Faculty Course Evaluation Summary Fall 2014 (with actions to be taken)

In order to meet SACS recommendations, all faculty teaching distance courses are required to review their distance student evaluations, and complete a response which details the successes of the course and what improvements should be made.

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

- The set-up is in place now to the point that my time spent on course-building stuff is minimal.
- I think that I did well for my first full-online course.
- Many of the students learned about the universe we live in our place in the universe.
- Students liked my level of communication with them, the fact I was always available to them, and they enjoyed the business formation assignment particularly well. Also, just FYI, the majority of my students completed the paper evaluations on campus, not the online evaluation. So while my response rate looks like it is around 25%, it is actually probably closer to 60-75% when the paper form responses are added in.
- Students liked my level of communication with them, the fact I was always available to them, and they enjoyed the weekly chat sessions, also. Just FYI, the majority of my students in the online class completed the paper course evaluation form on campus instead of the online evaluation instrument. So while my response rate looks like it is around 25%, it was actually probably closer to 60-75% once the paper evaluation forms are added in. One suggestion for XLS (cross-listed) online courses, could we not just combine the two sections into one evaluation report? It seems odd to be evaluated separately when these students (N30 and N31) are in the exact same course.
- My overall course design, the quizzes, semester project, and grading rubrics...
- My overall course design, the quizzes, semester project, and grading rubrics...
- Schema project served well as the summary assignment which ties important information together in a nice effective way. Organization of the class materials.
- Schema project as a summary assignment worked well for the students.
- Schema project to summarize the class content. Great organization and timely responses to students.
- This was a brand new course, which required some flexibility on the student’s part. The things that went well in this course was the overall organization of it, which, being a hybrid course, required the theory content material to be demonstrated online. Students watched videos and lectures online; then, when we met in person on alternating weeks, students demonstrated the theory on their peers. This worked well.
- It seems that, on a whole, the students feel positive about their level of learning in this class. They seemed to like the practical approach I take to teaching and value the applicability of these interventions for clients of all ages.
- It seems that the students feel satisfied with the level of instruction and the practical application of this course content to their professional work.
- Organization, easy to navigate, and students seem to enjoy content.
- Students seem to like course design and activity on the discussion boards.
- It was fine
- Students responded well to the material and its overall presentation. Discussions were helpful and links between theories and their underlying assumptions seemed to help students with critical thinking and problem solving.
- I think this course went well.
- Student appreciated the opportunity to go deeper into their dissertation work.
- These students are writing their dissertations - it is not a “course” per se. They do not fill out evaluations, but are moving ahead with their dissertations nicely!
- No student survey was completed for this course
- Good structure for mentoring the doctoral student.
- Posted report was not complete; assignments and organization and pacing of class went well.
- Pace, organization, evaluations
- I think that students appreciated the design of the course and the clear instructions provided. I also think they recognized the open line of communication with me (faculty),
and several commented on how they could come to me with questions and I would respond quickly. I think that is one of the most important things for an online class -- for an instructor to be very responsive to the needs of the class.

- My responsiveness to students.
- Overall, student responses were positive. The general design and delivery of the course was successful.
- Students appreciated learning about the DDC and Sears, as well as genre shelving. Good discussions, and most gained a basic understanding of classification systems.
- Content was very well received. Students mentioned having a good understanding of requirements for a strong media program.
- The overall structure is fine. Plenty of challenges in the communication details: students refuse to read instructions, which places them consistently behind the curve to work progressively.
- The overall structure is fine. Plenty of challenges in the communication details: students refuse to read instructions, which places them consistently behind the curve to work progressively.
- The overall structure is fine.
- I think the highly active participation of the students made this a great course. Students demonstrated a high commitment to the class and overall submitted their assignments on time with high quality. They also mentioned the fairness in evaluations and the timelines for each of the assignments. At the end, according to their comments, it is clear that they achieved the course objectives, and are already thinking on how to use the strategies and tools they learned in the class in their place of work.
- All the instructional materials and assignments were marked as appropriate for the class. Students also mentioned the fairness in evaluations and the timelines for each of the assignments. At the end, according to their comments, it is clear that they achieved the course objectives, and are already thinking on how to use the strategies and tools they learned in the class in their place of work.
- Overall, student responses were positive. The general design and delivery of the course was successful.
- Students all responded favorably about this course. Many, many comments about quick feedback from professor. All comments were positive and supportive.
- Every semester students seem to enjoy those assignments that require the group participation, and this semester wasn't the exception. Students benefit greatly from their peers' experiences, and the majority of the assignments are designed to observe this.
- I think that students who entered the course with a clear understanding of the need for program evaluation got the most out of it. The design of the course with cumulative assignments worked well when students were able to apply the course materials to their own personal experiences. I think the students that put in a good amount of effort to read and connect the dots did well, and those that read, but didn't see the value in the readings immediately got lost.
- I think that students who entered the course with a clear understanding of the need for program evaluation got the most out of it. The design of the course with cumulative assignments worked well when students were able to apply the course materials to their own personal experiences. I think the students that put in a good amount of effort to read and connect the dots did well, and those that read, but didn't see the value in the readings immediately got lost.
- I think the class structure, textbook, discussions, and quizzes went well.
- Structure, textbook, discussions, quizzes, and learning went well.
- Students gained a sense of community and connected well with the importance of music education history in understanding today's pedagogy.
- For the most part, students achieved the course objectives. The instructor was available and easily accessible to students. The textbook worked in clarifying information for students.
- The students learned a tremendous amount about the role of an academic nurse educator in a 2 credit course. The curriculum mandates this practicum course prior to these MSN students having a knowledge base in education, hence the assignments were created to immerse students in aspects of the role of educator. Based on comments I do feel they learned about active learning, writing teaching plans, reflective learning, learning styles,
and types of delivery (online, F2F, simulation, and clinical). These students had excellent preceptors, although at the beginning due to their novice perspective had difficulty with the new role transition. Their confidence built throughout the semester.

- Course Textbooks and supplemental reading assignments; exploration of the role of the nurse leader/manager
- The clinical practicum experience and the student working with the clinical preceptor was the most valuable part of this course. Students also valued the clinical visit of the faculty.
- This is a practicum course that is part of the new curriculum program. The students completed an assessment of their assigned clinical unit. This assignment focused them to complete the assessment.
- This is the first time this course was offered and was the first time that a course specific to the role of the Clinical Nurse Leader was offered. The feedback on the learning was very positive. The books that were assigned will be used again in the spring semester. This new course provided the needed information for the students to learn about this specific role.
- This was a small course, with only 5 students from an old curriculum. I only had 3 students respond to course evaluation. There were minimal comments about the course. I feel for a 2 credit course that the students had a sound exposure to nursing curriculum.
- This course was an independent study by a EdD student who revised his comprehensive exams. I provided him with indepth support and was responsive to his needs. I provided one to one support as well as information on developing a research proposal.
- This course is really a major socializing event for the first semester EdD students. The Book Make it Stick was an excellent start to the semester as it supported the students working with one another and provided explicit suggestions on how to study and learn. This book supports constructivist learning and many student applied the content to their courses. Also, the modules on contemporary issues were well done by the students and should be kept in future courses.
- There is only one student in course and she did not submit an evaluation...
- Everything
- This is a 1 credit dissertation course with one student.
- i am glad that I utilized the LaunchPad LMS platform as a supplement to the D2L platform as students really benefited from having this customized content.
- Lectures, quizzes, exams all worked well.
- I think that the students who responded were not happy with the instructional methodology used in the class and that the main thing the students considered to go well were the selection of the textbook and materials.
- I am pleased that the students feel they benefitted from the course and would recommend others to take it. I believe they were challenged to research and help their case study students improve their literacy skills. The technology was a great help to them.
- The class was student centered and provided options of interest for their literacy research. The sharing of information through Google Hangouts and the discussion board were great for learner to learner interactions!
- The students seemed to appreciate the course materials
- I think the organization and ongoing interactions went well.
- Most things, although there was a range of satisfaction represented in student responses.
- Not that much, which is interesting since the two sections of this class were crosslisted and there were no differences in delivery of the class between sections. The differences in results from the two sections is consistent with other observations that seem to reflect student differences between two sections of the same class.
- I think the organization and ongoing interactions went well.
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- The students were very independent in completing the coursework
- I think the interactions with the students went well.
- I didn't get any evaluations - this was one student - an independent study.
- I think the class was organized well and the students were able to follow along without much confusion. I think the content and learning outcomes were appropriate for this course.
What was problematic? What needs to be improved?

- Student response in filling out evaluations is anemic at best (5 out of 30+). Is there a way to require this?
- I understand now that I need to put more effort into responding to everyone's discussion posts. I also found out that the publisher's materials for the book that I use can have errors so I need to be more vigilant in double-checking materials.
- Grading cycle needs to be improved. Amount of material covered in course needs to be reduced a little. Need to increase notification time on assignments and assessments.
- Students do not like the fact that I have to test them on 10 chapters per exam, due to the fact that in N-Sections, we are only allowed to have proctored exams two times per term. They want more exams, so they don't have as much content to learn for each.
- Students do not like the fact that I have to test them on 10 chapters per exam, due to the fact that in N-Sections, we are only allowed to have proctored exams two times each term. They want more exams so that they do not have to learn so much content for each exam (e.g., my face-to-face version of this course gets 4 exams with 5 chapters on each).
- Some students were confused with theory resident project, since it's a new project on both parties with three major stages.
- Include a face to face meeting. Reminder students to locate the schema project folder at the bottom of the CourseDen page to see the instructions and sample schema projects.
- Better explanation of the grading, why points were deducted based on the criteria and rubric.
- Further explanation of the schema project at the beginning of the course would be helpful or an additional link at the beginning of the course so that students become aware of how to locate the instructions.
- The video role plays were too extensive and time did not permit me to adequately provide feedback.
- In reviewing the feedback, I think that I should possibly look for an additional or different text. This topic is one on which it is challenging to find quality textbooks, so I have to rely more on ancillary texts. But, perhaps I can find one that is written more technically. I think I will also look at having one or two more face-to-face class sessions.
- The textbook, albeit wonderful, is very expensive. I need to consult with my book rep and request a lower rate on the textbook. I may also consider using some type of incentive to get students to prepare for class.
- Nothing.
- I did not see anything that was a problem in this course.
- nothing.
- Exams were challenging and I believe giving the students more opportunities to self-review would be very beneficial.
- Nothing problematic but I would like to continue to improve content to make it more interesting.
- Students praised the organization, rigorous content, promptness of my responses/grading their work, interesting presentations, the checklists and rubrics.
- Students did not like the book. The last assignment comes in too late for students to make major revisions.
- The course will not be taught again, so felt the peer interactions were not as valuable. I will consider this as I develop future courses for the doctoral students.
- Nothing that I am aware of.
- Keeping the doctoral student to make progress, an adjustment to the schedule seems appropriate by having more regular meetings and informal updates as small checkpoints for each milestone.
- No- some students want more F2F sessions, though.
- Quality of some ppt narrations; some students still don't understand that the short answer quizzes are regraded by the instructor after the quiz closes.
- I was rightfully chided for the delay in grading. Instead of the normal teaching turnaround of one week, many assignments took me longer. Unfortunately, I said yes to too many obligations last fall and had to juggle my schedule to complete the various tasks I had
agreed to. But no excuses. I need to do a better job of returning grades in a timely manner, and when I can't (particularly in the case of longer writing assignments, which takes some
time to grade), I need to keep in constant contact with the class and provide them updates.

- Discussion questions must be more focused and less open-ended.
- A couple of students didn't like how course materials were presented.
- Possibly dropping the second text since it was only used during the final exam. Someone also mentioned including a little more in the discussion area.
- More work on aligning syllabus with dates in various places in CourseDen.
- Department assigning a new course the week before the semester start is a guarantee that a collapse in maintaining good communication in all courses is assured. Never again accept a course change at the last moment.
- There aren't major issues mentioned by the students. They were satisfied with the methods of delivery and the pace of the course. I am highly satisfied with the overall performance of my group/
- According to some of the comments in the student evaluations, there was some confusion about the last project, including instructions and expected outcomes. I reviewed the wording and adjusted it accordingly for the upcoming semesters
- A couple of students didn't like how course materials were presented. Some students feel that the course is too demanding
- 1. Overall, student responses were positive. The general design and delivery of the course was successful.
- Group work is often a problem. This was mentioned by one student, even though they acknowledged it was important to have group work. One mentioned having more online sessions.
- The only area of improvement students mentioned in the evaluations is the one related to the quizzes. Some of them mentioned some questions were confusing. A revision is needed.
- When students did not have a direct connection between evaluation and their own work, they struggled with the fundamental purpose of evaluation. I think I need to do a better job of connecting with the students that enter the class with little to no interest in evaluation. Better communicating the purposes of the assignments and they relate to the cumulative aspect of the evaluation report would help, and overall better communication to the students about course and assignment expectations would greatly help.
- When students did not have a direct connection between evaluation and their own work, they struggled with the fundamental purpose of evaluation. I think I need to do a better job of connecting with the students that enter the class with little to no interest in evaluation. Better communicating the purposes of the assignments and they relate to the cumulative aspect of the evaluation report would help, and overall better communication to the students about course and assignment expectations would greatly help.
- I believe email communication between students and instructor can be improved.
- Email communication between students and instructor can be improved.
- Even though I received 5/5 on "Tests and/or assignments required problem solving, critical thinking, and/or creative thought." I received 4.6/5 on "Test content was representative of assigned material." I am going to have to review how I am creating and directing the tests. They are specifically told from where the tests are drawn. I do my best to make the objective tests engage critical thinking which may be the problem. Perhaps I should include more questions that ask for direct questions such as names and dates and have fewer application questions.
- Instructions for assignments were not clear for students, despite multiple attempts to clarify in class and through news postings. Group activity was especially challenging for an online project - would not use this assignment in the future. More quizzes covering less
information may have been helpful. Expectations of student understanding at the start of the course may have been too high.

- The biggest complaint was the perceived ambiguity of some of the assignments. First, this was the first time that this course was implemented as we have just changed to a new curriculum. Hence, since the assignments were also given for the first time online (I had used many of these assignments in a F2F course previously) there was some ambiguity as it is difficult to know a priori where students get off track. I knew when I gave the teaching plan assignment that they truly had not had the foundational content yet to fully comprehend the integration of many of the components of a teaching plan, yet felt that creating a teaching plan was an extremely important skill and ability that they would need. I gave LOTS of individual feedback... and due to the majority of B's given, let the students submit another teaching plan and would accept the higher score. About 3-4 students did resubmit and their product was much more informed.

- Discussion questions and grading rubric need to be revised

- Students planning their clinical practicum project must also obtain IRB approval prior to implementation in the subsequent semester (course). Adding the IRB process to the semester exceeds the time expected for this course and overloads the student.

- The practicum key assignment is the development of a capstone project proposal for an improvement to the clinical microsystem based on the assessment. The students must submit the project proposal to the UWG IRB for approval as well as the clinical site. Because the assessment is not completed till the end of class the submission to the IRB occurs at the end of the semester. This submission late in the semester does not leave time for the IRB committee to approve the proposal or return it for revisions as the University closes for the holidays.

- I feel that there was too much content that was provided. There were new competencies released by the American Association of Colleges of Nurses and I tried to incorporate the learning for these new competencies into the course. I will work with the other faculty to review these competencies and find ways to move some content to other courses

- This course will not be taught again... But providing detailed directions for assignments would provide more clarity for students. Or even post a sample assignment product.

- Nothing was problematic as I worked one to one with a doctoral student

- There were holistic rubrics provided for the students. These were used to grade assignments although students may not have perceived their use as I made comments on Grademark and did not re-write the comments and upload the rubric due to time workload. In the future, the rubric can be revised and added clarity for assignments to reduce student confusion or ambiguity. This was the first time I taught this course or gave the assignments.

- This was a 1 credit course aimed at dissertation progress... Due to the overwhelming amount of work in other courses... difficult to keep students focused on dissertation progress.

- I had no problems with this class

- There was minimal to no research progress for this student this semester.

- I would like to continue to incorporate personal instructional or lecture videos to give the students a better sense of traditional instruction.

- There were too many students enrolled to have a very active discussion.

- Using a syllabus provided to me for modification did not go well. I need to greatly improve communication skills and provide smaller "chunks" of information at a time. The students did not like weekly assignments that I included to be certain that materials would be read prior to class. Would not do that in the same manner again.

- Some thought the text was difficult since some of them had not administered an informal reading inventory before the class. However, they still valued the text. I will add more specific steps and online resources for them.

- I need to find methods to reply even more quickly than I am at this time. I will schedule my time better!

- There didn't appear to be any problems

- I need to make sure that grades are being released in the grade book and/or make sure that students are looking in the drop box/grade book for grades. I work very hard to grade assignments within 72 hours of the due date but one student felt that grades were not posted fast enough.
• Comfort with the online environment is still an issue; a couple of students expressed a preference for inclusion of face-to-face sessions, which is not an option (not an option that can be required for the class). A couple students felt that the instructor did not demonstrate respect for students. A potential issue, depending on which students responded, is a discrepancy between perception and reality in that the students who responded rated themselves high on utilizing class materials and attending class, yet I had to struggle with at least some students who did not attend class or use course materials, at least until forced to do so.

• lots of aspects, although there was quite a range in student responses
• Nothing seems to have been problematic from what students wrote on their surveys.
• Nothing seems to be problematic based on the student surveys.
• Given the level of feedback necessary for big projects, some students didn't get feedback fast enough... some did.
• Nothing seems to have been problematic.
• This course has been changed so many things will be different based on the new objectives.
• There needs to be more interaction between instructor and the students and more interaction between students. Some students expressed isolation in their discussion board posts and CourseDen provides sufficient tools for facilitating more interaction.

What do you plan to change next time you teach the course?
• I am still developing on-line whiteboard lectures for most topics.
• I plan to spend more time going over discussion posts and trying to respond to student concerns even faster.
• Restructure material content. Restructure assessments. Improve instructional material related to mathematics.
• I am working in my sandbox to revamp my course to be 5-Star compliant and Quality Matters compliant. I hope to have that ready by Summer 2015 or Fall 2015. Some of the changes will be incorporated this semester (Spring 2015).
• I am working in my sandbox to revamp my course to be 5-Star compliant and Quality Matters compliant. I hope to have that completed by Summer or Fall. Some of the changes are being implemented in my Spring 2015 sections of this class.
• Remove the theory log project and put back the discussions.
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• Reminder students to locate the schema project folder at the bottom of the CourseDen page to see the instructions and sample schema projects. Double check the due dates on activities and assignments. Pay more attention to class discussion in addition to responding to questions to individual student.
• Setting more flexible schedule for module tests. Even for the final examination. Move the tables, figures, and Thought Experiment Materials close to the narratives instead of leaving them at the end of the chapters.
• Make class announcement on the options of purchasing the textbook or accessing it online for free on Day 1. Remind students of the Schema project folder, including the instruction on how to use Gliffy, how to develop schema project step by step, and how to access sample schema projects.
• Next time, I would revise the syllabus to add additional time for assignments. Additionally, I would alter how the video role plays are done.
• As aforementioned, I will look at different textbooks and will likely had one or two face-to-face days.
• I definitely plan to ask the publisher to offer a reduced rate on the textbook! I will also likely add one or two face-to-face dates.
• I would like to add narrated power points or a narrated introduction to learning modules
• I have a plan to create narrated power points over the summer for all of my core courses.
• nothing
• I will add practice exams allowing multiple iterations for self-review.
• I plan to add something narrated over the summer - maybe power points or an introduction to learning modules.
• I need to provide more education examples to supplement the text. I also plan to move the due date of the final paper up one week in order to allow students to revise after getting feedback.
• This course will not be taught again.
• Reach out to students whom I have not heard from or received a draft.
• N/A
• Incorporate suggestions for regular meetings and informal, regular updates.
• Include 2 more F2F sessions.
• Improve some ppts related to field, post more announcements, restructure rubrics so they're more specific to individual field assignments
• One student suggested that I use "More webcam lectures, those were instructive and interesting." This is something I would like to do. I am still transitioning from face-to-face classes to online classes and the different dynamics of presenting information. I would like to include more small clips (almost in documentary fashion) that focuses a specific topic. The clips would be no more than 5 minutes in length. I enjoy creating these and use Camtasia to put them together. I am glad to see that students found them useful.
• Reduce the weighting of Discussions from 10% to 5%.
• Beyond standard review and update of content, no specific changes planned at this time.
• Will not teach it again. Content is being distrubuted into other courses.
• None.
• Will not teach it again. Content is being distributed into other courses.
• Course is not being taught again. Content is being distributed into other courses.
• Expand the enabling objectives, complete the quizzes, complete assignment instructions, create orientation materials, revise the syllabus. Never again accept a course change at the last moment.
• Never again accept a course change at the last moment. Add orientation module.
• I will add a couple of discussions at the beginning of the semester. In the past, students do not have a lot to do in the first two weeks. I want to change that so they start getting familiar with the content.
• The final project has to be explained in a better way. The wording I was using did create confusion as of what was expected. The assignment instructions have been reviewed and adjusted.
• Beyond standard review and update of content, no specific changes planned at this time.
• No specific problems noted at this time.
• Reduce the number of graded assignments. Make larger projects the focus of the course.
• I plan to have more online sessions. I also plan to have deadlines for group work so that each member can be held accountable for thier contributions. Consider changing text, again, even though nothing is really more appropriate at this point in time.
• I think the course is very well designed and structured. I have added two assignments for the spring 2015 semester to further expand the understanding of concepts. These two assignments will allow me to evaluate student performance, reflection and content knowledge.
• I think I will switch around the first three assignments so that we have more time to focus on the program logic model. I found the contract to be important for signatures and buy-in, but it was not necessary for the students to complete the contract on their own. I think they would be better served to read the contract, and get it signed, but let me put in the main details. The contract got us off on the wrong foot, and took up too much time.
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• I plan to forward or merge email accounts so there is a single point of email communication.
• I plan to merge two email accounts so there is only one email account that is more visible and so emails are not my delayed.
• See the previous answer.
More podcasts and clearer instructions for assignments will be given. Add two more quizzes and modify the group project. Will consider a group project as a midterm evaluation and an individual assignment (poster or paper) for the final exam. This would allow individuals to work at their own pace in terms of the final project and likely eliminate some of the conflict noted in the groups. Need to organize the course online presentation better. It was not easy for students to navigate through. This was the instructors first experience teaching in this format and in Course Den, so many problems encountered by students were related to the instructor's unfamiliarity with the platform used.

The next time the course is given, a teacher may want to provide students will sample course outcomes that students can go to their preceptors with. I feel at this level, holistic rubrics vs. analytic rubrics should be used. I also believe that some assignment ambiguity is realistic to prepare these students for the role of a MSN nurse. No one in practice or academia provides an exact plan to solve a problem or create a course. My philosophy of teaching/learning is constructivist... and believe that students must make sense of this new landscape... The tools were provided and some students excelled, whereas about 2 students kept waiting for a teacher to tell them what to do.

Discussion guidelines and grading rubrics; develop additional supplemental class materials
Incorporate IRB application process into the course requirements so that the application will be submitted before the end of the term. Consequently, the student will be ready to implement the project at the beginning of the subsequent semester (Practicum II).
I plan to change the timeline for the completion of the project proposals so that these projects can be submitted to the UWG IRB at least three weeks before the end of the semester.
I will reduce the amount of content and work with the School of Nursing faculty to incorporate the content into other appropriate courses. The curriculum has been revised and I will use continuous quality improvement to make additional changes to the curriculum
Not applicable.
The one on one support was needed by this student to be successful . One change I would make would be to be more specific with the writing assignments to keep the student on track
See above. I may try to start the manuscript writing project earlier.. The comment that some manuscripts were not ready for publication was correct... There was a rapid push at the end to get the manuscripts ready for submission. Although the process for submission and manuscript organization is critical for doctoral success in our program. I need to monitor and see how many acceptance vs. rejections the students receive.
The curriculum has been changed and this course will not be taught again.
I do not--this a doctoral dissertation class with one student. It needs to remain as it is.
First time this course was taught by me...
I will provide a much more concrete example of the final research projects; I will also spend more time on explaining the content viz. my own perspective and pedagogy.
I would like to include more chat room or live consultation time to make myself more available for students.
Would do more "face to face" time with students who apparently do not like online assignments and consider responding to readings as "busy work". Will put more emphasis on application rather than theory, although I think students need to know why the recommended strategies are useful.
I am taking the Quality Matters courses and will align the QM standards with my objectives as well as use the information learned to enhance my course organization and modules.
I plan to provide more national and international research options.
I wish I had more time to take part in the course discussions along with the students
One student mentioned wanting more quizzes with less questions per quiz. I think this is a good suggestion and one that is easily put into action in the course.
Continue to try various options to more clearly communicate with students, including in providing feedback.
I will continue to try various options to more clearly communicate with students, including in providing feedback. I also will continue to modify the class in response to decreases in student quality. I am aware that this sounds as if I am not taking responsibility for issues with the class, but I have been teaching this content for a long time and it is ethically problematic for me that I have to decrease difficulty level in order for current students
(especially graduate students) to be successful. I do also spend a lot of time providing individual assistance, but find it frustrating when students need that assistance because they have not “gone to class.”
• I plan to include the opportunity for students to do more peer review of work in order to get other points of view on their writing (besides my opinion).
• I plan to include peer feedback so that students have multiple perspectives on their writing.
• I may have students submit things in waves or small groups and include more opportunities for peer feedback. I also plan to include more opportunities for student/instructor interaction. The students suggested using google hangouts.
• I will utilize more discussion boards and follow best practices to make them more effective, as well as, incorporate the use of Blackboard Collaborate by inviting guest lecturers and facilitating group discussion via video conferencing.

What was the largest adjustment you made in teaching a distance course, and how was this addressed?
• I have difficulty with the lack of face-to-face contact.
• I’m not sure what this question is asking
• Finding ways to include material that often is presented via interactive discussions.
• I am very hands on and like to see my students. That is one reason I enjoy teaching face-to-face more than online. My synchronous chat sessions each week allow me to interact real-time with my students, and they say they enjoy that. I try to make the online course as similar to my campus courses as possible.
• I am very hands on and like to see my students. That is one reason I enjoy teaching face-to-face more than online. My synchronous chat sessions each week allow me to interact real-time with my students, and they say that they like that. I try to make my online course as similar to my campus courses as possible (in terms of mimicking the things students like best and tweaking it for the online environment).
• The communication. I not only set up face-to-face office hours, but also online hours for students to meet me virtually. Further, I made known my skype account, so that students can message me or meet with me conveniently.
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• added Step 3 in the Online Discussion to increase interactions among students.
• Added step 3 in the Online discussion to increase interactions among students.
• Increase students interactions. Added a step 3 in the Online Discussion and Added a peer critique of their schema project.
• This was a hybrid course, so we met every other week, as a result, I had the opportunity to meet with the students every other week to discuss the content and practice skills. The online component consisted of watching videos and discussion boards.
• Finding and creating QUALITY online content that helps students of all different learning styles. Posting readings and PPT slides is NOT sufficient for online learning.
• Finding QUALITY online content is challenging. Fortunately, for this topic, there are many resources available. However, before using them, I like to verify the content by using all of them personally. Once I know the content is okay, I will incorporate them into classes.
• I changed all of my courses over the summer to meet QM standards which I think help students find resources. I also added a tutorial on how to use the online library which I think was helpful.
• I changed the course to fall in line with QM standards.
• no adjustment
• Personal interaction changed dramatically from casual conversation to a more formal approach. I think this can be addressed rather easily with additional time to prepare.
• biggest adjustment in this class was orientation module to meet QM standards and learning objectives.
• Preparing the entire course prior to the semester beginning was a challenge. I was used to preparing presentations, quizzes, etc. as we went along. To get prepared, I carved out 8 weeks with several hours dedicated to course prep prior to the course opening. I was VERY
glad I did that. It allowed me to pay attention to students, give them feedback, and just make minor tweaks to the course.

- This wasn’t an adjustment, this course has always been taught online
- N/A
- Did the change noted above.
- More organization
- organization
- One key adjustment is clarity. Students need instructions to be clear and concise, as well as posted in several areas. I experiment with more colorful use of the News section to differentiate assignments by a color scheme. I think this helped, because I received far less questions about assignments than I have in the past. So learned to be more proactive with clarifying my expectations and organizing the class from the perspective of a student (it helps to have the Student View where I can see what they see).
- Without face-to-face lectures, the MyMathLab.com resources (lectures, animations, etc.) were very crucial.
- The ongoing issue for online courses is that some things work better in real time. I use GoToTraining to conduct web-based video conference sessions. These sessions are no longer required, given our institution’s belief that online means asynchronous, but I still provide students opportunities to meet with me and classmates in real-time sessions.
- None.
- NA
- NA
- NA
- I’ve been teaching online for several years, and I am pretty confident in this way of delivery. I did not have to do any significant adjustments
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- None.
- I have been teaching online courses for the past 5 years, and no significant adjustments have been made to my teaching philosophy. Same as I do in my face-to-face classes, I try to keep a strong teacher presence in the online environment and I try to be available as much as possible for them. I also try to update my class materials every semester, so my students have the latest information available.
- The largest adjustment seems to be in preparing presentations and materials that are well produced. This was difficult. In the past I’ve used course materials that are associated with a book. In this course I did not have this option as the only required book was not really a text book. The presentation of materials was repeated many times before finally posting them online. In the past I would practice materials and then do them on the fly. The finality of posting the materials online was a difficult adjustment. I didn't feel like the materials were in the best shape all the time and had to redo them over and over to finish it. Additionally, I think being available for the students was difficult at times. I felt that I offered times to meet with the students that weren't the best for their schedules. I would almost prefer to just meet with them in the evenings, and will probably incorporate that as an option in the course next semester.
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almost prefer to just meet with them in the evenings, and will probably incorporate that as an option in the course next semester.

• I have adjusted the class project.
• I changed the class project.
• I have taught this course 3 times now and still have revisions to make in order to improve this course.
• I had to provide frequent "news" announcements and e-mails to clarify assignments and try to keep students on task. I found it difficult to get a feel for how students were doing because they did not freely communicate back to me. I had multiple students turning in assignments late or not at all. Reminders and prompts were not very effective.
• The biggest change I made was allowing a second submission for assignments. I provided detailed feedback and allowed student to resubmit assignments to improve their grades (from B to A).
• This was my first time to teach online so everything about distance education was new to me and was an adjustment. The largest adjustment was in getting to know students' strengths and weaknesses through online strategies rather than face-to-face.
• This was my first time in teaching a distance course; the largest adjustment was in learning student strengths and challenges in an online format rather than in face-to-face settings.
• This is the first time that I have had students who do not live in the metro Atlanta area. I visit all students at their clinical sites but I used Google Hangouts to meet with the two students and their preceptors who live out of state.
• I feel that I provided the students with an overabundance of reading assignments as this course covers all aspects of the clinical nurse leader role. I will work to chose the content more carefully.
• This course presented modules that covered 2 weeks vs. 1 week and due to the complexity of the content.. Week 1 was content overview and week 2 was content application.
• There was no adjustments as I teach 100% on line and am QM certified
• I added Jean Cook the librarian to the course.. she responded to student questions focused on searches. The students really appreciated this. I also integrated peer reviews of manuscripts which the students dreaded, yet, once implemented, I feel they saw the value on peer review!
• I am doing another course this semester with this student.. and I will be doing more frequent google hangouts to have more dialogue about narrowing her research question and then leading to her method.
• I had no problems
• I’ve had to relay on various technologies to engage students in the learning process - LaunchPad has been invaluable for this.
• Not feeling I was able to answer questions about content as they arise.
• Course Den has changed since I previously taught a hybrid class. I made assumptions that were not correct and caused students to become frustrated. Will be sure to use less Course Den and more projects next time.
• I continue to desire to learn more about distance learning! I appreciate the great help from the UWG team!
• Creating groups!
• This course has always been offered online since I’ve taught it
• The biggest challenge for me in teaching online is helping students to see my passion for what I teach and helping them see the importance of the content that I am sharing with them. I think from the feedback I am making good connections with my students. I think this is accomplished by having a obvious presence in class through the news tool, emails, discussions, etc.
• Trying to cope with students not "attending class" since many (at least initially) went straight to assignments without accessing and using course materials; this improved with time, apparently as students realized they were not being successful using this strategy.
• Trying to cope with students not "attending class" since many (at least initially and especially in this section of the class) did not access/use course materials. This improved some with time, apparently as students realized they were not being successful using this strategy.
• The biggest challenge for me in teaching online is helping students to see my passion for what I teach and helping them see the importance of the content that I am sharing with
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• The biggest challenge for me in teaching online is helping students to see my passion for what I teach and helping them see the importance of the content that I am sharing with them. I think from the feedback I am making good connections with my students. I think this is accomplished by having a obvious presence in class through the news tool, emails, discussions, etc.

• The largest adjustment was being available to students. I set office hours via Blackboard Collaborate and CourseDen Chat.

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 is quite good.
• I feel that online courses are not generally suited to involving students in the campus life at UWG. Despite my requests that students take advantage of the on-campus services such as the library and Writing Center, few (if any), actually did. It is hard to teach anthropology to students in this format as it is a humanistic discipline which needs a real "conversation" to explain. Even the best text books I have found have difficulty adequately explaining some of the more difficult and nuanced topics within anthropology. Every online course that I have participated in since graduate school has suffered from the inability to deeply engage the students in this way.
• For this particular course I think the level of support meets the student's needs.
• As far as I know, it is good. I handle most of my students technology issues, proctoring requests, etc. myself. I have had no complaints about the non-academic support services here at UWG.
• As far as I know, it is good. I handle most of my students' technology issues, proctoring requests, etc. myself. I have had no complaints about the non-academic support her at UWG.
• Pretty good overall!
• I did not need support from anyone for this course.
• I do not have sufficient information to answer this question. I haven't heard of any complaints, though, from the students.
• I do not have sufficient information to answer this question. I haven't heard of any complaints, though, from the students.
• I think all support is amazing at West Ga. I would like to see a web based tutorial from library services that we could add to our online courses so that students know how to do research on the library website.
• I think all services offered to online students are great. I love the tutorials for students that we can add to our classes. I think they are great for first time online students.
• I think it was exceptional.
• I added a short library tutorial for my students but I would like to see a tutorial from library services that we could add as a learning module to online classes. Students are often confused on how to use the online library.
• All services are good.
• This cohort of students takes all of their courses online, so they did not require much support - but the service was excellent when needed.
• It may have helped to have the library do a refresher session on good searching.
• Students receive excellent support!
• It's fine.
• Excellent
• excellent
• I think the level of support is excellent. The various groups mentioned in this question (student services, library, distance education) all provide excellent resources to students. In fact, there is so much information, that perhaps it can be overwhelming for students. It might be worth a conversation to see how instructor's can better introduce all of these resources to a student, particularly for survey-level courses. One thing I am learning is "less is best," so one goal I have in 2015 is to try and not throw so much content in their direction. I didn't see any specific writing questions on the course evaluation for academic support, so maybe having a question where they can write about their experience with various levels of academic support would be useful.
• Non-academic support was fine
• Mean of 4.7 of 5.0 on question of "instructor offers and is available for individual assistance."
• Adequate.
• Adequate.
• No idea.
• No idea.
• No idea.
• Students had several university resources as well as external resources that were crucial to develop their assignments. The support was appropriate
• The students have access to a wide range of resources offered by the institution. I am not aware how well and often the students utilize them, but they do exist and are mentioned in the class syllabus, in case of need.
• Mean of 4.8 of 5.0 on question of "instructor offers and is available for individual assistance."
• Mean of 4.7 of 5.0 on question of "instructor offers and is available for individual assistance."
• Adequate.
• The students have access to a wide range of resources offered by the institution. I am not aware how well and often the students utilize them, but they do exist and are mentioned in the class syllabus, in case of need.
• I'm not sure I really encouraged students to seek out non-academic support. Thus, they weren't really utilized that I know of.
• I'm not sure I really encouraged students to seek out non-academic support. Thus, they weren't really utilized that I know of.
• Non-academic has delivered high level support.
• Non-academic provided high level support.
• No comments were made about services and although the comments about me were way beyond what was expected in being complimentary, only half of the class responded so I am not sure if any of that is relevant.
• I believe the support was readily available from all. I don't think students accessed any of the support services, despite being instructed to do so by the course instructor. The librarian actually came to one of the face to face classes to give a presentation and provided multiple online resources for the students. These were not used by many of the students, however. I would have liked students to have contacted me more in terms of their needs. They often waited until I sent a query to them to see how they were doing or if they had questions. I spent a lot of time trying to provide support to students - moreso than in any other course I have ever taught.
• The non academic support was not mentioned by the students. In the future, I may want to add the librarian into the course. Distant education support was fine.
• Very good...excellent resources provided to students and faculty. There are helpful tutorials and multiple ways to request and obtain help and support when needed.
• Very good resources for students and faculty; student evaluations were very positive regarding the instructor.
• All needed support was provided
• I feel that all needed support was provided in a timely fashions. I provide easy and open access to the students as they are RNs who work off shifts and weekends. Because of their irregular hours I want to be available as needed.
• Non academic support was adequate.
• There was no additional support needed
• The non academic support is excellent at UWG THHSON. The library support and Jean was excellent, writing support by Dianne West was excellent. Distance education is excellent and responsive to both teacher and student needs!
• Non academic support is very strong at UWG. no issues.
• Adequate
• Excellent non-academic support.
• I would like my students to engage with the library more in terms of research techniques, databases, etc. It is difficult, however, seeing as how many of the online students do not reside near or visit campus.
• My questions or problems were addressed quickly and effectively in each case.
• I think support services were excellent.
• All together it went well. I believe I need to continue to take your online and face to face workshops to integrate meaningful technology.
• I received great support from everyone! We need more international literacy education journals (reading and writing research), especially from Finland, easily available to professors and students.
• It was adequate
• I think it is good.
• I think that the biggest issue is getting students to use the supports available - and to first make use of the materials provided to them through the course. I must confess that it is annoying to me to spend time trying to help a student be successful when he/she did not bother first making use of the class materials provided for this purpose.
• I think the biggest issue is getting students to use the supports available - and to first make use of the materials provided to them through the course. Although many students prefer distance education, they often seem reluctant to do their part to become familiar with the distance environment. For example, one student reported that she did not realize she had to scroll down to see the content of e-mail messages until late in the semester.
• I think it is good.
• I think it is good.
• I think it was adequate - although, more time for instructor/student interaction needs to be incorporated.
• I think it is good.
• Sufficient support was provided.