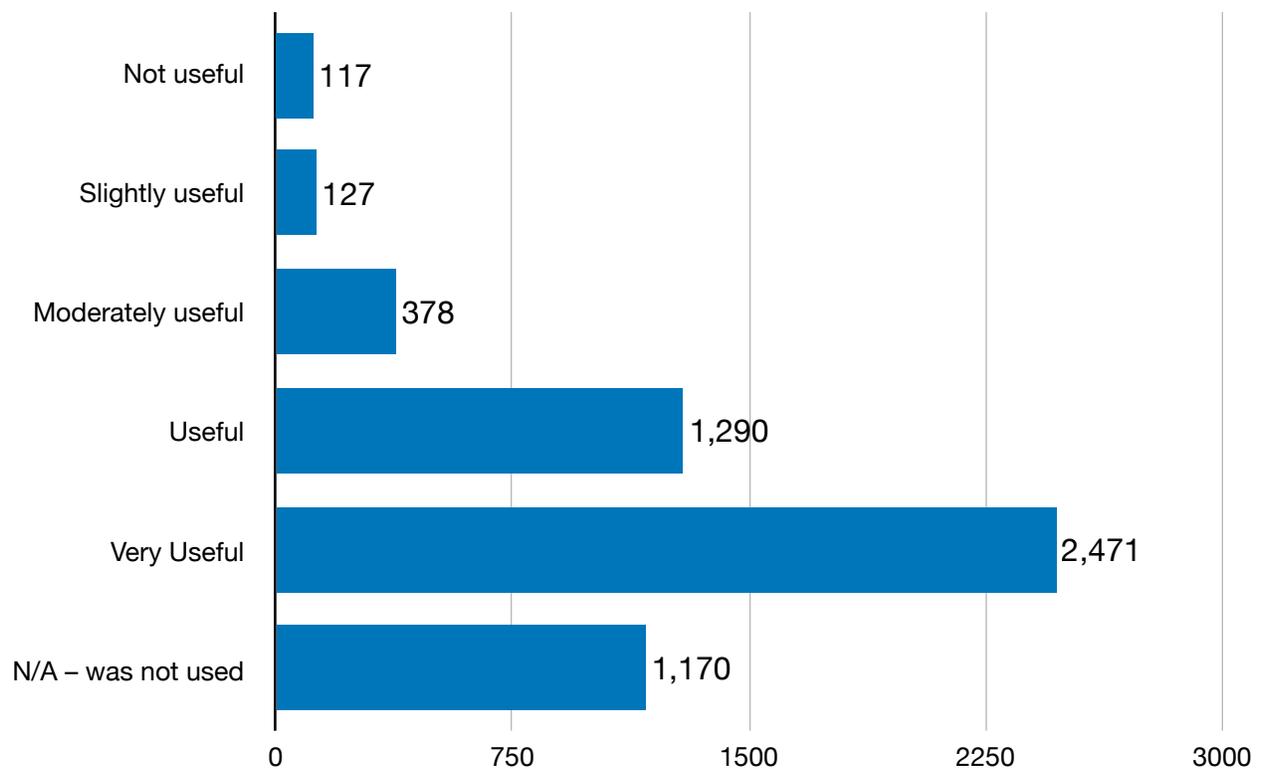
Slides with annotation.



14 comments. Notable examples include:

- This would have been useful
- I could not read annotations and they were not helpful in that case.
- would have been nice for this class. teacher tended to have slide open and just take without actually typing in formulas or using a pointing cursor to address what she was referring to.
- Sloppy handwriting hard to read.

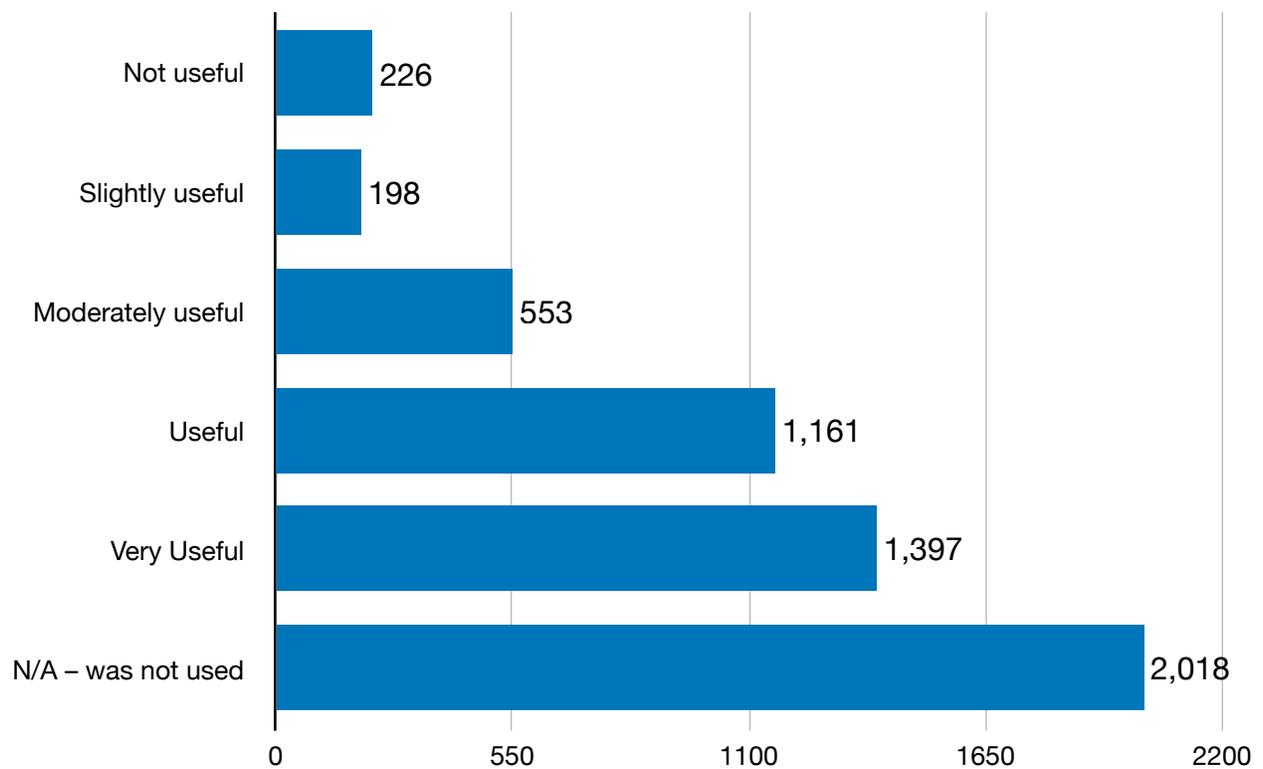
Instructor-created video examples.



21 comments. Notable examples include:

- These were particularly helpful and informative with the math problem assignments.
- Would have been good for the homework
- We had videos the first week of assignments. I liked that but they never came back.
- These are the most useful pieces hands down.
- NEED THIS MORE!

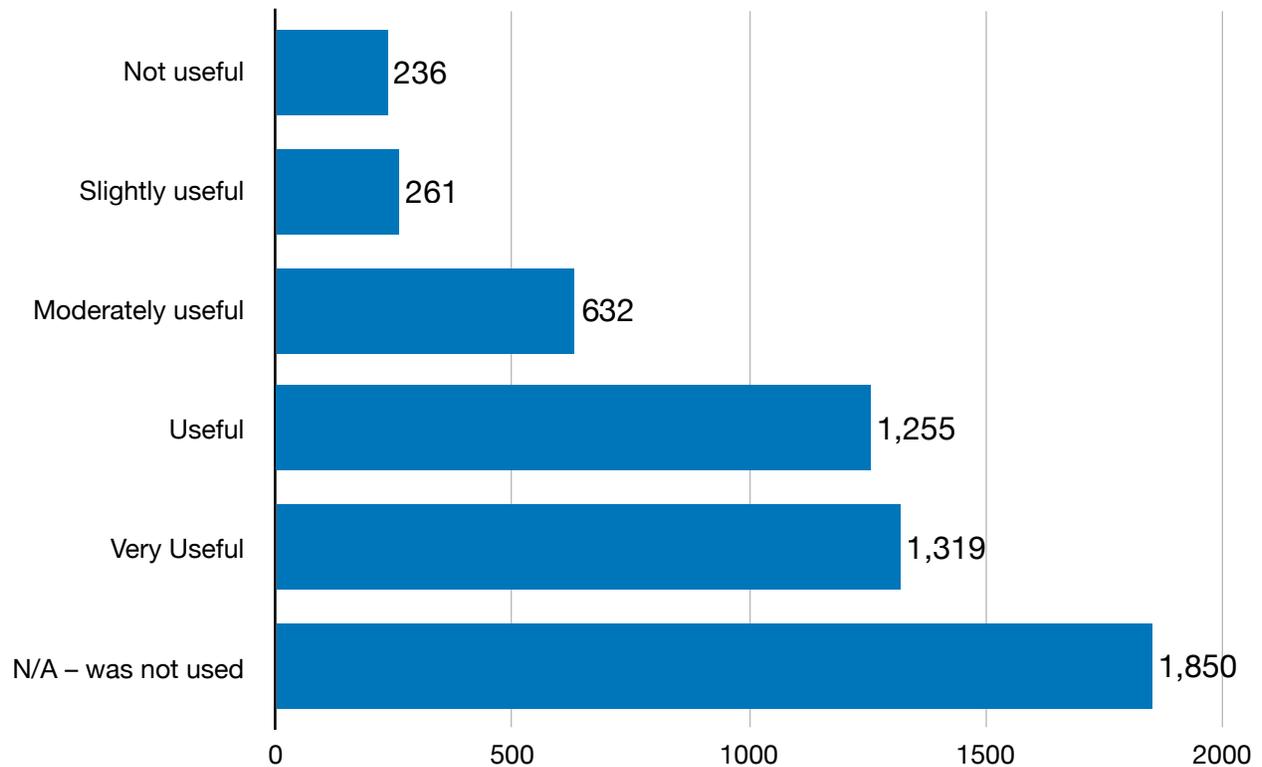
Talking head video.



17 comments. Notable examples include:

- I don't know what a talking head video is.
- Useful during introduction.
- Same comment as above. for this particular class. the teacher showing the side and talkin while pointing out what she was talkin about would've help rather than just talking with out walking through the process.
- I'm not really sure what this is.

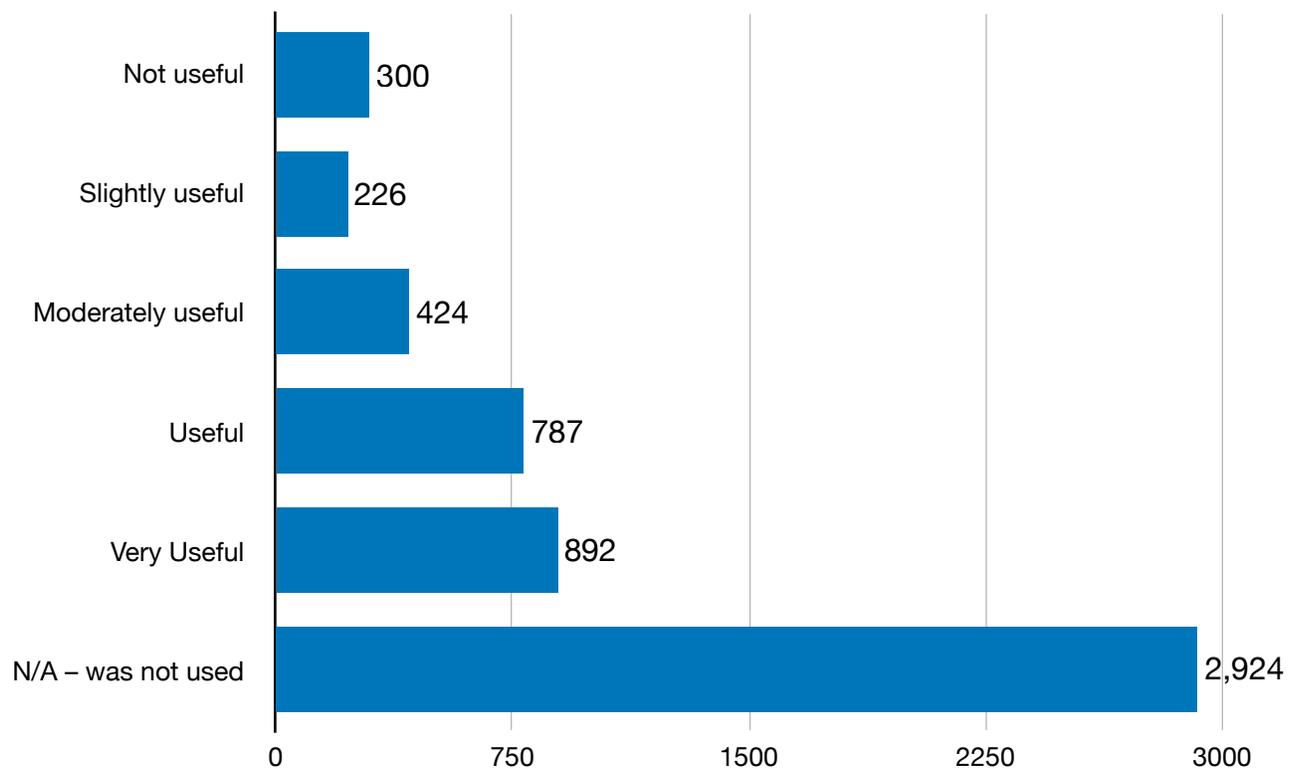
Videos from a third-party (publisher, YouTube, TED, Kahan Academy, etc.).



19 comments. Notable examples include:

- I would have preferred this over some of the readings
- Yes. I understood YouTube videos better than his lecture videos.
- Videos should be used in addition to Instructor videos NOT for replacing Instruction from the Professors.
- The internet helped us learn more, i'm not sure why I should pay for this class. What a waste of money.
- 90% of videos were not hers, and extremely long and time consuming. Stupid.

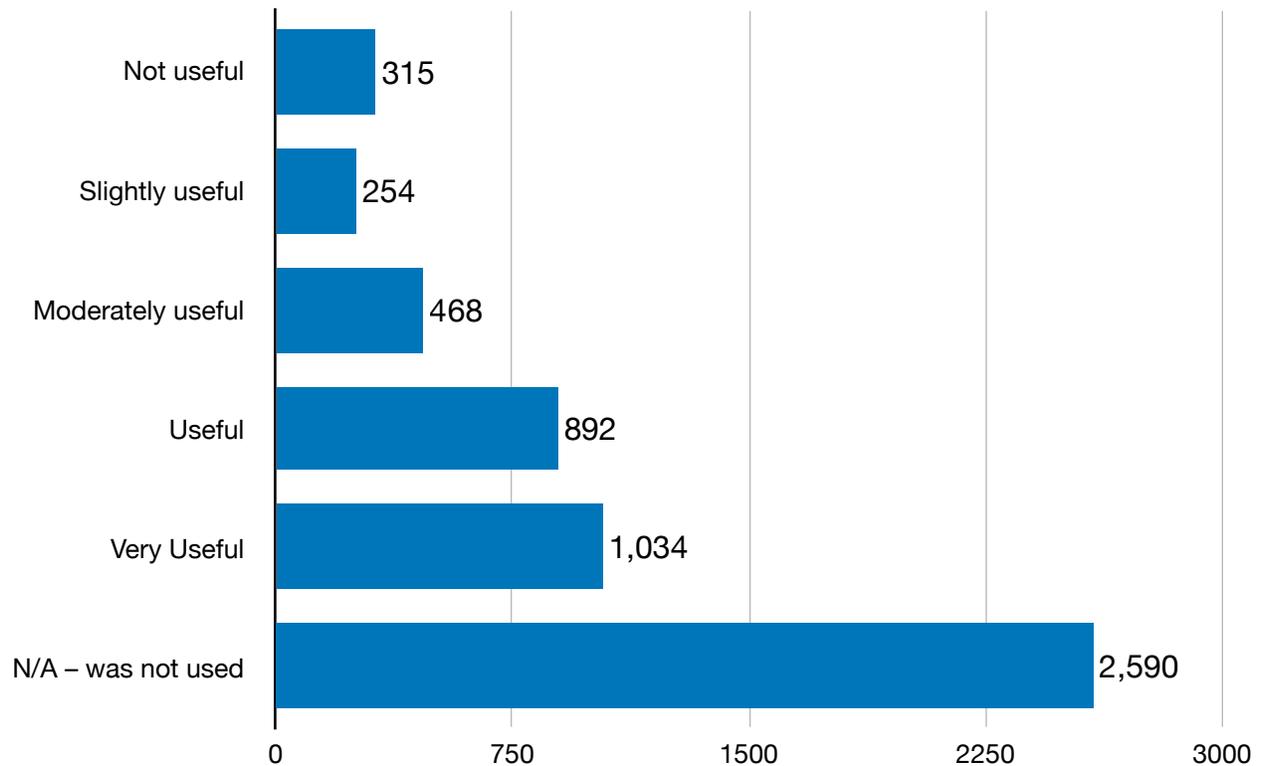
Live lecture via Zoom.



32 comments. Notable examples include:

- Scheduled randomly at times that did not take into account students preference. Sometimes would only know 2 hours before.
- Ends up always being too disorganized or chaotic to be useful. I've only had one class in this format which was good.
- I was not able to attend any room sessions given my work schedule.
- Useful only for Quantitative and Discussion based classes. It would become more useful if lectures are recorded for later access to materials.

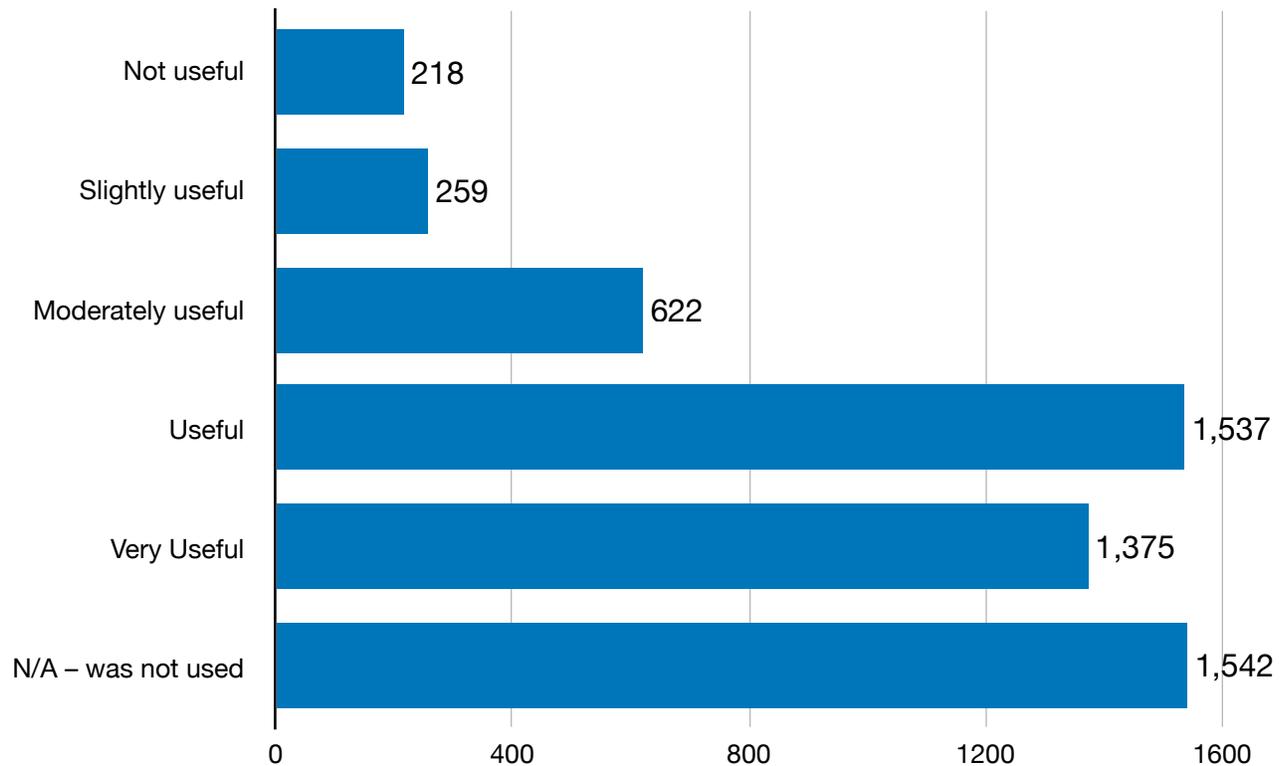
Live discussion via Zoom.



37 comments. Notable examples include:

- He attempted this, but was too specific in it- he wanted all questions emailed to him before the meeting time and he wouldn't accept any questions not emailed. Also mentioned that if there were 3 or less students in the call, he would immediately end it. I didn't even waste my time with it (I had no time to start with)
- Would have loved to have this.
- Organized independently by students in the course.
- We did this once and it was so helpful, I can't even put in to words how much it helped me understand what I was doing better.

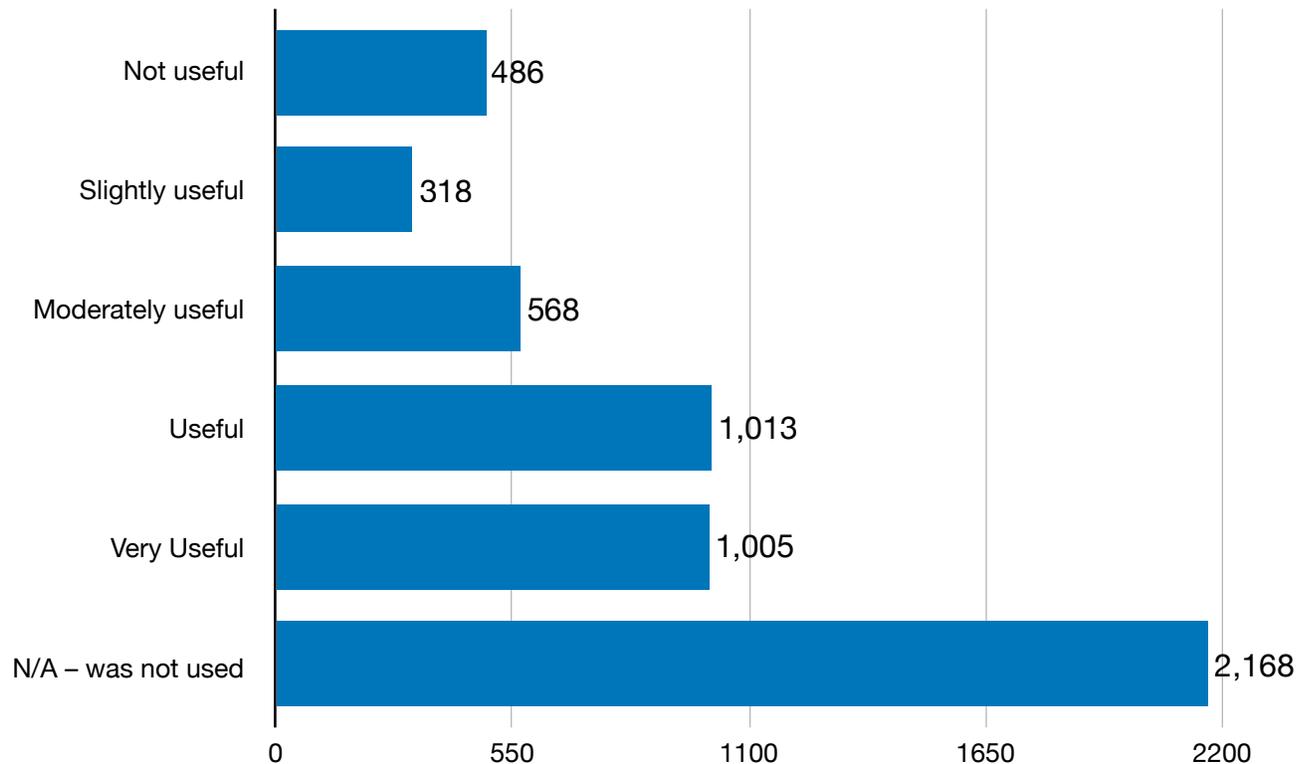
Quizzes.



23 comments. Notable examples include:

- We were given quizzes, but never feedback. I received scores without knowing what I was not understanding. For the comprehensive test coming up I don't know what areas I don't understand because the instructor will not let us know.
- Quizzes did not always follow lectures, as they were from a 3rd party site.
- Quizzes were not to test understanding but to prove you read the material, essentially requiring find and replace in readings to get the correct answer.
- No quizz.

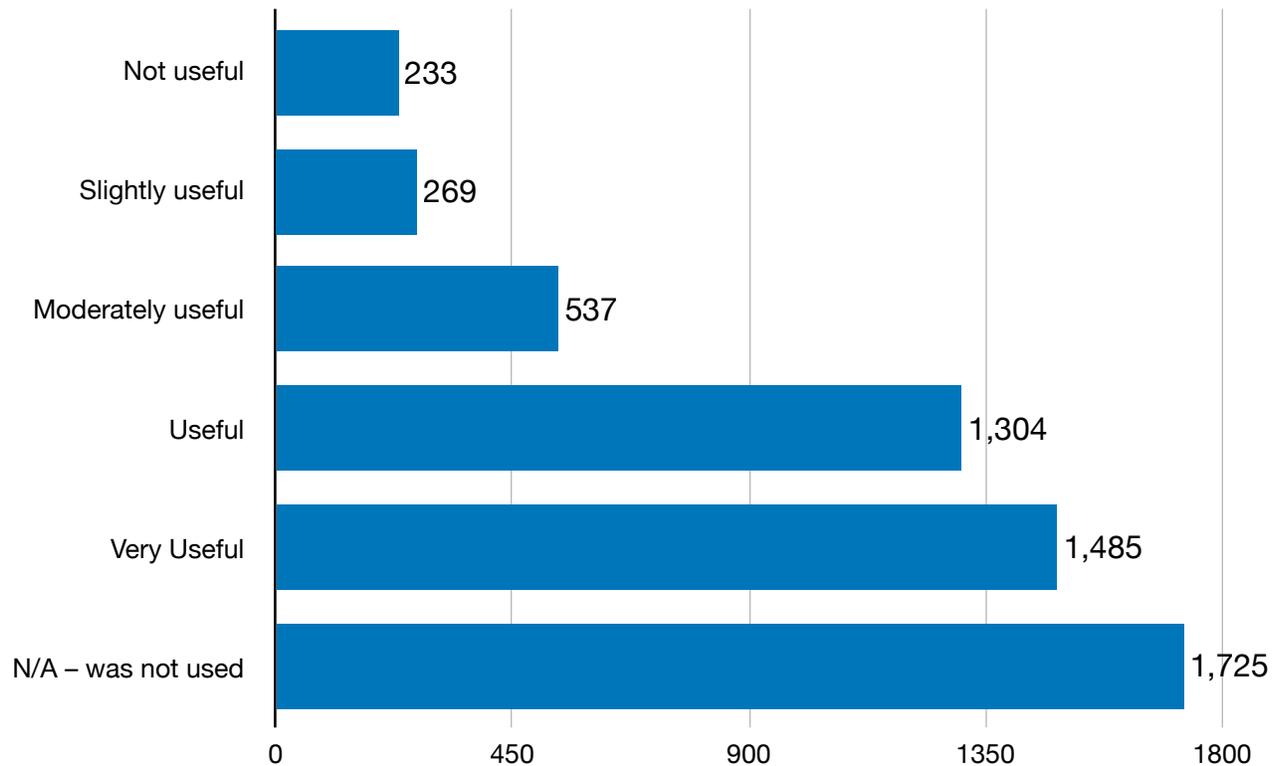
Group exercises.



24 comments. Notable examples include:

- Not applicable because we had no group projects, thank you for that.
- Was not helpful during quarantine. I found that many times my group members were unwilling to participate together and I had to turn to a different source to do presentations. This is much more effective in either a classroom setting, or an asynchronous class zoom meeting in which breakout rooms can be done. It seems like many people just completed self evaluations and received the grades they wrote out without actually doing the assignment.
- The group project should have stayed versus making it a solo project.
- AWFUL.

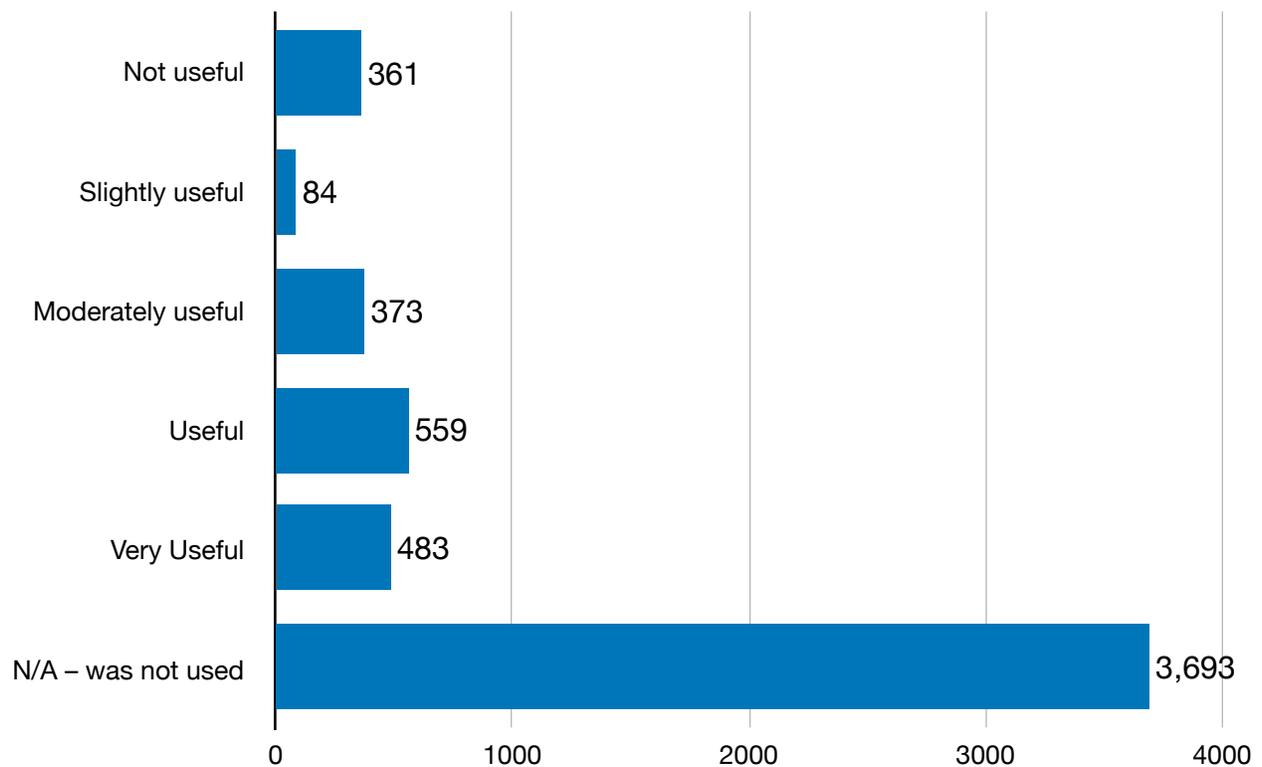
Online office hours.



54 comments. Notable examples include:

- I personally didn't use office hours but I assume they were very helpful to students.
- Need better communication on professor availability such as allowing time slots for students to schedule.
- They were offered at inconvenient time and were not beneficial to learning in this course.
- Office hours were offered once at 4pm. A lot of us are still working so going to office hours during business hours was not an option.

Other:

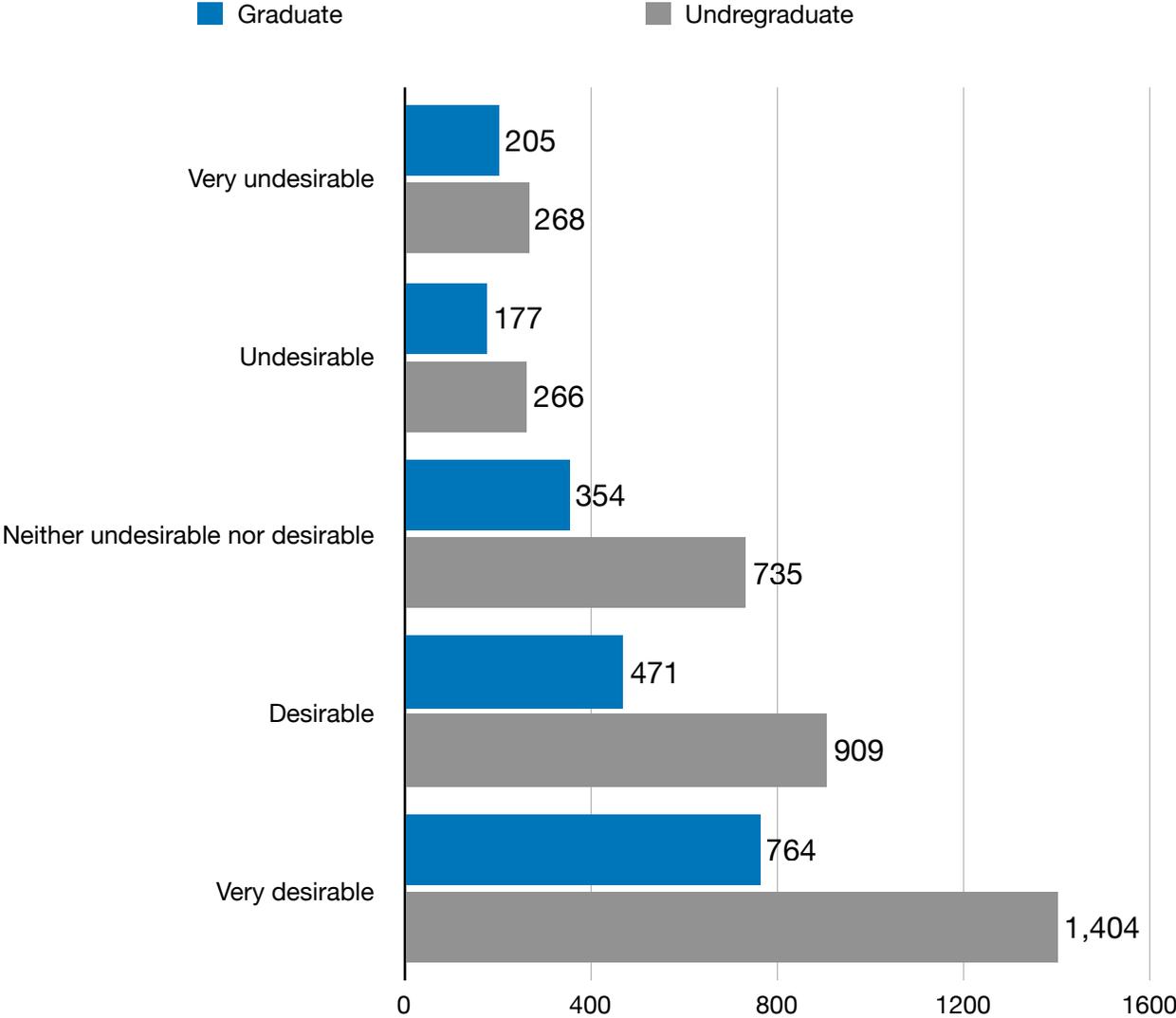


117 comments. Notable examples include:

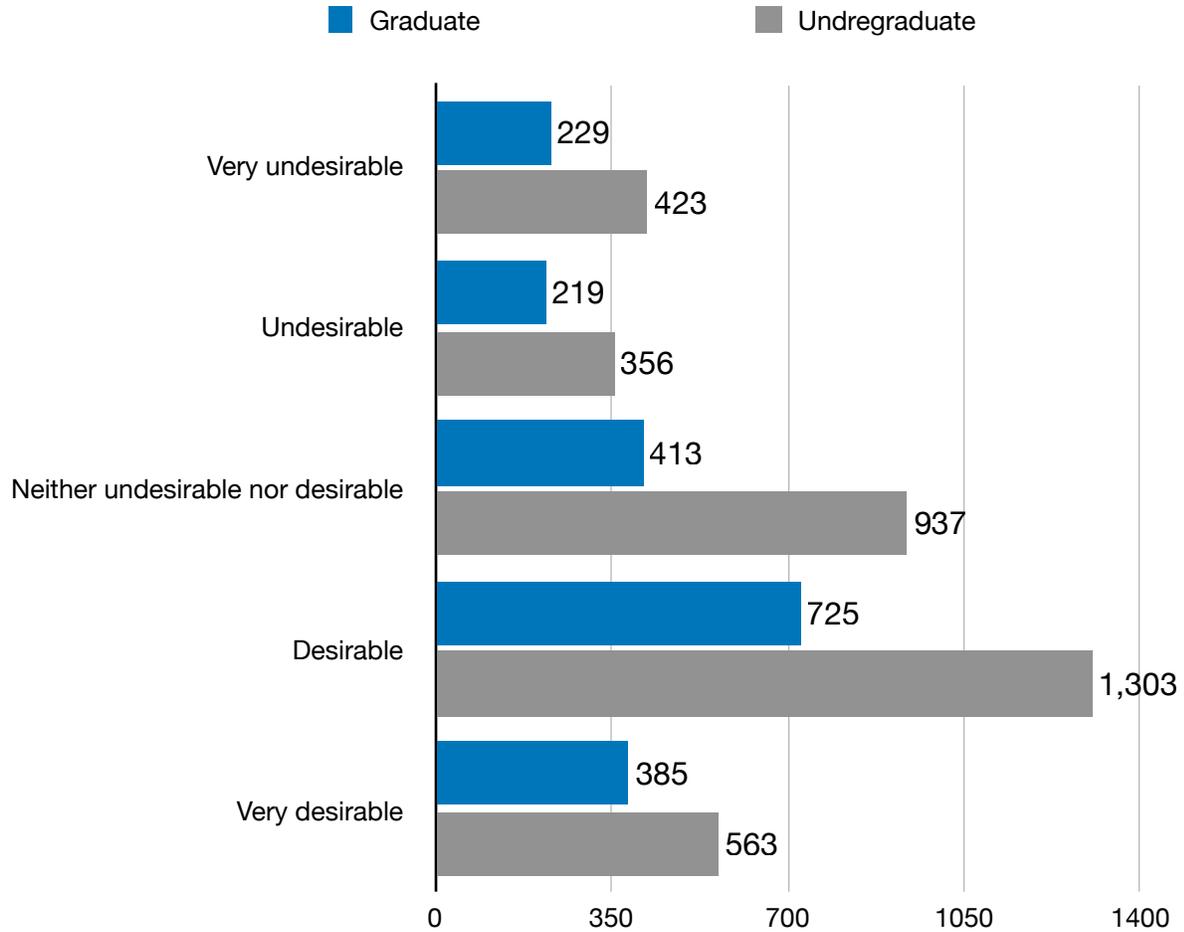
- Loved the weekly virtual happy hours.
- Professor would forward emails to class with questions/explanations he thought everyone could benefit from.
- Available by phone when help was needed.
- Panopto Lectures very helpful and useful.
- This evaluation seems more for depaul to make more money than cut to the chase on course feedback. This is out of touch.
- Guest speakers were great

11: Which type of course structure would you prefer for this course?

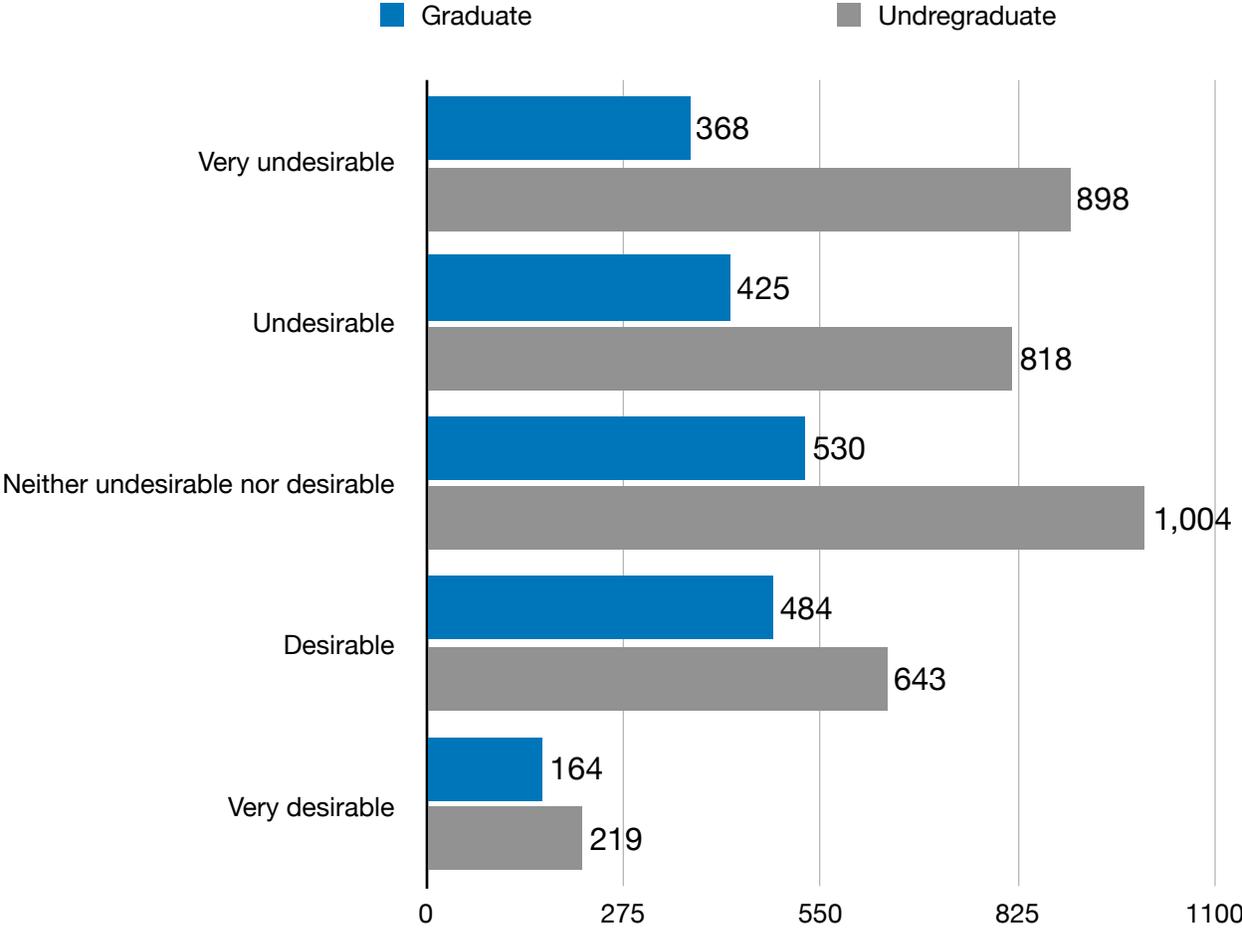
Completely classroom face-to-face.



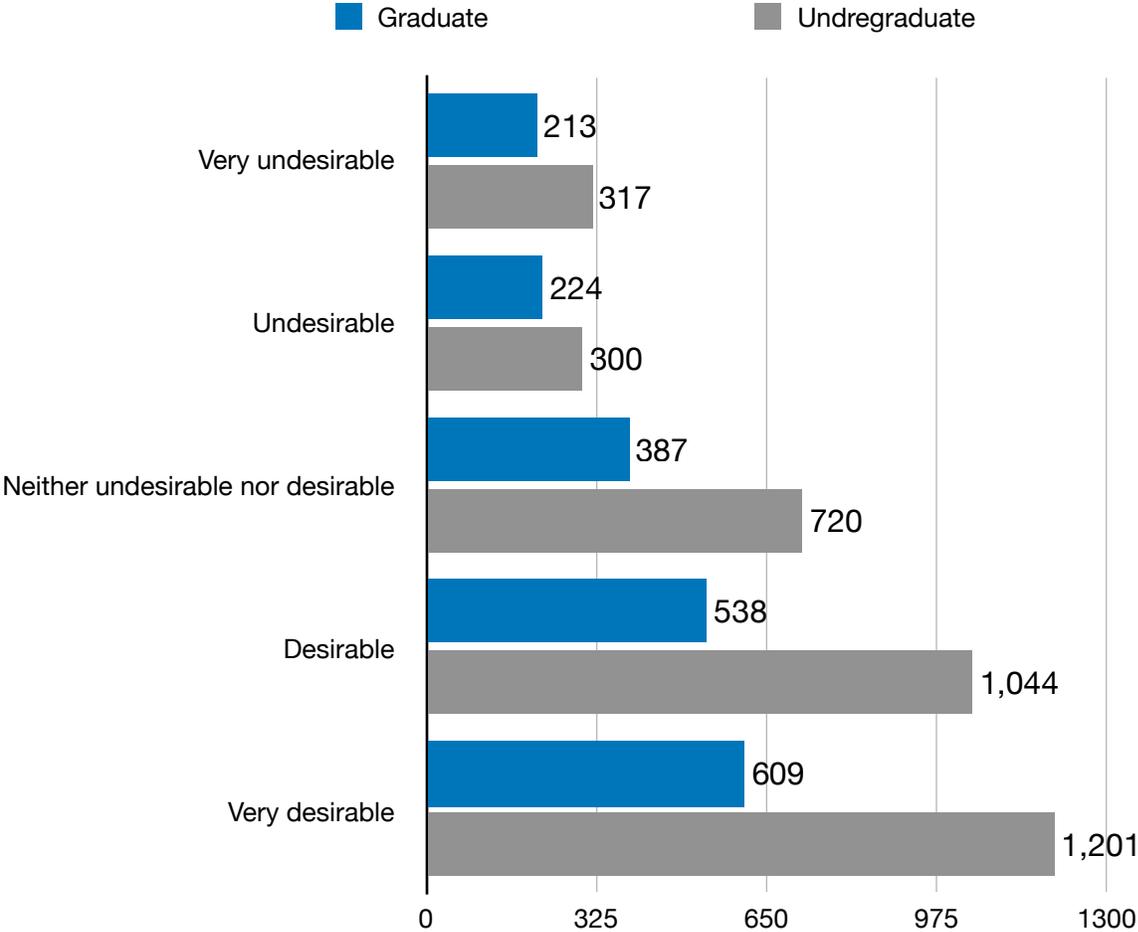
A mix with 50% of the class online and 50% face-to-face (these types of course are termed “Hybrid” at DePaul).



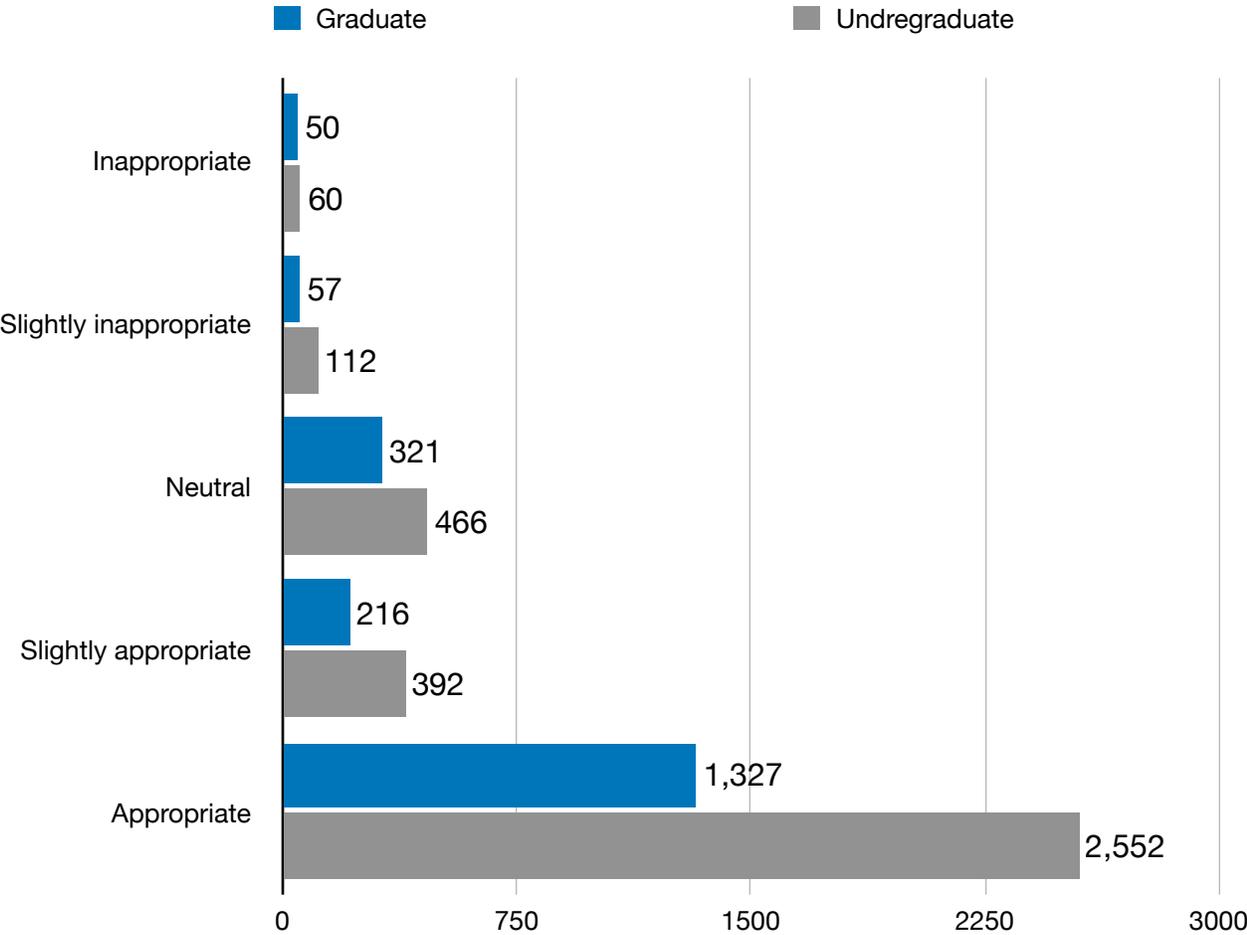
Online synchronous (a synchronous course is one that is taught live – you have to be online at a specific time).



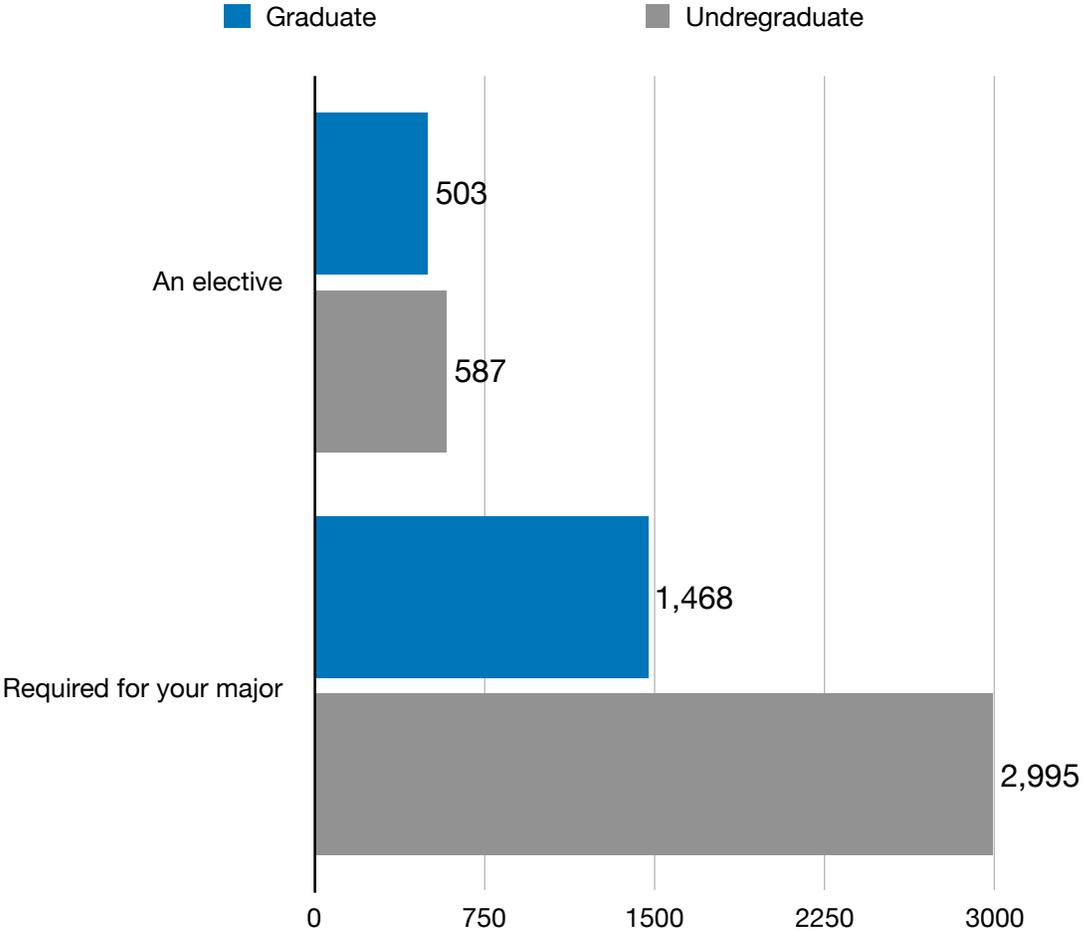
Completely asynchronous (an asynchronous course is one where you do not need to be online at a specific time or place).



12: How appropriate were the assessment methods for this course?



13. Is this course...



What is your year in school?

