



RESEARCH BRIEF: DISTANCE EDUCATION COURSE EVALUATIONS SPRING 2010

Overview: In spring of 2010 the Crafton Hills College (CHC) Distance Education Committee (DEC) in collaboration with the Office of Research and Planning (ORP) administered an Online Course Evaluation to students who were enrolled in an Online or Hybrid course. The purpose of this brief is to summarize the findings from the participants who completed the evaluation.

Methodology: The first CHC online course evaluation was administered in fall of 2009 and minor adjustments were made to that survey as a result of discussions between the ORP and DEC. All students enrolled in a distance learning course at Crafton Hills in spring of 2010 were given access to the survey by means of an on-line link provided by their instructor. The evaluation link was available from April 2, 2010 through May 22, 2010. Responses were received anonymously from 263 students, taking courses from 12 instructors, in a total of 24 sections. As seen in Tables 1a and 1b, the overall response rate was 37%. Responses from students who received a grade-on-record (A, B, C, D, F, P, NP, I or W) were sufficient to generalize the results with a 95% confidence level. Table 1a illustrates the number of submitted evaluations compared to the actual number of grades on record by instructor. Table 1b shows the number of submitted evaluations compared to the number of grades on record by section.

Table 1a: Participation rate by instructor

Table 1a Instructor	Completed Course Evaluations	GOR	Participation Rate
Boebinger	15	27	56%
Bray	32	37	86%
Brink	23	127	18%
DiPonio	20	79	25%
Franko	7	35	20%
Hoyt	50	62	81%
Langenfeld	7	31	23%
McConnell	35	130	27%
McLaren	1	39	3%
Pace-Pequeño	20	30	67%
Petrovic	13	28	46%
Urbanovich	39	79	49%
Unknown/Missing	1		
Total	263	704	37%

Table 1b: Participation rate by course

Table 1b Course	Completed Course Evaluations	GOR	Participation Rate
AH 101-70	33	37	89%
ART 102-70	11	28	39%
CD 105-70	1	39	3%
CHEM 123-71	15	27	56%
CIS 101-70	26	30	87%
CIS 101-71	13	21	62%
CIS 141X2-70	21	25	84%
CIS 143X2-70	10	16	63%
ENGL 101-70	8	21	38%
ENGL 101-71	3	15	20%
ENGL 102-70	6	21	29%
ENGL 102-71	3	22	14%
ENGL 155-70	7	31	23%
MUSIC 103-70	17	50	34%
MUSIC 103-71	9	42	21%
MUSIC 120-70	8	38	21%
PHIL 103-70	7	36	19%
PSYCH 111-70	7	39	18%
PSYCH 111-71	6	32	19%
RELIG 101-70	3	20	15%
RELIG 135-70	8	35	23%
SPEECH 100-70	21	21	100%
SPEECH 100-71	10	30	33%
SPEECH 125-70	8	28	29%
Unknown/Missing	2		
Total	263	704	37%

Next, the survey was divided into three sections each with ten, eleven, and seven statements respectively. Students were asked to rate their level of agreement on a four-point Likert scale. These questions were structured to determine the student’s opinion of 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 four point Likert scale as follows:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Agree
- 4 = 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 “4”, that means that at least one student strongly agreed with the statement. As an illustration, if the mean score was 3.65, that would indicate that, on

average, students either agreed or strongly agreed with the statement. All tables are arranged by Mean score in descending order and exclude not applicable responses.

Sample: Overall, students who responded to the survey were more likely female (66%), between the ages of 18-24 (43%), and of European-American ethnicity (51%). In addition, students were either more likely to not work (34%), or work 40 or more hours per week (16%), while 39% work 20 hours or more per week. Furthermore, one half of the DE students (50%) took 4-6 classes this semester, and for many (41%) this was their first online course taken at Crafton.

Table 2: Student demographics and characteristics

Table 2 DE Student Demographics		
Gender	N	%
Female	172	65.6
Male	80	30.5
Unknown/Missing	10	3.8
Total	262	100
Age	N	%
18-24	112	42.7
25-30	57	21.8
31-35	29	11.1
36-40	23	8.8
41 and above	38	14.5
Unknown/Missing	3	1.1
Total	262	100
Ethnicity	N	%
African American/Black*	8	3.1
American Indian/Native Alaskan*	2	.8
Asian American*	10	3.8
European American/White*	134	51.1
Hispanic/Latino (Any/All Races)	52	19.8
Multi-Racial	10	3.8
Other	37	14.1
Unknown/Missing	9	3.4
Total	262	100

*=Not Hispanic or Latino

DE Student Characteristics		
# of work hours this semester	N	%
0 hours per week	89	34.0
1-10 hours per week	25	9.5
11-20 hours per week	37	14.1
21-30 hours per week	31	11.8
31-40 hours per week	29	11.1
40 or more hours per week	43	16.4
Unknown/Missing	8	3.1
Total	262	100
# of classes this semester	N	%
1-3 classes	119	45.4
4-6 classes	132	50.4
7-9 classes	8	3.1
Unknown/Missing	3	1.1
Total	262	100
Online classes taken at CHC	N	%
1 online class	108	41.2
2 online classes	67	25.6
3 online classes	29	11.1
4 online classes	26	9.9
5 or more online classes	31	11.8
Unknown/Missing	1	.4
Total	262	100

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 less likely to agree with the following statements “The instructor used explanations that were clear and understandable” and “The instructor inspired interest/excitement in the subject matter.” Even though students were less likely to agree with these statements, on average, students agreed or strongly agreed with every statement.

Table 3: Instruction procedures

Table 3	N	Min	Max	Mean	Std. Deviation
The instructor posted a syllabus for this course in a timely manner	263	1	4	3.90	.340
The instructor gave assignments and exams that were related to learning objectives of this course	263	1	4	3.79	.482
The instructor demonstrated knowledge of course subject matter	260	1	4	3.75	.521
The syllabus accurately described what was involved in the course	263	1	4	3.75	.542
The method of grading for this course was clearly stated in the syllabus with an outline of assignments	261	1	4	3.71	.606
All course materials were posted in a timely manner	263	1	4	3.71	.561
The Instructor allowed sufficient time for assignments to be completed	263	1	4	3.70	.589
The instructor organized the schedule effectively to promote learning	263	1	4	3.68	.626
The instructor used explanations that were clear and understandable	260	1	4	3.60	.699
The instructor inspired interest/excitement in the subject matter	256	1	4	3.58	.709

Overall, students were satisfied with the fair and unbiased approach, as well as the clarity, willingness and availability of the instructor to help students (see Table 4). On the whole, students were less likely to be pleased with the length of time it took to receive feedback and grades on assignments and tests. Even though students were less likely to agree with these statements, on average, students agreed or strongly agreed with every statement. In addition, 54 respondents (21%) marked “Not Applicable” or did not reply to the statement “The instructor was sensitive to gender and multi-cultural concerns.”

Table 4: Instruction techniques

Table 4	N	Min	Max	Mean	Std. Deviation
The instructor treated students in an unbiased manner	248	1	4	3.77	.498
The instructor was sensitive to gender and multi-cultural concerns	209	1	4	3.76	.531
The instructor was available to help students and made it clear how to contact him/her outside of class	262	1	4	3.76	.504
The instructor responded to student communication within the guidelines described in the course syllabus	262	1	4	3.72	.564
The instructor provided opportunities for student input/class discussion and was open to other people's viewpoints	261	1	4	3.70	.537
The instructor applied course material to the real world	257	1	4	3.67	.595
The instructor made an effort to help students succeed in the course	261	1	4	3.67	.614
The instructors system of grading was fair	261	1	4	3.65	.654
The exams were fair and understandable	258	1	4	3.65	.638
The instructor allowed group interaction or assigned group projects	232	1	4	3.62	.647
The instructor returned test and assignment grades/evaluations in a reasonable length of time	262	1	4	3.60	.766

The results in Table 5 indicate that students were more likely to agree that they would choose to take another on-line course and that they would recommend the experience to other students. However, communication with classmates was not as frequent as that in a face-to-face course. Even though students were less likely to agree with these statements, students agreed or strongly agreed with every statement with mean scores ranging from 2.5 to 3.

Table 5: Course satisfaction

Table 5	N	Min	Max	Mean	Std. Deviation
I would choose to take another on-line course	261	1	4	3.70	.621
I would recommend the online course experience to another student	260	1	4	3.67	.655
I had to work at least as hard in this course as I would have in a traditional face-to-face course	260	1	4	3.64	.639
I found that I learned at least as much in this online course as I probably would in a face-to-face course	260	1	4	3.60	.687
This course was more convenient to take than a traditional face-to-face course	258	1	4	3.50	.765
Without the availability of this course via Internet, I would not have been able to enroll in this course/program	253	1	4	3.42	.844
I communicated at least as much with other students in this online course as I would in a face-to-face course	258	1	4	3.15	.977

Table 6 lists the resources and components utilized in the courses ranked by usefulness according to the respondents. A three point Likert scale included Very Useful, Adequately Useful, and Not Useful. Table 6 is arranged by Mean score in descending order and exclude not applicable responses. Overall, students were more likely to find the online grade book and instructor generated content to be very useful. In contrast, discussion boards were more often rated as not useful to a student's distance education learning experience. Forty-nine percent of the respondents chose not-applicable when asked to rate the usefulness of group projects.

Table 6: Resources and components used in DE courses

Table 6	N	Min	Max	Mean	Std Deviation
Online Gradebook	249	1	3	2.73	.551
Instructor generated content (e.g. powerpoints, videos, podcasts, etc.)	232	1	3	2.69	.549
Textbook(s)/Workbook(s) used in this course	259	1	3	2.68	.559
Required assignments	262	1	3	2.68	.508
Quizzes and exams	256	1	3	2.65	.524
Internet resources	245	1	3	2.64	.574
Online lectures given by the instructor	205	1	3	2.60	.614
Group projects	129	1	3	2.57	.648
Discussion boards	254	1	3	2.56	.656

Respondents were given a multiple choice list and asked to choose any or all of the components they would like incorporated in future online courses. As Table 7 illustrates, nearly half (48%) of the respondents indicated video lectures should be integrated, while only 12% thought instructional videos on how to use blackboard should be included.

Table 7: Future DE course components

Table 7 Which would you like to see more of in future online classes	N	%
Video lectures	127	48.3
Website links related to course content	105	39.9
Videos on related course content from a variety of sources	93	35.4
Chat rooms	92	35.0
Instructor podcasts	85	32.3
Instructional videos on how to use Blackboard	32	12.2

When students were asked if they would recommend the DE course to another student, 93% answered yes (see Table 8a). Additionally, 92% would recommend their instructor to another student (see Table 8b).

Table 8a: Course recommendation

Table 8a Would you recommend this <i>course</i> to another student?		
	N	%
Yes	244	93.1
No	18	6.9
Total	262	100.0

Table 8b: Instructor recommendation

Table 8b Would you recommend this <i>instructor</i> to another student?		
	N	%
Yes	240	91.6
No	22	8.4
Total	262	100.0

Following these two questions, students were given the opportunity to leave any comments in an open ended format, 89 students (34%) chose to do so.

Feedback statements from students include;

- I believe if the teacher would have posted feedback on our paper before the next one was due I could have improved my grade.
- Online is a tougher course. Only certain people could handle it. Great instructor.
- Online courses are a little more difficult than an in class course, but I found that (Instructor) did a great job of making the class understandable.
- Good class, just way more work than I was expecting. Much more difficult to keep up with than a face-to-face course.
- The professor would disappear for weeks at a time without returning our emails or posts.

In addition, the following is a complete list of all feedback provided;

- While a face-to-face class has its advantages such as direct interaction with other students, the on-line class had other advantages such as flexibility in terms of how and when to get the work done. I would not recommend that a student take only online classes, but it is advantageous when combined with other face-to-face classes
- We interacted more in the online format that the professor provided. I strongly recommend Professor (Name) and the online course. It has been one of the most productive classes I've taken at Crafton. His outlines online gave you step by step instructions. It seemed like he was sitting at the computer 24/7 because when I would post to the discussion board he would respond quickly. When I was unsure about something he called me to walk me through it. He was always positive with his responses and yet still let you know what you needed to work on. This is a professor who cares!
- Very good course learned a lot. The instructor was great. Any questions or concerns I had were answered almost immediately, she was very helpful. This was my first online class, and it was a great experience! Thanks (Name)
- Use of videoconference, record video classes
- (Name) is a very nice guy. He is easy to talk to and contact. I would definitely recommend him to other students interested in this course.
- This was a really good course on line I personally had a hard time keeping up the module lessons were very very time consuming. I did not understand how to e-mail my paper and that was frustrating. I learned a lot thank you!!!
- This was a great class and I feel that I have learned more in this class than I have in traditional classes
- This teacher has too many assignments due in too short of a time frame. This is college and we don't need busy work to keep our time occupied, we have life for that.
- This speech course will help someone else with their communication skills.
- This online course was very convenient, and also easy to operate.
- This course was hard but the professor is far and gives feedback which helps! I like how she always has the grades posted!
- This course isn't for everyone, need to have a strong interest in the computer world.
- This course is harder than going to traditional classes, I appreciate the challenge but I may think twice to take online again because I tend to procrastinate.
- This course is designed to cause an interest in music appreciation. Very interesting info on time lines, eras and music around the world. This class has stirred a love for classical music in me.
- This course is challenging, helpful, and necessary for the hands-on experience needed in the career field of computer technology. I know so much more about computers now than I did before taking this course.
- This course frustrated me because there was an extremely large amount of work, writing, posting and nothing was graded until the last weeks of class. I had no idea if I was doing well and still really don't know how she grades. So much work and very little input/feedback. I strive to do my best which I did but if there was things I needed to improve on it is too late now to do that. Sometimes assignments would not be posted and I would email, "Do we have assignments this week?" The syllabus was for the fall semester so all the dates had nothing to do with spring. Did not know when stuff was due until she posted it. The textbook and material was very interesting just needed to be more organized.
- This class would be much better if it were a face to face class and met more than once a week. Five hours for one meeting is too long. Hard to stay focused that long.
- The quizzes and checkpoints in this course were somewhat difficult student. My GPA has always been 3.5, and I have always made A's and B's, but in this course, due to how difficult some of the exams were, I am now praying that I pass the course. Other than that, it has been a very

informative course and I would recommend it to anyone who shows interest or need in fulfilling a technology requirement.

- The only problem I have had in this course was the compression though I hope to resolve this by repeating the courses to catch the parts I am still weak on. All this material is new to me so this option should make taking the certification exam far easier. This should also better prepare me for working in this area at a competent level as all this is new to me
- The only fault with this course was that we weren't given hardly any grades for our assignments. I spent 10 hours a week at least doing work for this class.
- The instructor would not grade the papers in a timely manner or email you back for weeks. The instructor would not always see you during her office hours she would state I am too busy I will email you with a time to meet me and never would receive an email. I never received feedback on my papers until the last 3 weeks of class which was too late to change my writing style if needed. I understand some teachers grade harder than others and I am willing to except I only received a C in the class but I believe if the teacher would have posted feedback on our paper before the next one was due I could have improved my grade. In regards to the research paper I feel the teacher was not very clear in the explanation of what she wanted and I emailed her asking for more instructions and she merely told me I needed to read the instruction sheet she provided. I have taken other online course where the teachers did a great job. This teacher on the other hand needs to stick to live courses and stay away from the online class.
- Professor (Name) was very helpful. He explained exactly what we had to do to succeed in his class. I also felt that with the amount of interaction he REQUIRED in his class I actually communicated with other students A LOT more than in face-to-face classes. It was nice and a great experience
- Professor (Name) was knowledgeable, helpful, and inspiring. I highly recommend him to all. The class itself is incredibly helpful in many aspects of life and you learn not only how to prepare and speak but how to appreciate and learn from others. The Hybrid function was amazingly helpful to be able to continue my work search, have a family, and continue my education. Thank you for allowing it to exist!
- Professor (Name) was extremely helpful when asked questions and gave us a good amount of time to do the best work we could possible. I would HIGHLY recommend him.
- Professor (Name) is very professional and she demonstrates an effective teaching ability. I really enjoyed this course.
- Professor (Name) has been very helpful and encouraging. I have learned a great deal in this class and appreciate it very much!
- Prof. (Name) is the GREATEST!!!
- Prof (Name) was outstanding and highly interesting! I dreaded and FEARED this class but it was fun, I learned so much and I am working on conquering my fear. Awesome teacher! AND I would recommend this class with only this teacher!
- Please continue to provide online courses
- People who have to take online courses do so for a reason: schedules. Those who have jobs need some better way to take exams rather than try to make the set standard time that is made by the instructor. If a person has an 8 hour job and an additional on-campus class, making a set time for something as important as a final is extremely difficult.
- Online is a tougher course. Only certain people could handle it. Great instructor
- Online courses are a little more difficult than an in class course, but I found that (Name) did a great job of making the class understandable.
- My constructive criticism for this course is that I feel that the biggest single assignment in terms of course points was essentially the first assignment. This was the research paper, and the mean score for this was 12.9 out of 20, which is 65%, or a D. I suggest that this assignment be

moved to the end of the class, when the students are more familiar with the way their papers are graded, and can deploy some of the writing techniques that they've learned.

- (Name) was recommended to me by a friend that had previously taken the course and though I have never met her face to face I was very impressed by her teaching skills and was very thankful for all the online resources that she provided for the students.
- (Name) has provided a great learning experience and has taught this course from 140 - 143 very well. She has always been well prepared and well timed.
- (Name) was extremely kind, helpful, and made sure we always knew how to contact her and what her office hours would be. She was fair and she responded to emails very promptly...usually within an hour of sending her an email. She was readily available to assist us with problems or concerns, and she would always check back with us about a specific problem to make sure we were able to find a resolution for it. I enjoyed having (Name) for a teacher, and would take a class taught by her again in a heartbeat!
- (Name) is a very good instructor and I would definitely recommend his course to other students, I actually have
- (Name) is an excellent teacher! He really understands how to teach an online course!
- Loved the class it really helped me all the information she put up was great.
- Just as useful as a face to face course, made me think for myself
- (Name) is a great professor that truly wants to see his students succeed, he does not beat around the bush and he is straight to the point, he does not put up with crap so do your job as a student and he does his part as an instructor.
- It seemed the instructor was, at times, more concerned with syntax rather than content or understanding of the material. Having said that, however, the questions in the discussion were thought provoking and interesting. I have recommended this class to other students and would not only take another on-line class, but would also be happy to take an on-line class from this instructor. His headless you-tube instructions are great.
- It is a good class, I think it is just a bit too short to be able to learn and remember all the information
- If you want to make the online classes better, please please please get the instructors to have lectures on questions we have via podcast or YouTube. I basically did not learn very much on how to actually write the essays I was assigned, all I did was read a book about certain stories and how and why they were written then did the same. This basically was a useless class because the purpose of the class should be for the student to be able to learn accurately from the professor. (Name), in my opinion is a great teacher, it was just the way these online classes have no interaction, or direction so it is even more hard to progress.
- I'm too forgetful for an online course to work well for me but I would still recommend it to others.
- I would just like more feedback on our discussions - but I am really liking this course! I am thankful for the on-line options.
- I was very thankful that this hybrid/late start class was available, and I hope there will be more classes like this next semester!
- I was very impressed with the camaraderie that was built among all the students. I felt that the discussion board helped everyone to share their fears of public speaking, which allowed us to build a strong support group. Even though we only had four face to face meetings, I felt our class connected on a whole far more than my other campus classes.
- I was actually able to take what I learned from this class and use it in my life.
- I understand that speech is pretty scary to most, but our teacher and my fellow classmates make it easier with all the support. I also feel the communication is way better online because you don't have to hold back on any comments or questions you may have.

- I took this instructor last semester, I very much enjoyed the class and received an A, but the professor would disappear for weeks at a time without returning our emails or posts. When she did return she would always say "I have no good excuse". I felt she thought it would be an easy way to earn money and didn't really put herself into this course (One of the other students took her face-to-face class and she always showed up). I was very disappointed with her and would not recommend her as an online teacher.
- I took an online course because I am not available to be on campus as much as I would like. The spring catalog clearly states that no on campus meetings are required yet the teacher bases most of his assignments off your face to face contact with him. I'm not available to see him so I have lost some great opportunities for feedback from him. We have a project due and if your project was not accepted (because it was not properly done) the only way to get points now is to see him in his office. They need to change the requirements in the catalog because if I had known this I would not have taken this course online!
- I thought Professor (Name) was phenomenal! I thought the class was difficult at times, it made you think and was a lot of work, but in the end it totally paid off and I ended up learning a lot! I would absolutely recommend this instructor! Being enrolled in this class a great experience!
- I think that through the discussion board I have had the opportunity to communicate with not only the instructor but the students much more than I would have in a regular course. If all of the classes were offered online and all were as great as this one I would never attend a regular session course again.
- I think that this particular course would have been much more efficient if I took it in an actual classroom. Without the guidance of the instructor to ask questions as I did projects I had a lot of trouble. I have been successful in other online classes.
- I really liked this course and the instructor. Thank you very much.
- I really didn't like that fact that we needed to get online everyday to do the work Sometimes I was not available to do the post.
- I loved this course and (Name) was wonderful.
- I LOVED THIS CLASS!!!!
- I love the course. It is very informative and interesting; however, I found myself misunderstanding some of the instructions and felt that I would have been less stressed if I were in a class room environment.
- I have taken this course before, & I don't like the way we have to keep learning new windows programs. I have apple, & I think we should be able to learn with the Mac as well or at least make another class for it. I just got an iPad, and I really think that it is easier to use than a pc, but I can NOT use the SAM program with it, and that is the most problems I had with the class. SAM never worked for me, I even went to the computer lab for help, & it still did NOT work right! I hate SAM and I would be making a better grade if we just used blackboard or something
- I have taken a few online courses and have had a great experience in the past. This class was by far the worst. It seems like assignments were just assigned but we weren't taught how. Her instructions for papers were far too complicated. It seemed like the instructor was trying to make the class as hard as possible. Doesn't set students up for success.
- I have really enjoyed this class
- I have previously taken PSYCH-100 online with (Name) and he is, in my opinion, one of the best online instructors. When communicating with (Name), he is very timely when responding/replying to his students have enjoyed this class and it will be very useful in my day to day job.
- I have always been a little leery about taking this subject in college, but this professor made me excited about chemistry again from day 1. The textbook was awesome, and I expect to keep it at the end of the course. Her PowerPoint lectures are perfect, and the tests provide a fair way

to test the general knowledge of the material. There are no trick questions, and no hard to understand questions. Just true raw material, and through all of that she even makes it fun. Thank you, professor. Your class has really taken science off of my avoid list of subjects.

- I have a one year old son and this class has made it possible for me to take this class and also take four other classes while not being away from my son all the time. thank you!
- I felt that my own personal experience was this course was a good one. I normally don't like online courses because there is no interaction with the instructor, but this instructor was more than willing to meet and help me with any questions I had. It made a huge difference for me
- I felt more online contribution was needed from the instructor possibly posting the lectures from the class online and the use of better PowerPoint presentations and internet resources. I have had very successful online classes and those teachers were more involved weekly in the class and they posted more material for the students to learn from.
- I enjoyed this class very much. Students were very friendly and instructor was awesome. Made me feel comfortable and made the class fun!
- I enjoyed taking this class online.
- I didn't understand the way she weighed the grades. I'm not exactly sure it's fair. Also, for having so little assignments, she has them count for such a small amount of points, making it hard to catch up or raise the grade. She should add more assignments or out more points because then it becomes unnecessarily difficult upon already being a tough course. The professor is incredibly great though when it comes to communication. I really appreciated that aspect of her teaching.
- I absolutely love the online courses now that I have taken this class. I also find it very helpful and interesting how you are able to read your classmates thoughts and opinions online, because students just aren't that open in a face to face course. I wish all classes were online, they are great especially if you constantly have a busy schedule!
- He is a great professor
- Having an online class is more difficult but in the end, (as long as you stay up on the due dates and work load) it is worth it.
- Great teacher but way over the top in her requirements. Don't know if she requires from a regular class or if she thought since it was online she should require more. Too much work given with multiple assignments due the same weeks so I felt rushed and at times frustrated. I felt like I needed to devote all my time to this class to get a good grade and had to give less time to my other classes.
- Great Instructor, Syllabus went hand in hand with the discussions and reading assignments! Loved reading the material!
- Great experience for me and convenient.
- Great course for aspiring IT professionals who want to get their feet wet in 1 area of IT, focusing on networking. (Name) goes above and beyond to explain a rigorous subject matter to her students.
- Great class. It was tough being a short class but worth the effort. Thanks
- Great class, learned a lot...was a lot of work but worth it!
- Good class, just way more work than I was expecting. much more difficult to keep up with than a face-to-face course
- Fun way to explore music and not harder than it needed to be.
- Enjoyed the class. And I did learn quite a bit. It's been great! I especially enjoyed having the lab available on campus and have taken advantage several times when I needed help with a project.
- (Name) greatly encouraged me to write. I've been able to overcome much of my fear of writing via her instruction

- Communication was not always clear. Would've liked more feedback on postings and timely grades. Syllabus was outdated.
- (Name) marks down for what he perceives to be "correct English usage". I am a writer by living and fully understand the correct usage of English. Many of his ideas of the current rules are incorrect. He spends way too much time deducting for his "perceived" correct usage of the English language. A student basically has to "relearn" HIS way of writing, which is not universally correct. As a result of my deductions for WRONG "usage of the English" language, I found that I lost focus on learning the ACTUAL Psychological info I was supposed to be learning. Micromanaging, obsessed with HIS English language.....missing the mark on teaching. I had to learn to play his "games" with my post reviews. I am a 3.7 GPA student who already has a degree. I KNOW how to write. Perhaps he should spend his time grading WHAT he knows.....Psych. Not English. I'm still pulling an A because I learned to play his games. But a younger, more inexperienced "online student" could most definitely become discouraged and end up dropping.
- Awesome teacher!!!!
- Amazing teacher!!!