



DISTANCE EDUCATION COURSE EVALUATIONS AGGREGATED RESULTS

Fall 2016

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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 Fall 2016 consisting of 311 responses from students enrolled in one or more online or hybrid courses.

Summary of Results

- 94% of respondents would recommend their instructor to another student, and 96% would recommend their course.
- 66% of respondents were female, and 60% of respondents were between 18 and 24 years old.
- 23% of respondents reported working 40 or more hours per week, while 20% reported not working at all.
- 42% of respondents typically spent 4-6 hours each week on their course.
- 52% of respondents stated that group projects were not applicable to their course.
- 57% of respondents indicated video lectures as additional instructional resources they would like to see more of in future online classes.
- Comments provided were generally favorable. One respondent stated, “Perhaps the best and most educational online course I have taken out of eight courses I have taken in the past. I highly recommend this course along with this specific instructor.” Another respondent stated, “This is my first online class and it has been a good experience. The benefit of taking an online class is that I can fit the class into my busy schedule. The instructor really gave us some interesting questions that I enjoyed talking and thinking about.”

Methodology

The Educational Technology Committee, a committee of the Academic Senate, 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 Fall 2016 term were given access to the evaluations via an online link provided by their instructor. There were 40 instructors teaching 76 DE sections. Three hundred eleven students enrolled in 31 DE sections with 21 instructors completed the online evaluation.

The evaluation explored the following five themes:

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

Responses to questions related to course components, instructional approach, and student satisfaction were recorded on a four-point Likert scale (4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree). Responses to questions related to instructional resources were recorded on a three-point Likert scale (3=Very Useful, 2=Adequately Useful, 1=Not Useful). In addition, there was an option to choose “Not Applicable” as a response to all scaled questions. Respondents were also asked to select whether other components should be used in future courses, if they would recommend their course to another student, and if they would recommend their instructor to another student. Finally, respondents were given an open-ended response for comments. To organize feedback received, comments were categorized by topic. A limitation to grouping any open-ended responses into categories is that researchers may group them differently. Additionally, since the survey is completely anonymous and no identifying information was collected, there is a possibility that the same student may have completed multiple surveys.

Sample

Referring to Table I, “#” 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) earned, and “%” refers to the response rate. For example, Professor Downey taught one section, PSYCH-100-70, which had 38 students earn a GOR and 11 total responses for a response rate of 29%. Because the survey is completely anonymous and no identifying information was collected, a limitation to consider is the possibility students may have completed multiple surveys. An additional limitation to consider is the possibility that due to professors teaching a course with multiple sections, students may have selected an incorrect course section. In this case the enrollments and sections were combined together, for example Professor Clarke taught two course sections for Allied Health, AH-101-70 and 71.

Table I. Response rate.

Faculty & Section	#	N	%
Armstrong	14	56	25.0
SOC-100-70	9	27	33.3
SOC-105-70	5	29	17.2
Bauer	28	33	84.8
HIST-101-71	28	33	84.8
Boebinger	47	49	95.9
CHEM-102-70	1	10	10.0
CHEM-123-70 & 71	46	39	117.9
Bridges	3	32	9.4
RELIG-101-71	3	32	9.4
Clarke	41	61	67.2
AH-101-70 & 71	41	61	67.2
DiPonio	3	44	6.8
ENGL-102-70 & 72	3	44	6.8
Downey	11	38	28.9
PSYCH-100-70	11	38	28.9
Firtha	1	19	5.3
ENGL-101-71	1	19	5.3
Franko	1	13	7.7
HIST-135-70	1	13	7.7
Gamboa	8	21	38.1
ECON-100-70	8	21	38.1
Hawkins	23	30	76.7
ENGL-102-73	23	30	76.7
Hendrickson	14	21	66.7
CHC-062-70	14	21	66.7
Ledoux	1	30	3.3
HEALTH-263-70	1	30	3.3

Table I. Response rate. (Continued)

Faculty & Section	#	N	%
McConnell	20	75	26.7
CHC-062-71	12	22	54.5
CHC-062-72	3	21	14.3
MUSIC-103-70	5	32	15.6
McLoughlin	9	24	37.5
SOC-130-70	9	24	37.5
Petrovic	3	17	17.6
ART-102-70	3	17	17.6
Rabago	30	53	56.6
KIN-200-70	15	21	71.4
KIN-200-71	15	32	46.9
Salvi	11	30	36.7
ANTHRO-102-70	11	30	36.7
Urbanovich	16	42	38.1
COMMST-100-70	13	16	81.3
COMMST-100-71	3	26	11.5
Winokur	25	63	39.7
MUSIC-103-71	16	33	48.5
MUSIC-120-70	9	30	30.0
Yau	2	50	4.0
CIS-101-70	1	25	4.0
CIS-101-72	1	25	4.0
TOTAL	311	768	40.5

Demographics

Table 2 illustrates respondents' age, gender, and ethnicity. Sixty percent of respondents were 18-24, 66% of respondents were female, 36% were Hispanic, and 34% were Caucasian.

Table 2. Respondents' age, gender, and ethnicity.

	#	%
Age	306	100.0
18 - 24	182	59.5
25 - 30	55	18.0
31 - 35	24	7.8
36 - 40	18	5.9
41 and above	27	8.8
Gender	304	100.0
Female	201	66.1
Male	103	33.9
Ethnicity	302	100.0
Hispanic	109	36.1
Caucasian	104	34.4
Other	30	9.9
Multi-racial	23	7.6
Asian	20	6.6
African American	11	3.6
Pacific Islander	4	1.3
Native American	1	0.3

Table 3 illustrates various employment and instructional characteristics of respondents. Twenty-three percent of respondents reported working 40 or more hours per week, while 20% reported not working at all. Sixty-two percent of respondents enrolled in 1-3 courses in the Fall 2016 term, and 31% reported that this was their first online course. Additionally, 42% percent of respondents devoted 4-6 hours each week to their online course.

Table 3. Employment and instructional characteristics.

Characteristic		#	%
Hours worked per week		299	100.0
	0 hours	59	19.7
	1 - 10 hours	30	10.0
	11 - 20 hours	43	14.4
	21 - 30 hours	42	14.0
	31 - 40 hours	57	19.1
	40 or more	68	22.7
Classes taken this term		305	100.0
	1 - 3 classes	188	61.6
	4 - 6 classes	114	37.4
	7 - 9 classes	3	1.0
Total online courses taken at CHC		304	100.0
	1 classes	95	31.3
	2 classes	63	20.7
	3 classes	56	18.4
	4 classes	46	15.1
	5 or more classes	44	14.5
Hours spent studying per week for this course		307	100.0
	1 - 3 hours	65	21.2
	4 - 6 hours	130	42.3
	7 - 9 hours	75	24.4
	10 or more hours	37	12.1

Findings

Table 4 illustrates respondents' perceptions about various course components. Over 96% 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.

Table 4. Course components and instructional procedures.

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	#	%	#	%	#	%	#	%	
The instructor posted a syllabus for this course in a timely manner.	281	90.6	29	9.4	0	0.0	0	0.0	310
The instructor gave assignments and exams that were related to the learning objectives of this course.	266	86.1	39	12.6	2	0.6	2	0.6	309
All course materials were posted in a timely manner.	262	84.2	47	15.1	2	0.6	0	0.0	311
The syllabus accurately described what was involved in the course.	256	82.8	48	15.5	3	1.0	2	0.6	309
The instructor demonstrated knowledge of course subject matter.	254	82.2	50	16.2	5	1.6	0	0.0	309
The method of grading for this course was clearly stated in the syllabus with an outline of assignments.	254	82.2	51	16.5	3	1.0	1	0.3	309
The instructor allowed sufficient time for assignments to be completed.	250	80.6	56	18.1	3	1.0	1	0.3	310
The instructor organized the schedule effectively to promote learning.	246	79.4	59	19.0	3	1.0	2	0.6	310
The instructor used explanations that were clear and understandable.	239	77.3	59	19.1	9	2.9	2	0.6	309
The instructor inspired interest/excitement in the subject matter.	223	72.9	74	24.2	7	2.3	2	0.7	306

Table 5 illustrates respondents' perceptions about various instructional components. Over 95% 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.

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	#	%	#	%	#	%	#	%	
The instructor was available to help students and made it clear how to contact him/her outside of class.	257	83.4	44	14.3	5	1.6	2	0.6	308
The instructor provided opportunities for student input/class discussion and was open to other people's viewpoints.	248	81.0	52	17.0	6	2.0	0	0.0	306
The instructor responded to student communication within the guidelines described in the course syllabus.	248	81.0	53	17.3	5	1.6	0	0.0	306
The instructor made an effort to help students succeed in the course	246	80.1	51	16.6	7	2.3	3	1.0	307
The instructor treated students in an unbiased manner.	241	82.0	43	14.6	5	1.7	5	1.7	294
The exams were fair and understandable.	238	77.5	59	19.2	7	2.3	3	1.0	307
The instructor's system of grading was fair.	237	77.5	57	18.6	9	2.9	3	1.0	306
The instructor returned test and assignment grades/evaluations in a reasonable length of time.	235	77.3	60	19.7	6	2.0	3	1.0	304
The instructor applied course material to the real world.	228	75.7	65	21.6	6	2.0	2	0.7	301
The instructor was sensitive to gender and multi-cultural concerns.	216	80.6	44	16.4	7	2.6	1	0.4	268
The instructor allowed group interaction or assigned group projects.	206	74.9	56	20.4	11	4.0	2	0.7	275

Table 6 illustrates respondents' perceptions about the usefulness of various instructional resources. Over 90% of respondents found all instructional resources very useful or adequately useful. Notably, a large number of responses for group projects was "Not Applicable" (52%), which was excluded from the table. The statements are sorted from the highest percentage of positive responses to the lowest percentage of positive responses.

Table 6. Usefulness of instructional resources.

Resources	Very Useful		Adequately Useful		Not Useful		Total
	#	%	#	%	#	%	
Required assignments	243	78.6	61	19.7	5	1.6	309
Online Gradebook	242	78.8	50	16.3	15	4.9	307
Quizzes and exams	242	78.8	54	17.6	11	3.6	307
Internet resources	241	80.3	52	17.3	7	2.3	300
Discussion Boards	234	76.2	65	21.2	8	2.6	307
Instructor-generated content (e.g. PowerPoints, videos, podcasts, etc.)	233	80.1	51	17.5	7	2.4	291
Online lectures given by the instructor	195	77.7	54	21.5	2	0.8	251
Textbook(s)/Workbook(s) used in this course	195	71.2	71	25.9	8	2.9	274
Group projects	98	66.2	36	24.3	14	9.5	148

Table 7 illustrates respondents' general satisfaction with various aspects of the course. Over 86% of respondents either agreed or strongly agreed with all but one statement; 79% of respondents either disagreed or strongly disagreed with the statement that they communicated at least as much with other students in this online course as they would in a face-to-face 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.

Table 7. Course satisfaction.

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	#	%	#	%	#	%	#	%	
I would choose to take another online course.	244	79.2	48	15.6	11	3.6	5	1.6	308
I would recommend the online course experience to another student.	252	82.1	42	13.7	4	1.3	9	2.9	307
This course was more convenient to take than a traditional face-to-face course.	225	73.3	61	19.9	12	3.9	9	2.9	307
I found that I learned at least as much in this online course as I probably would in a face-to-face course.	213	69.4	69	22.5	9	2.9	16	5.2	307
Without the availability of this course via Internet, I would not have been able to enroll in this course/program.	200	67.1	59	19.8	30	10.1	9	3.0	298
I had to work at least as hard in this course as I would have in a traditional face-to-face course.	207	67.4	72	23.5	22	7.2	6	2.0	307
I communicated at least as much with other students in this online course as I would in a face-to-face course.	140	47.3	94	31.8	47	15.9	15	5.1	296

Table 8 illustrates whether respondents would recommend the instructor and, separately, the course to another student. Ninety-four percent of respondents would recommend their instructor to another student, and 96% would recommend their course.

Table 8. Recommendation of instructor and course.

Question and Response		#	%
Would you recommend this instructor to another student?	Yes	292	93.9
	No	19	6.1
Would you recommend this course to another student?	Yes	299	96.1
	No	12	3.9

Table 11 illustrates additional instructional resources requested by respondents. Fifty-seven percent of respondents indicated video lectures as additional instructional resources they would like to see in future online classes; followed by website links related to course content selected by 44% of respondents.

Table 11. Additional requested instructional resources.

Resource	#	%
Video lectures	149	57.3
Website links related to course content	113	43.5
Videos on related course content from a variety of sources	112	43.1
Chat rooms	99	38.1
Instructor podcasts	88	33.8
Instructional videos on how to use Blackboard	50	19.2

Note: It is possible respondents selected multiple resources.

Finally, 100 respondents (32%) provided additional comments in the following four themes: generally favorable of the instructor and course, general course or instructional difficulties, difficulties due to online structure, and poor learning experiences. Respondents were most likely to provide praise about their instructor and course (n=92). A small number of respondents commented on their poor learning experience (n=4). The same number of respondents (n=2) provided comments regarding specific course or instructional difficulties and difficulties with the course due to the nature of the class being offered online. To anonymize responses, individual names mentioned in the comments were replaced with “[Name]”. Comments included may have been separated, to allow for proper categorization.

Generally favorable of instructor and course (n=92):

- A nice experience for a first online class.
- Although I have found that this online class in particular requires around the same amount of time that would otherwise be spent in a classroom environment, I find the structure and the schedule of Bauer's class to be easy-to-follow and reasonable. The various methods of quizzing are also helpful and keep the course interesting!
- Although, taking this online course made me spend more time than attending a face-to-face class. Overall, grading system and quizzes are fair. A powerpoint or bullet guides would also be helpful because the video lecture is a little fast, I had to go back or pause multiple times to be able to write my notes.
- As a shy person the online class lets me communicate with other students much easier. I'm very appreciative of this fact.
- Awesome Instructor. Five Stars.
- Bauer's organization of Blackboard allows me to quickly identify course materials and exams. He provides personalized feedback on discussions. This provides me the opportunity to improve the following week. He provides thorough online lectures. It would be beneficial if all online classes followed Bauer's organization.
- Before I give my comments I'd like to give a little background. I'm 48 years old and have a management position in the grocery industry. I quit college in 1988 to work full time. Now 28 years later I want to finish up my degree while still holding my position which requires me to work 6 days a week with varying hours. My other online courses up to this point have been very flexible regarding when I had to do my work. I was able to put off the schoolwork until it was convenient for me to do it that week. Which I thought was the point of having online courses. I feel that the instructor hasn't considered this when deciding when assignments are due. For example, discussion questions were mostly due on Thursdays. There were times when my burden at work and my other real life obligations made this difficult and I wish I could have taken advantage of the other 3 days of the week. I also feel that giving a quiz once a week would have directed students toward which concepts the instructor thought were most important to understand and aided in learning key concepts. There were no quizzes given...just "discussions" and tests. I would like to thank the instructor for accepting the 3 discussion questions I posted past the deadline. The fact that the previous two weeks had a Monday deadline while the deadline I missed had been moved up to Friday did play a role in my being late but I bear responsibility for completing my tasks on time. I appreciate the instructor taking the time to review my posts anyway and then actually giving me credit.
- Boebinger has created an awesome online learning experience. She has clearly taken the time to construct a fluid online working class environment. She has gone above and beyond what would be expected from most online professors, some of which are, blackboard discussions, adequate information regarding text, PowerPoint slides, external links for help. I can tell that she really cares about her students success by the way she engages online. Personally I would not have been able to take my chem class had it not been offered online. Boebinger not only made that possible, she made it fun and simple to understand.

- Class was excellent
- Enjoyed this class this semester, and Professor was very helpful, and answered my questions within minutes of my e-mail!
- Fantastic Professor!
- Give this man a raise!!!!!!
- Good to catch up on technology after 15 years out of school.
- Great course, the textbook could have been better though.
- Great fast pace class. Would definitely recommend. Love the rush of it, and also the material isn't as bad. (n=2)
- Great instruction and so much information in a short amount of time. It is very likely that I will take another course from this instructor.
- Great online class. Fun Discussion Board Assignments!
- Great professor! (n=2)
- Great professor! answered emails in a timely manner
- I absolutely loved Catherine. She was extremely genuine and did everything she could to make sure students fully understood what was happening in the course and if they didn't she was able to get back to the student as soon as possible and make the assignment as clear as possible.
- I am a full time student who also works and this was my best professor and course this semester and I dislike computers and technology but Professor Yau had her timeline up with due dates at the beginning of every week which allowed me to get every assignment done between my other classes and work. She also responded to every email and gave me a place on campus to go for help. Strongly recommend this course.
- I am learning a lot from this class. Very effective way of teaching and communication.
- I am pleased with the instructor and the course but I would like the discussion board posts grades back the following week.
- I appreciate Ms. Downey's instruction. She presented the course's information in a challenging, yet efficient manner that required her students to critically think about the material at hand.
- I appreciated the instructor's encouragement and comments.
- I did so much better in this online class than I have done in actual/hybrid courses in the past.
- I enjoy this class, but if you are not good at time management you will drown. Definitely a lot of busy work, helpful but can be over whelming.
- I enjoyed the content of this course. The instructor was very enjoyable and informative.
- I found this to be an excellent course. Maybe combine some of the two chapter exams which occurred later in the course into four chapter exams so we don't have an exam every week. Some of the questions on the exams were worded a little strangely which sometimes made it difficult to know what exactly was being asked for on the question. Maybe remove the interview for short term classes as it can be somewhat difficult to find a kinesiology professional in a short time period.
- I had an amazing experience with this course.
- I hate science but I have sincerely enjoyed the things I have been exposed to by this teacher. She is inspiring and engaging.
- I have already applied the knowledge acquired in this class, I enjoy the format, as well as the teachers YouTube videos (helped to bring life to this online class). Well done professor!
- I loved this class, thank you for teaching me!
- I really appreciate the instructor's insight into the history of music and the MP3's & External Links of the course material was fun to watch and listen to. It would be nice to put a face to my instructor's name, but no picture of him is available.

- I really enjoyed Ms. Hawkins class because she made this class very interesting and I understood all her procedures. I also liked it when she emailed me about office hours very helpful. I hope I get to meet her one day in person. Very great lady. Thanks for a great semester and good luck next semester. =)
- I really enjoyed taking this online course. It helped me and Ms. Hawkins was a great instructor. I felt that she really cared about me passing the class. I would definitely recommend this course to other students.
- I thought the class outline and schedule were well presented and organized. It is really important to know what is coming ahead of time so that I can plan my work for an online class, and I knew what to expect at all times. I only wish there was a way to view the discussion board grades before the end of the semester.
- I truly enjoy this course. I find the professor very knowledgeable and insightful. I would take another history course by this professor as well.
- If I recommended this course, I would definitely let them know that they need to be ready to devote time to this class. There are lots of reading and resources to review and research to be done, but if they stay on top of their assignments and don't get behind, they will do just fine.
- Instructor is great the class has nothing to do with real life. I am almost 40 years old and this in no way shape or form will help anybody outside of the music industry. I applaud Dr. Winokur for his work as an instructor I enjoyed him I just can't see this subject needed in life
- Mr. Armstrong is one of the best teachers I have ever had. He is very good at his job.
- Mr. Bauer is very organized and efficient. He is very fair, and genuinely wants the success of his students-- however he is not willing to give them a grade they don't deserve. History is a challenging subject for me, but Professor Bauer makes it interesting and challenges me to think critically from an objective perspective, and I believe I learn much more by doing so. Great class, great organization, great professor!
- Mr. Rabago is without a doubt one of the best instructors I have had at Crafton Hills College. You can tell that he truly cares about his students and he is the only instructor that was willing to take the time to give me a letter of recommendation.
- Ms. Hawkins is another one of those teachers that never gives up on you even when you give up on yourself. She is the first online instructor that I have had that went the extra mile with conferencing. Her voice was reassuring, as we all know tonality can get lost in emails, this option really did so much more than I thought it would. She's an excellent teacher, but not a pushover. She makes you earn every single point of your grade, but challenges you to challenge yourself and not the grade board. It has been my honor to be taught by Ms. Hawkins.
- Ms. Hawkins was a great and energetic instructor. Although the homework was a bit overwhelming at times, the material and her flexibility made taking the class a joy!
- Ms. Hawkins was an above excellent English professor! She taught the subject matter with great clarity and covered topics that were extremely interesting. I will definitely be walking away from this course with an expanded knowledge in essay writing, which will be a great asset in my future endeavors. She has also made my first online class experience rewarding, and I will be taking other online classes in the future.
- Ms. Hawkins' online class is excellently scheduled and the assignments are clearly presented. She provides students with all of the necessary resources and responds to them swiftly.
- My instructor is very knowledgeable and she always post the homework assignment on time. I like her. I can take another class with her if possible.
- Nice course I learned more than I had originally anticipated learning, I went into the course thinking I wouldn't get much out of it.
- Overall an amazing experience and I highly recommend taking this course along with the instructor. So informative and just overall so satisfied with how this class went.
- Perfect online program for working adults.

- Perhaps the best and most educational online course I have taken out of eight courses I have taken in the past. I highly recommend this course along with this specific instructor.
- Please provide more online courses to choose from. They are a god-send for some students, as myself.
- Professor Clarke has structured this course in a very well organized way. I can definitely see how much I have learned from this class through the weekly case studies which I enjoy doing. I truly enjoy this online course and I am glad that I decided to enroll in it. I am fortunate to have found this online course because otherwise I would have not been able to find a medical terminology course that could fit in my very busy schedule.
- Professor Clarke is an awesome teacher!
- Professor Hawkins was hands down the best and my favorite online course I have ever taken at Crafton Hills College. Though the list of online courses I have taken is not large, she was very clear and sincere in all her assignments. She made it very exciting to perform all tasks required to complete the course.
- Professor Rabago was very helpful when I contacted him. I would definitely recommend him to another student. I would recommend this course to anyone who has a desire to learn the basics of kinesiology.
- Professor Urbanovich is an awesome, charismatic, laid back Professor who makes you feel comfortable in an instant. He is very understanding and flexible and I would definitely take another class with him.
- Thank you Dr. Bridges, I have learned so much in this class. Personally, I feel that I have been given a chance to dig deep and get to know my own religion. This means so much to me because I didn't expect reward when I register for this class. I appreciate your discussion questions because they made me think and view the materials in different angles. Also, thank you for taking the time to read and always comment on our entries. You set an awesome example for us students to follow.
- Thank you.
- The case studies were very cool assignment in being able to apply the knowledge to real life scenarios.
- The course and the method of teaching were excellent.
- The course overall was great but the quizzes were very tough! I'm so glad that extra credit was offered because I really needed it.
- The course was very informative and very practical.
- The instructor shows great knowledge for the material and everything has been easy to follow. He makes his instructions clear and the everything you need to find is on blackboard which helps a lot. He also follows his syllabus unlike some other teachers I've had and I really need structure and to be told what to do and I've gotten exactly that from this class. Other teacher should follow this example if they're going to teach an online class.
- The instructor was very clear in what we had to do each week and would send us reminders through email to keep us on our toes. The assignments were due every Tuesday and so we had a whole week to work on our quiz and discussion board. It was a very good class.
- The requirement to attend a concert and write about it with the emphasis on the aspects that we learn during the course was very inspiring and helpful in appreciating music.
- The way this instructor teaches is very interesting. He provides and uses a LOT of course material and I appreciate that he makes lectures and posts them on YouTube for use to watch/listen to. The quizzes are kind of long, but they serve a purpose. He clearly states the rules and ideas for the class to structure it

- There are a lot of assignments but I believe that is what is needed to keep online students engaged and learning. I enjoy it and having this course online allows me to keep my work schedule the way it should be, also allowing the freedom to do the things I love such as hiking and being outdoors. I am able to do my work in my own time without it creating a schedule conflict. I would absolutely recommend for anyone who is good at time management.
- This class was manageable for me since it started at the beginning of the semester, so there are not lots of assignments due for other classes.
- This class was one of my favorite online classes I have taken. Mr. Armstrong had an excellent balance of educational resources, learning time, quizzes, and homework. I never felt to rushed to complete anything, and I definitely learned a lot. The class was very well paced, and the materials we had to study each week were well proportioned. Overall I really enjoyed my experience with this class.
- This course helped me to become more understanding about our American culture
- This course is hard, but it is also worth it. Professor Hawkins was always available to answer questions and give feedback. I would absolutely recommend students take her online class.
- This course took away the intimidation of learning online.
- This course was informative and practical. (n=2)
- This is a great course for anyone looking for a basic chemistry class especially when it is a short-term class.
- This is my first online class and it has been a good experience. The benefit of taking an online class is that I can fit the class into my busy schedule. The instructor really gave us some interesting questions that I enjoyed talking and thinking about.
- This medical terminology course has been a very enjoyable course. I found that this course has well prepared me for future courses that will involve medical terms. I appreciate that this course is offered online because otherwise I would not be able to take this class. I can really see how much medical terminology I have learned during the weekly case studies which I really enjoyed doing. I highly recommend this class and this professor because of her great organization of this online course.
- This was my first time taking an online class and it really helped me focused more on my studies on my own time and it also helped me use my time wisely.
- Very Amazing and fair teacher.
- Very awesome teacher, she was clear and precise with what she required of us. (n=2)
- Very good Professor, enjoyed the class a lot!
- Very good teacher and tests are pretty good!!! (n=2)
- Very happy with this online class.
- What a wonderful class and the pace it was put at was perfect for being a month long course! Would recommend to anyone that needs this class, wonderful and punctual instructor.
- Wonderful Professor that is passionate and truly cares about her students. Thank you!
- Yup the instructor made sure to nail one thing about speech and that's to make sure it's fun and entertaining! I wish there was a stronger emphasis on when quizzes are due especially when we are talking in class since I missed the first quiz, again.

General course or instructional difficulties (n=2):

- I didn't know this course was partially online and did not enjoy that at all. I work 49 - 58 hours a week and 3 other classes besides this one. I don't have all the time in the world to go online and do a lot of the assignments or always be looking for the updates. I missed a test because of this. I took this course not knowing it was half in class and half online. I thought it was all just in class. I find it hard to keep up with this class having to constantly go online to check for updates and things do to. I also do not agree with the way things are graded

- Teaches the class like he's an English Professor which is not part of the class description. Also only likes he's style of music instead of considering the student's choice of style.

Difficulties due to online structure (n=2):

- Technical difficulties were experienced but resolved quickly, no complaints otherwise
- The setup of this course's Blackboard was hard to follow. When I attempted to reach out to Firtha she was unavailable and referred me back onto Blackboard. I understand this is an online course, however, she acknowledged she was experiencing problems with Blackboard herself.

Poor learning experience (n=4):

- I do not like that the DB grades are not posted. that is a huge chunk of our grade and we are told to email once a month, if we want, to get our grade...we should be up to date on what we are getting in the class. I am also VERY disappointed in the fact that we have to attend concerts...people take online classes because they are busy, have children, can't afford daycare, etc. I have been beyond stressed at finding a sitter, taking time off work, etc. to attend a mandatory concert that is worth a huge chunk of my grade. If I would have known this, I would not have taken this particular class.
- I have been taking mostly online classes this last semester to allow myself more hours to work. Online classes usually allow me the flexibility to work on them on the weekends. This class did NOT allow me such freedom. Her assignments were only available certain days during the week. I have work most days of the week so I had to scramble to do homework when I came home from work. If the assignments were available, the whole week it would have been so much easier to work around. Instead, I started becoming stressed out because I was missing assignments because I did not even know they were there because they disappear after the due date. She does not have a schedule to follow in the syllabus; that would have made my life easier. Also, her lack of flexibility when I tried to see if she would accept late work at a penalty is discouraging. All kinds of things can go wrong with online classes but she only allows one redo on a quiz. She needs a better late policy and technical difficulty policy. This was an 8-week class. She required us to visit two different church/places of worship as part of the course. This was very difficult for me to do due to the fact that I work a lot and I am heavily involved in my own church. So trying to find time during the weekend to visit two other churches was challenging. If it was just one Field Visit or a 16 week course that would have made more sense. Professor [Name] treated this course more like a face-to-face class instead of an internet class. An internet class should be more flexible than a classroom class. This class was not flexible. I do not plan on taking another class from [Name] or suggesting her to anyone ever.
- My experience was that if you agree with this professor, you will be rewarded. Music interpretation is individual and if you do not agree with Dr. [Name], he will not hesitate to let you know and call you out. I shared my concerns with email communications I had with him with another professor and they were taken aback by the responses I received from him, as well. I was instructed to keep the email communications and if anything less than what I felt I had earned should appear on my report card, I was advised to take them to the Dean of the department. To this day, in the beginning of the eleventh week, I still have no clue what my grade is in this class. I have spoken with other class mates who have no idea, either. In all of the online classes I have taken, this has been by far the most frustrating and uninviting experience to date. I have had six online classes with straight 'A's. My experience with this professor has discouraged me from taking anymore music course at Crafton Hills for fear of getting him again. I don't feel that this has been a learning experience in music as much as I feel it has been a learning experience with this particular professor. It is said everyone gets that "one professor" where communication never syncs up. This was that professor for me. I am hesitant in leaving feedback for fear of retaliation from him. If you had the emails, you would understand my fears.

He seems to be afraid of students communicating without his knowledge, although that is done a lot in online environments. He uses the term "creepers" when instructing us as in "no creepers please". That's a bit presumptuous and insulting to students when coming from their professor. Someone should be aware of some of his behaviors, as I have been fortunate enough to never have encountered someone as arrogant and insulting as this man under the guise of educator. I know a few others who have taken this class on campus and, after reading some of the things he says, stated that they have never seen anything like it either. I would recommend this course to another student, but I would warn them of the professor. The material is fantastic and once I stopped communicating my questions on how the grading works, I have learned so much. Online learning is a wonderful option for so many people for various reasons.

- When I asked her if we could set up a time so she could walk me through the process, she said no. When students take a face-to-face course, the instructor still communicates with us via email, so I believe [Name] should have been more flexible and willing to help me. I dropped the course. There is a better way to have instruction, by an instructor who wants to be helpful.

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 dpineda@craftonhills.edu; RRN 1556 FA16 DE Course Evaluation Results.docx, snDECourseEvaluation_FA2016.sav, FA16_DE_CourseEvaluations_Output.spv.