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

In order to meet SACSCOC 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.

Received: 56

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

- Discussions went very well, but will need to be updated regularly.
- Discussions were excellent
- I responded to the students in a timely manner.
- I think that the course went as expected, considering the difficulty of the material and the constraints of the shortened summer term, but it is difficult to make any valid assessments based on such a small sampling of evaluations -- 2 out of 8 -- does not give me much information.
- From the sampling of one student, there do not seem to be any problems at all.
- Based on student comments, this class provided theory and research and best practice strategies that can be applied in school and/or practice. The class is well organized and carried out smoothly. Effective use of Rubric and specific feedback to assignments.
- Class participation and student interest in the material (or, at least in the topics of their individual projects) was a strength of this course.
- Online delivery enabled greater level of individual flexibility of schedule and submission of student materials.
- I think the students found the structure and content both helpful in their professional development and interesting.
- For the most part, students learned the material and felt challenged by the Curriculum Paper.
- Connecting with the students. Students were very engaged. We had fun learning.
- Great communication. The course work was relevant and very manageable for the students. I visited each of the educational leaders’ schools. The quality of work was proficient.
- The choice of articles and books to choose from was good. Everyone seemed to find a niche in the variety.
- The class went very well. Based on the student evaluations the students appreciated the organization of the course, my response time, and the course content.
- As our communication is not normally conducted within CourseDen for this course, the evaluation process here does not make much sense in relation to dissertation models. No student evaluations submitted.
Because these are doctoral candidates working on dissertation, I think the feedback given is most valuable.

My one student for this course did not complete the evaluation. No data.

I think the course organization and the format of the assignments worked well, and helped the students engage in the class and learn a lot in a very short period of time. The students who filled out the evaluations commented on how much they learned, and how the assignments were helpful. Also, it sounds like the textbook (which I used for the first time this summer) worked well, as two evaluations specifically mentioned how helpful the textbook was. The overall course grades showed to me as an instructor also that the class, as a whole, did very well. I did not have the horrific attrition rate that so often happens in online classes. In fact, every student who started the class finished it satisfactorily, with the exception of just one Withdrawal. This may be the best overall class record I have ever had!

I think the highly active participation of the students made this a great summer course. Although there were several mini assignments each week, students demonstrated a high commitment to the class and overall submitted their assignments on time with high quality.

The course design and materials selected for the course remain good decisions.

It's interesting how student perceptions change semester to semester. The course design and selected materials continue to work well for most students.

Design, selected materials, and the project framework.

What went well were discussions, learning about healthcare reform as well as my flexibility with assignment due dates. The students take 6 credits in eight weeks. They take a stats course and this health policy course. The majority of the students are overwhelmed with the work load in a short time period so flexibility is important.

I provided all materials in a variety of formats to help ensure that every student would be able to find an effective combination of materials that were tailored to their preferred learning approach.

everything

Content and texts selected, student stated outcomes consistent with course objectives, instructor knowledge recognized; some students perceive attentiveness, while others do not.

As a whole, the students said the material was presented effectively, that the instructor was the following: knowledgeable, clearly explained expectations and evaluation methods, demonstrated respect for students, receptive to sharing of ideas, and is available for individual assistance. Individual comments show that the course made a positive impact on the student habits.
in the workplace. "Technology is a great added benefit to instruction. I will use technology to enhance my class lectures." "I learned how to effectively integrate new technologies into the classroom." "I learned types of useful technology and different instructional methods." "I learned to integrate more instructional technology into lessons." "I learned many useful types of technology." "I will take what I have learned and integrate it into my classroom." "I will use more graphical analysis." "I will feel more comfortable using technology with my students."

- Scores averaged in the 4’s. Few comments. All were positive.
- According to the evaluations received, the class went well. However, I don’t think the evaluations were very representative since many students struggled with the course. Also, most students did not use course materials and those who responded to the evaluation reported that they did so (SA or A). Either these students were deluding themselves or were among the few who did use a lot of the course materials. I think the evaluations provide skewed data.
- Students felt they learned so much helpful information.
- The redesign of the class was very effective. I will make sure that the final product is more fleshed out.
- The student enjoyed the knowledge they gained in learning about the legal issues of special education.
- In the end, I used paper evaluations because only 2 people had filled out the online survey. Therefore, I can’t answer these questions until I get the paper-based surveys back.
- The students really seemed to enjoy the readings and course material. They felt assessments were fair, and they enjoyed the assignments, overall. Some found immediate applications for this course in their careers and studies.
- Delivery of material in an effective manner.
- This was a summer class that moved very quickly. I think it went smoothly and without any issues.
- students liked the material for reading
- I’ve taught this course so many times that it runs pretty smoothly. Power Points are effective delivery; good content and insertion of humor.
- The students found the course materials helpful and organized.
- Materials and layout were well received.
- Course materials were considered good.
- I still think having lectures helps.
- Textbook selection and assessment.
- Students report learning transferable research skills and acquiring more in depth music historical knowledge, key outcomes for the course.
- Communication
- I was pleased that the planned assignments were received well, and that the quizzes appeared to reflect the content
- They seem to appreciate the powerpoint lectures and regular feedback for each assessment.
• the students seemed to like the readings and the amount of work required of them
• Student comments show that this class provided a great deal of content knowledge about teaching and learning. The class is effective, well organized and carried out smoothly. Effective use of Rubric and specific feedback to assignments.
• Technology worked with few glitches.
• I have not yet reviewed student evaluations in this class. I chose the paper option rather than the online option
• I completed the evaluation via different system because my students do not seem to fill out UWG’s evaluations. I use same questions as UWG evaluations. The average of the instructor specific variables was 4.7/5.0. Students felt that course was useful and they liked the material. They also found the course design effective.
• Generally, most of the students did quite well keeping up with the course materials. The class was also valuable for students who had to work and otherwise could not attend a face to face class.
• Students appeared to grasp the fundamentals in the domain.

What was problematic? What needs to be improved?
• The orientation module is becoming cumbersome and will need to be revisited.
• Timing and content delivery
• This particular class went smoothly. Students were on top of all their assignments.
• We need to find a way to advise students not to take summer classes and/or to limit the number in which they enroll, if they do not really have the time to devote to them, especially with the compressed term.
• We need to find ways to get better student participation in the evaluation process.
• Student dropping the class made it more challenge for the fairness of the collaborative group. Some students would like to have face to face meetings rather than 100% online class.
• Improve communication with students by providing alternative ways to provide instructions for assignments and keep consistency at the same time.
• The primary problem with the course is that students are expected to develop an entire research proposal (per Tk20 requirements put in place by the department) in the same semester when they are learning about the material. This is extremely challenging in an 8 week course because there is not time to first cover all the content and then cover all the steps in the development of the project. Instead, both types of information have to be presented at the same time, and then students often have to go back and revise previous work (portions of the project developed earlier) as they learn new materials throughout the semester.
• Include more guest speakers for variance of perspectives and greater depth of current material/issues relating topic.
• I don't know if anything was problematic, but they did comment on the number of discussion boards.
• One student requested an alternative to the lecture format. One student requested that all work be turned in in CourseDen. One student stated that if I felt a student should know something, that my email responses could be short, thus it put her off asking questions. Otherwise, comments were all favorable for change. Although not stated in the student reports, I want to get better at saving and archiving lectures.
• Students going on vacations during the course.
• The lack of performance mentors hurt the class. The performance mentors have worked individually in the past during June and July to prepare the students for their priority projects and proficiency plans. Performance mentors will be present for EDLE 8302 and EDLE 8303.
• Some wanted rubrics for every assignment, yet everyone made A’s on their assignments. This is somewhat of a conundrum. There were e-mails and questions in Hangouts about my expectations. I don’t think I could have made a rubric since there was so much diversity in each big assignment. They complained about having to reply to discussion posts 3 times. That is my standard. With 25 in the class, I thought that was easy. Some wanted a rubric for discussion posts. I could do that.
• The students wanted more explicit rubrics for each class assignment. The course was focused on the completion of a student’s dissertation proposal so I didn’t consider this aspect when designing the course. I did eventually post a rubric for the entire dissertation which helped but I needed to reference this and connect the course assignments directly to the rubric for students.
• No student evaluations submitted.
• No issues raised.
• No data from this survey.
• Paper quality was fairly low, and it was clear that students need more training on plagiarism and on how to write college-level papers. I am considering making the draft of the paper a requirement (rather than just an option) in the future. Also, one student commented that it would be helpful for me to fill out and attach the discussion rubric for each discussion, and I agree that it would be an improvement over my current system of writing out feedback, but without filling out the rubric (although the students do have the rubric on the syllabus and on the course website).
• There were so many small assignments each week, but they were necessary. It was somewhat hard to find a balance to not overburden the students while still providing them with assignments to demonstrate their learning.
• There is a lot of work in this course, and students who take this course believe they are truly savvy Internet researchers because they have used Google. This course design takes them way beyond Google to help them organize how to conduct research using multiple technologies and online communities. Because they cover a lot of ground, there is a lot of work that is organized around phases of research where information is collected and then used to produce a final summary report that is relevant to their professional interests. The disconnect students have is that they believe they know a lot, underestimate the amount of work, and pretend this course is a regular 16 week semester. I am clear about this in the beginning of the course, but many students do not pay heed. Fast turn-around of submitted materials remains a personal challenge, but this is a good target to improve.

• The timely feedback is always an issue. This is doubly true when the semester format is shortened to the summer mode.

• Timely feedback is always the challenge. Students also comment heavily on the "verbosity" of the directions. At other times, students like the details in the instructions. The emerging pattern is the general tendency of students to dislike long text passages - they do not read well. The challenge here will be to revisit the instruction structures to improve the clarity while providing sufficient level of detail.

• The improvements are; to explain and expand on social justice issues :to provide more learning on how problems become policy and how to cover all the material in eight weeks without compromising the integrity of the course.

• The problems reported by the students were related to my stating expectations in the syllabus, and then adhering to those throughout the semester. I was not willing to change or adjust deadlines on assignments when I could tell from the CourseDen user progress reports that students had not even viewed materials for an entire module more than 24 hours before the assignment was due. I do not think this is something I can improve in any way other than taking time to reiterate the course expectations on a regular basis.

• Nothing

• Timeliness of responses from me regarding student work. Organizational structure was too complex and divided into too many modules, which made it difficult for students to follow the process; need to facilitate more group work and discussion.

• I need more practice with Blackboard Collaborate.

• Teaching the class how to use Google Hangouts. There was a "cheat sheet" and other instructions via e-mail. It was the first time for all of them and me. We were good by the last time. I think practice is needed. I learned something each time I did Hangouts.

• This class had been modified to be delivered more like the undergraduate version (e.g., standard tests, same textbook) and the graduate students did not seem to be prepared for the rigor or for online instruction. In the past I
have noticed that our undergraduates typically do better in this content than our graduate students. UG students had to meet higher eligibility requirements. It was quite a shock to me that students were taking 3 graduate classes their first term, even those students who were provisionally admitted due to low GPAs and those who were working fulltime. We typically advise grad students to start out with 2 classes. I also was surprised by the number of students who did not access class materials.

- Changing the modules and grading timelines.
- Some students felt that the amount of work was too much for summer - next time it is taught in summer, I will look at scaling back the assignments to two per week as opposed to three. I will maintain the assignment choice selections.
- Timelines for grading were problematic. I plan to restructure future modules.
- *No response*
- One student suggested that the course would be better suited for a longer session, given the depth and breadth of material.
- Create broader palette of material for the students.
- I think participation on the discussion board could have been better. Since it was a summer course there were lots of post everyday so it was challenging in that respect.
- *nothing*
- This was the first time we "piloted" the Reflective Writing Component with scoring rubric. It took a while for me to adjust to this sort of scoring, although the assignments are not new. Power Point introducing this requirement may need more detailed information.
- *No major problems.*
- Need to find a way to get students to follow all links in course.
- Better indication of time requirement to complete course satisfactorily.
- Perhaps too much information for the short time period. Perhaps shorter lectures and more book use.
- One person commented that, "In the synchronous sessions, 5-10 minutes were wasted in the beginning of each one due to student and teacher disorganization. I would like to see students ready and teacher pressing forward without them." I probably could not make myself move on without students expecting problems coming in. In some cases, I know that a student tested the class several days earlier with success and then the day we met. I am considering trying to devise an opening breakout session that will allow me to help folks having problems. Or, I might have them call the help line to get in. Our classes are almost always on the weekend so I am not positive they will get the attention that they need.
- Students reported feeling rushed in the 19-day summer session, and my concern is that this caused anxiety that detracted from how much they could learn. This could be addressed through a combination of reducing material covered, experimenting with alternative assignments, and through emotional support and reassurance. They really want more quantitative evaluative
feedback sooner, and structurally, I need to figure out better ways to do this. A reduced number of assignments for students would make this more feasible, as would being more strategic about the types of feedback I give and when. One student, while observing that she didn’t know about enough about her scores until the end of the course, emphasized that when it came to writing, I gave important feedback at every stage of the process: this suggests to me that the learning process was working, but that the evaluative mechanism was overshadowing it, at least as the students perceived it.

- Students who don’t log-on on a regular basis. Constant reminders.
- An unexpected family medical event was quite a disruption to my plan to view - grade - post results and comments in a timely manner.
- I was asked to read lectures or find one way to verbalize lectures.
- I did not utilize the discussion forum and one student would have liked that. Next time, I will utilize it.
- A little concern about the workload for a summer class.
- Everything worked well.
- see above
- I am considering revising course assignments.
- I realized that the density of the material was too much for such a short semester. I would need to radically modify the materials if I were to teach this class again online
- Assessment methods could be more varied.

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

- Content needs to be updated.
- I will probably move this course from maymester
- I plan to update one of my modules with new CPR information
- Sometimes I review the roster in detail and write to students to advise them ahead of the term about over-commitments for the summer, especially since this course has heavier requirements than they might expect, and even more so, if they are not an art major or expect it to be easy because it is art, when that is a misconception. This is something that may help them in making plans for summer classes and to have a clearer picture of what the class will require of them. I will always review previous student work and assess how performance and expectations mesh or not.
- As ever, I will review the various course components and make adjustments that seem advisable. For the various components of these upper level courses, I apply types of assignments and assessments to other courses taught on the same level. I am now in the process of revising the overall organization of course contents presented online, the delivery system for online lectures, and the structure and methods used for the Term Project. This is being done with the advisement and assistance of the online faculty development center staff, especially David Lloyd.
• Reduce the impact on the collaborative group work from student dropping the class.
• Reduce the impact on the collaborative group work from student dropping the class.
• If I teach this course in the summer again, there will be more of an emphasis up front on the cyclical nature of the writing they will experience.
• Include more guest speakers for variance of perspectives and greater depth of current material/issues relating topic.
• I will reduce the number of discussion board posts next time.
• I want to work on providing a canned response to questions that I think students should know that is not off-putting. Maybe something like: "An! You can find that answer..." I might also try: "Have you checked... Check it out and get back to me if you still have any questions". I certainly don’t want to make students feel they cannot ask questions but by the same token, I don’t want to play secretary either. Sometimes students want me to find the answers to their questions rather than look for these answers themselves.
• Getting the students to take a more active role in learning.
• Students will have to begin demonstrating proficiency on their priority projects by the end of November through powerpoint presentations with their performance mentors. This has not been done in the past.
• Nothing for Fall. There is too little turn around. If I am asked to teach this in Fall, 2015, I need new readings. I need to stay abreast of the field.
• This course will not be taught again, but if it were I would do a better job with the rubrics.
• The process of evaluation should be changed for online/dissertation review. The dissertation process does not follow traditional class models and is difficult to evaluate from both a student and instructor perspective.
• Work on giving feedback no later than one week from receipt of student work.
• No data but I would encourage the student to complete the evaluation.
• As I mentioned above, I will incorporate the discussions rubric into the discussion grading process next time.
• There are a couple of discussion forums I would like to include, and probably modify a couple of the weekly assignments, such as the "social media contributions" one.
• There are a couple of discussion forums I would like to include, and probably modify a couple of the weekly assignments, such as the "social media contributions" one.
• I will look at formatting re-designs to improve assignment requirements. I will include the evaluation rubrics in advance. The real challenge is to provide feedback on submitted work even faster. While this summer I returned all submitted work twice as soon as the previous year, the perception remains that fast is never fast enough. Still, I will seek to improve the return feedback more quickly. This semester I received assignment submissions that were of high quality that I can use in later course deliveries.
as submission samples of exemplary quality. I will use these to provide a
target for students to use for their future work.

- Continue to find ways to render feedback more quickly.
- Always, I prioritize looking for ways to improve the timeliness of feedback.
- Next, I will begin looking into course content formats to find opportunities to
improve the clarity-detail balance.
- I had changed the textbook this year and the feedback was not as positive as
it should be. I will look for another textbook or articles. One student
suggested more discussion on social justice and health care policy which is
something I will add as I think that is a great suggestion
- The students were expecting to not have to apply critical thinking skills to a
statistics course. They expected everything to be black and white. If I teach
this course, I will work harder to emphasize that making the connections
between the material is a part of learning in which students must be an
active participant. To expect the instructor of a graduate-level course to
make everything "easy" is simply ridiculous. The instructor should not
attempt to make things difficult, but it is reasonable to expect students at this
level to consume readings and ask questions as needed. I thought my
communication of this was clear, but I was wrong.

- Nothing
- More simple course organizational structure; focus on timeliness; provide
feedback and grades earlier in the semester; develop more group activities,
facilitate more discussion and student presentations.
- I will enhance the Discussion Board.
- More Google hangouts and more simulations. They even liked the book!
- Hopefully I can now be forewarned about the issues noted above and do
more to encourage students to set themselves up for success. I also plan to
provide more support and to simplify the tests; this means I also will need to
simplify the tests for the UG students so as to be fair. I have already put into
place some of these changes (for the class in Fall 2014) and plan to do more
in the future. I also am encouraging administration not to set up students for
failure by directing even those with low GPAs and those working fulltime to
take 3 classes in the summer term.
- I plan to take the QM training to help me develop effective modules and
discussions.
- Not much - this seems to be an effective class and the students were very
positive.
- I am going to review student learning objectives.
- No response
- I think some of the readings can be swapped, and I want to continue to find
ways to make the online class more engaging, e.g. structuring discussion
boards to encourage more inter-student dialog.
- Add more detailed narrative to the course material.
- If I teach it during a regular semester I will add more discussions and a
longer essay paper.
• nothing
• More information up front about the field assignment/Reflective Writing Component.
• Course is under revision for Spring 2015.
• Will try to better define logical progression through course.
• Convey time requirements for various assignments.
• See above.
• See #2.
• One student apparently missed the rubrics provided for (almost if not) every assignment: I will do a better job of drawing students’ attention to them. Also: I will close caption all of my videos.
• Be more emphatic on the importance of logging in in order to keep up with the class.
• I would like to help the students understand that "brevity" of answers to chapter questions is not the best policy. While that is sometimes encouraged in the public secondary schools, the collegiate style is to write in complete sentences and provide all pertinent information that "completely" answers the question.
• I will try to find a way to accommodate auditory learners more.
• utilize the discussion forum
• Provide alternative explanations for the assignment instructions.
• More quizzes.
• Nothing as yet
• Changing assignments.
• More than likely, I will not teach the class during the shorter summer sessions, but use the long session instead.
• To balance objective and interpretive assessment.

What was the largest adjustment you made in teaching a distance course, and how was this addressed?
• Modifications to the new D2L.
• Conversion to D2L
• I had some issues with some links that wouldn’t open. I was able to troubleshoot myself and solve the problem.
• This is not really an apt question for me, since I have been long teaching the fully-online or hybrid versions of this course. I have made adjustments each and every semester as to the percentage and type of instruction and testing that is online versus face-to-face. For this, fully online, I make adjustments to individual assignments by reviewing previous terms work and trying to make things clearer or more specific, as seems warranted.
• For this particular course, which has now been taught fully online in the shortened summer session several times, the adjustments are increasingly refined, especially concerning the contents organization for the sake of
clarity and logic for student use, and updated delivery of video components (again thanks to David Lloyd’s help)

- Combination of the Rubric and specific feedback to assignments to guide improvement.
- Use of both Rubric and specific feedback on assignments to guide student improvement.
- I started holding synchronous office hours at the same time each week. Ultimately, it proved to be a waste of my time because students often were not available during those hours, but several of them did acknowledge that I was available to them when they emailed to request a different meeting time.
- Keeping consistent communication with all students enrolled in the course and responding/providing timely feedback.
- The dynamic conversations are challenging to have online, hence the reason for the discussion board posts. It is likely that this medium is not working as effectively as I would like, though. I may implement "book clubs" in future semesters so that they can have more truly dynamic conversations.
- Learning to use Blackboard Collaborate effectively. After a certain point, it would simply stop tapping. Also, once I saved the lecture in another file.
- Not stressing out that I cannot connect at the same level when teaching online.
- This course met face to face in Carrollton, Newnan, and Douglasville on seven occasions in June and July. There were no issues with the course in this regards.
- Using Google Hangouts. I received terrific support from UWG/ONLINE
- I did not have an adjustment because the majority of my teaching is online.
- Communication mostly takes place through direct email and feedback from the instructor is provided likewise. Keeping consistent communication and feedback with all students is the most pressing task.
- I have worked with doctoral students who are in the dissertation phase for several semesters and they are reasonably independent. Because this is an online program, knowing what resources (and finding them) has been the biggest adjustment.
- None.
- The largest adjustment for me has probably been trying to communicate my personality and my passion for ancient history to students in a virtual environment. I can be hyper and (I’d like to think) very engaging and exciting in the f2f environment, so I was worried about this not translating well in an online course. The students, however, seem to have felt that I cared about them, and wanted to discuss the material with them and help them learn, so at least some of my personality and interest in engaging them was manifest even in the distance course.
- 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
- 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
I have adjusted well as I am a QM certified teacher and am familiar with the platform I try to connect to the students via Google hangouts and frequent email updates.

Providing demonstrations on using statistical software is a challenge in online learning. Instead of just providing a handout as might be done in a traditional classroom setting, screen capture walk-through videos were created and transcripts as well as handouts were provided.

None made

It was very difficult for me to both write and build a class at the same time as I was teaching it. I have never been in a system that did not pay faculty to develop a course PRIOR to teaching it. I over-complicated the course structures, which made it difficult for students and me to follow clearly and easily.

Using Blackboard Collaborate to do lectures was an adjustment for me. I called David for help and asked a colleague to model for me.

I had taught this before online. I added Youtube videos in the Discussion Boards and students loved them. I received assistance from UWG ONLINE for this and Google Hangouts.

Monitoring exposure to course materials - I used the User Progress tool a lot. I provided students with some feedback about their participation in class.

The use of the D2L system. I plan to review more sessions in Atomic Learning to change my discussion activities.

Working with students who had vacations scheduled. I am not a big presser on due dates - this worked well for those students.

None.

I really enjoy lecturing and doing Q&A face-to-face, but I tried to fill this void with short video lectures, ppts, and a lot of active Q&A on the discussion board. On balance I am pleased with how it went.

Trying to encapsulate the Socratic student-instructor dialog in the distance learning environment.

Since this was a summer course I adjusted the number of discussion questions and I modified the essay.

not being able to see my students; I cannot make adjustments for that.

Less is more...reduce the size of the power points.

Course has been taught numerous times.

Course taught multiple times.

Course taught multiple times online.

Not being in touch with students. Lecture videos help, as do frequent emails and messages.

Organizing activities into competencies.
One major adjustment is how to provide scholarly guidance for the vast amount of material that could be learned in the course in a virtual rather than face to face environment. I've addressed this through a combination of narrated power points, synchronous sessions, and other online communications.

I gave the students and entire week to complete modules, discussions and quizzes. Everything opened on a Monday and closed on a Sunday.

Providing an opportunity for students to share select information with me regarding their interest in taking the course. I followed the advice of another colleague and required a bank of five questions to be answered through the discussion board and as a short video clip.

I included more film clips and online discussion.

not having time with students face-to-face. I usually utilize the discussion forum.

Narrated PPT, thanks to Dr. XXXXX. Combination of the Rubric and specific feedback to assignments to guide improvement.

Need to allow time to respond to student e-mails.

I have never taught Methodology as a Partially online course, or as a hybrid for that matter. It was challenging to find how to translate the material to an online format, but I did so through class discussions and activities and it worked well.

I teach this course (and my other courses) in different formats, hybrid and fully online, so there is no adjustments.

The largest adjustment is the recognition to explain learning materials in a variety of ways.

Being present for questions required me to be available more during the day and evenings than for a "live" course.

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

So far so good, but Maymester classes require a level of response that is difficult to maintain.

Timing is an issue in the Maymester

Excellent help from Distance Learning.

Support is adequate and more than adequate from student services and the distance education center. I am not sure what is meant by "by...the instructor." This would appear to be asking me if I think the students' perception of my support is adequate, and that did not seem to be one of the specific complaints from the small sampling.

Well, this one student who responded seems to feel adequately supported. I personally am ruing the loss of Docutek for library services and struggling with replacing the venue which is essential for upper level classes that need good library resource materials access.
• Glad to see the Reader function incorporated on CourseDen. Cannot wait to see what students will say about this audio feature.
• I believe the level of academic support is more than adequate. I believe the problem students have is largely due to their unwillingness to ask for help. Online education requires the learner to take responsibility and communicate their challenges, but students often are worried about seeming as if they don’t understand something... even when that is EXACTLY the situation they are in.
• I would like to include links or an online module for library data base use for the final literature review, and I will include professional literature on how to prepare a strong literature review.
• They did not indicate any issues, either in the evals or throughout the semester.
• I’m sorry. I’m not sure what this question means. From what I can tell students had what they needed to be successful. I also had plenty of help. I would have liked to know more about the limitations of Blackboard Collaborate: stop tapping. It makes me wonder if we need something different. But I also know I need to grow more. Perhaps I am contributing to its limitations.
• Support was great, but Collaborate has its limitations.
• Students seemed well pleased with contacting the various agencies and services on campus to have questions answered.
• Not mentioned. These are seasoned online learners. They taught me a few things about the mechanics of CourseDen. They did not use the library, etc., but did communicate with me via e-mail or phone often. Questions were not technical, but rather were problems in scheduling work or questions about what I expected.
• There is a great deal of support, but I think it is under utilized particularly in the doctoral program. I would like to do more to connect students to services because in actuality they are paying for them and not taking advantage of them.
• With this process being an on-going assessment and the power differential involved in traditional dissertation mentoring models, students are unlikely to provide an accurate evaluation of student-dissertation chair interaction until the dissertation is complete. Therefore, receiving evaluation of the course will remain problematic throughout.
• The non-academic support is excellent.
• No data for this course.
• Based on the students’ responses, it looks like the level of non-academic support from all levels of services on campus, including myself, was just what the students required. Students mentioned appreciating the speed with which they got answers to any questions that they had in the course, etc. Personally, I very much appreciated the help that I, as an instructor, got from
distance ed! Every time I called, I got immediate assistance, and was able to resolve the issue. I really appreciate that!

- Students had several university resources as well as external resources that were crucial to develop their assignments. The support was appropriate.
- Students had several university resources as well as external resources that were crucial to develop their assignments. The support was appropriate.
- All was great.
- Always great.
- Always great.
- I did not ask for assistance from any other departments. These are doctoral students who were well versed in the use of D2L and the library.
- I believe the level of academic support is more than adequate. I believe the problem students have is largely due to their unwillingness to ask for help. Online education requires the learner to take responsibility and communicate their challenges, but students often are worried about seeming as if they don’t understand something... even when that is EXACTLY the situation they are in.
- Excellent
- Obviously, I could use more support, but not sure how to access...or exactly what to ask for.
- All of the support was helpful. One student called distance learning for help with a video. I called for help and went in for help setting up my course. It was a great use of my time to use the distance education center for help.
- My students depended on me for assistance.
- I don't think these issues were addressed in the evaluations.
- I think we there is good support except for the weekends.
- I am pleased with every aspect that Online Support offers us as instructors and students. They are always pleasant and supportive!
- Students felt like the support services were good.
- No response
- I was really pleased with the support I had for the course.
- The level was quite adequate.
- In general I think students are very pleased with the support.
- excellent as usual.
- Excellent
- They are sufficient.
- They are sufficient.
- They are sufficient.
- Fine.
- I received high ratings in this and I do think that students have been able to access the help that they needed.
- Students did not address these issues in any detail. They mentioned ordering books from the library as necessary and frequent communications with the instructor suggesting that this support was important for their learning.
• Distance learning is always extremely helpful to me.
• I was very impressed with distance learning and their eagerness and patience in guiding me through my first online course.
• I appreciated the help!
• excellent
• Glad to see the Reader function incorporated on CourseDen. Cannot wait to see what students will say about this audio feature
• Support is good.
• See answer to #1, however I do think that these options supported the class effectively.
• I believe my students received help when they asked.
• I think the support is more than adequate.
• I think the non-academic support was mostly excellent.