



AGGREGATED RESULTS FROM DISTANCE EDUCATION COURSE EVALUATIONS

Spring 2015

**Prepared by Cyndi Gundersen
July 27, 2015
RRN: 1164**

Aggregated Results from Distance Education Course Evaluations

Spring 2015

Introduction

The Crafton Hills College (CHC) Distance Education (DE) Committee utilizes an online course evaluation to measure student perception of and satisfaction with DE online and hybrid courses. Aggregated results are presented to the DE Committee, and disaggregated results are presented to individual instructors as appropriate. The purpose of this brief is to illustrate the aggregated results of the Distance Education Course Evaluations from Spring 2015 consisting of 91 responses from students enrolled in one or more online or hybrid courses.

Summary of Results

General:

- 97% of respondents agreed the instructor returned test and assignment grades/evaluations in a reasonable length of time.
- 92% of respondents would choose to take another online course.
- 92% of respondents would recommend their professor to another student.
- 66% of respondents were 18-24 years old.
- 61% of respondents work at least 21 hours per week.
- 61% of respondents were female.
- 76% of respondents reported that online gradebook should be an added component to their course.

Methodology

The DE Committee in collaboration with the Office of Institutional Effectiveness, Research and Planning (OIERP) prepared an online course evaluation. All students enrolled in a DE course at CHC in the Spring 2015 term were given access to the evaluations via an online link provided by their instructor. There were 29 instructors teaching 49 DE sections. There were 1,153 enrollments in 49 DE sections.

The evaluation explored the following five themes:

- Course Components
- Instructional Approach
- Instructional Resources
- Student Satisfaction
- Student Demographics & Characteristics

Sample:

Referring to Table 1, “#” refers to the number of students in each DE section who responded to the survey, “N” refers to the Number of Grades on record (GOR), which is a grade of A, B, C, D, F, I, P, NP and W, and “%” refers to the response rate. For example, Professor Downey taught one section, PSYCH, which had 31 students and 3 total responses for a response rate of 9.7%.

Table 1: Number of responses and response rate by section and instructor.

Instructor & Section	#	N	%
Allen			
CIS 142-70	0	8	0.0%
CIS 143-70	0	6	0.0%
Total	0	14	0.0%
Boebinger			
CHEM 102-70	2	6	33.3%
CHEM 123-70	24	30	80.0%
Total	26	36	72.2%
Bray			
AH 101-71	1	21	4.8%
Total	1	21	4.8%
Brink			
PSYCH 111-70	1	26	3.8%
PSYCH 111-71	4	24	16.7%
RELIG 101-70	3	18	16.7%
Total	8	68	11.8%
Burke			
MATH 095-70	0	23	0.0%
MATH 095-71	0	9	0.0%
Total	0	32	0.0%
Cervantez			
PHIL 101-70	0	31	0.0%
PHIL 103-70	0	33	0.0%
PHIL 103-71	0	25	0.0%
Total	0	89	0.0%
Clarke			
AH 101-71	0	21	0.0%
Total	0	21	0.0%
DiPonio			
ENGL 102-70	0	22	0.0%
ENGL 102-71	0	23	0.0%
Total	0	45	0.0%
Downey			
PSYCH 100-70	3	31	9.7%
Total	3	31	9.7%

Table 1 continued....

Instructor & Section	#	N	%
Franko			
RELIG 100-70	0	29	0.0%
Total	0	29	0/0%
Hansler			
ENGL 101-73	2	17	11.8%
Total	2	17	11.8%
Hawkins			
ENGL 101-70	0	14	0.0%
ENGL 120-71	0	15	0.0%
Total	0	29	0.0%
Hendrickson			
LIBR 110-70	0	18	0.0%
Total	0	18	0.0%
Keys			
HIST 100-70	0	29	0.0%
HIST 100-71	0	19	0.0%
Total	0	48	0.0%
Ledoux			
HEALTH 263-70	0	31	0.0%
HEALTH 273-71	0	27	0.0%
Total	0	58	0.0%
Maloney-Hinds			
HEALTH 102-70	0	34	0.0%
Total	0	34	0.0%
Mansourian			
ECON 201-70	0	31	0.0%
Total	0	31	0.0%
McCambly			
ART 100-70	0	31	0.0%
Total	0	31	0.0%
McConnell			
CHC 062-70	0	26	0.0%
MUSIC 103-70	0	35	0.0%
Total	0	61	0.0%
McLaren			
CD 105-70	0	30	0.0%
Total	0	30	0.0%
Menzing			
HIST 101-70	5	20	25%
HIST 101-71	10	19	52.6%
Total	15	39	38.5%
Mott			
ENGL 102-72	0	20	0.0%
ENGL 102-73	0	19	0.0%
Total	0	39	0.0%

Table 1 continued...

Instructor & Section	#	N	%
Petrovic			
ART 102-70	0	20	0.0%
Total	0	20	0.0%
Piluso			
ENGL 101-72	0	19	0.0%
Total	0	19	0.0%
Pritchard			
SOC 100-70	8	33	24.2%
SOC 100-71	0	35	0.0%
SOC 105-70	0	34	0.0%
Total	8	102	7.8%
Ruiz			
CIS 101-70	16	19	84.2%
Total	16	19	84.2%
Urbanovich			
COMMST 100-70	0	24	0.0%
COMMST 100-71	0	18	0.0%
COMMST 174-70	0	19	0.0%
Total	0	61	0.0%
Winokur			
MUSIC 120-70	0	29	0.0%
Total	0	29	0.0%
Yau			
CIS 101-72	1	26	3.8%
CIS 101-73	3	23	13.0%
CSCI 110-70	8	33	24.2%
Total	12	82	14.6%
TOTAL	91	1153	7.9%
a. N equals the number of students with a grade on record (GOR), which is A, B, C, D, F, I, P, NP, and W.			

Demographics

Table 2 illustrates respondents' age, gender, and ethnicity. Sixty-six percent of respondents were 18-24 years old, 61% of respondents were female, 38% were Caucasian, and 33% were Hispanic.

Table 2: Respondent's age and gender

Demographic Categorization	N	%
My age is in the following range:		
18 - 24	60	65.9%
25 - 30	17	18.7%
31 - 35	7	7.7%
36 - 40	4	4.4%
41 and above	3	3.3%
Total	91	100.0%
My gender is:		
Female	54	61.4%
Male	34	38.6%
Total	88	100.0%
Race/Ethnicity:		
African American	8	9.2%
American Indian	1	1.1%
Asian	3	3.4%
Caucasian	33	37.9%
Hispanic	29	33.3%
Multi-racial	3	3.4%
Pacific Islander	2	2.3%
Other	8	9.2%
Total	87	100.0%

Table 3 illustrates various employment and instructional characteristics of respondents. Fifteen percent of respondents reported not working any hours while a majority (24%) worked 21 - 30 hours per week. Forty-four percent enrolled in 1-3 courses in the Spring 2015 term, and 30% reported that this was their first online course. Additionally, 43% percent of respondents devoted 4-6 hours each week to their online course.

Table 3: Employment & instructional characteristics of respondents

Statement/Question	N	%
I currently work:		
0 hours per week	14	15.7%
1 - 10 hours per week	3	3.4%
11 - 20 hours per week	18	20.2%
21 - 30 hours per week	21	23.6%
31 - 40 hours per week	17	19.1%
40 or more hours per week	16	18.0%
Total	89	100.0%
This semester I took:		
1 - 3 classes	44	48.4%
4 - 6 classes	46	50.5%
7 - 9 classes	1	1.1%
Total	91	100.0%
Throughout my entire time at Crafton Hills College, I have taken:		
1 online class	28	30.8%
2 online classes	24	26.4%
3 online classes	20	22.0%
4 online classes	10	11.0%
5 or more online classes	9	9.9%
Total	91	100.0%
How much time did you typically devote each week to this course?		
1 - 3 hours	25	27.5%
4 - 6 hours	39	42.9%
7 - 9 hours	22	24.2%
10 or more hours	5	5.5%
Total	91	100.0%

Findings

Tables 4 through 7 illustrate the aggregated responses to the first four themes of the evaluation.

Table 4 illustrates respondents' perceptions about various course components. Over 90% of respondents either agreed or strongly agreed with all of the statements. As an illustration, 98% agreed or strongly agreed that the instructor posted a syllabus in a timely manner, and 96% agreed or strongly agreed that the syllabus accurately described what was involved in the course. Since the percent agree and strongly agree was over 90%, respondents were least likely to strongly agree with the following: "The instructor used explanations that were clear and understandable" (69%) and "The instructor inspired interest/excitement in the subject matter" (66%).

Table 4: Course components and instructional procedures

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	N	%	N	%	N	%	N	%	
The instructor posted a syllabus for this course in a timely manner.	84	92.3%	5	5.5%	2	2.2%	0	0.0%	91
The syllabus accurately described what was involved in the course.	77	84.6%	10	11.0%	4	4.4%	0	0.0%	91
All course materials were posted in a timely manner.	77	84.6%	9	9.9%	3	3.3%	2	2.2%	91
The method of grading for this course was clearly stated in the syllabus with an outline of assignments.	75	82.4%	14	15.4%	1	1.1%	1	1.1%	91
The instructor demonstrated knowledge of course subject matter.	73	80.2%	16	17.6%	2	2.2%	0	0.0%	91
The instructor organized the schedule effectively to promote learning.	73	80.2%	13	14.3%	4	4.4%	1	1.1%	91
The instructor gave assignments and exams that were related to the learning objectives of this course.	71	78.0%	16	17.6%	4	4.4%	0	0.0%	91
The instructor allowed sufficient time for assignments to be completed.	71	78.0%	14	15.4%	5	5.5%	1	1.1%	91
The instructor used explanations that were clear and understandable.	63	69.2%	21	23.1%	5	5.5%	2	2.2%	91
The instructor inspired interest/excitement in the subject matter.	58	65.9%	21	23.9%	3	3.4%	6	6.8%	88

Table 5 illustrates respondents' perceptions about various instructional components. Over 91% of respondents either agreed or strongly agreed with all statements. The statements are sorted from the most number of positive responses to the least number of positive responses, and "not applicable" responses have been excluded. As an illustration, 96% of respondents either agreed or strongly agreed that the instructor returned test and assignment grades/evaluations in a reasonable length of time and the instructor provided opportunities for student input/class discussion and was open to other people's viewpoints. Respondents were less likely to strongly agree with the following: "The exams were fair and understandable" (68%), and "The instructor allowed group interaction or assigned group projects" (63%).

Table 5: Instructional approaches and techniques

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	N	%	N	%	N	%	N	%	
The instructor returned test and assignment grades/evaluations in a reasonable length of time.	67	73.6%	21	23.1%	2	2.2%	1	1.1%	91
The instructor provided opportunities for student input/class discussion and was open to other people's viewpoints.	63	73.3%	21	23.1%	2	2.2%	0	0.0%	86
The instructor treated students in an unbiased manner.	63	73.3%	19	22.1%	4	4.6%	0	0.0%	86
The instructor's system of grading was fair.	66	72.5%	20	22.0%	4	4.4%	1	1.1%	91
The instructor responded to student communication within the guidelines described in the course syllabus.	65	71.4%	22	24.2%	3	3.3%	1	1.1%	91
The instructor was available to help students and make it clear how to contact him/her outside of class.	64	70.3%	20	22.0%	4	4.4%	3	3.3%	91
The instructor applied course material to the real world.	64	70.3%	19	20.9%	7	7.7%	1	1.1%	91
The instructor was sensitive to gender and multi-cultural concerns.	50	69.4%	19	26.4%	3	3.5%	0	0.0%	72
The instructor made an effort to help students succeed in the course.	62	68.1%	22	24.2%	5	5.5%	2	2.2%	91
The exams were fair and understandable.	61	67.8%	21	23.3%	5	5.5%	3	3.3%	90
The instructor allowed group interaction or assigned group projects.	51	63.0%	23	28.4%	7	8.6%	0	0.0%	81

Table 6 illustrates respondents' perceptions about the usefulness of various instructional resources. The statements are sorted from the highest percentage of positive responses to the lowest percentage of positive responses. Respondents were most likely to state the online gradebook was either very useful or adequately useful (97%). Respondents were least likely to state discussion boards were very useful or adequately useful (82%). Notably, a large number of responses for group projects was "not applicable" (46%), which was excluded from the table.

Table 6: Usefulness of instructional resources

Type of Resource	Very Useful		Adequately Useful		Not Useful		Total
	N	%	N	%	N	%	
Online Gradebook	68	76.4%	18	20.2%	3	3.4%	89
Instructor-generated content (e.g. PowerPoints, videos, podcasts, etc.)	63	72.4%	17	19.5%	7	8.0%	87
Internet Resources	63	70.8%	21	23.6%	5	5.6%	89
Required assignments	63	70.0%	23	25.5%	4	4.4%	90
Quizzes and Exams	62	68.9%	23	25.5%	5	5.5%	90
Textbook(s)/Workbooks(s) used in this course	60	66.7%	26	28.9%	4	4.4%	90
Online lectures given by the instructor	51	66.2%	23	29.9%	3	3.9%	77
Discussion Boards	59	65.5%	15	16.7%	16	17.8%	90
Group Projects	30	61.2%	15	30.6%	4	8.2%	49

Table 7 illustrates respondents' general satisfaction with various aspects of the course. The statements are sorted from the most number of positive responses to the least number of positive responses, and not "applicable responses" have been excluded. Over 91% of respondents either agreed or strongly agreed with the first 5 statements. Ninety-two percent of respondents either agreed or strongly agreed with the statement, "I would choose to take another online course." Respondents were less likely to agree or strongly agree with the statement, "I communicated at least as much with other students in this online course as I would in a face-to-face course" (76%).

Table 7: Course Satisfaction

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	N	%	N	%	N	%	N	%	
I would choose to take another online course.	72	80.9%	10	11.2%	4	4.5%	3	3.4%	89
I would recommend the online course experience to another student.	67	75.3%	13	14.6%	5	5.6%	4	4.5%	89
I found that I learned at least as much in this online course as I probably would in a face-to-face course.	64	71.9%	15	16.8%	5	5.6%	5	5.6%	89
This course was more convenient to take than at traditional face-to-face course.	63	71.6%	15	17.0%	8	9.1%	2	2.3%	88
I had to work at least as hard in this course as I would have in a traditional face-to-face course.	61	70.1%	19	21.8%	4	4.6%	3	3.4%	87
Without the ability of this course via Internet, I would not have been able to enroll in this course/program.	60	67.0%	14	16.1%	9	10.3%	4	4.6%	87
I communicated at least as much with other students in this online course as I would in a face-to-face course.	40	45.4%	27	30.7%	14	15.9%	7	7.9%	88

Table 8 illustrates whether respondents would recommend the instructor and, separately, the course to another student. Ninety-two percent of respondents would recommend their instructor to another student, and 94% would recommend their course.

Table 8: Recommendation of instructor and course

Question		N	%
Would you recommend this instructor to another student?	Yes	84	92.3%
	No	7	7.7%
	Total	91	100.0%
Would you recommend this course to another student?	Yes	86	94.5%
	No	5	5.5%
	Total	91	100.0%

Table 9 illustrates additional instructional resources requested by respondents. Sixty-six percent of respondents stated video lectures should be added to their course.

Table 9: Additional requested instructional resources

Type of Resource	N	%
Video lectures	46	65.7%
Videos on related course content from a variety of sources	37	52.9%
Website links related to course content	37	52.9%
Instructor podcasts	31	44.3%
Chat rooms	28	40.0%
Instructional videos on how to use Blackboard	14	20.0%

Finally, 40 respondents (45%) provided additional comments in the three following themes: generally favorable of the instructor, general course or instructional difficulties, favorable of the class or online structure, and general statements. Respondents were most likely to provide praise about their instructor.

Generally favorable of instructor (n=13):

- [Name] is well versed in the information that he presents in this class. He respects his students and strives to make sure that they are given adequate time to complete assignments. He is one of those teachers that inspires you to learn. I have been very impressed by this teaching style. His grading plan is innovative and gives all students a chance to earn an A in the course.
- He is a great professor, always willing to help. Thank you!
- Her assignments were easy to complete and the grading scale was fair. Her method of grading Mastering [subject] was great. I had another instructor who taught [subject] and I didn't do well in his class because he took too many points off for wrong answers in mastering [subject] so it was hard to get the points. However, [Name] didn't take off many points for wrong answers in Mastering [subject], which is how it should be since they're meant for practice. Overall, I have had a great experience with her.
- I love this online class. [Name] is clear with her instructions and is willing to help you succeed. If possible, I will absolutely be taking another class with her. I will also try to take as many online classes as I can, I really enjoy them!
- I really enjoyed this class because of this instructor. She made [subject] fun and exciting so that I could apply it to my everyday life and understand the concepts even more. I did not like the book though. I found it far

too complicated and way too expensive for a 5 week course. I would definitely recommend this class, but it would be better if a different textbooks was utilized.

- [Name] is a great teacher and is very knowledgeable about [subject]. I thoroughly enjoy her class and would look to take more classes with her.
- [Name] is a great online instructor. I am very impressed. She is very organized! She has made herself available to visit her with questions during office hours, which is greatly appreciated in case we really needed that time. I highly recommend her and this course. Even though it's online, I am learning a lot. I really like how she has the material presented. Thank you [Name]! It is an honor to have been a student in your course.
- Professor [Name] was an amazing professor for this subject, but she is a tough grader. For someone who is not already a [name] this course is not for them. You can try your absolute best but the points you receive still won't add up to the grade you feel you deserve. A good course though for someone who loves [subject]!
- Really love this course and this instructor...I would really recommend this online course and this instructor to other students.
- She is an amazing teacher. She's very friendly and fun!
- She is awesome!!!!!!
- The professor was the best professor that I have had at any college. It was one of the only professors that made the class fun and made me want to learn the material. I really enjoyed learning in this class and would recommend this professor to any student.
- The instructor is very helpful gave great feedback and has a great way of teaching. I enjoyed her class online and would recommend it to other students.

General course or instructional difficulties (n=12):

- After the due date for the online homework questionnaire finished, posting the homework assignments along with the keys (separately) would be much more beneficial when studying for a test. The tests also seem to be worth quite a bit more than the projects, which seems backwards. Knowledge is important but applying what we've learned and using it correctly seems to be a better demonstration of knowledge than a test. I'm not just saying that before I did much worse on the multiple choice than I did the programming part of the test, but multiple people ran into the same result I did. Doing really well in projects, labs, and the programming part of the test; however, the multiple choice section outweighed the programming part and was far more difficult with no application. Unless that's the intention and it's working out fine. Just a thought. Other than that, when the instructor is asked a question, she gives a quick and concise answer which make a lot of sense. Having her walk around and helping students during lab is far more beneficial to learning the subject than the lecture. Lectures are hard to listen to and easy to get lost in. But that's not completely the fault of the instructor. Given a brief introduction to what it is and then asking to apply it in different ways feels like a more useful way of teaching. Nonetheless, the course is fun to take and instructor does an excellent job.
- Can be hard because of the due dates, it is extremely fast-paced but definitely worth it!
- Daily post require more interaction than a traditional course.
- I think Professor [Name] is good for certain types of people, but I'm not one of them. [Subject] has never been one of my strong points, so I think it would have been better for me if I had an adequate study guide to go along with the course (and not the self-made one the professor provided that only confused me even more).
- The instructor gives counter-intuitive resources, his due dates are very misleading and unfair (due date is Sunday, but you lose points if not turned in on that previous Friday), test questions are often subjectively

stated despite being multiple choice and sometimes irrelevant to overall education of history. Weekly assignments do not encourage the study of test material and are only thinly related to actual test content by a matter of one or two questions, maximum. Teacher depends solely on textbooks, YouTube videos, and third party systems to do the educating for him, and his instructions for use of these resources are vaguely stated. In other words, if I wanted to study history by reading from a history book and watching YouTube videos, then this would be an effective class. I seek to be educated and guided through the countless pages of a textbook by an educator, not to be told to read the whole thing and be tested on it; that is not teaching, that is a reading assignment. I strongly dislike this instructor's methods and lack of instruction and am seriously considering withdrawal from his course.

- Major confusion when class first started. I enrolled in the other online [subject] after reviewing instructor and textbooks required. Hard time returning rented book to bookstore to get the textbooks [Name] required (extra expense), since the online class I enrolled and changed instructors. With [Name] so much to cover for exams or discussion boards. Hard to prepare for exams since no study guide and not much time to take. I really did not want to repeat course, but I must do this since study guides were not offered and material was so broad. Also recently found out my husband has cancer which has added to stress and anxiety for my performance to drop. A video lecture to help us prepare for exams would be of great service, since no handout for exam prep.
- On a few occasions, I asked to speak with the instructor face to face just to see if he could sit with me for 15 to go through the online areas as this was my first time going back to school in 10 years. He stated that if I am taking an online course, I should already know how to maneuver through the class. He stated he was part time and did not have any office time. I offered that we can meet in the community as well and I just needed a short run down since he was a temp teacher and all the old teacher's postings were still in the online course. That offer was turned down. I finally was able to figure things out on my own. As a student that does not get anything but a BOG waiver, if I pay to go to school, this means that I pay for the teacher to teach me. Although, I do get a BOG waiver, I still pay taxes so I'm basically paying my own through school. So in turn every teacher, no matter full time or part time, online or on campus, should take the time to meet with students so that they can become successful!!!!
- Some feedback about the recently turned in assignments would be useful.
- The amount of reading for an online [subject] class is absurd. Professor failed to realize some students taking this online course may have other traditional courses to be responsible for. On top of the required textbook reading, novel required reading for the final paper, he gives weekly articles and internet sources to read which are not useful. Reading over 100 pages a week and watching hours of videos is excessive especially when the materials given are not useful when it came to the tests. They say we should spend two hours of every unit a week outside of class to study, this a 3 unit class which equals to about 6 hours outside of class to study, the amount of reading and videos required exceeded 6 hours a week and he doesn't even give 7 days to complete it he gives 5 days to complete everything to get full credit. This was supposed to be an online class which should be a bit more convenient, unfortunately this class is the opposite of convenience. This class is reasonable if we were taking only this class or do not have to her classes that are met on campus. This professor has tainted my enjoyment of the [subject].
- This instructor is very different, she knows a lot and tries to help very much. However, the book she is using, is very confusing, not only for me by many, many other students I have talked to, mind you I am well above passing in this class. There also is...almost a language barrier. She does not understand my questions and it's hard for her to be helpful. I have taken a few other classes with her and I have had the same experience with asking questions and her helping.

- The professor has a one-sided view of [subject], and that one side is negative and critical. The online textbook we were assigned to read was written by Howard Zinn who was, “asked whether the world would be a better place if the United States had never existed. His answer was ‘yes’.” The citation for this quote about Professor Zinn, came from the biography of Emma Goldman by John C. Chalberg, on page 203, that we were assigned to write our primary essay based on. I believe a more balanced view of [subject] would be useful.
- Way too much busy work for a JC class. And for it be an online class and having to post every day is kind of ridiculous.

Favorable of class or online structure (n=9):

- Appreciated the speedy responses and the FAQ link.
- Enjoyed this online class. Discussion board was the most time consuming, but it helped me with my writing skills.
- Fantastic course, but much too fast-paced.
- I am learning so much. Way more than I expected.
- Liked that assignments were due on Tuesdays. Made it easier to get quality work done because all of my classes had different due dates.
- Loved our discussion links and topics! Real world application made the material more tangible.
- This course made the subject extremely approachable. I am thrilled to have been able to take this class, I would not even mind if the class was longer.
- This hybrid class helped with my availability.
- Thought that the course was very useful and I learned a lot! Instructor was always able to get back to me in time with questions I needed answered and was always polite. I thought that this was a great learning experience.

General statements (n=5):

- I already have!
- I’m taking this course as one of the last few I need to graduate with my degree in Computer Information Systems so I already had prior knowledge of the subject matter. That being said I feel as if I would have excelled in this class had I not known much about the subject.
- My only comment would be that I would like for Crafton to get more online classes.
- This is a good, fast, and sensible way to get some science credits in.
- Very fast-paced but definitely worth it!

Any questions regarding this report can be directed to the Office of Institutional Effectiveness, Research, and Planning at (909) 389-3331 or you may send an email to cgundersen@craftonhills.edu.