



Office of  
*Research and Planning*

# Synopsis

**Overview:** In fall of 2009 the Crafton Hills College Distance Education Committee (DEC) in collaboration with the Office of Research and Planning (ORP) administered a pilot Online Course Evaluation of students enrolled in distance learning courses. The purpose of this brief is to summarize the findings from the 102 participants who completed the evaluation.

**Methodology:** All course evaluations were completed online, 12 instructors and 27 sections were asked to participate. Evaluations were distributed by instructors to students from September 29, 2009 to November 16, 2009. Students were asked to complete the course evaluations by December 18, 2009. Responses were received from 102 students, 8 instructors, and 15 sections. Accordingly, 27% of students responded from 75% of the instructors in 52% of the sections. It is recommended that future surveys be revised to include the courses, sections, and instructors as a drop down list rather than as open-ended responses to help increase probability that section information is correctly identified by students.

As seen in Tables 1a and 1b, the overall response rate was 27%. Due to the small sample size, the results of this survey cannot be generalized. Further, to secure a 95% confidence rate of the findings, there would need to have been 189 responses rather than 102 collectively. Table 1a illustrates the number of submitted evaluations compared to the actual number of enrolled students by instructor. Table 1b shows the number of submitted evaluations compared to the actual number of students enrolled at census by section.

Table 1a Instructor	Evaluation N	Enrollment N	Participation %
Brink	36	149	24%
Boebinger	11	31	35%
Bray	10	20	50%
Hoyt	19	36	53%
McCambly	2	26	8%
McLaren	3	33	9%
Petrovic	2	24	8%
Urbanovich	17	52	33%
Unknown/Missing	2		
Total	102	371	27%

Table 1b Course	Evaluation N	Enrollment N	Participation %
AH 101-70	10	20	50%
ART 102-70	2	26	8%
ART 102-71	2	24	8%
CD 105-70	3	33	9%
CHEM 123-71	11	31	35%
CIS 141X2-70	12	24	50%
CIS 143X2-70	7	12	58%
PHIL 103-70	6	30	20%
PHIL 103-71	5	25	20%
PSYCH 100-70	1	27	4%
PSYCH 111-70	12	31	39%
RELIG 101-70	11	36	31%
SPEECH 100-70	10	31	32%
SPEECH 125-70	7	21	33%
Unknown/Missing	3		
Total	102	371	27%

Next, the survey included was divided into three sections each with ten, eleven, and eight statements respectively. Students were asked to rate their level of agreement on a five point Likert scale. These questions were intended to determine the usefulness, timeliness, and accuracy of the course content.

Referring to Tables 3, 4, and 5; the first column lists the statements, the second column (i.e. "N") shows the number of Distance Education students who responded to the item, the column entitled "Min" shows the lowest response on the scale, the column entitled "Max" shows the highest response on the scale, the column "Mean" shows the average rating, and the last column shows the standard deviation. Students rated whether or not they agreed with the statements on a five point Likert scale as follows:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

If the Min (i.e. lowest) score was a "3", that means that none of the students disagreed or strongly disagreed with the statement. If the Max score was a "5", that means that at least one student strongly agreed with the statement. If the mean score was 4.65, that would indicate that, on average, students either agreed or strongly agreed with the statement.

**Sample:** Overall, students who responded to the survey were more likely female (67%), between the ages of 18-24 (36%), and of European American ethnicity (54%). In addition, students were either more likely to not work (28%), or work 40 or more hours per week (20%). There were equal amounts of DE students who took 1-3 (48%) or 4-6 (49%) classes this semester, and for many (35%) this was their first online course at Crafton.

Table 2a DE Student Demographics		
<b>Gender</b>	<b>N</b>	<b>%</b>
Female	69	67.6
Male	29	28.4
Unknown/Missing	4	3.9
Total	102	100.0
<b>Age</b>	<b>N</b>	
18-24	37	36.3
25-30	19	18.6
31-35	10	9.8
36-40	10	9.8
41 and above	23	22.5
Unknown/Missing	3	2.9
Total	102	100.0
<b>Ethnicity</b>	<b>N</b>	
African American/Black	3	2.9
Asian American	3	2.9
European American/White	55	53.9
Hispanic American/Latino	18	17.6
Multiple	8	7.8
Other	10	9.8
Unknown/Missing	5	4.9
Total	102	100.0

DE Student Characteristics		
<b># of work hours this semester</b>	<b>N</b>	<b>%</b>
0 hours per week	29	28.4
1-10 hours per week	3	2.9
11-20 hours per week	16	15.7
21-30 hours per week	9	8.8
31-40 hours per week	16	15.7
40 or more hours per week	20	19.6
Unknown/Missing	9	8.8
Total	102	100.0
<b># of classes this semester</b>	<b>N</b>	
1-3 classes	49	48.0
4-6 classes	50	49.0
Unknown/Missing	3	2.9
Total	102	100.0
<b>Online classes taken at CHC</b>	<b>N</b>	
1 online class	36	35.3
2 online classes	22	21.6
3 online classes	21	20.6
4 online classes	9	8.8
5 or more online classes	9	8.8
Unknown/Missing	5	4.9
Total	102	100.0

**Findings:** As seen in Table 3, students were pleased with the instructor’s timeliness of syllabus distribution and relevancy of the assignments and exams. On the other hand, students were least likely to agree with the following statement “The instructor used explanations that were clear and understandable.”

Table 3	N	Min	Max	Mean	Std. Deviation
The instructor distributed a syllabus for this course in a timely manner.	102	3	5	4.87	.363
The instructor gave assignments and exams that were related to the learning objectives of this course.	102	2	5	4.79	.533
The instructor demonstrated knowledge of course subject matter.	102	3	5	4.78	.519
All course materials were posted in a timely manner.	102	3	5	4.77	.486
The instructor organized and used class time effectively to promote learning.	92	1	5	4.65	.777
The syllabus accurately described what was involved in the course.	102	1	5	4.64	.781
The instructor allowed sufficient time for assignments to be completed.	102	2	5	4.64	.742
The instructor inspired interest/excitement in the subject matter.	99	2	5	4.55	.786
The method of grading for this course was clearly stated in the syllabus with an outline of assignments.	102	2	5	4.52	.853
The instructor used explanations that were clear and understandable.	100	1	5	4.42	.955

Next, students were satisfied with the discussion opportunities, the instructor's willingness to accept diverse viewpoints, and availability of the instructor outside of class (see Table 4). On the whole, students were not as pleased with the fairness of the grading system and exams.

Table 4	N	Min	Max	Mean	Std. Deviation
The instructor provided opportunities for student input/class discussion and was open to other people's viewpoints.	91	1	5	4.74	.697
The instructor was available to help students and made it clear how to contact him/her outside of class.	101	2	5	4.70	.592
The instructor returned test and assignment grades/evaluations in a reasonable length of time.	100	1	5	4.67	.792
The instructor was sensitive to gender and multi-cultural concerns.	93	2	5	4.65	.670
The instructor applied course material to the real world.	101	1	5	4.61	.721
The instructor responded to student communications within the guidelines described in the course syllabus.	100	1	5	4.61	.815
The instructor treated students in an unbiased manner.	98	1	5	4.60	.822
The instructor made an effort to help students succeed in the course.	102	1	5	4.60	.787
The instructor allowed group interaction or assigned group projects.	84	2	5	4.57	.682
The instructor's system of grading was fair.	102	1	5	4.55	.816
The exams were fair and understandable.	102	1	5	4.50	.865

The results in Table 5 indicate that students were more likely to agree that the orientation helped them to understand the expectations of the course. Students also agreed that the online course was at least as hard as a traditional course and that they would choose to take another online course.

Table 5	N	Min	Max	Mean	Std. Deviation
The orientation session was helpful in my understanding the expectations of this course, how the course would be taught, and how the course would be graded.	82	1	5	4.62	.841
I had to work at least as hard in this course as I would have in a traditional face-to-face course.	96	1	5	4.60	.774
I would choose to take another online course.	98	1	5	4.60	.858
I would recommend the online course experience to another student.	97	1	5	4.56	.901
This course was more convenient to take than a traditional face-to-face course.	95	1	5	4.53	.921
I found that I learned at least as much in this online course as I probably would in a face-to-face course.	96	1	5	4.52	.894
Without the availability of this course via Internet, I would not have been able to enroll in this course/program.	99	1	5	4.33	1.107
I communicated at least as much with other students in this online course as I would in a face-to-face course.	94	1	5	3.83	1.267

Table 6 is an illustration of components used for the on-line classes and students were asked to rate the degree to which they found them to be useful. Overall, students were more likely to find the internet resources and lectures given by the instructor to be very useful. Classmates were more often rated as not useful to a student's distance education learning experience.

Table 6 Very Useful, Adequately Useful, Slightly Useful, Not Useful, Not Applicable	N	Min	Max	Mean	Standard Deviation
Internet resources	98	2	4	3.73	.548
Lectures given by the instructor	79	1	4	3.73	.548
Instructor generated content (e.g. powerpoints, videos, podcats, etc.)	89	1	4	3.67	.599
Assignments required for this course	100	1	4	3.66	.639
Textbook(s)/Workbook(s) used in this course	99	1	4	3.62	.666
Quizzes and exams used in this course	101	1	4	3.61	.678
Class discussions/Discussion boards	102	1	4	3.57	.751
Online Gradebook	99	1	4	3.51	.885
Group projects	55	1	4	3.44	.958
Classmates	74	1	4	3.43	.845

When students were asked if they would recommend the DE course to another student, 93% answered yes (see Table 7a). Additionally, 85% would recommend their instructor to another student (see Table 7b).

Table 7a Would you recommend this <i>course</i> to another student?		
	N	%
Yes	95	93
No	7	7
Total	102	100

Table 7b Would you recommend this <i>instructor</i> to another student?		
	N	%
Yes	87	85
No	15	15
Total	102	100

Following these two questions, students were given the opportunity to leave any comments in an open ended format, 46 students (45%) chose to do so, and they provided the following feedback:

- Would recommend only to student that have a real interest for computers, this course is not for everyone
- While (Faculty Name) is a very knowledgeable professor, I was overwhelmed by his grading system. Despite several explanations, I still feel uncertain as to how much work I need(ed) to do in this course. The workload feels much higher

than an in-class lecture, and lecture notes seemed minimal. The fact that the grading system and workload is overwhelming has discouraged my participation in the course. It seems that in order to do well in the course we are expected to attend office hours, which defeats the ENTIRE purpose of taking an online course. I have taken online courses before (through another college) and did very well in the courses and worked very well under the more traditional class structure. I am a good student and fear that I will not do well in this course, not because of the material, but because of the grading system/structured (or perhaps unstructured) workload of this course. However, I would like to emphasize that I believe (Faculty Name) is a very knowledgeable professor, very helpful and passionate about teaching, and I fully believe that he would do very well under an in-class lecturing system. For some reason, his system just does not translate to an online course and certainly does require weekly office hour visits.

- Very knowledgeable, helpful teacher!
- This was my first online class that I have ever taken. It was hard yet very rewarding. (Faculty Name) is an excellent teacher and I would recommend him to another student. But I did learn that an online class is just not for me. It was hard to dedicate a lot of time to it simply because of my busy schedule. Otherwise I found the course to be very enriching and a positive experience.
- This is the second course I have taken on line with (Faculty Name), which is why I was so glad he had this one. It was very beneficial to me considering my health (Cancer) that I was able to do this at my own pace. I appreciate CHC for having (Faculty Name) as one of their professors. Thank you (Faculty Name) and CHC.
- This is a very interesting course. (Faculty Name) is a great teacher who makes himself available to his students.
- This internet available class really helped me further my education where as in a face-to-face class I would not have had the opportunity to attend due to my schedule. Evolve was a great way to feel like you were in the class. There were opportunities to listen to the key words to learn pronunciation and watch videos so the point of the lesson would be understandable.
- This course was very organized which helped me as a student
- This class was one of the most organized on line experiences I have had. It was put together addressing all the different styles of learning. Its creative design enabled one to learn progressively throughout the course.
- This is a very good course. Very intense. The instructor is very good at helping us learn it.
- There were several parts to the Evolve website that were frustrating and continue to be frustrating, but the instructor pays quick attention to e-mails and concerns and issues are usually resolved very quickly.
- The text was not easy to read, a professor should not be able to have their book for their class! All odds are against the student.
- The instructor makes it extremely intimidating to ask him any questions concerning the somewhat confusing grading system he uses, as he threatens to put students on a much stricter, but "easier to understand" grading system. This is seemingly used as a punishment if HE feels a student's question is adequately answered in the syllabus and course materials. I don't know how empty this threat is or not, but I was entirely discouraged from asking any questions I have about the grading system.

- The instructor did an excellent job in relating the material to us in a way to understand it.
- The class overall was well put together. I think that the fifty discussion posts are worth too much of the overall grade.
- The class is great! The teacher is very helpful and dynamic.
- The Cisco classes are not a traditional online class. The people at Cisco, who know the topic, their routers, exceptionally well, have developed an extensive online course. This is then blended with classroom instruction as a lecture and lab every week. By offering the class twice a year, once each in the evenings and the daytime, both traditional and working students have high availability to the class. By using highly developed material by experts in the field, the quality of the instructional materials is exceptional. By using in class and on line communications, the instructor encourages participation, reminds about assignments, and has constant availability for any student questions. I feel that if other online classes could be developed in a similar vein to the Cisco classes, it would help allow working professionals to take college level classes. In subjects that do not require as much classroom lab time it might also allow for more variations in class size, both smaller and larger. This would allow both full-time students and working students to pursue a wider range of academic goals without the financial issues associated with smaller classes, or instructor overburdening associated with larger classes. In classes where supervised examinations are required, the use of the library computers at different times in a test week allows for academic integrity without the burden of having an instructor in a specific location for a specific time. This further promotes diversity in students, and allows any situation, even major disability, to be worked with. Obviously that equates to a wider range of students being able to achieve their academic goals. At this time, my own academic goals cannot be satisfied by Crafton. I need to take computer classes, and work towards computer certifications that will help me in my current job, and make me more hireable if my employer goes under. The more classes I could take, the closer I would get to changing from certifications to a degree. Continuing into a BS in CIS would then follow. However, because there are exceptionally few evening CIS classes I cannot get the certifications first, and have been forced into working on my general education requirements. That does not protect my quality as a desirable employee in a recession. If there were more online or hybrid CIS classes, it might allow me to get to my goals through Crafton. Instead, I plan to get my general education out of the way at Crafton and then transfer as a sophomore to a school that does have a highly developed evening and online class schedule, but is not as geographically convenient. This modified educational objective is less desirable, and more risky from an employability standpoint, but is all that is open to me due to the lack of evening classes in CIS at Crafton. That is why I hope that Crafton works towards a more developed online class schedule.
- Teacher was very positive and always helpful. (Faculty Name) is a great teacher!
- Taking online courses are the best way for me to absorb the material I am learning.
- Seemed like it took a while to get organized, but I've had this issue with other online courses- I think Crafton's training of their teachers for online courses is inadequate to say the least. It really only hurts the student because we're the

ones who suffer while the teacher works it out. We don't get back that time and our deadlines don't change. My complaints with this class were that discussion board posts were 10% of the grade and there were only 2 (maybe 3) assignments- so those 2 paragraphs were each worth 5% of my grade?!- That's hardly comprehensive. Also, it's very confusing and frustrating to bounce back and forth between the two sites (Blackboard and Evolve) not knowing where to look for certain assignments, etc. No opportunities for extra credit were given or even flexibility in deadlines. And it took the length of the entire course to straighten out the grade book issues. (Again- this is Crafton's lack of adequate training not my instructor's fault!) FRIDAY SUCKS as a due date and is really rough on a single parent who works and goes to school all week. This is part of the reason I take online classes. As many issues as they were I still liked the class and my instructor. I also think that things will go smoother for her next semester.

- Religion 101 is one of the last two courses needed to complete my BS through CSULB. As a full time fireman for more than 24 years and having started my fire service training at Crafton (Academy 13), I'm so happy Crafton is now offering more online courses. Most of my upper degree work has been online and (Faculty Name) courses have been by far the best learning experience. His classes are challenging and well thought out. His Headless Professor videos, materials and games are excellent. (Faculty Name) is always available and responds quickly to questions. CSULB has established a deadline for completion of their offsite BS program (The program is no longer being offered). Religion 101 was full and when I contacted (Faculty Name) he graciously added me to his class, very much appreciated. (Student Name)
- (Faculty Name) method of online teaching is invaluable. It offers challenges with various methods of learning for various types of learners. I have absorbed more from him (his style of teaching) in the two courses I have taken online with him than any other courses to date. I wish my other online teacher had office hours posted and graded papers in as timely a manner. I always know how I am doing and what I can do better on in (Faculty Name) classes. He "teaches" and "mentors" his students. What an asset he is to Crafton! Please offer more online classes! My husband has cancer and I have a special needs son. I can't attend a regular schedule of campus classes. You need more (Faculty Name)!
- (Faculty Name) really knows what he teaches and gives good and timely feedback.
- It was a very interesting course, and I am glad that Crafton offers this course as an online class!
- Instructor seems more like an English teacher than a psychology teacher. He grades very harsh on grammatical and spelling error which I don't understand. It should be based on knowledge of the subject rather than missing apostrophes.
- I've taken three other Cisco courses with (Faculty Name). Her knowledge, in combination with the content from Cisco make this an excellent course, and I would recommend it to anyone pursuing the CCNA certification.
- I'm very happy I had the opportunity to take this course online- I know for a fact I would not have taken it had it not been for the online convenience. At first it was very hard to find my "groove" but now I truly have a new found appreciation for chemistry. It also helps explain all the weird names products are given, since a lot of them are named after their molecule make up. Thank

you to the instructor for her quick responses to questions and the motivational memos they really do help and thank you Crafton Hills for making this course available.

- I took this online course and one other. This instructor was extremely prompt to get back with us if we had any questions or concerns. With the discussion board she was great to post comments about what we were doing right. My other teacher did none of these things and because of that I had a rough time in that class and disliked it more even though it was my favorite subject. I liked the online experience that I had in this class.
- I think I learned more in the online classes than I ever learned in the classroom setting. I wish all courses could be online!
- I received an A (my grade is not in question) however I enrolled in College to learn. I never saw any graded assignments after October 13th. My midterm was on 10-30-09 and I never found out how I did, or where I need improvement. I did every assignment, the midterm, led the group project and (after the Oct assign) never received my work back with comments or grades. What did I learn? I learned a lot in the first 5 weeks! The weekly posts were a bit odd; it would have been nice if (Faculty Name) participated to avoid the incorrect and chatty texting type talk but the actual assignments were very educational. I learned that my first 5 chapters (assignments) and some chatty posts earned me an A and the other eleven chapters' worth of hard work is an ungraded mystery to me. I am astonished that even the "observations" (direct observations of children) went ungraded. I only hope that when I'm working with others in the field I don't teach, lead, or make false observations because my instructor never took the time to correct me. You see, I know I do not know it all. That is why I am so eager to learn...Not just earn an A and stop after 5 chapters. By the way, chapter 5 is only the first two years of life...chapter 16 is adolescence and another chapter follows: emerging adulthood. That is an enormous amount of knowledge for me to simply wonder if I "got it right".
- loved the ease and convenience of this class, especially since it was speech and I only really had to fear 4 days out of the whole semester, which turned out to be quite a good experience as well as fun and very interesting. I would highly recommend this class and instructor to anyone. I loved how small and how inexpensive this text book was BUT at times I did feel that it may have been a bit too concise. I felt confused on definitions of terms a few times because of the lack of content and examples. Otherwise, great class.
- I have enjoyed this class and it has created a fun, exciting experience.
- I enjoyed everything about the course except for the two online exams. I felt that several questions had more than one right answer (based on the material in the textbook) and I frequently lost points for an answer that was right according to the book but wrong according to the exam. I also found some of the questions poorly worded and confusing.
- Great online course. wish there was a little more time to do assignments but overall course was fantastic
- Excellent Instructor
- Excellent course, (Faculty Name) has developed a very thorough curriculum with cutting edge technologies, i.e. Google Docs, You Tube, back up website. Headless Professor Videos are great! (Student Name)
- (Faculty Name) is willing to assist as much or as little as one needs. He clearly states the requirements of this course and it is up to the student to determine

how much effort they are willing to put forth. One can do very well with a bit of effort, or one can choose to not too well by putting forth little to no effort.

- (Faculty Name) has high expectations for his students. This course was awesome!
- (Faculty Name) is very structured and passionate when it comes to her job. She is one of the best instructors I've had in the IT field because of how she runs things. This course was very complicated and overwhelming for me at first but (Faculty Name) has a way of breaking it down so even the most illiterate person can understand it. I will be taking the remanding 2 classes next year.
- Communicating with (Faculty Name) is difficult as his terminology is perplexed. His methods are very confusing, and it is as if you have to stand on one foot and balance a tray on at other to submit items. He is very critical when grading and his comments are somewhat condescending. In fact, today our final research paper is due in this class. I completed the 12 page paper that included an annotated bibliography. I tried to e-mail the paper to him as we have all other documents in the past; however, he refused to accept the paper as he indicated he sent an e-mail in October providing us with a file name in Google documents. I did not receive that e-mail. He disected my e-mail and did not provide me with the link to submit my paper. In addition to this class I am taking 3 unit classes and working a full-time job so time is quite precious to me. So in essence, he is telling me that my time means nothing, and without this paper my grade will drop tremendously. How professional is that? I would NOT recommend (Faculty Name) to anyone!
- (Faculty Name) was an excellent teacher. I love internet and TV courses. They are easier for me to attend than face to face courses, as long as the instructors make office time like (Faculty Name) does.
- (Faculty Name) has been a great instructor and I look forward to taking other courses with him in the future
- Although we did interact in class once per week, the Cisco program and curriculum are priceless in how well they prepare for the CCNA
- Although (Faculty Name) seems very knowledgeable about art history, I would hesitate to recommend her to other students at this point for several reasons. Most importantly, I think that she forgets that this is an introductory, three units, and lower division class. The length and complexity of the writing assignments seem better suited to a more in depth upper division class, and since there is no mention of how long the papers are in the syllabus, students are unable to evaluate whether or not they should drop the class early in the semester. (Faculty Name) claims that the papers are only three pages long, but since she requires that they be single spaced, they are actually six page papers when compared to the double spaced standard used by every other instructor that I have ever had. There are three of these papers assigned during the course and only a week is allowed to complete each of them. This is in addition to weekly posts and reading, and a lengthy written final project and a separate final essay. Making matters worse, the instructions for the assignments are vague and incomplete. The topics she chooses for discussion in these assignments are actually rather interesting, but again, the length and level of analysis expected seem beyond an introductory three unit class. There was also very little in the way of actual instruction, which seems a shame because she does appear to be knowledgeable about the field. A series of PowerPoint lectures highlighting her knowledge and opinions on each chapter would have been a

nice addition to the well chosen internet links she provided in some of the discussions. I think (Faculty Name) could be an excellent instructor for this course, but I think she needs to reevaluate the course design and remember that many of her students have not had any previous exposure to art history

- Although it is an online class, office meetings with the instructor are required if one is to receive a decent grade. However, when choosing the online course I expected to it to be an online course as it is more than difficult to make it to his office.