After reviewing your student evaluations, what do you think went well in this class?

- No major complaints.
- Students enjoyed the face to face sessions, and that they enjoyed the application project to link theories with practice.
- The community building was successful. Students enjoyed knowing one another and collaboration for the most part.
- I think the course is structured well for an online course. The expectations are clear and students have access to a number of resources. I also think that, although I tend to provide very detailed feedback that can be intimidating for some people, mos
- Yes, I was glad to see the surveys because I received more positive feedback than I expected.
- It looks like students liked the way the course was set and run. They thought the grading was fair. They liked the textbook.
- I think the class went well overall. The students indicate that they understood what was expected and when everything was due. My availability and quick response to emails also seemed to be appreciated by the students.
- Not a big response from this class, but those that did respond seemed to enjoy the class. They thought the book was good and that the grading was fair.
- I think this class went well. Students seemed to take away a better understanding of how ethics could affect their careers.
- The students seemed to enjoy the course and the material.
- I think my availability and quick response to emails was a good factor.
- The course seems to be a hit with the great majority of students. So, organization & content of the course are outstanding.
- The course seems to be a hit with the great majority of students. So, organization & content of the course are outstanding.
- Online video lectures, weekly assignments.
- Many things went well. First, students really enjoyed learning about the importance of research in education and value its importance now more than before. I think this was due to 1) the videos posted every week and 2) the discussion posts. Secondly, I t
- I think a few things went well in the class. First, the action research project the students performed were very helpful in them gaining first-hand experience on how to conduct research. Secondly, the discussion posts allowed students to interact with on
- I think a few things went really well in the class: 1) the textbook - it is written very well to help students understand various aspects of classroom assessment; 2) the assignments given - they gave students firsthand experience with assessment in a var
- I think the instructional materials were helpful, and instruction was effective. All students mastered the majority of the learning objectives and were able to successfully apply the skills learned. I was happy to hear that students changed their attitud
- I think course materials were helpful and instruction was effective. Students mastered the learning objectives and were able to successfully apply the knowledge and skills learned in this class. I am very happy that students are not as afraid of statisti
- The student appreciated the organization I provided. They expressed that the course flowed well and was set up in a user friendly fashion.
- Students were generally pleased with the instructional experiences. The younger students would like more online, even though they enjoyed the speakers and the older people like more face-to-face time. Many commented that the speakers were worth the fac
- No students completed this evaluation because only one was an official online student.
- This is not a course, it is individual support for doctoral students writing dissertations. None filled out the Student Evaluation of Instruction, which I suspect is because the form isn't applicable to this situation.
- If the students were motivated and tech savvy, they were able to do the work. The videos of demonstrations were well received (in class discussions) and good thoughtful reasons were provided by a few students as to why the videos could be an improvement
- No students completed online evaluations, this section is not for the online cohort.
- This is not a course, it is individual support for doctoral students writing dissertations. None filled out the Student Evaluation of Instruction, which I suspect is because the form isn't applicable to this situation.
- I analyze each question of the quiz after students had submitted them. The class was very organized. The students understood exactly what was expected of them for every assignment. I was fair and understanding to the students.
- The class was well received.
- The class materials matched most assignments given. The textbook and assignments are extremely helpful. Being nice and
willing to help. Helps to motivate the students. Shows an extensive knowledge in this course.

- The class was well received.
- I am happy that my students found me to be accessible, fair, and encouraging. Since we did not meet face to face, I had to be mindful of giving students encouragement via email and CourseDen. This was especially important when I asked for assignment help.
- Online materials.
- The review sessions were useful and having a bonus quiz really helped.
- All aspects of the course received positive comments. I especially feel that the comments on usefulness of the content in the field were strong. Also, comments on professor were very positive.
- Keeping the assignment requirements flexible with regard to deadlines. Being continually responsive to student questions.
- Assignment structures in general.
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- Keeping the assignment requirements flexible with regard to deadlines. Being continually responsive to student questions.
- Assignment structures in general.
- The students really enjoyed my incorporating the MOOC on K-12 Online Learning and the authentic nature of the other course projects.
- Students appreciated learning about the content in this course and indicated it would be useful in their jobs. Comments on professor were also very positive.
- Everything. Comments in every area were highly positive, from content, to delivery, to grading, to professor. Comments about using everything we covered in the class were repeatedly stated. It was mentioned that projects done in class were immediately applied.
- Simulation was effective.
- Communication went better than I expected. In an online class, the teacher cannot see faces to gauge understanding.
- yes
- everything

- the usual
- see std version
- the usual stuff
- the usual stuff
- The students enjoyed the readings and online discussions
- I communicated well with the students. Not only in class but I responded quickly to emails and was available for meeting them in person.
- I gave them the entire semester assignments, quizzes and homework up front with all the due dates
- Students enjoy the use of chats and interactions to personalize online learning.
- The course was successful. The research paper addressed their teaching interests and needs.
- They liked the guest speakers and not having to meet in person so much.
- This was the first time for this class and there were only three students. The adaptations I made from the undergraduate version of this course seemed to work here. I did not make them drive to campus but once. Two of the three were two hours away.
- Students enjoyed field experience and online discussion components of this class the most. I believe those are important in their learning to be effective teachers. I appreciate the comments that were made regarding the written assignments being meaningful.
- Students enjoyed field experience and online discussion components of this class the most. I believe those are important in their learning to be effective teachers. I appreciate the comments that were made regarding the written assignments being meaningful.
- I think with any online class - and this one was no exception - timely and thorough communication from the instructor is critical. I encourage students to contact me with any questions or concerns throughout the term. I also believe that the course was effective.
- Students were happy with the wealth of information gained from the course and found online instruction to be an effective delivery model.
- I am very responsive to students.
- the predictability for students
- I was disappointed in the amount of completed evaluations. I think students valued the online discussions.
- The online component seemed to work as planned.
What was problematic? What needs to be improved?

- core_2
- Quizzzes on CourseDen are difficult to implement as desired.
- The various deadlines of the course projects. I believe I can build it into the course calendar besides putting the dates into syllabus and course plan.
- Students did not understand the objectives of the assignments, thus mistakenly thinking I did not do much to run the course.
- I think that I need to put the students into research teams so that they can receive peer mentorship. Some of the students expressed wanting to "talk through" the research process with others. This may be an effective way to help them learn. Also, I wa
- They did indicate the students feel the textbook needs to be improved which corresponds to the objectives of a committee I am on this semester pursuing just that.
- I did not see any specific problems in this class that need to be addressed at this time.
- A couple of students said they would have liked a video lecture occasionally instead of having to just read. I thought that was a good idea.
- Well the price of the book was an issue, but hopefully as more are used in the class there will be more used books available at lower prices.
- I don't think the journal reflections went over well.
- Some respondent complained about the book being too long and the test being too detailed. But I am not sure things are things that need to be changed.
- I was bothered that one student said they did not buy the book and still did well in the class. I probably need to make s
text integrates well and is actually necessary to own it to pass if I am going to require it.
- None was mentioned over which I have control or will not compromised the integrity of the learning experience.
- None was mentioned over which I have control or will not compromised the integrity of the learning experience.
- Expectations of students coming into the program. There seems to be an attitude that because they pay for this, they should automatically pass and earn an A on every assignment.
- One thing that was problematic was my grading. I put TOO much point value on the final paper and have remedied this for next semester. Another thing is the discussions. I agree with the student evaluations that there should be some more strict guidelines
- Providing an action research report at the beginning of the semester would have been helpful. I wish I assigned them to read an action research article so they could see what specifically happens with action research projects prior to them having to desi
- The focus on standardized assessments. The text they bought for the course (not my choice - was decided prior to my arrival at UWG) was not good and I did not effectively provide them with supplemental information like I should have this semester.
- The online delivery of the course can be optimized. CourseDen did not allow me to embed all the links and documents. They opened in different windows and one student did not like this. Also, audio files took a long time to upload/download. I did not have
- There were some problems with the textbook order before the semester started. Also, CourseDen was not the optimal inte
- The course was a two course sequence so the online version of the textbook only lasted 6 months making it difficult for students. I will make sure to explain this to students or require a different format.
- We have people who live more than an hour and a half away. We have made arrangements for alternate assignments for them on face-to-face nights. That seems to work.
- This is a doctoral advising section so this is mostly and independent study.
- This is not a course, it is individual support for doctoral students writing dissertations. None filled out the Student Evaluation of Instruction, which I suspect is because the form isn't applicable to this situation.
- If I was interested in "spoon feeding" the students, I could list all the assignments and do a "cook book" type of a course. I do not mind working with students individually but not if they expect me to hold their hands each step of the way. At this le
- This is not relevant because it is an independent study course.
- This is not a course, it is individual support for doctoral students writing dissertations. None filled out the Student
Evaluation of Instruction, which I suspect is because the form isn't applicable to this situation.

- The students have only one attempt for assignments. The final exam weighted in a higher percentage.
- No major problems other than trying to get more students to complete evaluations.
- The voice is too soothing for an 9am class. Accent makes it difficult to understand. The math content is challenging for some students.
- No major problems.
- In spite of my best efforts, I had a low response rate this semester--around 40 percent. My students did not make any suggestions for improvement in the comments section, but I attribute this to the low response rate. However, looking at the Distance Ed
- More videos needed for this course.
- Getting every student to participate is a challenge. Some students enrol in the class and never look at the slides or the presentations.
- Comment was made about getting some prior practice with assigning Sears and Dewey to items before grading started. (I address this by grading first assignments high, usually no points deducted at all, but students do not know this.) Comments were made a
- Some instructions were spread into too many different places. Need to keep assignment instructions in same place for all module work. Overall, there was a lot of problems that are attributed to being ready by the first day of classes. Because of a very I
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- My grading speed. Figuring out a way to take a good real world project experience and make it even richer.
- Comments: less busy work; need to use Destiny online (this will not work because all schools do not use Destiny); clarify instructions on two assignments that are very similar and are confusing when combined; final exam did not seem to test what was cove
- Nothing. (I make changes in this course each year due to the nature of content. It is an issues course, and as issues change in the profession, I update course requirements.)
- Instructions regarding simulation report can be strengthened.
- Organizing material was a bit difficult but only one student seemed to have ongoing difficulty with this. I think that D2L will be better.
- nothing
- nothing
- I think the course functioned as planned. Instruction was effective, all students mastered the learning objectives, and were able to successfully apply their knowledge and skills. I was very satisfied to see that students changed their attitude towards s
- Increasing the writing assignments created more grading related work than was manageable in the time I had available to grade, so grading got behind. I will reduce the writing requirement in the future
- see std version
- the usual stuff
- the usual stuff
- I did not find too much that was problematic this time
- I'm not sure many of the students are disciplined enough to handle a class that meets online. They forgot many of their online assignment due dates in spite of reminders.
- Some students are not disciplined or mature enough to know how to handle a course that meets once a week. They would forget the "online" portion of the class quite often. I believe they thought at times that the class was simply once a week.
- There were no problems. I will continue to try to respond to all students as soon as possible for feedback.
- Some students had difficulty writing research papers. I will continue to help them with the writing process.
- I need to learn more about Web 2.0 and D2L.
- They missed the guest speakers and they heard they were good.
- For me, the main problem with this course is that because this was my first semester at UWG, the course was designed online before I arrived on campus and based on a textbook I did not select. Because all that was done for me by someone with whom I worke
- For me, the main problem with this course was that because this was my first semester at UWG, the course was designed
online before I arrived on campus and based on a textbook I did not select. Because all that was done for me by someone with whom I work

- I think the course could be improved by using additional examples, video clips, and adding more variety to the assignments. Two students in the course were allotted additional time on all quizzes and exams. Disabling their gradebook columns after I'd tra
- Clarify with students the turn-around time for scoring papers. Students should allow two weeks for return of lengthy projects.
- I served as the chair of a student's EdS research project because of my area of expertise. However, I am not a faculty member of this student's program and was not given policies, procedures, or deadlines by this program's faculty.
- undergrads had a hard time staying on task when not seeing a person face to face daily
- It appears that communication can be improved. The students indicated that they would like more face to face time.
- The students want more online content, but I am not sure that would meet the goals of the course

What do you plan to change next time you teach the course?

- i am withholding comment until i have done a semester with D2L.
- I will mandate more online virtual meetings to encourage student-professor interactions.
- I will be more expressive about the purpose behind each project, so that they knew how much effort was put in designing such project that will help them learn more effectively.
- To require meetings with me and to use research teams. I also want to provide more examples of published articles that students can refer to as models of how their papers should look.
- The next semester I will be running the course the same way but will be significantly changing the content and approach for fall 20013.
- Nothing
- I plan to try to incorporate a short video lecture.
- Nothing - but might take a look at changing up discussion questions
- I will remove the journal reflection assignment.
- No more journal reflections and I might try to put in links to recent cases.
- Better integration of textbook resources.
- Based on the majority of students input, try to keep doing what I am already doing. Of course, as is the nature of this beast, I will continue to evolve the class to be better.
- Based on the majority of students input, try to keep doing what I am already doing. Of course, as is the nature of this beast, I will continue to evolve the class to be better.
- Based on the majority of students input, try to keep doing what I am already doing. Of course, as is the nature of this beast, I will continue to evolve the class to be better.
- Hopefully, I will not be teaching this online again. Teaching online is not the best for this type of course. As a result, the course is watered down a lot and even with it being watered down we are still getting tons of complaints of how difficult it is
- A few things: 1) Add guidelines to the discussion posts to ensure students feel everyone is participating equally; 2) adjust the grading so the final paper doesn't count for so much of the grade; and 3) have the course begin with them reading a research
  - What I had mentioned - starting the class with having them read an action research report. That way they will know what they are striving to design and implement in the course.
  - More focus on standardized assessment. Although they really enjoyed the various types of assessments we discussed, I am working on developing a strong module dedicated to standardized testing.
  - I will try to facilitate students' access to the course materials. Also, I will make sure that the textbook has the correct information well before the beginning of the semester."
  - I will try to find more effective ways to deliver the course materials. I will also make sure that the textbook order is correct well before the semester starts.
  - I plan to do more teaching using screen casts and small group discussions, particularly with data analysis topics.
  - Maybe had the chat feature??
  - This is not a course.
  - This is not a course, it is individual support for doctoral students writing dissertations. None filled out the Student Evaluation of Instruction, which I suspect is because the form isn't applicable to this situation.
  - I have already changed the names of the files, to match what it was that the student commented about being confused about. I plan to communicate more and send out more reminders - especially since UWG is now transitioning to D2L as
Not applicable
This is not a course, it is individual support for doctoral students writing dissertations. None filled out the Student Evaluation of Instruction, which I suspect is because the form isn't applicable to this situation.
I will give students two attempt for the quizzes. I will lower the weight for the final exam.
Move to D2L.
Speak loudly and clearly. Show them some sample conceptual questions and explain them in class. Slow down and show step by step when working on problems.
Move to D2L.
I am considering changing the structure of my course. Rather than having 15 distinct units, I am thinking about creating only 6 units--one for each of the course objectives. I got this idea from Dr. Debra Robinson in the Summer 2012 Distance Learning Onl
Make more videos.
Offer credit for viewing the slides and then including a quiz right at the end. So that the score will count towards the final grade.
I will definitely give more practice on these concepts prior to grading submissions through online sessions.
Provide students with single pages that always have assignment instructions and then inform them where/how to read these pages.
Provide students with single pages that always have assignment instructions and then inform them where/how to read these pages.
Provide students with single pages that always have assignment instructions and then inform them where/how to read these pages.
I do not know if I will use the MOOC again. I need to reassess the steps in the Henry Co project and streamline them some.
I have already addressed the issue of confusion over the 2 similar assignments and broken them into separate requirements at different times in the course for next semester. I have created additional videos on how to post to Tk20 and will have those avai
Continue to examine changes in the profession and address those in the content of the course.
More detailed instructions about simulation report.
Although my grade book was organized in the same way that the syllabus had presented, it was still difficult for students to discern what went where. I look forward to a clearer organization of grade reporting.
nothing
nothing
I will try to find a more effective way to deliver the course materials.
Reduced writing requirement
see std version
the usual stuff
the usual stuff
Add more modules in smaller sections
Fortunately, my class next semester is completely in person. As much as I enjoy teaching distance learning, I think some students are just not ready to handle it. I will continue to give my students all the dues dates at the beginning of the semester. Th
Fortunately, my class next semester is completely in person. As much as I enjoy teaching distance learning, I think some students are just not ready to handle it. I will continue to give my students all the dues dates at the beginning of the semester. Th
I plan to continue to update my courses to meet student needs, include all grade level materials, and interests of students.
I plan to update the course and add additional resources for writing research papers.
Add live chat.
Not much.
I agree with some of my students that my grading of projects needs to have a quicker turnaround!
One student mentioned the need to be able to un-submit and re-submit assignments prior to the due date. This is something I hadn't considered, but is an e
I agree with some of my students that my grading of projects needs to have a quicker turnaround!
One student mentioned the need to be able to un-submit and re-submit assignments prior to the due date. This is something I hadn't considered, but is an e
I would like to record a few short lectures to address some of the more complex terms and concepts. I would also
reevaluate the textbook choice and consider an online textbook.

- Update some of the discussion forums to promote more synthesis of information by students.
- I have chosen to not serve in this capacity in the future.
- use more You Tube presentations by both me and the students
- I plan to have more face to face meetings and be more engaging. I will tape narrated lectures as well.
- Two sets of assignments to accommodate students who work full time and cannot attend campus events

What was the largest adjustment you made in teaching a distance course, and how was this addressed?

- I am adjusting to the lack of personal contact.
- I made video tutorials for the project besides the assignment guidelines and rubrics. I made rubrics for all the assignments in the class, so that students knew what was expected of them in each project.
- I moved gifting and some parts on line, including resident experts. Students did not feel they had my guidance, so I will provide more guidance next time.
- After a few weeks into the semester, I realized that I needed to meet with the students individually. I implemented a requirement that we meet individually either in-person, by phone, or online. This was not in my original plan, but I felt it was necessary.
- I have been teaching online for the past 5 years so I am very comfortable in the environment. Last semester I expanded my use of video but however students use of the videos was low so I will be evaluating an improved approach and or content selection.
- I have been teaching distance for a while so I did not have to make any adjustments.
- I tend to be a little more generous in grading some of the more subjective assignments because the exams tend to be a bit more difficult.
- I have been teaching distance for a while so at this point I did not feel I needed to make any adjustments.
- This was a tough course to teach online but I added ethical dilemmas which I think went over well.
- None - this is the second time I taught it so I felt pretty good about it.
- The tests were probably a little more difficult due to students only having the text to rely on. I probably compensated for that by being a little easier in grading the more subjective assignments.
- Packaging the course for asynchronous delivery. I normally spend the entire summer and most of the school year doing this. It is a never ending task.
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- Preparing online lectures - not fun! They are really not that good compared to a normal class lecture. However, the students did seem to benefit from them.
- The largest adjustment I made was preparing my courses way in advance. Normally this would not have been an issue but since I began at UWG only a few weeks before my online courses began, I felt like I did not have time to really develop the type of course.
- Preparing the instruction materials in advanced. Normally this would not be an issue but I was hired in the beginning of August only a few weeks before class began and did not have time to really develop a lot of content like I wanted to for each module.
- Preparing the instruction materials in advanced. Normally this would not be an issue but I was hired in the beginning of August only a few weeks before class began and did not have time to really develop a lot of content like I wanted to for each module.
- I included weekly Wimba sessions and "live" office hours to address students questions/ concerns in a more interactive fashion.
- I offered weekly Wimba sessions and "live" office hours to address student questions and/or "concerns."
- All of the online courses I taught in the past was during the summer. This course was in the fall and required a different level of intensity and set up.
- Putting quality discussion prompts for online discussions as compared to the spontaneous remarks that spark good discussion in a live atmosphere.
- Not applicable.
- This is not a course, it is individual support for doctoral students writing dissertations. None filled out the Student Evaluation of Instruction, which I suspect is because the form isn't applicable to this situation.
- I used to a face 2 face demonstration for students. I had to seek great deal of help from Distance Education Support Team
to help create videos of these Face 2 Face demonstrations. The videos had to be converted to the appropriate format for the student

- Not applicable
- This is not a course, it is individual support for doctoral students writing dissertations. None filled out the Student Evaluation of Instruction, which I suspect is because the form isn't applicable to this situation.
- Make sure the quizzes are up to date and match the reading assignments. Make sure all the links still work. Write summaries for each week and prepare for the lecture.
- Course taught multiple times online.
- This class was taught as though it is a in class course.
- Course taught online multiple times.
- Knowing I would not meet most of the students in person and considering the impact this might have on their learning. This is why I made a greater effort to keep students informed via email. There should never be a reason for students to say "You never t
- Learning how to use CourseDen and now D2L.
- making presentations online and having worked out solutions
- Moving to more online delivery. I offered many more optional online sessions.
- I was not adjusting anything since I had not taught this course before.
- I was not adjusting anything since I had not taught this course before.
- I was not adjusting anything since I had not taught this course before.
- Incorporating a MOOC into my class and maintaining 100% completion rate. Tons of ton and scaffolding had to put into the course design and prep.
- Going fully online. I created more videos and offered more optional sessions.
- None.
- Designing discussion board questions. Built the questions around readings and exercises; gave broad set of questions to facilitate detailed responses.
- This was my first fully online course. The UWG Distance Learning training and help was significant and appreciated. There is a learning curve that should be a bit straighter as i design another course for the spring.
- different pedagogy
- pedagogy
- I included weekly Wimba sessions and "live" office hours to address students questions and concerns in a more interactive fashion."
- I've been teaching these for years. Why do you keep asking this?
- I've been teaching these for years. Why do you keep asking this?
- I've been teaching these for years. Why do you keep asking this?
- Seriously, why do you keep asking this question?
- Better communication through chats
- The largest adjustment was the need to constantly remind the students, in person and via CourseDen of assignments. Their syllabus had all the dates listed but they still forgot to do work that was due during their "online" class. I review due dates at th
- I posted announcement more than in other non-distance classes. However, they have to log-in in order to read the announcements and many of them never checked CourseDen. At the beginning of each class I would go over due dates of upcoming assignments.
- I continue to enjoy online teaching and student learning. It helps me keep updated and provide resources for teachers of all grade levels.
- I always try to make technology more personalized. Sometimes I have technology awards for students who indicate how they integrate innovative technology in their classrooms related to literacy learning across the content areas.
- I do not know much about D2L and with my other assignments, I don't have time to go to training. I need to focus in on one thing I want to learn and get a Dr. D visit.
- I still don't understand all of the possibilities of D2L. I need lots of help. Adding You Tube and chat are probably adviseable.
- I have taught online courses in the past, and I know the level of connection students feel can be a huge obstacle. To that end, I worked diligently at returning emails (both to my faculty and course accounts) with a same-day turnaround, instead of my for
- I have taught online courses in the past, and I know the level of connection students feel can be a huge obstacle. To that end, I worked diligently at returning emails (both to my faculty and course accounts) with a same-day turnaround, instead of my for
Students can't see or hear the enthusiasm that I have for the topics we cover, so it is imperative that I make the
discussions and assignments as dynamic and engaging as possible using the tools that we have available. I try to take
advantage of the abl

None that I can think of. This was a self-paced course in which the student provided updates to her project. I generally
respond to all students, regardless of class format, pretty quickly and frequently.
no real problems
The largest adjustment for me was determining how much class time to offer vs. online material.
Again with the Klingons

After reviewing student evaluation questions, what do you think of the level of non-academic support provided for this
course by student services, the library, the distance education center, and the instructor?

- Support from Distance Education has been excellent when needed.
- I think there could be more technical support for students. For example, students ran into issues of accessing and managing
  Inspiration software. But I had to intervene because they did not get the support elsewhere.
- Students are in generally pleased. However, they could be more support on wikispace, so that students don't get confused
  between courseden and wikispace.
- It doesn't appear that the students are using much non-academic support. Based on their evaluations of the distance ed, it
  doesn't appear that they are aware of those resources. When they had questions, I tried to be very responsive, but they
  probably d
- I had excellent comments from the 9 students who made them on the instructor so I now need to find ways to expand the
  pool of students who are this motivated by the course. There were no comments regarding the non-academic support,
  student services, or
- It does not appear as if students take advantage of the resources outside the class.
- Sounds like it was fine.
- these students seemed to use the library and found all services to be good.
- Students seemed fine in this area.
- Not many respondants, but overall they seemed to be fine.
- Sounds like it was fine.
- The UWG DDE folks continue to do an outstanding work and support. I am glad we are moving to D2L. I never cared for
  the centralized approach to running LMS. I am hoping that individual faculty as well as campuses have more flexibility on
  customization
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  the centralized approach to running LMS. I am hoping that individual faculty as well as campuses have more flexibility on
  customization
- Students services, library, and distance ed support is really not applicable for our program. The students really need more
  instructor/TA support very late at night, but we are not a University of Phoenix and able to provide 24/7 assignment help.
- I think it's okay, although I would like to work with the library on delivering some information via online to students about
  conducting literature reviews.
- It is fine, although I would like to work with the library on developing some online information on conducting literature
  reviews, if they don't already have them available. Something I need to look into for this upcoming semester.
- Fine.
- As an instructor, I tried to address all student concerns, both academic and non-academic. I am not sure of the extent to
  which students asked and received support from the library or the distance education center."
- I think the students received all the support requested and had all the resources needed to be successful.
- I think the students don't use the resources available to them enough, particularly the library. I do not think it is the fault of
  the university I think it is the students we teach. I think the student felt supported by the instructor but again didn't s
- It is good. They do not always use it.
- No students completed evaluations.
- This is not a course, it is individual support for doctoral students writing dissertations. None filled out the Student
  Evaluation of Instruction, which I suspect is because the form isn't applicable to this situation.
As an instructor, this was my first time assigned to the Hybrid section and so I do need to improve on certain aspects - mainly mechanical aspects of the course for students who want to be treated not as university students on track to be professional ed

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They are good.
They are sufficient.
Good.
They are sufficient.

Student services received very good ratings (median score of 4/5) for advising, financial aid, and career services. The student evaluations recognize Distance Learning's support: the question "The Distance Learning helpline was helpful to me" had a media

It is quite sufficient.
excellent
All appeared to be good.
On arrival, there was little support offered, and little known of due to the chaotic nature of arrival for this position.
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Excellent
It seemed to be good, especially the help from support staff with Tk20.
Good.
Suitable for the content of the course and the level of the course.
I think that all went well from all the areas listed in the question. I particularly like the turnitin site used for submitting papers. Students seem to like turnitin's ability to display suggestions for improvement. I do wish that students had assistanc
none
it was great
I think students received all the support requested.
adequate
see std version
the usual stuff
the usual stuff
Very good
The support was sufficient. They need to learn that they are no longer at home or in H.S. They need to learn to be responsible for their work.
I believe the support is sufficient for college students. They are no longer in H.S. and need to take responsibility for their work or lack of it.
The online support is greatly appreciated!
I enjoy learning new technology. I appreciate the help of the tech assistants! My students benefit from using more technology resources to improve their classroom teaching.
Good
Good.
The level of support seems fine. The only complaint I noticed in the surveys was a student who would have liked to have known of the library services upon enrollment at UWG. I assume the services were announced and there are links within CourseDen; howev
The level of support seems fine. The only complaint I noticed in the surveys was a student who would have liked to have known of the library services upon enrollment at UWG. I assume the services were announced; however, it would be helpful for me to rem
I think that ample help is available, should the student seek it. Successful distance learning requires a group effort, and I think the university has done a good job to address online student needs.
Good.
Student did not respond to these types of questions.
The results seem positive for the most part.
adequate