DL Course Evaluation Summaries for Spring 2004

Overall analysis of student course evaluation summaries as prepared by faculty teaching distance courses. The results were presented to DL Steering Committee members for discussion of distance program improvements, and action as needed.

What went well in Distance Learning Classes

1. Students liked ability to access material on their own time.
2. Students liked having option to attend class f2f on some occasions.
3. Impatica – powerpoints with sound and no downloading.
4. Students like ability to communicate quickly.
5. Not having to travel to class advantageous.
6. Course/instructor-specific praises.

What was problematic or should be improved

1. Some students miss face-to-face interaction and wanted to get to know classmates better.
2. Some felt overwhelmed by amount of work in online class.
3. Many students procrastinate.
4. Many students ask for some f2f meeting but then don’t come.
5. Course specific concerns.
6. Some students didn’t like chat sessions.
7. WebCT is cumbersome.
8. Some students still having problems with basic computer skills.
9. Students didn’t like mandatory chat times.
10. Some students tried to get too far ahead on assignments, before understanding material.
11. Would have been easier to mail graded assignments back to students in certain cases.

Planned changes for future delivery of course, based on students' feedback

1. Make sure students understand correlation between interaction level and course success. Encourage students to interact more.
2. Course specific changes not related to distance delivery such as textbook, assignments, etc.
3. Instructor to make sure that students understand participation requirements and how to use WebCT effectively.
4. Make sure students understand demands of online learning.
5. Use more formative assessments.
6. Make use of more features in WebCT.

Biggest adjustments required for distance instructors

Most instructors noted that they had been teaching via distance for several terms and no longer had to make adjustments. One noted that online students want immediate feedback and assignments graded extremely quickly. Another said that students expect instructor to solve technical issues. Also, had to be more lenient with deadlines because of technology issues.

Level of student services, DDEC, and instructor support

1. Several noted heavy use of DDEC Center by students – very positive comments; two had concerns that perhaps students don’t utilize library or student services resources enough.
2. One instructor surveyed students every 2 weeks and noted positive comments from students about support from DDEC’s Christy Talley and Stacey Rowland and library’s Carol Goodson
3. Bookstore should be open in evening in early semester and mail textbooks to online students.