DL Course Evaluation Summaries for Summer 2002

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. Some students felt more comfortable expressing themselves in online environment.
3. Flexibility of group participation.
4. Online experience enables students to mature and become self-starters.
5. Students liked online environment, but also took advantage of one-on-one instruction during office hours.
6. Most students, even those with little computer experience, adjusted well to the online environment.
7. Students viewed instructor as positive about online learning.
8. Students utilized library website and other online resources effectively.

What was problematic or should be improved

1. Some students miss face-to-face interaction and wanted to get to know classmates better. A subcommittee of the DDESC will explore a system of enabling all students to create an easily-accessible biography page.
2. WebCT alters spacing, when exact MLA format is asked of students. Should be resolved with Vista version.
3. Course specific complaints, such as cost of books.
4. WebCT is cumbersome from the instructor’s point of view. Should be less cumbersome for instructor with Vista version.
5. Many students were not aware of resources, such as library, that have services specifically for distance learners. More detailed information to be put in syllabi, course bulletins, websites, and through emails to students.

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

1. The most frequently cited improvement was to increase opportunities for interaction, through chat, projects, or optional face-to-face meetings.
2. Make sure links work.
3. Course specific changes not related to distance delivery such as textbook, assignments, etc.
4. Instructor to make sure that students understand participation requirements and how to use WebCT effectively. More detailed information to be put in syllabi, course bulletins, websites, and through emails to students. Increased orientation sessions for students.
5. Increased use of bulletin board and online discussion areas by instructor.
6. Make sure syllabus is appropriate for distance learners. Template developed by DDEC for use in distance faculty syllabi.

Biggest adjustments required for distance instructors

1. Email overload.

2. Losing synergy that is present in traditional classroom.

Level of student services, DDEC, and instructor support

1. All reported good to superior for non-academic support.