



 Research Brief: Distance Education Course Evaluations Fall 2010

Overview: In fall 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 evaluations were administered in fall of 2009 and minor adjustments have been made to the questions in the original version of the survey. The second iteration of the survey was administered in spring 2010 and that same version was administered a second time in fall 2010. All students enrolled in a distance learning course at Crafton Hills in fall of 2010 were given access to the survey by means of an on-line link provided by their instructor. Two-hundred and ninety-seven responses were received anonymously from students taking courses from 12 instructors, in a total of 21 sections. As seen in Tables 1a and 1b, the overall response rate was 57%. 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 level¹. 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

Instructor	Evaluations (N)*	GOR (#)**	Participation Rate (%)
Boebinger	11	21	52.4%
Brink	15	66	22.7%
Carroll	28	33	84.8%
Downey	2	33	6.1%
Franko	20	22	90.9%
Hogrefe	25	27	92.6%
Hoyt	54	86	62.8%
Mansourian	4	21	19.0%
McCambly	8	20	40.0%
McConnell	92	126	73.0%
McLaren	17	28	60.7%
Urbanovich	21	38	55.3%
Total	297	521	57.0%

* Number of students who submitted an on-line course evaluation. **Number of students who earned a grade on record. ***Response rate; N/#= the percent of students who participated by completing an evaluation.

¹ Krejcie, R.V. & Morgan, D.W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610.

Table 1b: Participation rate by course

Course	Evaluations (N)*	GOR (#)**	Participation Rate (%)***
ART102 (70)	8	20	40.0%
CHEM 123 (70)	11	21	52.4%
CD 105 (70)	16	28	57.1%
CIS 101 (70)	22	22	100.0%
CIS 101 (71)	9	21	42.9%
CIS 101 (72)	15	19	78.9%
CIS 140X2 (70)	11	24	45.8%
CIS 142X2 (01)	14	17	82.4%
CIS 143X2 (01)	13	16	81.3%
ECON 201 (70)	4	21	19.0%
JOUR 135 (70)	25	27	90.0%
MUSIC 103 (70)	35	45	77.8%
MUSIC 103 (71)	33	41	80.5%
MUSIC 120 (70)	22	40	55.0%
PSYCH 100 (70)	1	33	3.0%
PHIL 103 (70)	7	25	28.0%
PSYCH 111 (70)	6	24	25.0%
RELIG 101 (70)	2	17	11.8%
RELIG 135 (70)	20	22	90.9%
SPEECH 100 (70)	14	22	63.6%
SPEECH 174 (70)	7	16	43.8%
Unknown/Missing	2	2	100.0
Total	297	521	57.0%

* Number of students who submitted an on-line course evaluation. **Number of students who earned a grade on record. ***Response rate; N/#= the percent of students who participated by completing an evaluation.

Sample: Overall, students who responded to the survey were more likely female (61%), between the ages of 18-24 (55%), and of European-American ethnicity (47%). In addition, students were more likely to not work (21%), to be enrolled in 4-6 classes this semester (54%), and taking their first online course at Crafton (47%).

Table 2: Student demographics and characteristics

DE Student Demographics			DE Student Characteristics		
Gender	N	%	# of work hours this semester	N	%
Female	181	60.9	0 hours per week	63	21.2
Male	106	35.7	1-10 hours per week	33	11.1
Unknown/Missing/Other	10	3.3	11-20 hours per week	39	13.1
Total	297	100.0	21-30 hours per week	55	18.5
			31-40 hours per week	54	18.2
			40 or more hours per week	46	15.5
Age	N	%	Unknown/Missing	7	2.4
18-24	164	55.2	Total	297	100.0
25-30	62	20.9			
31-35	23	7.7	# of classes this semester	N	%
36-40	11	3.7	1-3 classes	130	43.8
41 and above	31	10.4	4-6 classes	161	54.2
Unknown/Missing	6	2.0	7-9 classes	3	1.0
Total	297	100.0	Unknown/Missing	3	1.0
			Total	297	100.0
Ethnicity	N	%	# of online classes taken at CHC	N	%
African American/Black	11	3.7	1 online class	140	47.1
American Indian/Native Alaskan	5	1.7	2 online classes	58	19.5
Asian American	12	4.0	3 online classes	46	15.5
European American/White	140	47.1	4 online classes	18	6.1
Hispanic/Latino (Any/All Races)	55	18.5	5 or more online classes	30	10.1
Multi-Racial	22	7.4	Unknown/Missing	5	1.7
Other	44	14.8	Total	297	100.0
Unknown/Missing	8	2.7			
Total	297	100.0			

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 with statements about usefulness, timeliness, and accuracy of course content and pedagogy to capture the perceived level of satisfaction with online courses.

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.

Findings: As seen in Table 3, on average, students agreed or strongly agreed with every statement in this section. Specifically, students were pleased with the instructor’s timeliness of the distribution of the syllabus (mean=3.83) as well as the relevancy of the assignments and exams (mean=3.74). On the other hand, students were less likely to feel that the instructor used explanations that were clear and understandable (mean=3.58) or that the instructor inspired interest/excitement in the subject matter (mean=3.51).

Table 3: Course content and instructional procedures

Please rate your level of agreement with the following:	N	Min	Max	Mean	Std. Deviation
The instructor posted a syllabus for this course in a timely manner	296	1	4	3.83	.399
The instructor gave assignments and exams that were related to the learning objectives of this course	296	1	4	3.74	.538
The instructor demonstrated knowledge of course subject matter	289	1	4	3.72	.565
The syllabus accurately described what was involved in the course	296	1	4	3.68	.612
The method of grading for this course was clearly stated in the syllabus with an outline of assignments	296	1	4	3.68	.629
The instructor allowed sufficient time for assignments to be completed	296	1	4	3.67	.574
The instructor organized the schedule effectively to promote learning	295	1	4	3.61	.710
All course materials were posted in a timely manner	296	1	4	3.59	.702
The instructor used explanations that were clear and understandable	293	1	4	3.58	.744
The instructor inspired interest/excitement in the subject matter	288	1	4	3.51	.756

Table 4 illustrates the student’s perceptions of the instructional approach and techniques. Overall, students agreed or strongly agreed with every statement and were most likely to be satisfied with the unbiased treatment (mean=3.72) and sensitivity to diversity (mean=3.70) of the instructors. Students were less likely to indicate agreement with the statements “the instructor allowed group interaction or assigned group projects” (mean=3.53) and “the instructor returned test and assignment grades/evaluations in a reasonable length of time” (mean=3.47).

Table 4: Instructional approach and techniques

Please rate your level of agreement with the following statements:	N	Min	Max	Mean	Std. Deviation
The instructor treated students in an unbiased manner	283	1	4	3.72	.563
The instructor was sensitive to gender and multi-cultural concerns	243	1	4	3.70	.594
The instructor applied course material to the real world	291	1	4	3.67	.570
The instructor provided opportunities for student input/class discussion and was open to other people's viewpoints	290	1	4	3.66	.614
The instructor's system of grading was fair	295	1	4	3.66	.573
The instructor responded to student communication within the guidelines described in the course syllabus	293	1	4	3.64	.613
The instructor was available to help students and made it clear how to contact him/her outside of class	294	1	4	3.62	.689
The instructor made an effort to help students succeed in the course	292	1	4	3.61	.698
The exams were fair and understandable	294	1	4	3.53	.674
The instructor returned test and assignment grades/evaluations in a reasonable length of time	290	1	4	3.53	.759
The instructor allowed group interaction or assigned group projects	264	1	4	3.47	.760

The results portrayed in Table 5 indicate that students agreed or strongly agreed with every statement related to course satisfaction. Students were more likely to agree that they would choose to take another online course (mean=3.64) and that they would recommend the online course experience to other students (mean=3.59). However, communication with classmates was not as frequent as that in a face-to-face course (mean=3.06).

Table 5: Course satisfaction

Please rate your level of agreement with the following statements:	N	Min	Max	Mean	Std. Deviation
I would choose to take another online course	288	1	4	3.64	.647
I would recommend the online course experience to another student	292	1	4	3.59	.738
I had to work at least as hard in this course as I would have in a traditional face-to-face course	288	1	4	3.58	.694
I found that I learned at least as much in this online course as I probably would in a face-to-face course	290	1	4	3.52	.750
This course was more convenient to take than a traditional face-to-face course	285	1	4	3.51	.763
Without the availability of this course via Internet, I would not have been able to enroll in this course/program	285	1	4	3.45	.810
I communicated at least as much with other students in this online course as I would in a face-to-face course	279	1	4	3.06	.989

Table 6 is a compilation of the resources and course components ranked by the perceived usefulness in the opinion of the respondents using a three point Likert scale of very useful=3,

adequately useful=2, and not useful=1. Students were more likely to find the online grade book (mean=2.69) and required assignments (mean=2.67) to be very useful. In contrast, discussion boards (mean=2.49) were more often rated as not useful to a student's distance education learning experience. In addition, 57% of the respondents chose not-applicable when asked to rate the usefulness of group projects.

Table 6: Resources and components used in DE courses

How rate the usefulness of the following:	N	Min	Max	Mean	Std. Deviation
Online Gradebook	289	1	3	2.69	.572
Required assignments	294	1	3	2.67	.533
Internet resources	286	1	3	2.66	.551
Instructor generated content (e.g. powerpoints, videos, podcats, etc.)	264	1	3	2.65	.544
Quizzes and exams	295	1	3	2.61	.590
Online lectures given by the instructor	219	1	3	2.59	.579
Textbook(s)/Workbook(s) used in this course	292	1	3	2.59	.611
Discussion Boards	282	1	3	2.49	.712
Group projects	167	1	3	2.44	.716

Respondents asked to choose any or all of the elements listed in Table 7 that they feel would be useful to incorporate into future online courses. Half (50%) of the respondents indicated video lectures should be integrated, while only 15% thought instructional videos on how to use blackboard should be included.

Table 7: Future DE course components

Which would you like to see more of in future online classes?	N	%
Video lectures	148	49.8
Website links related to course content	123	41.4
Videos on related course content from a variety of sources	110	37.0
Chat rooms	109	36.7
Instructor podcasts	104	35.0
Instructional videos on how to use Blackboard	45	15.2

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

Table 8a: Course recommendation

Would you recommend this course to another student?	N	%
Yes	273	91.9
No	24	8.1
Total	297	100.0

Table 8b: Instructor recommendation

Would you recommend this instructor to another student?	N	%
Yes	272	91.6
No	25	8.4
Total	297	100.0

Following the two questions related to recommending the course and instructor to other students, respondents were asked to leave any comments or suggestions for improvement of online and hybrid classes. The following feedback was offered by 28% of the respondents (N=83):

- Amazing Class. It vastly broadened my knowledge and inspired me to learn more.
- Amazing teacher
- Awesome class! I love the online discussion board-really makes you think about the role of the media and the class meetings help me to understand what the goal of the assignments and class are
- Awesome..! But the exams are extremely hard.
- Being a mother of young kids online courses are very convenient for me.
- Best (Subject) Class I have ever taken!
- Both the course and the instructor were great.
- (Instructor) is an amazing teacher, with an amazing online course.
- (Course) was a great learning experience. This was my first online class and I enjoyed it. Great teacher and classmates.
- Excellent class!!!!!!!!!!!!
- Good Class
- Good teacher. Very intelligent and helpful. One of my best classes in the year and half I have been at CHC. I am enrolled in two of his classes and I enjoy them both. Glad I took the class
- He was horrible. He would always claim he never got my work I posted, and then say... Oh yea I did, never mind. So I got a C in the class instead of a B, because he claims he never got my final I emailed him, and said Tough.
- His grading on the posts in the Discussion Board can be too extreme. His grading comes off as harsh and he grades them mercilessly. If he were more lenient on them, than students would more than likely post more or feel more encouraged to do so. He is an extremely pleasant person, amazing instructor, and tries to do is best to work with students and their individual needs. I enjoyed this class immensely and would take it again with him. In fact, I would take any class he offered if it still pertained to what I needed. He's great!
- I am a fairly shy person and therefore would probably not have voiced comments in a face to face classroom, nearly as much as I have been able to online. This interaction has caused me to think more critically about the course content. The teacher is very fair and I am comfortable with his availability to help students.
- I did not feel as though I learned anything in the course. The online format did not allow for anything other than reading the chapters and answering a couple questions.
- I enjoyed this class very much. I also like that she rearranged the class schedule so that it would allow us working students to get our assignments turned in on time. She is an excellent teacher and I would recommend her to any student.
- I favored the multiple options grading plan. (Instructor) offered many different resources to help student be successful. On the negative side, I very much disliked meeting with (Instructor) in person. He spoke to me and others as if we were incapable of understanding and with a degrading tone of voice. When a friend of mine, who also is taking a class with (Instructor) (not (Course)), he stated that he was very surprised to hear the tone in which (Instructor) spoke to me. He said that (Instructor) did not talk to him the same way and that he was also upset to hear (Instructor) talk to students as if they didn't have the capacity to understand course content. Also, (Instructor) assigned a term project that was extremely lengthy and which required meeting him in his office on a regular basis. This is not what I would expect from an

online course. I was very displeased with the part of the class. The term project hardly related to the class description and S.L.O. topics. (Instructor) assigned a very brief paper to be written in which we were to describe our understanding of the SLO requirements of this course. That was almost the only assignment that related to the SLO objectives. I would NOT take another class with (Instructor) and I would not recommend other students to take his course.

- I found this course useful for my job and having a better understanding of computer systems and Microsoft word. I did find that communications in this course were limited and the instructor did not make attempts to grade work in a timely manner as well as responses to students questions were as short as possible with little care given.
- I had a great time during this course, and it helped me tremendously because it was an online course that I could "attend" at my convenience while working and having other things going on in my life. Thanks (Student).
- I had an amazing time!!
- I had to add this as a 5th class this semester. I would tell another student that it is a very interesting class, and the teacher is great... But it is an incredible amount of work. I would never describe this class as an easy grade, and I think that this is probably one case where the face to face version is easier to learn from and just in general, even though there are more tests.
- I have been out of school for over 32 years and was very intimidated about going back to class and internet courses. My instructors have been amazing. I am learning (and re-learning) so much! I am excited about learning and finishing strong. Thank you for the online courses and such phenomenal teachers. I will be taking more online and face to face classes to meet my pre-reqs for the RN program.
- I have learned a great deal about computers and helpful Microsoft software such as Word, and PowerPoint, and I believe I can take this information with me to help me succeed in future areas of my life.
- I have never taken an online class before this one, so for this class being my first online class, I had a good experience. The professor got assignments graded in a timely fashion and would respond to emails within 24 hours. Her grading criterion was very fair and the quizzes reflected our assignments very well, so that everything matched up.
- I have really enjoyed this course and the instructor made it very clear on what it was we had to do throughout the course. Great experience great instructor :)
- I love having the available online courses around my busy schedule. Thank you for having the course especially when it is transferable course. Thanks again.
- I love my online (Subject) class! I have learned SO much from this course. I love that we had to check in every week, it helped me keep up with the work. Everything is so organized! I took a (Subject) class online and hated it so much. I wish every online class was set up like this!
- I love this class.
- I only wish the grading was more up to date and there was more interaction between the students and the teacher. The syllabus did list all of the assignments but among all of the online assignments it's hard to stay 100% on task without a little more guidance from the teacher. That would help students to succeed in the class!
- I really enjoyed this course and really wish that there were some more (Subject) courses offered for spring. I thought (Instructor) was very nice, but did not communicate to asked questions in a timely manner, and sometimes not at all which was frustrating and sometimes forgot be online at times that she said she would.
- I thought that an online course would just be about memorization instead of actual learning, however, I did learn a lot about (Subject) in this course. The book was a good pick for an online course for people who are not interested in (Subject), like me, and it kept me interested.

- I took this course as a general ed requirement and was worried I would get lost because (Subject) is not my major, but the way in which the course is presented incorporated both general & major specific topics well. The only issue I incurred was when I first signed up for the course, another instructor was listed and a different textbook. I emailed the teacher listed to verify the textbook because it was different than the text listed in the syllabus and ultimately ended up purchasing two textbooks for it which was a little frustrating. Overall, the course was engaging and informative and if I could take it again I would! I am definitely looking for classes by this instructor again.
- I would only recommend this course and instructor be taken on campus!
- I would point out the instructor appears to have been thrown into the lion's den. Previous instructors have provided personal assistance. I could be wrong, but as far as I know, this instructor appeared to have a full-time job elsewhere and not able to provide on-site office hours available to help. Further as a comment on Cisco, some of the online subjects could use further teacher clarification. I had to on many occasions use secondary sources. I don't think it's appropriate to introduce students to subjects not fully clarified -- Cisco could do a better job at writing its online courses. In the olden days they were far worse, getting better, but still a ways to go. I'm looking at authors of secondary sources -- guess that's why they make money. The reason why I believe he was in the lion's den is because some of the class assignments were inaccurate as if they were a carbon copy of last quarter teaching. We have enough to do without worrying if the assignments are correct or not. Further, this version of packet tracer was the worst I've ever seen, but maybe it was Crafton's install process or image that caused this. In some cases, students were able to apply certain command line entries and get them to work, but others weren't on some pc's. Never seen this kind of consistencies. You would think that with imaging same would apply.
- If it were not for the online courses that are offered, I would not have been able to educate myself to the extent that I have today. Although, in my opinion, more online courses should be offered with a variety of subjects/fields.
- Instructor made material easy to understand and used a book which was also easy to understand.
- Interesting class!
- Interesting class. I'm glad I took it!
- Interesting. I learned a lot about myself and communicating.
- It was a good class to take online and I learned a lot from it. I would not have been able to take this class if it wasn't online.
- It was a great course. Thank you!
- It's a great class, and I really love that it was easy for me to take. It's a lot more responsibility than a face-to-face class, but I also think that is a lesson in and of itself.
- I think that once (Instructor) gets his feet wet, he'll be fine. There were just some issues with tests not being activated and there were a number of times where I felt he was making up the meaning of some of the content. Pre-reading the curriculum would help with that.
- It's too short, it would be much better if this course was a full 18 weeks.
- Lack of discussion/interaction reduced on-line experience.
- More group interaction is needed. Also, more timely inputting of grades would be nice. 2 weeks or more for some grades to be posted is too long. I have enjoyed the online experience and will take more classes this way. It provides me more flexibility to my schedule.
- (Instructor) is the best!!! He really made this class that I greatly feared something that I could attain like speaking in public. He had lots of energy and passion about the subject which is contagious. The instructors at Crafton are great!!! They really care about their students and

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have a great deal of passion for teaching. I know that I had a great time!! I am no longer fear speaking in public.

- (Instructor) is great. The pace of this hybrid class was perfect.
- (Instructor) was fast to respond to any questions posted in the discussion board. Great class overall!
- My biggest problem was the late Monday night-Sunday set up of the course. Assignments should be posted early in the morning not at 8pm or later. Similarly I have found a Sat-Friday setup to work better with on-line courses.
- My (Subject) teacher was one of the coolest teachers in a long time. He always responded to our questions and helped us with our speeches. He even gave an extra credit opportunity. I personally love online courses. I wish you would have had them back when I first started here at Crafton. I would take all of my courses through the internet if allowed including science labs.
- No comment
- Online classes seem to be difficult for me but I needed this class to transfer and (Instructor) was very helpful throughout this class. If I had any questions about the class (Instructor) would return my emails that day. I really appreciated that.
- Online courses are the best with people who have busy Schedules like myself, also I save money on gas and use my time more effectively.
- (Instructor) is very easy to reach and works with students more than usual to help them complete the required coursework. He is helpful and understanding of students busy schedules and provides alternate yet equivalent assignments to those who have trouble completing certain tasks.
- (Instructor) is great!!! She really brought out my interest in (Subject)!!! The college is very lucky to have such a great instructor!!!!
- Professor is great. She does help student. I think this course would be better on campus. It is not very easy to understand the lecture by reading the chapters and power point lectures.
- (Instructor) was a great professor and I really enjoyed participating in her class.
- (Instructor) was incredibly helpful and knowledgeable on the subject matter in which she instructs. I have had more contact with her than many of the professors of the classes that I have taken in a traditional setting. She answers questions and addresses concerns virtually immediately and returns work in an extremely timely manner (with detailed feedback). The work that she assigns is challenging and thought-provoking. She is truly a fantastic instructor. I am a Mathematics major, but she has inspired me to pursue an (Subject) minor. Thank you, (Instructor)
- (Name) is a great instructor, and the online format is awesome. The discussion board gives a great opportunity to openly participate in this course.
- Sometimes the weekly work is not posted until late in the week on Thursday or Friday. One week we didn't hear from him at all and was left wondering what to do.
- (Instructor) has single handedly made my time here at Crafton an experience I will never forget.
- The applied learning from the course was the critically thinking achieved in the writing assignments and discussion boards. I would have liked to see a book that worked better as a study guide too so exams could be based more off of significant events, impacts, key terms, and definitions. I read the book in its entirety and found everything interesting and educational however, for with quizzes it's not very effective. Quizzes in general either work beneficially or they don't.
- The course was hard in the beginning because I have never taken an online class and on top of that I didn't know how this (Subject) class worked. I was really confused in the beginning on what to do and I feel if I would have been in a real classroom then this wouldn't have happened.

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- The instructor was very helpful, easy to understand, and simple.
- The main issue I had was the check-in which had to be done between Monday morning and noon on Wednesday which was difficult to make sure I did due to face-to-face classes and work; I was not always able to get to a computer in time.
- The material presented in this course was very difficult for me being new to networking. The 8 weeks we had to try to learn the material was not near enough for me to successfully absorb all concepts, the class just moves too fast. (Instructor) did a great job given the circumstances.
- The No for recommending the instructor is just for now. (Instructor) is fair but I think he needs more experience with activating tests and should develop his own plan for the class. It was quite a setback to go from (Instructor) method of teaching to (Instructor) but I think he will do well with more experience.
- The online course became quite difficult. Students with little time or little motivation should not take the online version of the course. However, the critical thinking class is invaluable and college students should consider taking it from (Instructor). He is one of the best teachers on staff at Crafton Hills.
- The only online teacher I had that had EVERY assignment listed from the FIRST day. This was great!
- The only thing I have a hard time dealing with is that the instructor does not give a point system to base how we are doing as far as grades go. He has however made himself open for students to come in and/or e-mail him with any concerns.
- The testing in SAM2007 is bogus.
- These online courses are essential to my schedule. I found this class helpful in learning to appreciate (subject), as I had no interest in it before. I also learned quite a bit about the history of (Subject). My only problem with the class was the lack of ability to pose questions to my classmates. There were discussion posts but I could not find any open forum for discussion. In my opinion, this would make the class feel much more like a cooperative endeavor. Thank you for your consideration.
- This class is interesting and very helpful in any communicative way. Do it!
- This comment is regarding the one area that I checked "disagree" with pertaining to exams. My comment is directed only at the midterm SAM skills portion of the exam process. I would have preferred to have been familiar with the testing forum prior to the test. Granted we have been working in SAM all semester, but this format for skills testing was different than the standard productivity proficiency demonstrations we had been doing prior to. My contribution to the "room for improvement" category would simply be to have had opportunity to be familiar with this testing process prior to a heavily weighted portion of the class. Even considering this small area I am recommending for improvement, (Instructor) class has been fabulous and she has demonstrated an exceptional interest in helping her students succeed. I would recommend her as an instructor to anyone at any academic level, she has the ability to adjust her instructional tone to relate to the advanced degree population as well as tone it down for students like myself with learning disabilities.
- This has been my first time trying an on-line class. It's so convenient; I didn't have to pay anybody to take care of my boys so I could take this class. I just waited for them to go to sleep. Without this class I wouldn't able to graduate this semester.
- This instructor I would recommend for future classes. It's a bit of a handicap if he is not available during some kind of office hours.
- This is my first time taking an online course. I found it very convenient to have the opportunity to take courses strictly online, given the fact I was pregnant when this semester started and had

my daughter in the middle of the semester. I would not have been able to take any classes this semester had it not been for the online option. Thank You

- This teacher is amazing. He emails us our weekly homework. Nothing was complicated or hard to understand. I loved it!
- This teacher was awesome. My questions were answered right away.
- This was a really great course to take with this instructor!
- Wow really this class was ridiculous I went to U.E.I. before this and U.E.I. is supposed to be shitty but I learned more there than I did in this class and the network class I took there was only a month. I learned more in a month at "UEI" the shittiest school ever what does that say about your school. My teacher at Crafton graded our note taking which is so pointless I mean really I took this course before and the online curriculum was so redundant. And did not pertain to in the field tech support and was a complete waste of time. Nothing in this class I learned I could use in field honestly, beside cabling which I learned at UEI first day which I already knew before UEI as well