

PALM BEACH COMMUNITY COLLEGE

4200 Congress Avenue ♦ Lake Worth, Florida 33461

Survey of Telecourse Students, Fall 2001

October 9, 2002



Academic Affairs:

Sharon A. Sass, Ph.D., *Vice President*

Office of Institutional Effectiveness:

Seymour Samuels, Ed.D., *Director*

Hui-Min Wen, Ph.D., *Senior Research Analyst*

Helen A. Shub, *Senior Research Analyst*

Jeffrey M. Nowak, *Research Analyst*

Sandra S. Livingston, *Administrative Assistant*

Prepared by:

Jeffrey M. Nowak

Table of Contents

Introduction 1

Methodology..... 1

Discussion 2

Results 3

Classification..... 9

Open-ended Commentary12

Appendix A: Survey Instrument15

Introduction

As part of the Distance Learning program, Telecourses offer students a chance to earn college credit from the comfort of their own homes with only minimal visits to the college. Three different kinds of Telecourses are offered:

- Broadcast, which is televised on WXEL, Channel 42, the local PBS station,
- Teleweb, which can consist of either televised or video courses with an Internet component, and
- Course-in-a-Box, in which videos are mailed to students.

This report presents the results of the Survey of Telecourse Students, conducted among students who took Telecourses in Fall 2001. The purpose of the survey was to determine areas of strength and weakness, determine students' viewing habits, preferences and motivations for taking Telecourses, and generate a simple demographic profile of Telecourse students.

Methodology

Subjects

The sample for this study was all students who took at least one Telecourse in the Fall 2001 term. A total of 474 surveys were mailed to students, of which 71 were returned, resulting in a response rate of 15%.

Materials

A three-page hard-copy survey instrument was developed cooperatively by the Office of Institutional Effectiveness and the Distance Learning department. The scope of the survey covered several areas, including, but not limited to, classes taken, viewing habits, motivations, orientation preferences, ratings in several areas and future offerings.

(The survey instrument can be found in Appendix A, page 15.)

Procedure

Surveys were mailed by the Distance Learning Coordinator in April 2002 to all Fall 2001 Telecourse students. The questionnaires were returned directly to the Office of Institutional Effectiveness for data entry and tabulation. The closing date for submission of surveys was May 31, 2002.

The data were analyzed using SPSS (Statistical Package for the Social Sciences) and Microsoft Excel.

Discussion

The survey results clearly indicate that Telecourse instruction at Palm Beach Community College is a vital part of a college education for those who take these courses.

For many, it is a major component of their coursework, as one-quarter of those taking Telecourses took two or more during the study term. Generally, students plan to continue taking Telecourses and would recommend this form of instruction to other students. Furthermore, they indicate that they would like the opportunity to get their Bachelor's degrees through Telecourses.

Not surprisingly, the typical Telecourse student tends to slant more to the non-traditional side. Almost half are more than 30 years of age, and more than three out of every five students surveyed work more than 30 hours per week. In addition, about half the students care for minor children, and most of those children are under the age of 13.

These factors are certainly related to the driving force behind why students take Telecourses – convenience. Telecourses offer students a chance to study at home, with only minimal visits to a campus for class meetings and tests. Because these students do not lead the same kinds of lives as the typical traditional college student, convenience and the ability to study at home are extremely important benefits of Telecourse instruction.

This idea is further bolstered by another finding in the study: more than 80% of those surveyed are interested in taking courses over the Internet – another home-based instruction tool. When combined with the finding that other on-campus, albeit alternative, less-traditional class times, such as Friday evening and Saturday, received only a lukewarm (or cooler) reception, the “study at home” benefit takes on an even greater meaning.

Students are generally positive about the course elements, themselves, although there are a couple areas of concern. While orientation and the texts both scored well, the television programs and tapes may be an area that needs to be addressed. Many students indicated that the programs are old, outdated and/or damaged, while others noted that their instructors are not teaching from the programs. Also, instructor-related ratings score well on the surface, but it appears from the extra commentary that when there are problems, particularly in communicating with instructors, students are quite vocal and upset about it.

There may also be room for improvement with how the College itself “spreads the word” about Telecourses. Almost everyone learns about Telecourse offerings from the course schedule, and this is to be expected. However, there may be many other students with similar demographics who are not aware that such courses exist at PBCC, and when these students sit down with an advisor, as we encourage them to do, that may be the best time to inform them about Telecourse instruction. As it is now, only 10% of those responding learned about these classes from College personnel, such as advisors, instructors or counselors.

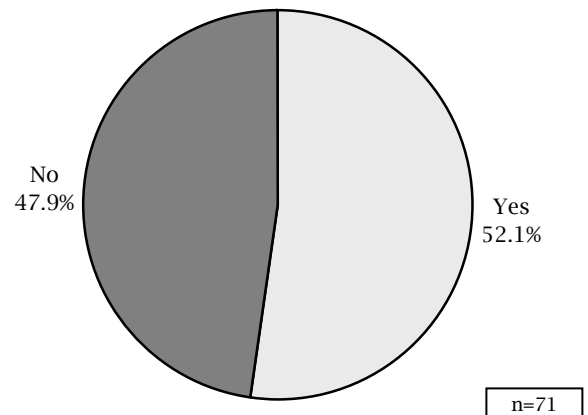
For the most part, students appear to like their Telecourses and feel they are important to their education. The few concerns found in the study should be addressed in order to ensure the high quality of instruction that we strive toward at PBCC. And if the College can better inform students about Telecourse instruction, more students can take advantage of the many benefits Telecourses have to offer.

Results

Was this the first time that you have enrolled in a Telecourse?

Fifty-two percent of respondents indicated that Fall 2001 was the first term they were enrolled in a Telecourse. (Graph 1)

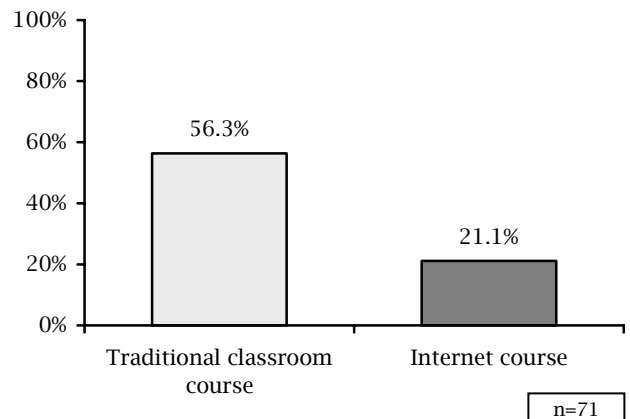
**Graph 1:
First time enrolled in Telecourse**



Were you enrolled in any of the following courses at PBCC this past term while enrolled in your Telecourse(s)?

In addition to their Telecourse, 56% of students noted that they were also enrolled in a traditional classroom course. Twenty-one percent were enrolled in an Internet course. (Graph 2)

**Graph 2:
Other courses taken**

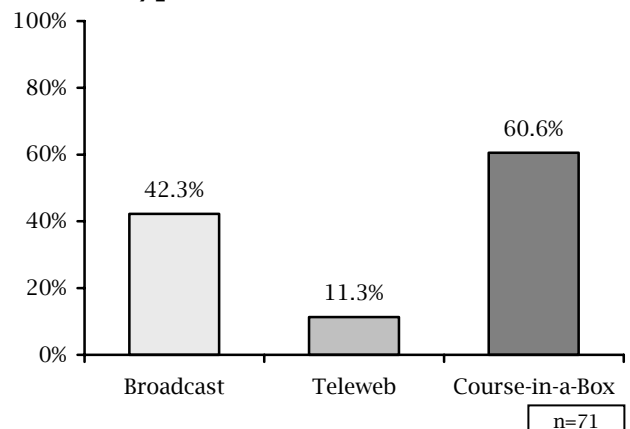


During this past term, what types of Telecourses did you take?

The most popular type of Telecourse in Fall 2001 was the Course-in-a-Box. A total of 61% of Telecourse students took a course in that format.

About four in ten (42%) took a Broadcast course, while 11% were enrolled in a Teleweb course. (Graph 3)

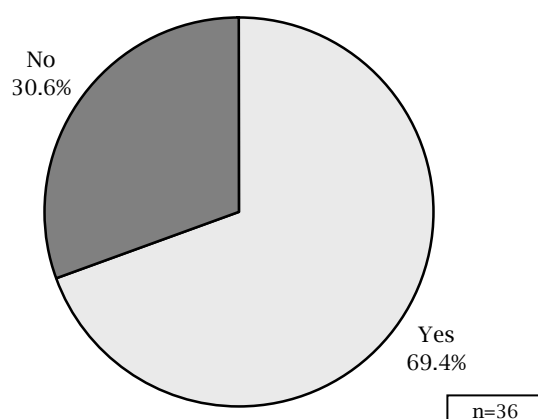
**Graph 3:
Types of Telecourses taken**



***Did you ever record a Telecourse on your VCR?
(among those taking a Broadcast or Teleweb course)***

About seven in ten (69%) Telecourse students who took either a Broadcast or Teleweb course noted that they had recorded at least one broadcast during the term. (Graph 4)

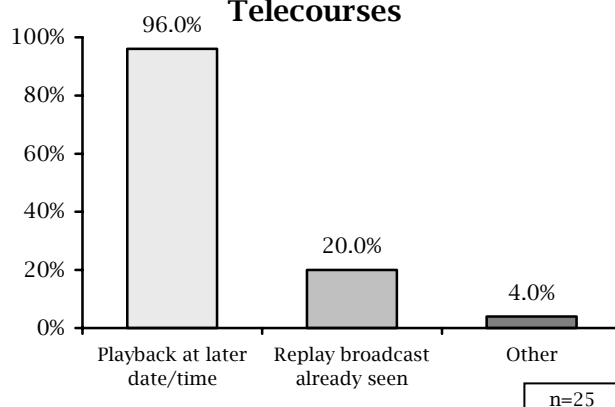
**Graph 4:
Ever recorded Telecourse**



For what reason do you record Telecourses? (among those who recorded a Telecourse)

Nearly all (96%) students who recorded a broadcast did so for the purpose of playing it back at a later date and time. Twenty percent recorded the program in order to replay something they had already seen. (Graph 5)

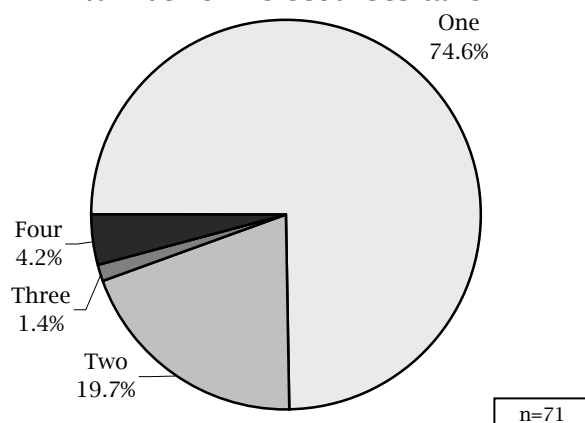
**Graph 5:
Reasons for recording
Telecourses**



For this past term only, in how many Telecourses were you enrolled?

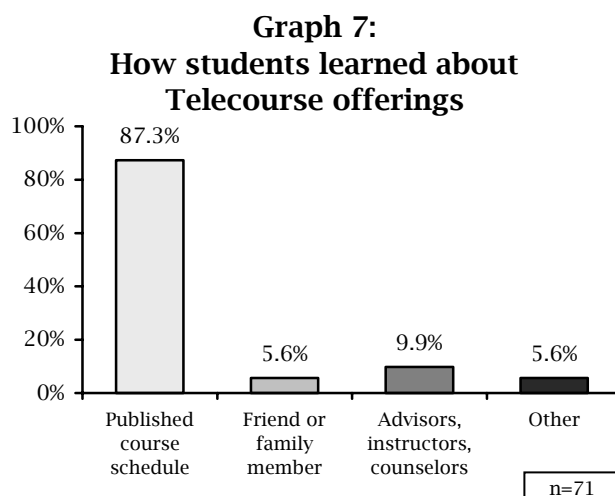
About one-quarter (25%) of all students taking Telecourses were taking more than one Telecourse in the Fall 2001 term. Six percent were taking three or more Telecourses. (Graph 6)

**Graph 6:
Number of Telecourses taken**



How do you learn about Telecourse offerings?

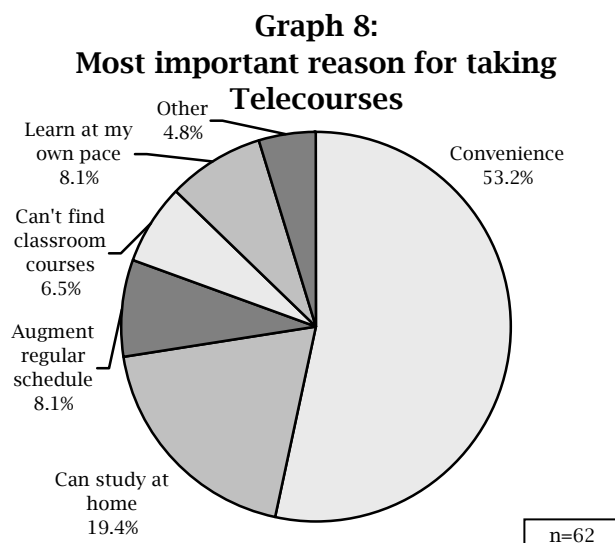
By far, the most frequent method in which a student learned about Telecourse offerings was through the published course schedule (87%). (Graph 7)



What is the most important reason you enrolled in a Telecourse?

About half (53%) of students took Telecourses for convenience. Another 19% noted that Telecourses allow them to study at home.

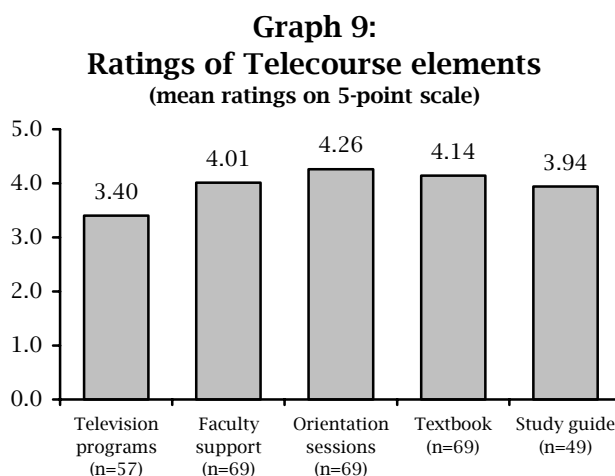
Only 15% of students took a Telecourse either to augment their regular classroom schedule or because they couldn't find a comparable classroom course. (Graph 8)



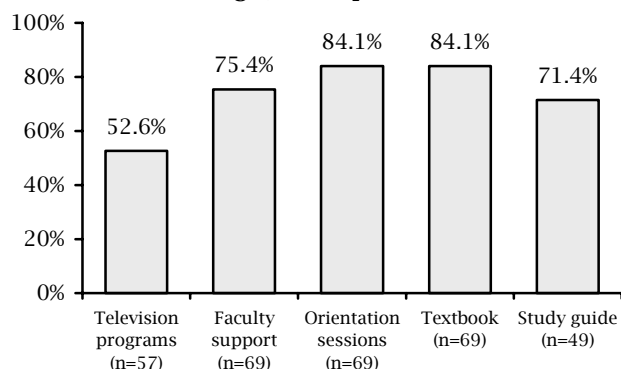
How would you rate each of the following? Television programs for the course, faculty support, orientation sessions, textbook, study guide. (Ratings based on 5-point scale, Excellent to Poor)

Telecourse students were generally positive about most Telecourse elements. Orientation and the textbooks received the highest ratings, as 84% gave each a '5' or '4' rating and 9% a '2' or '1' rating on a 5-point scale. (Graphs 10-11) The mean ratings for the orientation sessions and textbook were 4.26 and 4.14, respectively. (Graph 9)

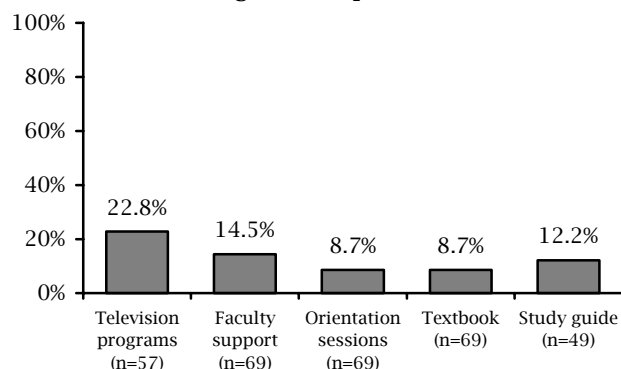
The television programs themselves received the lowest ratings. About half (53%) gave them a '5' or '4', while almost a quarter (23%) gave them a '2' or '1'. (Graphs 10-11) The mean rating was 3.40. (Graph 9)



Graph 10:
Ratings of Telecourse elements
(% rating 5/4 on 5-point scale)



Graph 11:
Ratings of Telecourse elements
(% rating 2/1 on 5-point scale)

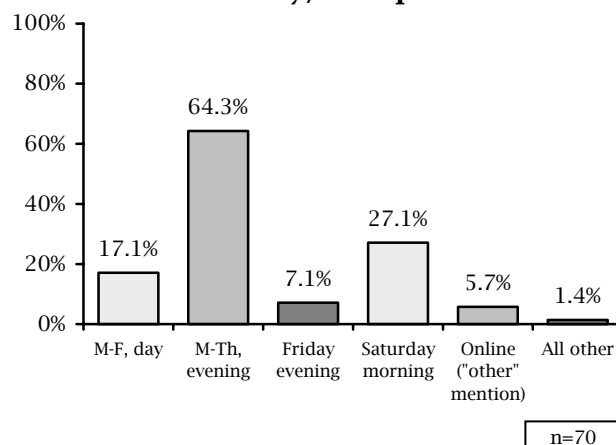


When would you prefer the orientation session?

Most (64%) students preferred a weekday evening orientation session. About a quarter (27%) of Telecourse students would find a Saturday session desirable.

A few students volunteered that they would prefer an online orientation session. It is likely that the percentage would have been much higher had this been offered as a hard-coded choice. (Graph 12)

Graph 12:
Orientation day/time preference

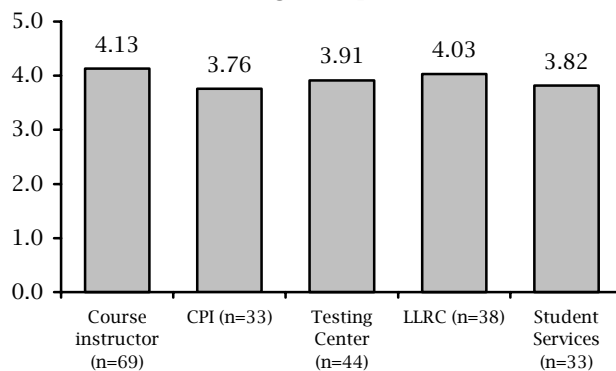


In regards to Telecourses only, please rate how well each of the following met your needs: Course instructor, Center for Personalized Instruction (CPI), Testing Center, Library Learning Resource Center (LLRC), Student Services. (Based on 5-point scale, Excellent to Poor)

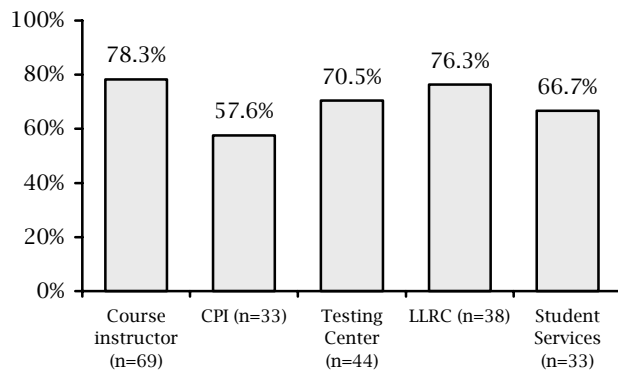
Students were generally positive about how well their needs were met by the various people and departments that provide services to Telecourse students. The course instructor (78%) and LLRC (76%) received the highest proportion of 5/4 ratings on a 5-point scale. (Graph 14) They also had the highest means (4.13 and 4.03, respectively). (Graph 13)

The Center for Personalized Instruction received the lowest ratings. A little more than one-half (58%) gave the CPI a '5' or '4' rating, while 16% gave it a '2' or '1'. (Graphs 14-15) The mean rating was 3.76. (Graph 13)

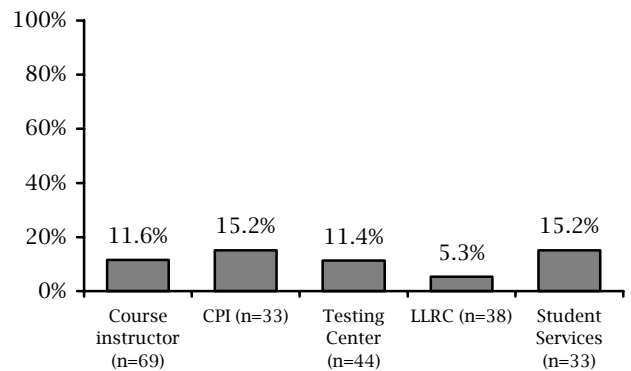
Graph 13:
How well needs were met
(mean ratings on 5-point scale)



Graph 14:
How well needs were met
(% rating 5/4 on 5-point scale)



Graph 15:
How well needs were met
(% rating 2/1 on 5-point scale)



Do you plan to enroll in Telecourses the next time they are available? (Based on 5-point scale, Definitely to Definitely not)

About three-quarters (77%) indicated interest in enrolling in Telecourses the next time they are available. (Graph 17)

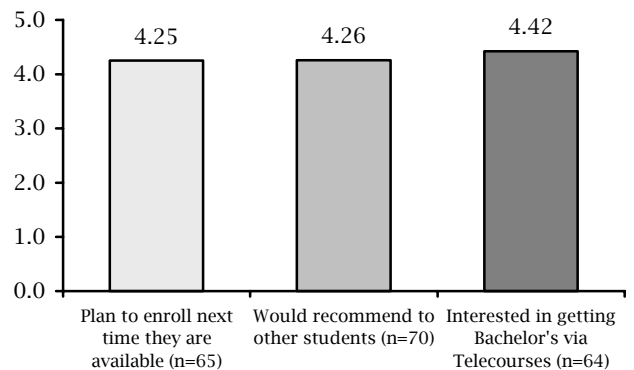
Would you recommend Telecourse instruction to other students? (Based on 5-point scale, Definitely to Definitely not)

Four out of five (81%) students surveyed would be likely to recommend Telecourse instruction to other students. (Graph 17)

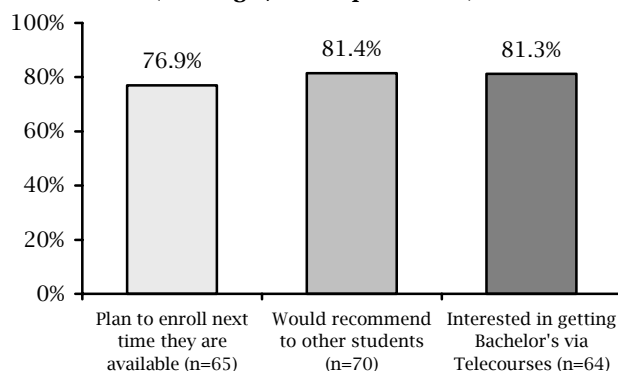
Would you be interested in getting your Bachelor's degree via Telecourses after leaving PBCC, if it were possible? (Based on 5-point scale, Definitely to Definitely not)

Eighty-one percent of students who took Telecourses in Fall 2001 indicated some interest in getting their Baccalaureate degrees through Telecourses. (Graph 17)

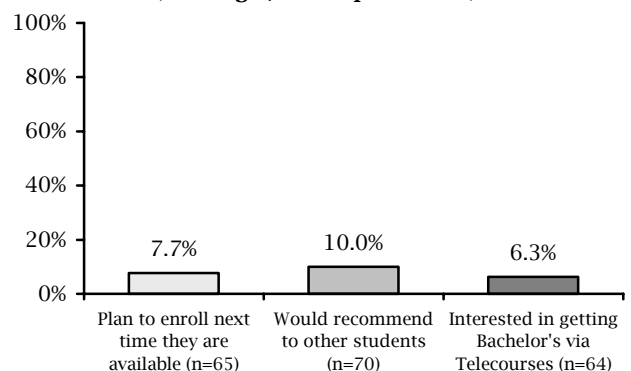
Graph 16:
General feelings on Telecourses
(mean ratings on 5-point scale)



Graph 17:
General feelings on Telecourses
(% rating 5/4 on 5-point scale)



Graph 18:
General feelings on Telecourses
(% rating 2/1 on 5-point scale)

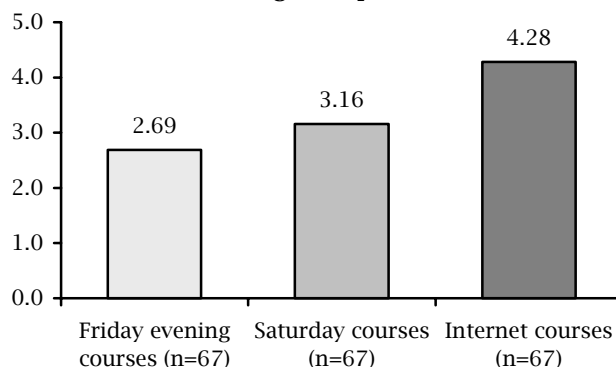


Please indicate your level of interest in taking each of the following types of courses: Friday evening courses, Saturday courses, courses offered over the Internet. (Based on 5-point scale, Very interested to Not at all interested.)

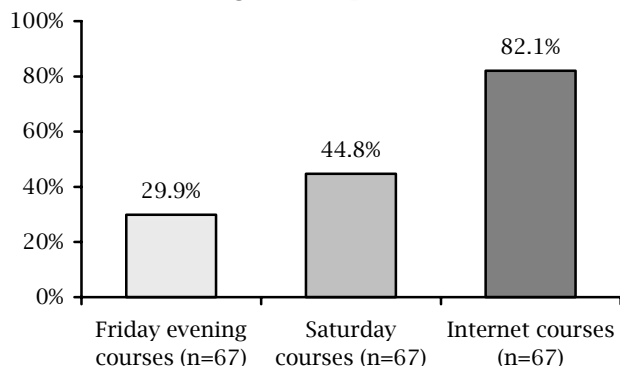
About four out of five (82%) Telecourse students indicated interest in taking courses over the Internet.

Fewer Telecourse students indicated interest in either Friday evening or Saturday courses. Only 30% of students were at least somewhat interested in attending classes on Friday evening, while 45% showed an interest in Saturday classes. (Graph 20)

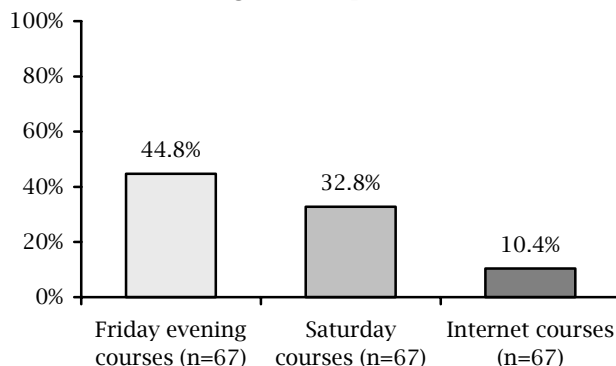
Graph 19:
Interest in other class formats
(mean ratings on 5-point scale)



Graph 20:
Interest in other class formats
(% rating 5/4 on 5-point scale)



Graph 21:
Interest in other class formats
(% rating 2/1 on 5-point scale)



What future courses would you like to see offered as Telecourses?

Students would like to see a wide variety of classes offered as Telecourses in all terms and at a variety of times. General education courses were offered most, although some specialty courses related to one's major were occasionally suggested.

(A table of responses can be found in the Open-ended Commentary section, beginning on page 12.)

Please provide any additional comments or suggestions you may have related to Telecourses?

There were two notable themes in students' additional commentary. First, a number of students had problems with their instructors. Some indicated that it is difficult to communicate with their instructors, stating that emails and telephone calls were not answered in a timely manner, while others claim that the instructor does not teach the material presented on the tapes or the broadcast.

Second, some students noted problems with the television programs, themselves, claiming they are old and outdated and, in at least one case, damaged.

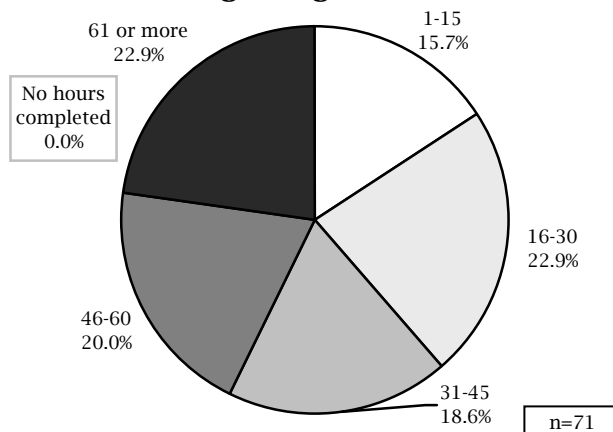
(Verbatim responses can be found in the Open-ended Commentary section, beginning on page 13.)

Classification

Semester hours completed

More than four out of every ten (43%) Telecourse students surveyed had 46 or more hours completed when they began their course or courses. Only 16% had 15 hours or fewer, and there were no students who had not yet earned college credit. (Graph 22)

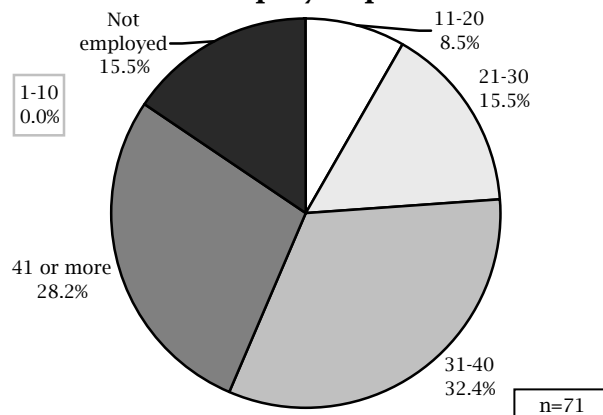
Graph 22:
Semester hours completed at beginning of term



Hours employed

Sixty-one percent of Telecourse students surveyed worked 31 or more hours per week. About one-quarter (24%) worked 20 hours or less per week or were not employed at all. (Graph 23)

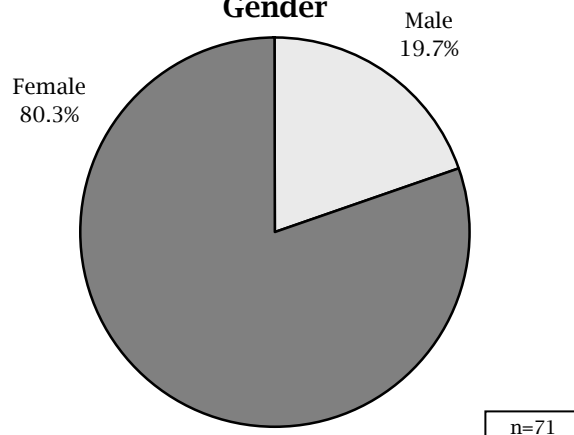
Graph 23:
Hours employed per week



Gender

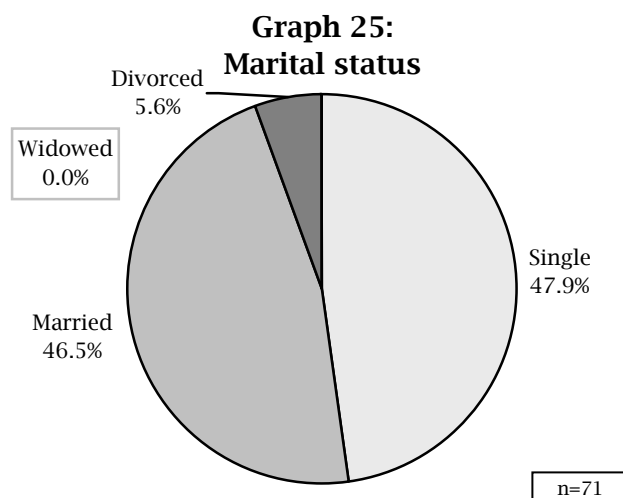
Four out of every five (80%) Telecourse students surveyed were female. (Graph 24)

Graph 24:
Gender



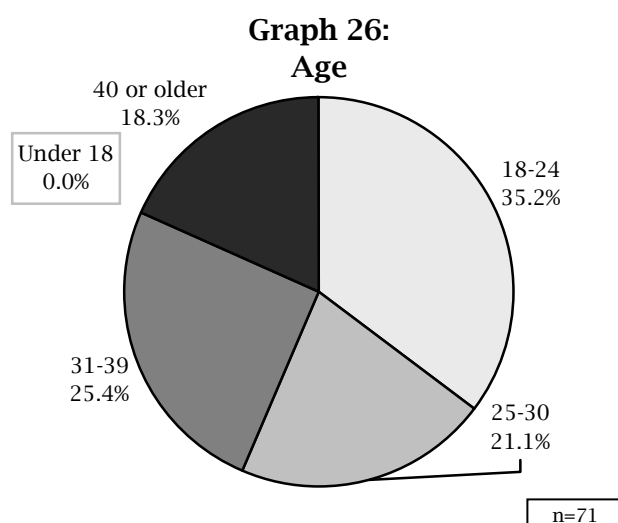
Marital status

More than half (54%) of the Fall 2001 Telecourse students surveyed were not married. (Graph 25)



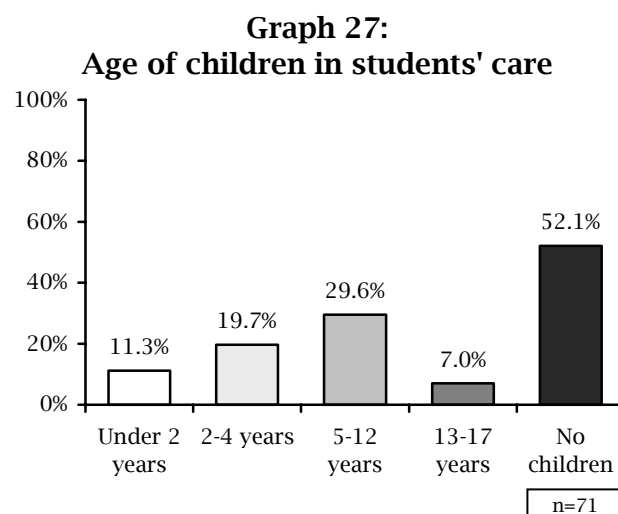
Age

About one-third (35%) of those surveyed were in the traditional college age range of 18-24. However, 44% of Telecourse students were 31 or older. (Graph 26)



Age of children in students' care

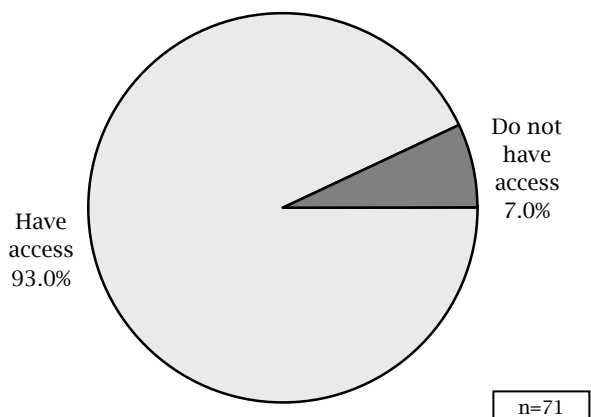
About half (48%) of the students surveyed had minor children in their care. Of those who had children, most cared for children under age 13. (Graph 27)



Home Internet access

More than nine out of ten (93%) students surveyed have Internet access from their homes. (Graph 28)

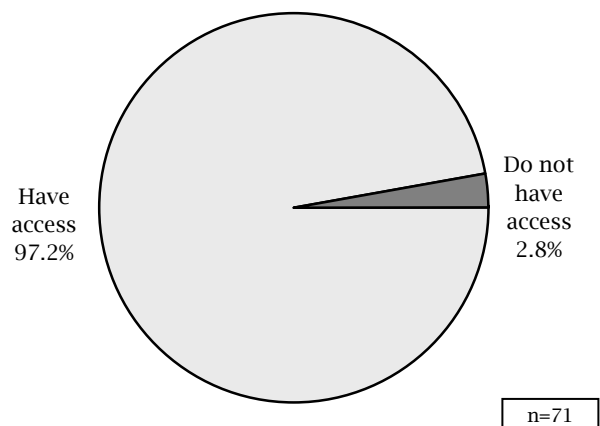
**Graph 28:
Internet access from home**



Email access

Nearly everyone (97%) surveyed has access to email. (Graph 29)

**Graph 29:
Access to email**



Open-ended Commentary

For what reason do you record Telecourses?

- For in-depth viewing and easy reference.

How do you learn about Telecourse offerings?

- Student at PBCC.
- Over the internet at the college's site.
- Picking the class and found out that it was a course in a box.
- Valencia Community College.

What is the most important reason you enrolled in a Telecourse?

- Allow me to only have to travel X amount of day with a working schedule.
- Fit with my work and family schedule.
- Worked two full-time jobs.
- Am single mother, hard to find babysitter, work full-time. [Not tabulated because respondent gave multiple answers]

When would you prefer the orientation session?

- The first night of class.

What future courses would you like to see offered as Telecourses?

<u>Course</u>	<u>Term</u>	<u>Day(s) of week</u>
	All	Friday, Saturday
Anatomy/Physiology I-II (lecture)	Fall	Wednesday
Intro to Nutrition		
All		Saturdays
Education classes for Bachelor's		
Speech		
Health		Monday thru Thursday PM
English		
History		
Math		
General		
Communication	All	Monday thru Thursday
Language	Fall	Tuesday/Thursday
Communication		
English		
PSC1101	Summer	Tuesday/Thursday
MAC1105		
History	Fall	
Electives		
Composition II	Spring	Monday/Wednesday
Nursing	Summer	Monday thru Friday
Anthropology	Fall	
Biology		
Political Science		

Math		
Introduction to Human Services	Summer	Tuesday
Principles of Group Dynamics		Thursday
Asia History	Spring/Summer	Wednesday or Thursday
Middle East History		
Latin American History		
Spanish	Any	Monday/Wednesday
Algebra		
Environmental Conservation		
Speech	All	Friday
Art		
Computers		
History		
Algebra	Summer	
MTB1103		
MNA2303		
Fundamentals of Speech	All	Internet
MNA2100		
More humanities courses		
AMH2010		
Foundations of Education		
Whatever there is to offer		
More of the core required courses	Any	Any
Sciences		
Prep math	Any	Monday thru Thursday
All math		
Business and legal courses		
Child education courses		
Math courses	All	Any
Any education course	All	Any
Anatomy	Fall	Any
Literature	Spring	
Comparative Government	Summer	
BSC1010L	Fall	Saturday
Speech		

Please provide any additional comments or suggestions you may have related to Telecourses.

(Note: Any comments that could identify individual instructors have been edited for privacy purposes.)

- More instructor input would be appreciated. I've taken several telecourses from professors who I never hear from again after the orientation. An instructor could send us messages noting what areas are important to study, and study guides would be helpful. I would love to see more Friday evening and Saturday classes!
- Allow students to utilize CPI lab free, if they are taking a course that requires the use of the computer. At all campuses.
- I didn't have any problems with my telecourses except that some teachers don't respond quickly enough when you email or call them.
- Teacher sessions did not offer reviews.
- I love that the teachers are so available for help through email, and more teachers should answer their email. There should be more classes available to us. Also, updated videos for us to watch.
- I think the Telecourses are perfect for people like me who work full time and want to further their education but don't have a lot of time free during the day. I really think highly of these courses.
- The telecourse and Course-in-a-Box courses should be updated because many times the tapes don't play very well and the speakers and instructors are somewhat outdated with material that is new. There should also be more courses available.

- I liked it a lot and would do it again!
- I have found that the instructors do not follow what the videos instruct.
- Testing center administrators were extremely rude to people taking tests in there. One lady consistently made students leave and stop taking tests earlier (30-45 minutes) than the stated closing time.
- I didn't receive my final grades in the mail and have difficulty logging on to the college site for the grades.
- [name] was my instructor. She knew all the material very well. If I had the chance, I would take her again.
- [name] does not teach well for Course in a Box. She did not do a good job of answering questions. The class only met once a month and she did not respond to emails.
- They were very convenient.
- The education telecourses need to be updated. They are boring and outdated.
- I found it very difficult to reach and communicate with my instructor, which became very frustrating. Email attempts and phone messages were not answered in a timely manner.
- I kind of forgot I had the class. I always missed the broadcasts. I have one now and I am doing much better. I think mostly because I really enjoy the teacher.
- The course is only as good as the text material.
- My [course] instructor is probably a very good teacher, but she needed to base the telecourse on the information available, i.e., book and videotapes.
- More courses available for course-in-a-box.
- Loved them!
- I enjoyed the class.
- I love telecourses. When you have a teacher who is on the ball like Professor [name] in my [course] last semester, there are no frustrations, but more are late getting papers back to me and are selective as to which emails they'll answer. My [course] teacher [name] is pretty good, too, though.
- Tapes can be reviewed as needed, and as many times as desired. Convenience of work schedule.
- More classes offered at the Lake Worth or Gardens campuses.
- The videos and broadcasting are outdated. They were from the 1980s, at least in General Psychology and English 1101. Please get some up to date videos and broadcastings.
- I thought the telecourse was good. I took it for AMH2020 and I learned a lot because watching the video was more interesting than lectures and easier to retain information.
- In the interest of course in a box, the videos should be checked for damage or dysfunction. In both courses I took, tapes were damaged to the point of not being able to view them. I reported both times.
- For [course] telecourses, the instructors have to realize that all the students in the class are not [course] majors. So make it a little more informative.
- Both telecourses no need to view tape part of course. Just read book and followed course outline. Tapes were old, dated material unnecessary to courses.
- Telecourse students or prospective (in case they drop out) should have orientation option over internet more than face to face. Course syllabus, etc., can be provided over the internet. Textbooks should be advertised with the course so students don't buy wrong books and make special/unnecessary trips to return/exchange. Instructors should be more readily available rather than take 2+ days to respond to help questions. Don't find most instructors very helpful, but harsh and "your problem" type of attitudes. Very few have been good.
- Telecourse works great for me being that I work full-time and have a child. I probably would not be able to finish up my degree so quickly without telecourses.
- Needs to have more energetic/interesting speakers.
- My most recent professor was terrible. She expected way too much considering it was an introductory class. You have to be realistic and make the expectations achievable. Telecourses should not be that much harder than regular courses.
- I really loved my telecourse.
- Telecourse students would receive a great deal of assistance if each course also used WebCT as a bulletin board, i.e., syllabus and course assignments, etc. It's a great way to keep communication between students and instructor flowing.
- I took a speech class as a telecourse class at Valencia Community College. Four people watched and rated your speeches. You had to mail the tape to the instructor.

Appendix A: Survey Instrument

Following is the survey instrument used for the Survey of Telecourse Students:

PALM BEACH COMMUNITY COLLEGE SURVEY OF TELECOURSE STUDENTS

PBCC is currently conducting an evaluation among Telecourse students. Please take a few moments to answer the following questions regarding the Telecourse classes in which you have been enrolled during this past term. The results of this survey will be used to improve services to PBCC students enrolled in Telecourses. It is not necessary to sign your name to or include your identification number on the survey.

If you have already filled out one of these surveys this term, please do not fill out another. If you completed this survey in a previous term, please complete it again for this term.

Thank you for your input. Your participation is greatly appreciated.

Part I: Background Information

1. Was this the first time that you have enrolled in a Telecourse? ☐ Yes ☐ No
2. Were you enrolled in any of the following courses at PBCC this past term while enrolled in your Telecourse(s)? (Please check all that apply.)
 - ☐ Traditional classroom course
 - ☐ Course conducted entirely over the Internet
3. During this past term, what types of Telecourses did you take?
 - ☐ Broadcast – televised on WXEL, Channel 42
 - ☐ Teleweb – televised or video courses with an Internet component
 - ☐ Course-in-a-Box – videos mailed to you

(Answer 3a and 3b only if enrolled in a Broadcast or Teleweb class)

 - 3a. Did you ever record a Telecourse on your VCR? ☐ Yes ☐ No
 - 3b. If you answered 'yes' to 3a, for what reason do you record Telecourses? (Select all that apply)
 - ☐ To playback at a later date or time
 - ☐ To replay a broadcast I have already seen
 - ☐ Other (why? _____)
4. For this past term only, in how many Telecourses were you enrolled? _____ (number of classes, **not** credit hours)
5. How do you learn about Telecourse offerings? (Check all that apply)
 - ☐ The published course schedule
 - ☐ Friend or family member
 - ☐ Academic advisors, instructors or counselors
 - ☐ Other (please specify: _____)
6. What is the **most** important reason you enrolled in a Telecourse? (Select only one)
 - ☐ Convenience
 - ☐ Ability to study at home
 - ☐ Ability to augment my regular academic schedule
 - ☐ Inability to find available classroom courses
 - ☐ The design of the Telecourses allows me to learn at my own pace
 - ☐ Other (please specify: _____)

CONTINUED ON BACK

Part II: Opinions regarding Telecourses

7. How would you rate each of the following? Please use a 5-point scale, where 5 means "excellent" and 1 means "poor." If the topic is not applicable to you, please circle 'NA.'

	Excellent				Poor	
Television programs for the course	5	4	3	2	1	NA
Faculty support	5	4	3	2	1	NA
Orientation sessions	5	4	3	2	1	NA
Textbook	5	4	3	2	1	NA
Study guide	5	4	3	2	1	NA

8. When would you prefer the orientation session? (Check all that apply)

- ☐ Monday through Friday, during the day
☐ Monday through Thursday, during the evening
☐ Friday evening
☐ Saturday morning
☐ Other time (please specify: _____)

9. In regards to Telecourses only, please rate how well each of the following met your needs. Please use a 5-point scale, where 5 means "excellent" and 1 means "poor." If the topic is not applicable to you, please circle 'NA.'

	Excellent				Poor	
Course instructor	5	4	3	2	1	NA
Center for Personalized Instruction (CPI)	5	4	3	2	1	NA
Testing Center	5	4	3	2	1	NA
Library Learning Resource Center (LLRC)	5	4	3	2	1	NA
Student Services	5	4	3	2	1	NA

10. Please rate how you feel about each of the questions below. Please use a 5-point scale, where 5 means "definitely" and 1 means "definitely not." If you are unsure, please circle 'DK.'

	Definitely				Definitely not	
Do you plan to enroll in Telecourses the next time they are available?	5	4	3	2	1	DK
Would you recommend Telecourse instruction to other students?	5	4	3	2	1	DK
Would you be interested in getting your Bachelor's degree (B.A., B.S. etc.) via Telecourses after leaving PBCC, if it were possible?	5	4	3	2	1	DK

11. Please indicate your level of interest in taking each of the following types of courses. Please use a 5-point scale, where 5 means "Very interested" and 1 means "not at all interested." If you are unsure, please circle 'DK.'

	Very interested				Not at all interested	
Friday evening courses	5	4	3	2	1	NA
Saturday courses	5	4	3	2	1	NA
Courses offered over the Internet	5	4	3	2	1	NA

12. What future courses would you like to see offered as Telecourses?

Course	Term (Fall, Spring, Summer)	Day(s) of week?
_____	_____	_____
_____	_____	_____
_____	_____	_____

13. Please provide any additional comments or suggestions you may have related to Telecourses?

Part III: Demographics

In order to serve Telecourse students better, we would like to know what kinds of students are taking Telecourses. The following answers will be used for classification purposes only.

14. At the **beginning** of this past term, how many semester hours had you completed?

- | | |
|--|--|
| <input type="checkbox"/> None. I had not yet earned college credit | <input type="checkbox"/> 31-45 semester hours |
| <input type="checkbox"/> 1-15 semester hours | <input type="checkbox"/> 46-60 semester hours |
| <input type="checkbox"/> 16-30 semester hours | <input type="checkbox"/> 61 or more semester hours |

15. I am employed...

- | | |
|---|--|
| <input type="checkbox"/> 1-10 hours per week | <input type="checkbox"/> 31-40 hours per week |
| <input type="checkbox"/> 11-20 hours per week | <input type="checkbox"/> 41 or more hours per week |
| <input type="checkbox"/> 21-30 hours per week | <input type="checkbox"/> Not employed |

16. I am... ☐ Male ☐ Female

17. I am... ☐ Single ☐ Married ☐ Divorced ☐ Widowed

18. My age category is...

- | | |
|---|--|
| <input type="checkbox"/> Under 18 years | <input type="checkbox"/> 31-39 years |
| <input type="checkbox"/> 18 to 24 years | <input type="checkbox"/> 40 years or older |
| <input type="checkbox"/> 25-30 years | |

19. Please indicate the ages of the children **you currently care for who are living with you**. (Select all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Under 2 years | <input type="checkbox"/> 13-17 years |
| <input type="checkbox"/> 2-4 years | <input type="checkbox"/> No children in my care under 18 living with me |
| <input type="checkbox"/> 5-12 years | |

20. Do you have Internet access from home? ☐ Yes ☐ No

21. Do you have access to email? ☐ Yes ☐ No

☺ **THANK YOU FOR YOUR PARTICIPATION. YOUR INPUT IS GREATLY APPRECIATED AND WILL ASSIST US IN MAKING RECOMMENDATIONS.** ☺