Summer 2004 Distance Learning Courses' Aggregate Survey Results

In order to strengthen UWG’s distance and distributed learning programs, separate evaluations have been developed for distance courses. These evaluations specifically address issues to ensure that the technology used is appropriate, and that students are satisfied with their learning experiences. Each term a Student Evaluation is distributed to all students enrolled in distance learning courses. The evaluation is made available online to those enrolled in web-based courses. The evaluations were developed by the Distance Learning Administrator and a team of faculty experienced in distance teaching. Evaluation results, including a compilation of student comments, are reported to each department chair, and then forwarded to the respective faculty. The Distance and Distributed Education Center retains copies of all evaluations. Data collected is used to help determine which courses need to be offered, the effectiveness of the interaction, and how training and support services can be improved. Our university’s selected online course delivery tool, WebCT, also allows for formative assessment and evaluation by the instructor, who can track student usage patterns.

Survey results for an individual course, are available upon request from distance@westga.edu

<table>
<thead>
<tr>
<th>Question 1: At the beginning of the semester my attitude toward on-line learning was positive.</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>114</td>
<td>50.22%</td>
</tr>
<tr>
<td>Agree</td>
<td>74</td>
<td>32.60%</td>
</tr>
<tr>
<td>Undecided</td>
<td>27</td>
<td>11.89%</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>3.96%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>3</td>
<td>1.32%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 2: At the end of the semester, my attitude toward on-line learning is positive.</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>121</td>
<td>53.30%</td>
</tr>
<tr>
<td>Agree</td>
<td>90</td>
<td>39.65%</td>
</tr>
<tr>
<td>Undecided</td>
<td>5</td>
<td>2.20%</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>3.52%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>3</td>
<td>1.32%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 3: My instructor was positive about the online component of this course.</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>150</td>
<td>66.08%</td>
</tr>
<tr>
<td>Agree</td>
<td>64</td>
<td>28.19%</td>
</tr>
<tr>
<td>Undecided</td>
<td>8</td>
<td>3.52%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>1.76%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>0.44%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 4: I found WebCT easy to understand and utilize by the second week of class.</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>137</td>
<td>60.62%</td>
</tr>
<tr>
<td>Agree</td>
<td>77</td>
<td>34.07%</td>
</tr>
<tr>
<td>Undecided</td>
<td>6</td>
<td>2.65%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>2.21%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>1</td>
<td>0.44%</td>
</tr>
<tr>
<td>Question 5: I now find WebCT easy to use and understand.</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>148</td>
<td>65.20%</td>
</tr>
<tr>
<td>Agree</td>
<td>72</td>
<td>31.72%</td>
</tr>
<tr>
<td>Undecided</td>
<td>3</td>
<td>1.32%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>0.88%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>0.44%</td>
</tr>
<tr>
<td>N/A</td>
<td>1</td>
<td>0.44%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 6: Having the flexibility to contribute to class discussions outside the classroom on my own time was valuable to me.</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>147</td>
<td>65.04%</td>
</tr>
<tr>
<td>Agree</td>
<td>57</td>
<td>25.22%</td>
</tr>
<tr>
<td>Undecided</td>
<td>18</td>
<td>7.96%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>1.33%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>0.44%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 7: I feel more comfortable participating in class online that I do in a face-to-face setting.</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>39</td>
<td>17.18%</td>
</tr>
<tr>
<td>Agree</td>
<td>47</td>
<td>20.70%</td>
</tr>
<tr>
<td>Undecided</td>
<td>75</td>
<td>33.04%</td>
</tr>
<tr>
<td>Disagree</td>
<td>53</td>
<td>23.35%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>13</td>
<td>5.73%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 8: The Distance Learning Helpline was helpful to me.</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>37</td>
<td>16.44%</td>
</tr>
<tr>
<td>Agree</td>
<td>38</td>
<td>16.89%</td>
</tr>
<tr>
<td>Didn't Use Helpline</td>
<td>143</td>
<td>63.55%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>2.22%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2</td>
<td>0.89%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 9: Where do you access the Internet most regularly?</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
<td>200</td>
<td>88.11%</td>
</tr>
<tr>
<td>UWG Computer Lab</td>
<td>4</td>
<td>1.76%</td>
</tr>
<tr>
<td>Undecided</td>
<td>7</td>
<td>3.08%</td>
</tr>
<tr>
<td>Work</td>
<td>15</td>
<td>6.61%</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>0.44%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 10: How would you describe you level of experience using computers and the Internet (prior to this course)?</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novice</td>
<td>2</td>
<td>0.88%</td>
</tr>
<tr>
<td>Beginner</td>
<td>25</td>
<td>11.01%</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>177</td>
<td>77.97%</td>
</tr>
<tr>
<td>Expert</td>
<td>23</td>
<td>10.13%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 11: I would like to take classes in the future that are mostly on-line.</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 12: I would like to take classes in the future that are completely online.</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>100</td>
<td>44.05%</td>
</tr>
<tr>
<td>Agree</td>
<td>51</td>
<td>22.47%</td>
</tr>
<tr>
<td>Undecided</td>
<td>35</td>
<td>15.42%</td>
</tr>
<tr>
<td>Disagree</td>
<td>29</td>
<td>12.78%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>12</td>
<td>5.29%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 13: Where do you live?</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10 miles from Carrollton Campus</td>
<td>22</td>
<td>10.57%</td>
</tr>
<tr>
<td>11-20 miles from Carrollton Campus</td>
<td>26</td>
<td>11.45%</td>
</tr>
<tr>
<td>21-45 miles from Carrollton Campus</td>
<td>50</td>
<td>22.03%</td>
</tr>
<tr>
<td>46-65 miles from Carrollton Campus</td>
<td>64</td>
<td>28.19%</td>
</tr>
<tr>
<td>66-85 mile from Carrollton Campus</td>
<td>38</td>
<td>16.74%</td>
</tr>
<tr>
<td>More than 85 mile from Carrollton Campus</td>
<td>24</td>
<td>10.57%</td>
</tr>
</tbody>
</table>

**Question 14:** What did you like about the online portion of this course?
[Click here to access Comments](#)

**Question 15:** What did you dislike about the online portion of this course?
[Click here to access Comments](#)

**Question 16:** What suggestions would you make for future online courses?
[Click here to access Comments](#)

<table>
<thead>
<tr>
<th>Question 17: What is your age?</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 20</td>
<td>7</td>
<td>3.29%</td>
</tr>
<tr>
<td>20-29</td>
<td>69</td>
<td>32.41%</td>
</tr>
<tr>
<td>30-39</td>
<td>76</td>
<td>35.71%</td>
</tr>
<tr>
<td>40-49</td>
<td>35</td>
<td>16.45%</td>
</tr>
<tr>
<td>50 +</td>
<td>26</td>
<td>12.22%</td>
</tr>
</tbody>
</table>

**Question 18:** Registration for this course was available at a distance (online, via phone or via fax).

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>187</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
</tr>
<tr>
<td>Unsure</td>
<td>33</td>
</tr>
</tbody>
</table>

**Question 19:** Materials required for this course were
Question 20: The academic advising related to distance learning which I received prior to this course was:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>59</td>
<td>26.58%</td>
</tr>
<tr>
<td>Agree</td>
<td>127</td>
<td>57.21%</td>
</tr>
<tr>
<td>Unsure</td>
<td>10</td>
<td>4.50%</td>
</tr>
<tr>
<td>Disagree</td>
<td>19</td>
<td>8.56%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>7</td>
<td>3.15%</td>
</tr>
</tbody>
</table>

Question 21: Information on financial aid available prior to registration was:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>60</td>
<td>27.40%</td>
</tr>
<tr>
<td>Good</td>
<td>79</td>
<td>36.07%</td>
</tr>
<tr>
<td>Neutral</td>
<td>68</td>
<td>31.05%</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>11</td>
<td>5.02%</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>1</td>
<td>0.46%</td>
</tr>
</tbody>
</table>

Question 22: Information on career services on UWG's website is:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>12</td>
<td>5.69%</td>
</tr>
<tr>
<td>Good</td>
<td>40</td>
<td>18.96%</td>
</tr>
<tr>
<td>Neutral</td>
<td>62</td>
<td>29.38%</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>8</td>
<td>3.79%</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>1</td>
<td>0.47%</td>
</tr>
<tr>
<td>Does Not Apply</td>
<td>88</td>
<td>41.71%</td>
</tr>
</tbody>
</table>

Question 23: Means for resolving student complaints related to this course were:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>41</td>
<td>19.43%</td>
</tr>
<tr>
<td>Good</td>
<td>55</td>
<td>26.07%</td>
</tr>
<tr>
<td>Neutral</td>
<td>57</td>
<td>27.01%</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>7</td>
<td>3.32%</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>1</td>
<td>0.47%</td>
</tr>
<tr>
<td>Unsure</td>
<td>50</td>
<td>23.70%</td>
</tr>
</tbody>
</table>

Question 24: Means for resolving student complaints were:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>24</td>
<td>11.59%</td>
</tr>
<tr>
<td>Good</td>
<td>49</td>
<td>23.67%</td>
</tr>
<tr>
<td>Neutral</td>
<td>50</td>
<td>24.15%</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>6</td>
<td>2.90%</td>
</tr>
<tr>
<td>-------------------</td>
<td>---</td>
<td>-------</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>2</td>
<td>0.97%</td>
</tr>
<tr>
<td>Does Not Apply</td>
<td>76</td>
<td>36.71%</td>
</tr>
</tbody>
</table>

**Question 25: How many on-campus courses (not online) are you taking this term?**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 On-Campus Courses</td>
<td>73</td>
</tr>
<tr>
<td>1 On-Campus Courses</td>
<td>74</td>
</tr>
<tr>
<td>2 On-Campus Courses</td>
<td>45</td>
</tr>
<tr>
<td>3 On-Campus Courses</td>
<td>23</td>
</tr>
<tr>
<td>4 On-Campus Courses</td>
<td>3</td>
</tr>
<tr>
<td>5 On-Campus Courses</td>
<td>2</td>
</tr>
</tbody>
</table>

**Question 26: Did you use the UWG Library website to access information needed for your class?**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>106</td>
</tr>
<tr>
<td>No</td>
<td>111</td>
</tr>
</tbody>
</table>

**Question 27: Were you aware that the UWG Library has a Distance Learning Support Service to help you get the library and research materials you need?**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>142</td>
</tr>
<tr>
<td>No</td>
<td>78</td>
</tr>
</tbody>
</table>

**Question 14: What did you like about the online portion of this course?**

- Convenience
- easy to check grades
- I guess it gave easy grades but we could have asked these questions in class.
- it doesn't waste class time taking up papers. To me it was a lot easier to type in answers or email papers
- doing them in my own time
- The ability to access the class from any location.
- Flexibility, ability to contact other students and instructor through mail of online system
- I could work at my own pace anytime of day or night.
- Flexibility. Gives you time to think about the material
- not having to drive to campus. Chat rooms were very helpful
- I could do it on my own time
- Online tests
- It fit around my schedule
- did the courses work on my own time
- That we could work at our own pace to complete the course. It's much better that way.
- You were allowed to go at your own pace.
- I could take my time and really learn the material.
- it was well detailed
- work at on pace no drive to class
- I learned more about Word and Excel. I also know something about Access and PowerPoint
- the schedule
- I didn't have to drive to Carrollton everyday.
- my time was free.
- able to take class on your time
- The flexibility of the hours of the class.
I liked that I did not have to attend classes.
- the ability to work at your own pace
- flexible hours
- Didn’t have to go to class
- Time flexibility
- Access to class at my time and place.
- global access
- I like the flexibility of being able to work from home or work and doing it on my time.
- it was easy to go to when you were available
- having more time outside of class to get work done
- the ability to work from home and at any time during the weekend
- flexibility with my schedule
- not having to drive to campus every week
- That it was online!!!
- flexible time for assignments
- I can do the course work any where there is a computer.
- I liked not needing to drive all the way to campus for this class.
- Being able to contribute at my own time.
- allowed me to work from home and not have to deal with the travel on I285/20. The feedback was very good.
- Flexibility with my schedule.
- Not having to sit through a class lecture on this subject.
- The flexibility to access the class on a schedule convenient to me.
- I like the fact that it makes you do the work on your own and anyone with any pride will do the best job they can.
- Being able to complete the assignments from home.
- It was better for me time wise. I could use any spare time needed.
- do it in my own time
- not having to go to class and the online examples.
- I liked that I could move on to other activities as soon as I completed the one before it on my own pace.
- To be able to work from home
- I liked the flexibility of submitting assignments.
- I was able to work at my own pace.
- I liked the fact that I could pace myself through the course to complete some assignments ahead of time.
- It allowed me the time to work on course work when I had the time and I didn't have to drive to school as often.
- Easy to follow could complete assignments on my schedule.
- I like that you don't have to attend a class at a certain time.
- I didn't have to be restricted to a classroom setting and I was free to do my work in a comfortable setting.
- That I could do everything for this class right here and it was very easy to understand.
- can complete assignments on my own timetable
- I could work on it when it was convenient to me. I also had to learn how to do some troubleshooting that I would have differed to the teacher otherwise.
- The transparent assignment schedule and the up-front calendar of assignments and due dates.
- The learning new things.
- convenience
- The fact that I didn't have to drive to class every class period.
- well organized
- ease of task completion at home; flexibility economy of not having to drive (time transportation)
- I did not have to come to class every day.
- Ability to work at my own pace and timing.
- All course work was presented ahead of time. Examples were given as well. Did not have to drive 90 minutes to get to class.
- I was able to complete assignments at my own pace at any time of the day or night.
- The professor's syllabus was very detailed so it was very easy to work on projects without face-to-face instructions. I could work when it was convenient for me. Online courses also save me from driving over three
hours for the day.
- The flexibility. Not having to be a certain place at a certain time.
- Convenience
- The freedom to work on assignments during my spare time
- I didn't have to drive to campus could work at my own pace and I could study/do assignments when I had available time.
- The freedom to work at my own pace on my own schedule; saving driving time and $
- flexibility of work times
- The leisure of time and the detailed content provided.
- I could work on my own schedule.
- Allowed me the flexibility to complete assignments on my schedule
- Being able to work from home without the commute
- That I didn't have to drive to the campus but yet still received all the information that I needed.
- Being able to correspond from home and complete assignments at my own pace.
- the flexibility
- Vast amount of information
- WebCT provided a common ground for my group to post, chat and email. I like being able to work at my own pace at home.
- Convenience
- Not having to commute.
- leisure
- I can work on the assignments at my own speed and in the "comfort" of home or work.
- Much of it was available at the beginning of the term so we could work at our own pace. All the material was very clear and the WebCT was easy to use.
- I could move at my own pace.
- I did not have to stay on campus for 6 hours to take two summer classes. I was able to cut the time on campus in half and do the work at home for the online course.
- working at my own pace when I had time
- I liked it.
- It allowed more freedom.
- The chats were helpful - setting aside a specific time to talk with my group at one time.
- The hours were much more flexible. I could use the hours that would have been spent getting to UWG more profitably by working from home on my computer.
- The flexibility
- The flexibility with my time.
- Very convenient for me and saved a lot of traveling time and gas!
- Dr. McKenzie
- Easy to communicate with group members
- The fact that the 3 hours I had to spend on the road I could use instead for coursework.
- Flexibility
- flexibility
- The convenience.
- submitting the assignments via e-mail is awesome. You have documentation of your work and it is virtually paperless
- Flexibility
- The private mail, chat room and the bulletin board.
- The professor was prepared and responsive.
- Everything - basically just being able to do the work without driving 4 hours round trip!!
- That it was convenient for my schedule. Having three classes this summer made me realize how there was no way that I could make the drive to Carrollton (90 miles one way) a lot since I only had six weeks for the semester!
- It was convenient and user-friendly.
- Flexibility
- It was easy to understand.
- Flexibility for my schedule. I enjoyed being able to "take a class" at midnight if I wished.
- It increased flexibility and expanded learning horizons.
- Being able to work during times that were convenient to me.
- I liked that it was online! I wouldn't be able to attend UWG if classes were not offered online.
- The flexibility of not having to drove to Carrollton every week
- I could do it on my own time.
- Flexibility and not feeling my time was wasted by people who want to "discuss" too much.
- It provides flexibility and is time and money efficient. It expands learning!
- I was able to use at my convenience while taking care of my son. I just made sure I met my deadlines.
- The ability to stay home and not travel the distance every week.
- Flexibility
- Dr. Putney is a great instructor. Not having to come to campus made it manageable for me to take this course. Additionally the professor had optional sessions that helped students to understand the assignments.
- I had the freedom to work from home at my own time and not have to get babysitters.
- Being able to keep in constant contact with my group.
- Flexibility
- Working at my own time
- It was well set up and easy to follow.
- We were not forced to do chats this semester. It would have been difficult with the short semester. The professor has her online class more organized than most. She needs to give a class to other professors in how to set up their online class. Every class session she posts instructions on what to do. I am VERY serious when I say that she needs to give other professors a course in setting up their class.
- flexibility
- The work/assignments could be done at my own pace.
- That it could be accessed 24 hrs/day 7 days a week!
- Not having to drive 1 1/2 hours to campus.
- Easy to use and communicate with fellow classmates.
- Weekly reading/responses
- I could access the data and information anytime I wanted.
- No commute.
- able to think and work calmly in the comfort of home
- everything
- I liked submitting my assignments online without driving to Carrollton.
- The flexibility of being able to post responses on my own time
- Easy access to a course
- the ability to work from home at anytime I needed
- assignments could be done at my convenience; did not have to drive to campus
- I enjoyed the content and being able to do the coursework from home and on my own time. I enjoyed NOT have to drive 1 1/2 hours to get to campus.
- Working at my leisure.
- flexibility
- Flexibility of work schedule and instructor was available for questions via email.
- The flexibility of completing assignments.
- flexibility
- Work at my own pace. Instructor was available for questions via email.
- Convenience! Opportunity to work on my own schedule. Flexibility!
- I could participate when it was convenient for me
- Since I live quite a ways from campus I could spend my time working on assignments rather than staying on the road for such a long time. (1hr. 45 min.)
- Flexibility of due dates
- Working on my own schedule
- It was so easy to understand!
- time flexibility
Flexibility and lack of driving
I could complete the course on my own time at my home and while traveling this summer. I saved a lot of gas also from not having to drive to campus!
Everything is done on my time giving me time to complete assignments as quickly or as slowly as I choose. 
Picking the time and place to work on the class.
I could complete it while in my pajamas or taking care of my kids.
I liked the fact that I was able to work on my own time and from home.
I liked being able to access the material at any time and as many times as I need to in order to fully understand the concepts. I liked being able to complete assignments at time that fit my schedule and preference rather than having to take a class at an assigned time. I believe that I learned more through online class than I would have if I had been in a traditional classroom setting. In a classroom setting some students enjoy sharing their personal anecdotes and experiences which may or may not contribute to the topic of the class. I find myself getting frustrated in classes when this happens because it wastes time that I don't have to waste. Online courses eliminate that problem to a large extent. This is a great thing!
gave me time to spend traveling with family and still take a required course
Anytime access did not require a time commitment of being in the car for two hours could work on projects any time.
Anytime access did not require a time commitment of being in the car for two hours could work on projects any time.
complete as you go chats
That I did not have to travel so far to class.
More flexibility which is great for those with children and other family obligations.
Assignment did not require face to face meeting.
The flexibility to complete assignments in a more convenient timeframe than when enrolled in traditional 2-classes-per-week courses.
Ease of turning in assignments
do it on my own time
I could send all of my assignments by email.

Question 15: What did you dislike about the online portion of this course? Back to Top

- Lack of contact with people
- this class didn't show up on my WebCT and I had to go through banweb. the pipeline didn't work from my computer at home.
- using the new portal. It needs work
- When answering questions it would kick me off and I would have to reenter
- NOTHING
- The length of the class June 7 - June 29 was too short for an on-line class.
- Miss face to face with instructor
- Lack of face-to-face interaction
- nothing
- hard to track complete grades of the course
- hard to keep up with the non-online portion of the class. i.e. the workbook
- The workbook wasn't helpful on the practice tests
- no class often procrastinated
- That we had to go to campus to take a final exam.
- sometimes trouble sitting down to do work.
- The questions would not let me answer using the mouse correctly...
- nothing
- Nothing
- Not enough time in the summer to really absorb material.
- nothing
- My CD and internet kept giving me trouble freezing and messing up in general.
- none
not enough involvement
The actual length of time for the class.
There was far too much work in the class. I took it during the summer session but I spent a lot more time on this class than any of the other classes I took.
a lot of work but it was due to the abbreviated nature of the class (summer)
no definite way to get help when necessary
a lot of work
Software is not flexible enough to interpret answers. If you use the singular form of a word and they were looking for the plural you miss the question. Likewise if you hyphenate a word which should be but the designer typed it in without a hyphen you miss it.
Many misspellings in the text of the course. The tests seemed to ask the same questions more than once.
large workload
I found that with my internet server at home I had to take off any pop-up blocker that I had on in order to access WebCT. However when I would do this the pop-ups would load the computer so much that it would lock down.
Is there no way that the WebCT could be accessible even with popup blocker protection on?
you can't always send assignment because it's not working
no feedback on assignments
contact with peers and being able to have discussions face-to-face
n/a
lack of communication and interaction with professor and peers
Nothing
Nothing
nothing really
n/a
Less interaction with peers and instructor.
You have to be disciplined to do the assignments. It is easy to forget about checking in on the class lessons and assignments.
Not knowing how I was stacking up with the other students in the class.
I found it hard to understand some things and it was difficult to find out how to do them because it wasn't hands on.
I didn't like if I needed to go to the library to find things to complete an assignment.
It was a little difficult at first to get things going for me.
The assignments weren't all in order.
no quick response for questions from teacher
some programs were too complicated and some instructions were vague.
For this course there was way too much detail needed for certain activities that PowerPoint presentations just didn't cut it.
The instructor
I dislike waiting for responses to my email questions.
It was hard to understand what my instructor wanted sometimes and to communicate with her by email was difficult.
When I had a problem with something and a teacher is not available immediately.
miss seeing / interacting with other students.
Sometimes I got lost and didn't know what to do.
If something went wrong with my network at home. I would get penalized for not doing my work on time.
n/a
When the system was down when an assignment was due
I didn't always have the immediate help that I sometimes wanted or thought I needed.
Some download problems were not resolved for Access - still had to show up to class to finish one assignment.
I had a problem with IP Switch and could get NO HELP from distance learning after hours or during. I ending up coming to the college just about everyday the last two weeks of class trying to get resolution and the instructor did not care that I was having problems... just kept directing me to the distance learning instructions. THANKS!!!!
Some instructions online were different from those in the syllabus.
I took MEDT 6401 and really needed my instructor when I was at home doing my work. With other courses it probably wouldn't be a problem for me.

I could not use the attachment feature in "private mail" or on the "bulletin board"

n/a

In general I do not like using computers; it is very frustrating to me.

Computer incompatibility between home and school and computer problems arising on home computer.

N/A

Required online chats.

Everything was fine.

Nothing.

N/A

none

Missed some personal interaction with students but the on line chats helped.

Chats

N/A

Nothing.

High volume of associated work

the amount of work

Sometimes I was unsure about something that was assigned or discussed. In a classroom setting I could have raised my hand and received an immediate answer. On-line classes dictate that you have to wait for an e-mail response.

nothing

Vast amounts of information

Nothing

Nothing

Group projects

lack of face to face contact

Some applications with which I had difficulty I would have liked to have personal contact with the instructor. She kindly offered her services whenever they might be needed.

Nothing particular

n/a

Sometimes I felt alone.

so much information was made available that I spent a large amount of time trying to figure out what I needed.

The chat rooms and the group projects.

Not having prior instructions on how to use it was my only problem. The staff at distance learning is very helpful!

The feeling of disconnection from the instructor.

I was always concerned that my dial-up connection would work at the right time so I could attend class online. I don't particularly like chat rooms.

Had difficulties using chat rooms that remain unresolved.

In the beginning I felt a little isolated from everyone. As I have gotten used to this format I don't feel that way now.

Nothing

Sometimes assignments were hard to locate.

A conference call would be more efficient than a chat.

Misunderstandings of what was expected of us.

Not meeting F2F for the first meeting.

Nothing

Little face to face contact with others

having to attach after you browse. Having so many passwords

n/a

I was confused about where to submit my assignments at the beginning.

Can't thing of anything.

Nothing
- Nothing.
- I dislike having to deal with computer problems that occasionally arise.
- 1st meeting should be F2F.
- It would be nice for there to be consistency on the WebCT Homepages for each course.
- Not always having physical access to a professor/help from classmates.
- NA
- The instructor was not very clear about many of her instructions and this made this class much more difficult that it needed.
- nothing
- I miss seeing my classmates and professor face to face.
- group work
- I felt it would have been better to set up actual chats with the instructors from time to time instead of just e-mails.
- It was sometimes difficult to coordinate with my group members for our projects.
- It didn't include all class sessions.
- Nothing.
- Having to check several places for updates.
- nothing.
- One of my projects was difficult for me to understand but I went and talked with my professor about it.
- Sometimes it takes a long time to post documents or download them.
- Not meeting face - to - face the first class.
- nothing
- Not having an example of the web quest.
- Nothing.
- Having to wait on a group member or professor to respond (to e-mails) was somewhat frustrating.
- Length of time to download non-text data i.e. slides pictures etc.
- N/A
- n/a
- Face to face discussion.
- Group projects.
- sometimes miss the one-on-one face-to-face experience
- it was all online
- I do not like trying to work in a group for a project.
- I only received feedback on one assignment.
- not being able to discuss issues as a class face - to - face
- none
- I did not like the group work in the course. It was NOT at all easy to communicate and work out a meeting point and time. We are all very spread out in location. I would have rather done the whole thing myself.
- Registrating for the course. It was not clear instructions for me.
- I loved it all!
- Group work for a completely online course.
- nothing
- I loved it all! I would be unable to go to Graduate School if there weren't on-line classes available. It is great for me and I wish more Graduate level courses were offered completely on-line.
- Mandatory group work for an online course. Most of my classmates live over an hour away from campus and meeting was a scheduling nightmare. Especially with gas prices the way they are.
- Face-to-face conversations. Meeting classmates. Open debate on issues raised.
- Nothing
- At first it was just getting used to doing attachments. But now I don't have a problem with that.
- Not having a face-to-face lecture learning the material on my own
- Web CT navigation is slow and cumbersome
- Nothing
- no face to face interaction
- Impersonal environment
Nothing.
I never get to "hear" the attitude of the teacher and/or classmates through the internet. Also chats are often discussions that occur in "circles". By the time I have time to read and think about what is being written my response is too late - everyone else is on another subject. I
Missed getting to know other students well.
It is not always easy to get online with dial-up and DSL is not offered in my area.
I liked everything!
nothing
nothing
That sometimes I needed to see my team mates face-to-face.
The bulletin board fills up quickly and takes time to sift through it when a large class is posting information. I would have liked quicker responses from the instructor when asking her questions through the private mail
Navigating within WebCT
The insecurity of only meeting face-to-face twice and time management issues (on my part).
no professor contact for questions regarding class assignments
For this course in particular I thought the online experience was a waste of time much like the course itself. I have had other courses taught primarily WebCT and have enjoyed them. There was no immediate feedback from the instructor when we had a question which was often due to her disorganization.

Question 16: What suggestions would you make for future online courses? Back to Top

- NA
- work out the bugs
- Make us use more than on part.
- MAKE ALL OF THEM AFTER 5PM INSTEAD OF SOME DURING THE WORK DAY
- I feel on-line is a great tool however I believe that there still needs to be that face to face this allows you to personalize the class.
- I did not like the ABC of Online learning student orientation on the same page with my courses. I think it should be available when needed but not on the courses page.
- Continue to include some face-to-face meetings
- none
- nothing
- nothing
- No suggestions
- Make the course completely online
- Do work in bulk.
- Instructions for exams should be given at beginning of course not near the end of course.
- put a questionnaire on the home page
- offer more on-line courses
- Have a better CD.
- none
- have the first week of class mandatory
- Do the work as early as possible so you do not get behind.
- offer more
- have more defined lab hours
- none
- Assignments that are online should provoke real thought outside the classroom. 100 questions per chapter that are taken word for word directly from the book doesn't help anyone understand concepts.
- The ability to access WebCT with the popup blocker protection on.
- part on-line part face-to-face
- chat room
- Have more variety
- offer more courses on-line
- Fix the cut and paste on the web ct
- None
- Nothing
- none
- place the schedule up in advance so that people who work ahead can do their work.
- None
- n/a
- I wouldn't change anything.
- Adding more regular classes online would be nice such as higher math, history or language classes.
- None
- Make sure that the assignments on the assignments page are offered in order.
- give instructors more information on how to do on-line teaching
- not really anything except better clarity on directions.
- I would only make certain courses online or warn those who take this online class that there is detailed work required.
- Have an instructor that understands that is understanding when the directions are unclear
- I would suggest schedule times for face-to-face meetings if needed.
- Not sure.
- some kind of community server access
- I think they need to have very clear directions and the instructor has to be very will to answer all questions.
- Lenient with deadlines just in case something happens with the network.
- n/a
- none
- This does not pertain to this class but another on line course; I would have the teacher committed to being accessible to their students throughout the course. Having an Absentee teacher gives the students a feeling of being abandoned.
- An 'MSOffice for Dummies' type textbook would probably help some of the students.
- A better instructor and a more knowledgeable IT staff.
- Consistency with specific instructions for activities.
- Be able to meet with your professor if needed.
- Condense the requirements somewhat - a lot to do in a short period of time
- n/a
- None
- none
- Video instruction thru the web.
- As long as the professor is detailed with their directions and has a thorough syllabus then everything should be fine.
- None.
- N/A
- none
- None--the course was great--would like to see more offerings.
- continue with WebCT
- As a whole classes which offer WebCT should make it functional -- this was the case with MEDT 6401.
- Offer more of them.
- make sure all the links work.
- nothing
- None everything went smoothly.
- Don't have in-tech during the summer semester.
- none
- Simplified syllabi.
- None
- n/a
- None.
- simplify
- Less chats
• Show all how to use it at orientation so that it isn't so complicated for novices.
• Uniform syllabus creation - links to directions rubrics expectations etc.
• Keep the number of face to face sessions small but consider the area in which students live when forming groups for group projects. My group managed more face to face meetings on our on and used the time very profitably. Most of us lived fairly close together.
• I don't know of any right now.
• Nothing
• Placing assignments in one area only. Posting grades weekly
• Have more regular Education classes on-line.
• See above.
• None
• attach with one click. uniform keys on instructor boards
• n/a
• none
• I'm taking 3 partially online courses at this time and I've had a bit of trouble with the fact that different professors handle assignments in different ways.... on put MOST of them in the Assignments section another put them on the bulletin board - which get really...ready crowded!!! Still others put them information in Course Content! I think the system is meant to be very flexible for students & instructors but it makes it hard to know where to look. I have previously taken 6 totally online graduate courses with George Washington University and their content delivery was more "standardized" - I always knew where to look for what I needed.
• Everything was great!
• I would love to see the GSAMS sites back even if there are less of them.
• See above
• It would be nice for there to be consistency on the WebCT Homepage for each course.
• None at this time. This is an excellent option for me and my family.
• Keep them going!
• Bring back GSAMS or implement something like it!
• no group work
• More chat sessions with the teacher greater organization from the instructor.
• Just to continue them.
• Make the course fully on-line or with a single meeting.
• None
• Meet only once on campus (1st class) instead of 2 to 3 times.
• Have more online classes with professors like the ones I have now that knows how to use an online class.
• Have the first meeting be F2F.
• Set up with example of how you want the information
• unsure
• While on-line classes are great meeting three times a semester is not quite enough for me.
• List of students in your specific area taking classes (not necessarily the same classes you're taking) to set up car pooling. Distribution of packet with "Help Line Phone Numbers" and specific extensions for PC vs. Mac users.
• Video instruction
• Meet the first day of class and again at the end of the class to visually see who you have been working with in groups and discussions.
• None.
• none at this time
• eliminate all or most of the group projects. people make excuses and don’t get their work done...there is no value in the group projects and they just add stress. many people do not posses the skills to collaborate online and then they want to meet in person which negates the benefits on online coursework. Group projects in every class are overkill and make me dread school.
• Allow students to work in groups if they wish but also allow for independent projects.
• Teacher feedback before the end of the course is essential.
• better chat room set-up - group work is very difficult to accomplish when you are working 100% online
• offer more online classes!!
• No group work.
• It's perfect; I wish there were more completely on-line courses offered for Graduates.
• No group work for completely online courses.
• More of them!
• Do not require group assignments when the class is totally online. If we had been meeting on-campus two or three times in a classroom it would have been fine.
• More online chat times. Responses to posted assignments.
• I like the new look
• Can't think of anything right now; it was just a nice experience.
• Have smaller chat rooms with 3 to 4 people instead of whole-class chat room
• None
• None
• Possibly more Chats instead of just submissions of summaries
• Work in smaller groups to chat and converse.
• More of them please!
• Offer more and more classes online
• Make more available please
• Make more available please
• Undecided at this time.
• have threads expanded at all time

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