Spring 2011 Distance Education Survey Faculty Response
Summarized and Combined

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

1. Organization, instant feedback to students, summary schema project
2. The course itself was productive and detailed.
3. The class was identical in design and execution of 03D, thus the same parameters of limits (functional and complete).
4. I believe the class was certainly sufficiently rigorous to compare with f2f classes.
5. The course seems to be a hit with the great majority of students. The tutoring services we provide seem to be a positive for some students. Tele-tutoring seems to be helpful to students who reside off-campus. Overall, the entire course went well.
6. Given the high mean scores, I believe the overall approach for teaching this course was effective. I especially think that a graduate course in research design can be intimidating. Therefore, it was critical to alleviate anxiety and stress the excitement of research and inquiry.
7. What I have done to give students the help they need is reasonably complete. The subject matter is available in text, PowerPoint presentation and in some cases audio and the students appear to enjoy that
8. Since the response rate was so low, I am not sure I can do much about describing what went well and what did not. This semester was the first time that my counterpart and I exchanged students with she taking the qualitative methods and myself helping the quantitative students
9. Enough materials were available online.
10. I believe the class was certainly sufficiently rigorous to compare with f2f classes.

What was problematic? What needs to be improved?

1. More student to student interactions
2. Student participation in near zero for these on line surveys.
3. Student hardware and student understanding of software and network issues with various external vendors and how their own pc machines work.
4. Length of time to return graded assignments was too long. Also, too many assignments provided.
5. None was mentioned over which I have control or would not compromised the integrity of the learning experience & the rigor needed for the course.
6. I need to improve the 'chat' option in the course.
7. Getting students to read some of the directions to assignments as they come through the back door without reading what is posted. I need to determine a better way to understand the research question assignment
8. What I have done to give students the help they need is reasonably complete. The subject matter is available in text, PowerPoint presentation and in some cases audio and the students appear to enjoy that.
9. I am not sure the students fully understand the exchange. Determining how the one verbal comment about effectiveness fell through the crack
10. Getting students online during my online office hours.
11. Length of time to return graded assignments was too long. Also, too many assignments provided.

What do you plan to change next time you teach the course?
1. More interactive student activities
2. Given an on line course little control can be exercised in survey execution. Unless we require students to come into class and sit to complete this exercise no mechanism exist to control input.
3. Require students to attend survey session, and conduct while testing for finals.
4. Fewer assignments - weeding out some of the possible 'busy work' to get at the most important learning outcomes and opportunities.
5. Based on the majority of students input, try to keep doing what I am already doing. I anticipate natural progression and update of course material. I am planning of adding a component to build knowledge based that student's help build.
6. I will design a more encouraging system for chat engagement.
7. More audio and step by step presentations of assignments
8. Make sure that even one student does not feel neglected
9. Preparing more videos.
10. Fewer assignments - weeding out some of the possible 'busy work' to get at the most important learning outcomes and opportunities.

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

1. Addressing students’ needs and issues.
2. Accepting the issue that students expect 24/7 faculty access while using a range of semi-compatible means of class data access.
3. Lowering my expectations of quality student interaction, as a minimal attitude is frequently associated with undergrad online courses.
4. Amount of work in the course was too great - as noted above, I will address this by trying to find a better balance between the comparable f2f class and the online course.
5. Packaging the course for asynchronous delivery. I normally spend the entire unpaid summer creating the course and its content. The development of extensive & high quality online offerings will grow with appropriate incentive.
6. I am very comfortable and most effective with face to face interaction. The use of the computer as the major means for communication was difficult at first but I grow accustomed to it.
7. Since I do this class in a self-paced manner, the adjustment of grade different assignments and responding to different chapter material question all at the same time.
8. Giving good feedback which I used textual responses and I believe that in the future could be done in other ways
9. Writing solution to every question posted online.
10. Amount of work in the course was too great - as noted above, I will address this by trying to find a better balance between the comparable f2f class and the online course.

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?

1. Great tech support from the distance learning help desk.
2. Student input into exit survey needs to be enhanced at the system level, possible grade release dependent on completion/submission.
3. Still configuration issues with Internet Explorer while running some Course Den product. ITS tells students to ditch IE for Firefox, but Firefox is not supported by ITS?
4. There is excellent support; however we all have to do a better job of publicizing that these resources are out there, and
we have to get them to utilize these resources early and often!

5. Our local non-academic support is fantastic! I am glad to see a serious consideration to move away from WebCt/BlackBoard technologies (Desire2Learn is a much better product). I think it will be a mistake to continue the centralization of the LMS operations. Furthermore, I think it is a mistake to dictate that a campus must not use more than one LMS. Such a policy is over-reaching and will stifle creativity and discovery of alternative systems and methods to better serve the students in accordance to the diverse missions of the various USG institutions.

6. The level of support from the distance education center was excellent and proved to be very effective. As the instructor, I maintained constant email contact with the student to keep them informed of important announcements and to offer assistance when they had problems.

7. They seem to have either good experiences or no experience

8. Since I do this class in a self-paced manner, the adjustment of grade different assignments and responding to different chapter material question all at the same time.

9. With only 3 respondents to the survey I am not sure if they had either good experiences or no experience.

10. It was sufficient.

11. There is excellent support; however we all have to do a better job of publicizing that these resources are out there, and we have to get them to utilize these resources early and often!