

Public Awareness and Views of K-12 Online Learning in Michigan

2017

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Prepared By
Public Sector Consultants



MICHIGAN VIRTUAL LEARNING[®]
RESEARCH INSTITUTE

About Michigan Virtual Learning Research Institute

In 2012, the Governor and Michigan Legislature passed legislation requiring *Michigan Virtual*TM, formally *Michigan Virtual University*[®], to establish a research center for online learning and innovation. Known as *Michigan Virtual Learning Research Institute*[®] (*MVLRI*[®]), this center is a natural extension of the work of *Michigan Virtual*. Established in 1998, *Michigan Virtual*'s mission is to advance K-12 digital learning and teaching through research, practice, and partnerships. Toward that end, the core strategies of *MVLRI* are:

- Research – Expand the K-12 online and blended learning knowledge base through high quality, high impact research;
- Policy – Inform local, state, and national public education policy strategies that reinforce and support online and blended learning opportunities for the K-12 community;
- Innovation – Experiment with new technologies and online learning models to foster expanded learning opportunities for K-12 students; and
- Networks – Develop human and web-based applications and infrastructures for sharing information and implementing K-12 online and blended learning best practices.

Michigan Virtual dedicates a small number of staff members to *MVLRI* projects as well as augments its capacity through a fellows program drawing from state and national experts in K-12 online learning from K-12 schooling, higher education, and private industry. These experts work alongside *Michigan Virtual* staff to provide research, evaluation, and development expertise and support.

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INTRODUCTION

From September 20 to 27, 2017, Public Sector Consultants Inc. (PSC), on behalf of *Michigan Virtual Learning Research Institute*, conducted surveys with 800 Michigan adults and 400 college students (88% from Michigan). These surveys were part of ongoing public opinion research conducted by *Michigan Virtual* to better understand the opinions, preferences, and beliefs of Michigan residents about online learning opportunities for high school students in the state.

The survey of Michigan adults complements previous surveys completed in 2014, 2015, and 2016, and includes opinions and preferences about online learning opportunities for public school students in the state. Identical question wording was used to allow for comparison, but for this iteration, PSC used electronic surveys with panelists that were recruited and vetted by Survey Sampling International. As in past years, poststratification weights were applied for gender, race, age, income, and educational attainment using American Community Survey estimates of Michigan's population.

The survey of Michigan college students includes questions about their specific experiences with online learning in high school and college. Taken together, these surveys allow for continued monitoring of opinion trends about online learning, while providing important context about the experiences of current college students.

This summary provides highlights of both 2017 online surveys, along with appropriate comparisons to the 2014–2016 surveys. Frequency reports for both surveys are included as an appendix to this report. In all tables in this report, percentages may not add up to 100 percent due to rounding. Because 2017 online survey respondents were required to respond to each question, “Don’t know/refused” was not a valid response option.

MAIN FINDINGS

Public opinion among Michigan's adults continues to be consistent across survey years, and Michigan's college students believe in the importance of online learning prior to attending college/university:

- **Michigan adults consistently view online learning as important:** A strong majority of respondents in 2014 (79 percent), 2015 (71 percent), 2016 (80 percent), and 2017 (83 percent), feel that it is *somewhat or very important* for middle-school and high-school students to have the option of enrolling in an online course at their local school district. This sentiment is echoed by Michigan's college students, with 85 percent saying it is *somewhat or very important*.

- **Michigan college students see the value of online learning as a way to prepare for college:** The vast majority of Michigan college students think that students who used a learning management system¹ (86 percent) or took an online course (78 percent) in high school are better prepared for college/university, and 75 percent feel that they would have benefitted from having more online learning opportunities in high school.
- **Online learning in high school does not match the reality of college expectations:** On average, Michigan college students engage in online learning activities twice as often as they did in high school. The vast majority (86–91 percent) of students use the types of online activities and tools included in the survey as part of their college/university learning experience.
- **Online learning is expected to grow:** In both 2015 and 2016, respondents said they thought slightly less than half of current Michigan K–12 students will enroll in an online course during the next year, with that estimate increasing to about two-thirds of students ten years from now. Respondents in 2017 had similar sentiments, with the expectation that 30 percent of students will enroll during the next year, increasing to 59 percent of students ten years from now. At the same time, nearly all (93 percent) of Michigan college students say it is *very likely* (53 percent) or *somewhat likely* (40 percent) that they will need to engage in online learning as part of their future job (e.g., professional development).

SURVEY OF MICHIGAN ADULTS

The electronic survey of 800 Michigan adults included 400 male and 400 female respondents. In general, the 2017 electronic sample was similarly representative compared to past telephone samples, but was more representative with regards to age (there were more younger respondents, and fewer older respondents). This difference is likely due to the mode of data collection, which may have contributed to some of the observed differences highlighted below.

GENERAL OPINIONS

As shown in Table 1, there is consistent sentiment regarding the importance of online learning across all four years of the survey. Respondents overwhelmingly see the importance of online learning for middle school and high-school students, with a strong majority saying it is *somewhat* or *very important* for students to have the option of enrolling in an online course at their local school district.

¹ A learning management system was defined to survey respondents as a software application for the administration, documentation, tracking, reporting, and delivery of educational courses (such as Blackboard, Desire2Learn, Moodle, BrainHoney, Google Classroom, Schoology, etc.). An online course was defined as a course where most or all of the instruction is received online—through a computer or mobile device—rather than in person.

Table 1. Importance of Online Learning in Michigan, 2014–2016

Level of Importance	2014	2015	2016	2017
Very important	38%	33%	38%	38%
Somewhat important	41%	38%	42%	45%
Not that important	11%	16%	9%	12%
Not at all important	9%	12%	10%	5%
Don't know/refused [VOLUNTEERED]	2%	2%	1%	N/A

At the same time, Table 2 shows that the majority of respondents feel that Michigan high school students should be *required* to take at least *one course online prior to graduation* (35 percent in 2014, 29 percent in 2015 and 2016, and 35 percent in 2017) or *one course each year* (28 percent in 2014, 26 percent in 2015 and 2016, and 34 percent in 2017) prior to graduation. Conversely, about a third of respondents in 2014 (36 percent) and nearly half of respondents in 2015 and 2016 (43 percent) feel that students should *not* be required to take an online course in order to graduate. The 2017 respondents were more likely to say that students should be required to take at least one course, and less likely to say that they should not be required to take an online course prior to graduation. While overall, the 2017 results continue to demonstrate that public opinion is more or less evenly divided between the three options, this slight difference could be attributed to the mode of data collection. As vetted online panelists, they might be more inclined to have a positive opinion about online activities, including learning.

Table 2. Preference for Requiring Online Learning in Michigan, 2014–2016

Statement	2014	2015	2016	2017
Michigan high-school students should be required to take at least one online course prior to graduation.	35%	29%	29%	35%
Michigan high-school students should not be required to take an online course prior to graduation.	28%	26%	26%	34%
Michigan high-school students should not be required to take an online course prior to graduation.	36%	43%	43%	31%
Don't know/refused [VOLUNTEERED]	1%	2%	2%	N/A

When asked when online learning should begin, opinions are consistent over time. Seventh or eighth grade is seen as the most suitable grade for a student to take a *single course* online across all four survey years. There was a slight downward trend in the average reported appropriate grade at which students should take an *entire curriculum* online, from grade nine in 2014 to grade eight in 2015, but it increased back to grade nine in 2016 and 2017. Taken together, these results show a consistent sentiment that online learning is suited for secondary education.

From 2015 to 2017, respondents were also asked how likely they felt current Michigan students in grades six through 12 were to take an online course in three specific settings: (1) college or vocational school, (2) the workforce, or (3) high school. As the data below show, the overwhelming majority of respondents feel that students are likely to take an online course in all three settings, but the strongest opinion is that students will encounter online learning later in life, either as they continue their education/training after high school or start working.

Results were consistent between 2015, 2016, and 2017 survey respondents:

- 95 percent of respondents say students are either *very likely* or *somewhat likely* to take an online course when they go to *college* or *vocational training*, with 54 percent *very likely* in 2015, 56 percent in 2016, and 60 percent in 2017.
- 81 percent of respondents say students are either *very likely* or *somewhat likely* to take an online course *when they join the workforce (on-the-job training)*, with 48 percent *very likely* in 2015, 51 percent in 2016, and 42 percent in 2017.
- 77 percent of respondents say students are either *very likely* or *somewhat likely* to take an online course *before they graduate from high school*, with 38 percent *very likely* in 2015, 36 percent in 2016, and 32 percent in 2017.

In 2017, respondents continue to indicate that online learning will be used more in the future. When asked to predict what percentage of Michigan K–12 students would take an online course in the next year, the average was 42 percent in 2015, 43 percent in 2016, and 30 percent in 2017. Respondents see that amount increasing to 63 percent ten years from now in the 2015 survey, 66 percent in 2016, and 59 percent in 2017. This is another case where the mode of data collection might be contributing to the observed differences. While the pattern of expectations is the same, 2017’s online respondents seem to have lower perceptions than the telephone respondents in 2015 and 2016.

Respondents were also asked to rate their level of agreement with four statements about online learning in Michigan. As in past survey years, a majority of 2017 respondents agreed with each of the four statements presented and agreement was strongest with the same three statements:

- 85 percent either *strongly agree* or *somewhat agree* that a *certified teacher should be assigned to teach online courses*, with 62 percent *strongly agreeing* in 2015, 65 percent in 2016, and 54 percent in 2017.
- 82 percent either *strongly agree* or *somewhat agree* that *schools should provide a dedicated space for students to work on their online courses while at school (for example, a “homeroom” or computer lab)*, with 56 percent *strongly agreeing* in 2015, 60 percent in 2016, and 45 percent in 2017.
- 75 percent of respondents either *strongly agree* or *somewhat agree* that *knowing how to learn online is part of what it means to be college and career ready after high school*, with 50 percent *strongly agreeing* in 2015, 58 percent in 2016, and 30 percent in 2017.

Consistent with past survey years, 2017 respondents were less likely to agree that their *local school district should offer more online courses for middle-school and high-school students*; however, the strength of their sentiment is lower compared to previous survey years:

- 74 percent of respondents *strongly agreed* (25 percent) or *somewhat agreed* (49 percent) with this statement, which is an increase compared to 66 percent in 2015 (33 percent *strongly agree* and 33 percent *somewhat agree*), and 71 percent in 2016 (32 percent *strongly agree* and 39 percent *somewhat agree*).

PREFERENCES

Respondents were presented with two or three factual statements about online learning in Michigan, and then asked if they felt the statements were true, false, or if they did not know. In general, respondents demonstrated a basic lack of knowledge. Across all four survey years, between a third and half of respondents were unable to answer the questions (that is, they replied that they “didn’t know”), and only about a third could accurately indicate that the statements were, in fact, true (as seen in Table 3).

Table 3. Knowledge of Online Learning in Michigan, 2014–2016

Statement	2014			2015			2016			2017		
	T	F	DK	T	F	DK	T	F	DK	T	F	DK
Michigan middle- and high school students can now take up to two online courses per academic term.	34%	17%	49%	39%	11%	50%	39%	10%	51%	30%	19%	51%
Michigan requires K–12 public school students to have an online learning experience in order to graduate from high school.	27%	42%	32%	31%	27%	42%	22%	35%	43%	26%	44%	30%
Each online student is required to have a local school staff member assigned to provide onsite support to the student during the online course.	-	-	-	-	-	-	43%	13%	47%	45%	13%	41%

KEY: T = True; F = False; DK = Don't Know

NOTES: One option was not included in the 2014 or 2015 surveys, and the phrase “Michigan requires K–12...” replaced “Since 2006, Michigan has required K–12...” on the 2016 survey.

Respondents were also asked to determine their preference for various online enrollment options and the reasons for selecting online courses, as shown in Table 4. If respondents did not have a child enrolled in a K–12 Michigan school, they were asked to respond hypothetically. Across all survey years, the single course options were preferred and statistically equivalent, with a slight preference toward enrolling a child for a course they had previously failed. While preference increased slightly in 2016, enrolling a child in a full-time cyber charter school was far less preferred, with less than half saying it was very or somewhat likely in either year.

Table 4. Preferences for Online Enrollment Options and Reasons, 2015–2016

If you had a child in a K–12 school, how likely would you be to enroll the child in . . .	2015		2016		2017	
	Very Likely	Somewhat Likely	Very Likely	Somewhat Likely	Very Likely	Somewhat Likely
A single online course to retake a course that the child had previously failed.	43%	29%	46%	28%	41%	37%
A single online course to provide the child with experience learning online.	42%	35%	-	-	-	-
A single online course to overcome a scheduling conflict that prevents the child from taking the course face-to-face.	41%	32%	37%	37%	26%	44%
A single online course to provide access to a course not offered face-to-face by the school.	39%	32%	37%	36%	34%	36%
A full-time, public cyber charter school where the child receives 100 percent of his/her instruction online.	14%	24%	22%	23%	16%	29%

NOTE: Questions were not asked in 2014, and not all questions were asked in 2015, 2016, and 2017.

The last question respondents were asked about related to adult supervision. While respondents in 2017 have the same top two preferences, the strength of their sentiment is different when compared to previous survey years.

- Over half (60 percent) of respondents prefer that *the teacher or adult is available during the school day, during an established time, and specifically for the online course*, an increase when compared to 47 percent in 2015 and 42 percent in 2016.
- About a quarter (22 percent) prefer that *the teacher or adult is available to answer questions before or after school if a student requests help with the online course (not during the school day)*, a decrease compared to 30 percent in 2015 and 26 percent in 2016.
- The least preferred option (17 percent in 2015, and 24 percent in 2016) is *that the teacher or adult is available during the school day, but not exclusively for the online course (for example, during a student's "homeroom" time)*.

CORRELATIONS AND SUBGROUP DIFFERENCES

In addition to analyzing responses for all Michigan adults in the sample, PSC examined the responses of subgroups for any statistically significant differences in opinions and preferences, as well as any correlations.

Pearson correlations were run for three of the variables: the *importance* of online learning, and the *prevalence* of online learning *now*, and the *prevalence* of online learning *ten years from now*. There were some statistically significant correlations among these variables at a 99 percent confidence level that were consistent those found in previous survey years.

- The higher the rating of importance, the higher the predicted level of students to take an online course next year ($p=.182$) and ten years from now ($p=.181$).

- The higher the percentage of students predicted to take an online course next year, the higher the predicted level was ten years from now ($p=.641$).

In addition to running Pearson correlations, PSC used a Chi-Square test of association to look for statistically significant differences in importance by gender, race, age, education level, and whether respondents had school-age children in their household. As was found in 2014 and 2015, there were statistically significant differences for importance by income, race, gender, education level, and the presence of school-age children in the household.

- Race ($p=.000$): 71 percent of Asian respondents felt that the option of enrolling in an online course in middle school or high school was *very important*, compared to 37 percent of African American and 38 percent of white respondents.
- Gender ($p=.000$): 42 percent of female respondents felt that the option of enrolling in an online course in middle school or high school was *very important*, compared to 34 percent of male respondents.
- Education level ($p=.000$): 40 percent of respondents who had completed postgraduate college education felt that the option of enrolling in an online course in middle school or high school was *very important*, compared to 35 percent of respondents who had not completed high school.

SURVEY OF MICHIGAN COLLEGE STUDENTS

The electronic survey of Michigan college students included 400 respondents. Of these, 91 percent said that they attend college in Michigan, and 89 percent graduated from a Michigan high school or home school. Given the difficulty in obtaining 400 completed surveys, it was not practical to establish rigid quotas for subgroups within the sample. As a result, 76 percent of respondents were female; however, there were no statistically significant differences between males and females on survey responses.

ONLINE LEARNING ACTIVITIES AND TOOLS

To begin, respondents were asked questions about online learning activities in high school and college, tools that they used in high school, and tools that they are currently using in college. When asked how many classes they took in high school that used a learning management system, the majority (62 percent) of respondents said that they took *a few* (35 percent) or *none* (27 percent). This contrasts sharply with their college experience:

- Nearly all (90 percent) said that they had taken a college or university course that used a learning management system.
- At the same time, the vast majority (86 percent) think that students who used a learning management system in high school are better prepared for college/university.

As shown in Table 5, online learning activities are far more common in college than high school. Nearly all respondents (86 to 91 percent) participate in these activities in college/university, but far fewer (33 to 61 percent) did so in high school.

Table 5. Online Learning Activities of Michigan College Students

Activity	College/ University	High School
View my grades	91%	61%
Turn in assignments	88%	58%
Access course readings or materials	88%	53%
Contribute responses to a course discussion board or forum	87%	33%
Watch course videos/lectures	86%	41%
Interact with my instructor	86%	40%

ONLINE COURSES

Next, respondents were asked about online courses that they might have taken in high school or at their college/university. When asked how important it was for students in middle school or high school to have the option of enrolling in an online class in their local school district, Michigan college students had similar sentiment to other Michigan adults, with 87 percent saying it was either *very important* (45 percent) or *somewhat important* (42 percent).

A majority (59 percent) of respondents reported taking an online course during high school. On average, respondents took two online courses in high school, and the vast majority (81 percent) said that they have taken an online course at their college/university. Of the 11 percent that said they have not taken an online course in their college/university, most (62 percent) said that it is either *very likely* (23 percent) or *somewhat likely* (39 percent) that they will take an online course before they graduate.

Consistent with their opinions about learning management systems, a strong majority of respondents (78 percent) also feel that students who took an online course in high school are better prepared for college/university. Students who had taken an online course in high school were more likely to say this better prepared them for college (86 percent) compared to those who had not (67 percent).

Finally, 75 percent of Michigan college students feel that they would have benefitted from more online learning opportunities in high school, and 93 percent think it is *very likely* (53 percent) or *somewhat likely* (40 percent) that they will engage in online learning as part of their future job.

Appendix A: Michigan Virtual Statewide Survey of Michigan Adults

Hello! This survey is being conducted by Public Sector Consultants, a nonpartisan policy research firm in Lansing, Michigan. We are interested in your opinions about online learning opportunities for public school students in Michigan.

Your participation in this survey is voluntary. Your responses are confidential and will not be linked to you in any reports. The survey will take only a few minutes and your comments are greatly appreciated. If you have any questions about the survey, please contact Craig Wiles of Public Sector Consultants at (517) 484-4954 or cwiles@pscinc.com.

[N = 800]

Introduction

1. To begin, how important do you think it is for students **in middle school and high school** to have the **option** of enrolling in an online class at their local school district?

Statement	N=800
a) Very important	38%
b) Somewhat important	45%
c) Not that important	12%
d) Not at all important	5%

2. For current Michigan students in Grades 6-12, how likely do you think it is that they will take an online course ...

Statement	Very Likely	Somewhat Likely	Somewhat Unlikely	Very Unlikely
a) Before they graduate from high school	32%	45%	17%	6%
b) When they go to college or vocational training	60%	35%	4%	1%
c) When they join the workforce (on the job training)	42%	39%	16%	3%

3. If you had a child in a K-12 school, how likely would you be to enroll the child in ...

Statement	Very Likely	Somewhat Likely	Somewhat Unlikely	Very Unlikely
a) A full-time, public cyber charter school where the child receives 100% of their instruction online.	16%	29%	28%	27%
b) A single online course to overcome a scheduling conflict that prevents the child from taking the course face-to-face in the school.	34%	36%	16%	14%
c) A single online course to provide access to a course not offered face-to-face by the school.	26%	44%	13%	7%
d) A single online course to retake a course that the child had previously failed.	41%	37%	11%	11%

Opinions about Online Learning

Next, we would like to get your opinion about online learning and how it is delivered in Michigan's public schools.

4. For each of the following statements, please tell us whether you think it is *true* or *false* or if you *don't know*.

Statement	True	False	Don't Know
a) Michigan requires K-12 public school students to have an online learning experience in order to graduate from high school.	26%	44%	30%
b) Michigan middle and high school students can take up to 2 online courses per academic term.	30%	19%	51%
c) Each online student is required to have a local school staff member assigned to provide onsite support to the student during the online course.	45%	13%	41%

[Programming Note: Have this text appear AFTER they have answered q4]:

So you know, each of the three statements about online learning in Michigan are actually true.

Next, we would like to know how much you agree or disagree with some statements about online learning.

5. For each of the following statements, tell us if you *strongly agree*, *somewhat agree*, *somewhat disagree*, or *strongly disagree* with each statement.

Statement	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
a) Knowing how to learn online is part of what it means be college and career ready after high school.	10%	15%	45%	30%
b) All students would benefit from developing the skills to be a successful online learner.	5%	18%	45%	32%
c) A certified teacher should be assigned to teach online courses.	4%	11%	31%	54%
d) My local school district should offer more online courses for middle and high school students.	3%	23%	49%	25%
e) Schools should provide a dedicated space for students to work on their online courses while at school (for example a “homeroom” or computer lab).	6%	12%	37%	45%

6. For school supervision of a student taking an online course, which of the following options do you most prefer? [CHOOSE ONE]

Statement	(N=800)
The teacher or adult is available during the school day, during an established time, and specifically for the online course.	60%
The teacher or adult is available during the school day but not exclusively for the online course (for example, during a student’s “homeroom” time).	22%
The teacher or adult is available to answer questions before or after school if a student requests help with the online course (not during the school day).	18%

7. Which of the following statements comes closest to your opinion:

Statement	(N=800)
a) Michigan high school students should be required to take at least one online course prior to graduation	35%
b) Michigan high school students should be required to take at least one online course each year prior to graduation	34%
c) Michigan high school students should not be a required to take an online course prior to graduation	31%

8. What is the earliest grade in school you think it could be appropriate for a student to take their **entire** curriculum online? [AVG. = 9.0]
9. What is the earliest grade in school you think it could be appropriate for a student to take a **single course** online? [AVG. = 7.8]
10. Next, we would like your prediction on the future of online learning in Michigan. What percentage of Michigan K-12 students do you think will enroll in **any** online course in *the next year*? What about *ten years from now*?

Response	(N=800)
a) Next year	[AVG. = 30.1%]
b) Ten years from now	[AVG. = 59.2%]

Demographics

11. Are you currently employed or in school? IF YES, are you **required** to take classes for continuing education or certification online, is it **optional/possible** for you to take continuing education or certifications online, or are online classes/courses **not available** for your profession?

Response	(N=800)
a) No	60%
b) Yes; IF YES (all that apply):	40%
b1) I am required to take classes for continuing education or certification online	28%
b2) It is optional/possible to take continuing education or certifications online	45%
b3) Online continuing education or certifications are not available for your profession	30%

12. Do you have any children that are...? [MARK ALL THAT APPLY]

	(N=800)	
Response	Yes	No
a) Pre-K	11%	89%
b) K-5	14%	86%
c) 6-12	18%	82%
d) Adults	37%	63%

13. In what year were you born [AGE]?

Response	(N=800)
a) 18-24	10%
b) 25-34	20%
c) 35-44	17%
d) 45-54	14%
e) 55-64	21%
f) 65+	28%

14. What is the highest level of education you have completed?

Response	(N=800)
a) Less than high school	2%
b) High school graduate (Diploma, GED)	19%
c) Some college	27%
d) College graduate (Associate's or Bachelor's)	40%
e) Postgraduate study or degree (Master's, professional, or Doctorate)	12%

15. What is your gender?

Response	(N=800)
a) Male	50%
b) Female	50%

16. What is your annual household income?

Response	(N=800)
a) Less than \$24,999	18%
b) \$25,000 to \$49,999	30%
c) \$50,000 to \$74,999	23%
d) \$75,000 to \$99,999	14%
e) \$100,000 or more	15%

17. What is your racial or ethnic background? [IF HISPANIC "E", ALSO ASK Q18, OTHERWISE SURVEY COMPLETE]

Response	(N=800)
a) White	82%
b) Black or African American	10%
c) American Indian or Alaska Native	1%
d) Asian	3%
e) Hispanic, Latino, or Spanish origin	2%
f) Some other race	2%

18. In addition to being Hispanic, Latino or Spanish, do you identify yourself with a particular race?

Response	(N=800)
a) White	76%
b) Black or African American	0%
c) American Indian or Alaska Native	6%
d) Asian	0%
e) Some other race	18%

Appendix B: Michigan Virtual Michigan College Student Survey

Hello! This survey is being conducted by Public Sector Consultants, a nonpartisan policy research firm in Lansing, Michigan. We are interested in your opinions about online learning opportunities for public school students in Michigan, and would like to learn about your experiences with online learning in high school and college.

Your participation in this survey is voluntary. Your responses are confidential and will not be linked to you in any reports. The survey will take only a few minutes and your comments are greatly appreciated. If you have any questions about the survey, please contact Craig Wiles of Public Sector Consultants at (517) 484-4954 or cwiles@pscinc.com.

[N = 400]

Online Learning Activities and Tools

First, we would like to ask some questions about online learning activities and tools that you might have used in high school or are using now at your college/university. One common tool for online learning is the Learning Management System. A Learning Management System is a software application for the administration, documentation, tracking, reporting and delivery of educational courses.

1. How many classes did you take in high school that used a Learning Management System (e.g. Blackboard, Desire2Learn, Moodle, Brainhoney, Google Classroom, Schoology, etc.)?

Response	(N=400)
a) Almost all	21%
b) Most	17%
c) A few	35%
d) None	27%

2. Do you think students who used a Learning Management System in high school are better prepared for college/university?

Response	(N=400)
a) Yes	86%
b) No	14%

3. Have you taken a college/university class that used a Learning Management System?

Response	(N=400)
c) Yes	90%
d) No	10%

4. Did you do any of the following activities **online** when you were in high school or at your college/university? [MARK ALL THAT APPLY]

(N = 400)

Statement	High School	College/University
a) Access course readings or materials	53%	88%
b) Contribute responses to a course discussion board or forum	33%	87%
c) Interact with my instructor	40%	86%
d) Turn in assignments	58%	88%
e) View my grades	61%	91%
f) Watch course videos/lectures	41%	86%

Online Courses

Next, we would like to ask some questions about online courses you might have taken in high school or at your college/university. For this survey, an online course is one where most or all of the instruction is received online – through a computer or mobile device – rather than in person.

5. How important do you think it is for students **in middle school and high school** to have the **option** of enrolling in an online class at their local school district?

Response	(N=400)
a) Very important	45%
b) Somewhat important	42%
c) Not that important	11%
d) Not at all important	2%

6. How many online courses did you take during high school? [AVG = 2.5]

7. Do you think students who took an online course in high school are better prepared for college/university?

Response	(N=400)
a) Yes	78%
b) No	22%

8. Have you taken an online course at your college/university?

Response	(N=400)
c) Yes [IF YES, GO TO Q10]	81%
d) No [IF NO, GO TO Q9]	19%

9. How likely do you think it is that you will take an online course before you graduate from your college/university?

Response	(N=400)
a) Very likely	23%
b) Somewhat likely	39%
c) Somewhat unlikely	18%
d) Very unlikely	20%

About You

10. Looking back, do you think you would have benefitted from more online learning opportunities in high school?

Response	(N=400)
a) Yes	75%
b) No	25%

11. To what extent do you believe you will need to engage in online learning as part of your future job (e.g., for professional development)?

Response	(N=400)
a) Very likely	53%
b) Somewhat likely	40%
c) Somewhat unlikely	6%
d) Very unlikely	1%

12. Did you graduate from a Michigan high school, or from a high school in another state?

Response	(N=400)
a) I graduated from a Michigan high school	88%
b) I graduated from a high school in another state	11%
c) Other: [PLEASE SPECIFY]	1%

13. Do you attend college in Michigan, or another state?

Response	(N=400)
a) Michigan	91%
b) Another state	9%

Demographics

14. In what year were you born [AGE]?

Response	(N=400)
a) 18-24	54%
b) 25-29	23%
c) 30-34	12%
d) 35-39	8%
e) 40+	3%

15. What is your gender?

Response	(N=400)
a) Male	22%
b) Female	76%
c) Transgender	2%
d) Gender non-conforming	<1%
e) Different identify (please state):	<1%

16. What is your racial or ethnic background? [IF HISPANIC “E”, ALSO ASK Q17, OTHERWISE SURVEY COMPLETE]

Response	(N=400)
a) White	73%
b) Black or African American	17%
c) American Indian or Alaska Native	1%
d) Asian	4%
e) Hispanic, Latino, or Spanish origin	4%
f) Some other race	1%

17. In addition to being Hispanic, Latino or Spanish, do you identify yourself with a particular race?

Response	(N=400)
a) White	69%
b) Black or African American	6%
c) American Indian or Alaska Native	0%
d) Asian	0%
e) Some other race	25%

THANK-YOU!



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