

Teaching Effectiveness Committee
March 31, 2000

Report on Undergraduate DE -SOIS
Distance Education - Student Opinion of Instruction Survey

Charge:

Upon recommendations from the Educational Policies and Planning Committee (April 27, 1999; Informal Report to Faculty Senate), the Chair of the Faculty asked the Teaching Effectiveness Committee to address the following issue:

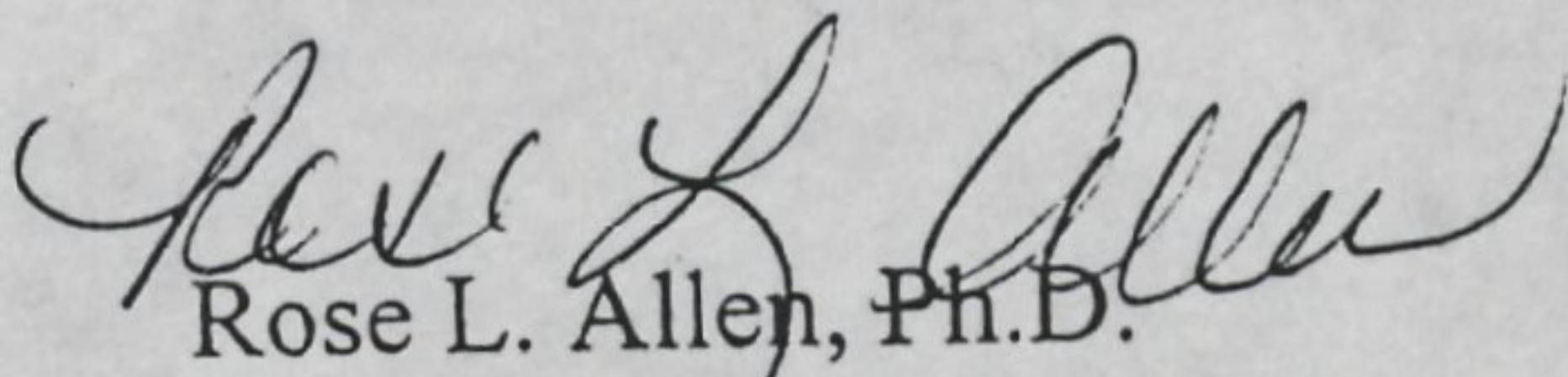
"The faculty senate should develop an evaluation form for use by students enrolled in on-line courses. Results of this form will be used in instructor's annual evaluations....."

In the Fall of 1999, the Chair of the Faculty directed the Committee to develop such a survey.

Recommendations:

The Teaching Effectiveness Committee is making the following recommendations:

- (1) The survey for graduate level Distance Education (DE) courses be adopted for use with undergraduate DE courses.
- (2) Based upon the attached reports, the Distance Education Survey results should be treated in a comparable manner as the SOIS results.
- (3) In making personnel decisions, unit administrators should be aware of differences in the patterns of results between on-campus and distance education courses, and graduate and undergraduate courses.



Rose L. Allen, Ph.D.

Chair, Teaching Effectiveness Committee

Development and Testing of the Distance Education SOIS Instrument

Over three years ago, work began on the development of a SOIS-type instrument that could be administered in courses utilizing a significant distance education component, especially the internet and other information technology based methods of instruction. A number of factors converged to make the development of such an instrument a priority. In order to ensure the quality of the graduate courses being offered via the internet, the Graduate School developed a set of quality assurance standards. At about the same time, the General Administration began to raise questions about the comparability of student responses to distance education and on-campus courses. Questions were also raised about the SACS criteria for assessment and the provision of comparable services to our distance education. The Faculty Senate also became concerned about ensuring the quality of the undergraduate courses being offered via the internet and adopted a set of quality assurance standards that are very comparable to those adopted by the Graduate Council.

Planning and Institutional Research convened a small group of faculty and administrators from the programs heavily involved in the offering of graduate level distance education courses. This included Max Poole, Diane Kester, David Hillis, Karen Krupa, John Swope, Dave Cartwright, and Bob Thompson. The purpose of the group was to see if questions relating to the quality assurance standards could be merged with questions on the current SOIS instrument. This would accomplish three primary goals. First, this would prevent students in these classes from having to complete two separate surveys. Second, it would enable the faculty member and the faculty member's department chair/dean, who is charged with ensuring the implementation of the quality assurance standards, to receive the results of both efforts. It is important to note that the SOIS instrument is the only approved university teaching evaluation instrument. Unless the quality assurance dimension was merged with the SOIS instrument, the results of a quality assurance survey could only go to the faculty member and could not be included in the annual evaluation of the faculty member's overall teaching effectiveness or subsequent personnel actions. Thirdly, PIR could combine the results of both instruments into a single report for distance education courses that would be comparable to those already received for on-campus courses.

The group was able to draft an instrument that incorporated both the quality assurance questions and the SOIS questions. The order of the SOIS questions was shifted a bit as was the language and grammar. This latter change was done in a manner that retained the same focus, but made the instrument more applicable to distance education. It was decided that the instrument would be applicable for graduate courses utilizing distance education (primarily the internet) for 25 % or more of their instructional activities. The faculty member and department or program offering the course would make the determination of whether a course meets that threshold. PIR agreed to produce two reports for each course - a standard SOIS report that summarized all of the SOIS questions, and a Quality Assurance Report that summarized all of the other questions on the instrument. Only the faculty member and their academic unit head would receive the

SOIS report. Only the faculty member and the Graduate School Associate Dean Max Poole would receive the results of the Quality Assurance Report. The Graduate Council accepted the instrument and guidelines for a pilot test of the instrument during the 1998-99 academic year. The Faculty Senate's Teaching Effectiveness Committee and the Chair of the Faculty were informed of the pilot.

The instrument and results of the graduate distance education pilot were assessed after its administration. The faculty members and the students viewed the instrument itself positively. The method of delivery of the survey was questioned and was subsequently changed. The changes have addressed the primary concerns. The Graduate Council endorsed the use of the instrument.

While this test was progressing, similar pressures to develop quality assurance standards and an SOIS instrument for undergraduate education were manifesting themselves. The Faculty Senate responded by adopting quality assurance standards like those adopted by the Graduate Council. The Teaching Effectiveness Committee was charged with developing an instrument. It examined the instrument developed for graduate courses and decided it could be used for undergraduate courses as well. A decision was made to pilot the instrument during the Fall 1999 semester. Using the same 25 % threshold, faculty members teaching undergraduate distance education courses were asked if they would participate in the pilot. Mr. David Cartwright's report to the Teaching Effectiveness Committee along with examples of the report provided faculty members and the results are attached.

In general, the instrument works well. It provides faculty members and students with an opportunity to evaluate distance education instructional methods and it does it in a manner that permits faculty members to compare the results with their traditional on-campus courses. It also accomplishes this in an efficient manner. One instrument can be used for both undergraduate and graduate level distance education courses and student enrolled in these courses are asked to respond to only one university administered instrument. The instrument also meets the SACS guidelines for comparable treatment of on-campus and distance education courses.

The Office of Planning and Institutional Research concurs with the recommendation of the Teaching Effectiveness Committee concerning the adoption of this instrument for use for courses with a distance education component that comprises 25% or more of the total contact hours.

EAST CAROLINA UNIVERSITY

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Distance Education Survey

<http://www.studentec.edu>

EAST CAROLINA UNIVERSITY STUDENT DESKTOP

Please complete all sections of the following survey for the selected course/instructor, by following the instructions for each subsection. When you have completed the survey, submit your responses by clicking on the **SUBMIT SURVEY RESPONSES** button located at the end of the survey.

Course: INSTR STRAT DIST LRNG
EDTC 7310 SECTION 001

Instructor: SMALL DARIEN

SELF ASSESSMENT

Please select (by clicking your mouse button) the bubble corresponding to the desired response to questions 1-4 below. Please read each item carefully and select (click your mouse button) one bubble for each item.

- | | Fresh | Soph | Junior | Senior | Grad | Other |
|--|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. What is your current class level? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Which reason best describes why you have taken this course? | <input type="radio"/> It is an elective course
<input type="radio"/> It is a choice among required options
<input type="radio"/> No other options available
<input type="radio"/> It is specifically required | | | | | |
| | | | | | | |
| | 0-2
hours | 3-4
hours | 5-6
hours | 7-8
hours | 9 or
more | |
| 3. Excluding class time, how many hours per week on average have you spent on this course? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| | A | B | C | D | F | Incomplete |
| 4. What grade do you expect to earn in this course? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please rank the following set of statements on a scale of **1** (Strongly Disagree) to **7** (Strongly Agree). If the statement is not applicable to this course or instructor or if you have no opinion about the statement, please select the **NA** (Not Applicable/No Opinion) bubble. Please read each item carefully and select (click your mouse button) one bubble for each item.

	1	2	3	4	5	6	7	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I had adequate knowledge of the hardware needed for participation in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I had adequate knowledge of the software needed for participation in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I had adequate knowledge of the Internet for participation in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INSTRUCTOR ASSESSMENT

Please rank the following set of statements on a scale of 1 (Strongly Disagree) to 7 (Strongly Agree). If the statement is not applicable to this course or instructor or if you have no opinion about the statement, please select the **NA** (Not Applicable/No Opinion) bubble. Please read each item carefully and select (click your mouse button) one bubble for each item.

	1	2	3	4	5	6	7	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The instructor created an atmosphere of helpfulness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The instructor clearly described at the beginning of the course the hardware that I would need for participation in the distance learning component of the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The instructor clearly described at the beginning of the course the technological skills (in hardware and software) that I would need for participation in the distance learning component of the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The instructor informed students about the criteria for grading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The instructor made the objectives of this course clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The instructor was well prepared for each class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The instructor demonstrated enthusiasm in teaching this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. The instructor provided the opportunity to ask questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. For the non-distance learning portion of this course, the instructor was available to students outside of class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. The office hours (either face-to-face or electronic) of the instructor met my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rank the following set of statements on a scale of 1 (Not At All) to 7 (As Much As Possible). If the statement is not applicable to this course or instructor or if you have no opinion about the statement, please select the **NA** (Not Applicable/No Opinion) bubble. Please read each item carefully and select one bubble for each item.

	1	2	3	4	5	6	7	N/A
18. The instructor demonstrated respect for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. When applicable, the instructor provided different points of view toward the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COURSE ASSESSMENT

Please rank the following set of statements on a scale of 1 (Strongly Disagree) to 7 (Strongly Agree). If the statement is not applicable to this course or instructor or if you have no opinion about the statement, please select the NA (Not Applicable/No Opinion) bubble. Please read each item carefully and select (click your mouse button) one bubble for each item.

	1	2	3	4	5	6	7	N/A
20. The instructor's syllabus clarified the expectations of this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. The course content was well organized and delivered in an effective manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. The assignments (including reading, projects, and course activities) contributed to my understanding of the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Collaborative assignments, if required, were appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. The text materials used were appropriate to the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. The instructor's course evaluation methods (tests, reports, assignments, etc.) were fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. The student assessment techniques (tests, reports, assignments, etc.) were appropriate for the distance learning component of the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. The instructor provided useful feedback when returning tests and assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. This class challenged me to learn course materials, concepts, and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rank the following set of statements on a scale of 1 (Not at all) to 7 (As Much As Possible). If the statement is not applicable to this course or instructor or if you have no opinion about the statement, please select the NA (Not Applicable/No Opinion) bubble. Please read each item carefully and select (click your mouse button) one bubble for each item.

	1	2	3	4	5	6	7	N/A
29. The instructor tested on the materials emphasized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DISTANCE LEARNING ASSESSMENT

Please rank the following set of statements on a scale of 1 (Strongly Disagree) to 7 (Strongly Agree). If the statement is not applicable to this course or instructor or if you have no opinion about the statement, please select the NA (Not Applicable/No Opinion) bubble. Please read each item carefully and select (click your mouse button) one bubble for each item.

	1	2	3	4	5	6	7	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. If one mode of communication was not functional, an alternate was provided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. The web pages were clear and easy to use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. I had adequate access to library resources for my papers and projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. The distance learning component encouraged interaction with the instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Questions and comments were responded to in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	6	7	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. The distance learning component encouraged interaction with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Adequate technical support was provided in those areas where additional knowledge or assistance was required for my participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. The hardware or other equipment provided to me by the university was adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. I had little technical difficulty participating in the distance learning component of the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. The distance learning component was an effective means of learning in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Where did you work on the distance learning component of this course? (Check all that apply)								
	At home?						<input type="radio"/> Yes <input checked="" type="radio"/> No	
	At work?						<input type="radio"/> Yes <input checked="" type="radio"/> No	
	At another college or university?						<input type="radio"/> Yes <input checked="" type="radio"/> No	
	On the ECU campus?						<input type="radio"/> Yes <input checked="" type="radio"/> No	

OVERALL COURSE ASSESSMENT

Please rank the following set of statements on a scale of 1 (Strongly Disagree) to 7 (Strongly Agree). If the statement is not applicable to this course or instructor or if you have no opinion about the statement, please select the NA (Not Applicable/No Opinion) bubble. Please read each item carefully and select (click your mouse button) one bubble for each item.

- | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 41. Overall, the instructor is effective in teaching this course. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. I think I have attained the objectives of the course. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please rank the following statement on a scale of 1 (Very easy) to 7 (Very difficult). If the statement is not applicable to this course or instructor or if you have no opinion about the statement, please select the NA (Not Applicable/No Opinion) bubble. Please read the statement carefully and select (click your mouse button) one bubble for the most appropriate response.

- | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 43. The content of this course has been: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please rank the following statement on a scale of 1 (Not demanding) to 7 (Very demanding). If the statement is not applicable to this course or instructor or if you have no opinion about the statement, please select the NA (Not Applicable/No Opinion) bubble. Please read the statement carefully and select (click your mouse button) one bubble for the most appropriate response.

- | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 44. The amount of work/reading assigned in this course has been: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. I would be interested in taking another course with distance learning components. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
- ☐ Yes ☐ No

WRITTEN COMMENTS

Type your comments into each of the boxes below. Use as much space as necessary--the box will scroll down as you type.

46. What are the strengths of this course?

47. What would you change to improve the course?

48. Please include any additional comments about the distance learning component of the course below:

CLICK TO SUBMIT

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Comparison of Questions from Student Opinion of Instruction and Distance Education Surveys

Student Opinion of Instruction Survey (SOIS)

Question

Number Question

- 1 The instructor has created an atmosphere of helpfulness.
- 2 The instructor has informed students about criteria used for grad
- 3 The instructor has made the objectives of this course clear.
- 4 The instructor has been well prepared for each class.
- 5 The instructor has shown enthusiasm in teaching this course.
- 6 The instructor's course evaluation methods (quizzes, exams, papers, etc.) have been fair.
- 7 The textbooks used have been appropriate to the course.
- 8 This class has challenged me to learn course material, concepts, and skills.
- 9 The instructor's syllabus has clarified the expectations of this course.
- 10 The instructor has provided the opportunity to ask questions.
- 11 The assignments, including reading and projects, have contributed to my understanding of the subject.
- 12 the instructor has been available to students outside of class.
- 13 The instructor has provided useful feedback when returning tests and assignments.
- 14 The instructor has demonstrated respect for me.
- 15 When applicable, the instructor has provided different points of view toward the subject.
- 16 The instructor has tested on the materials emphasized.
- 17 The content of this course has been:
- 18 The amount of work/reading assigned in the course has been:
- 19 Overall, the instructor is effective in teaching this course.
- 20-24 Questions supplied by the instructor
- 25 On the average, how many hours per week have you spent on this course outside of class?
- 26 What is your current class level?
- 27 Which reason best describes why you have taken this course?
- 28 What grade do you expect to earn in this course?

Distance Education Survey

Question

Number Question

- 8 The instructor created an atmosphere of helpfulness.
- 11 The instructor informed students about the criteria for grading.
- 12 The instructor made the objectives of this course clear.
- 13 The instructor was well prepared for each class.
- 14 The instructor demonstrated enthusiasm in teaching this course.
- 25 The instructor's course evaluation methods (tests, reports, assignments, etc.) were fair.
- 24 The text materials used were appropriate to the course.
- 28 This class challenged me to learn course materials, concepts, and skills.
- 20 The instructor's syllabus clarified the expectations of this course.
- 15 The instructor provided the opportunity to ask questions.
- 22 The assignments (including reading, projects, and course activities) contributed to my understanding of the subject.
- 16 For the non-distance learning portion of this course, the instructor was available to students outside of class.
- 27 The instructor provided useful feedback when returning tests and assignments.
- 18 The instructor demonstrated respect for me.
- 19 When applicable, the instructor provided different points of view toward the subject.
- 29 The instructor tested on the materials emphasized.
- 43 The content of this course has been:
- 44 The amount of work/reading assigned in this course has been:
- 41 Overall, the instructor is effective in teaching this course.
- 3 Excluding class time, how many hours per week on average have you spent on this course?
- 1 What is your current class level?
- 2 Which reason best describes why you have taken this course?
- 4 What grade do you expect to earn in this course?



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Memorandum

To: Members of the Teaching Effectiveness Committee

From: David Cartwright *DC*
Survey Coordinator

Date: January 31, 2000

Re: Distance Education Survey

I have enclosed the results from the pilot Distance Education Survey conducted Fall 1999 for the Teaching Effectiveness Committee. This includes the following reports:

1. Response report
2. Quality Assurance Report – all undergraduate courses surveyed
3. Quality Assurance Report – all graduate courses surveyed (for comparison purposes).
4. Comments received from undergraduate students (names and course identifiers removed).
5. A comparison of mean scores from Student Opinion of Instruction Reports for distance education versus classroom courses.

Background Information

I obtained a list of Fall semester Bulletin Board classes from Dot Clayton and contacted the instructors of each undergraduate course. I explained that the Teaching Effectiveness Committee was conducting a pilot survey of distance education courses and that the SOIS results will be shared with the Teaching Effectiveness Committee, but will not be official and cannot be used for personnel decisions.

Most of the instructors responded that distance education accounted for less than 25 percent of the course hours. However, 15 instructors agreed to participate in the survey for 19 classes. (However, there may have been some miscommunication with some instructors because we received no survey responses for 5 classes.

Contd

Some Observations:

- The response rate for undergraduates was higher than the response rate for graduate students.
- Undergraduates provided lower ratings on the quality assurance questions than did graduate students.
- Distance education students gave generally higher SOIS scores than did classroom students.

The response rate for the pilot survey of undergraduates was 39 percent. If we eliminate the courses where no responses were received (assuming that these were the result of miscommunication with the instructors), the response rate for undergraduates was 47% and the comparable rate for graduate students was 42%. (The response rate for graduate students Spring 1999 was 44%.)

It is no surprise that undergraduates gave lower ratings than graduate students. That is consistent with the experience from other surveys, including the normal SOIS.

It was a great surprise, however, that the distance education students gave higher mean SOIS scores than classroom students. This is not consistent with other findings and warrants further investigation. (Of course, we are comparing the means of a very small number of distance education courses with the means of a much larger and more diverse group of courses.)

Please call me at extension 1437 or email cartwrightd@mail.ecu.edu if you have questions about this. I would also like suggestions about what else you would like to see from this pilot. The instructors have agreed that their results could be shared with the committee, but I hesitate to produce anything with names and course information unless specifically requested to do so by the committee.

Faculty Comments on the Pilot Distance Education Survey for Undergraduate Courses

The comments below are the responses to the following questions emailed to the instructors of undergraduate distance education courses that were evaluated with the pilot distance education survey.

You participated in a pilot survey of undergraduate distance education courses Fall semester. The Teaching Effectiveness Committee is preparing to recommend to the Faculty Senate that the distance education survey be approved for use with all (both graduate and undergraduate) distance education courses. It would be very helpful to the committee if you would give us your comments on the survey: the survey instrument, survey procedures, and reports of survey results. Did everything work effectively for you? Did you encounter any problems? Did you find the resulting reports useful? Do you have any suggestions for improvement?

The survey process worked well for me. I had no problems, except ensuring that students completed the survey. This was probably because student completion of the survey instrument was done outside of class time.

I was rather pleased with the entire process. The only comment I got from students was if I could track a person's responses and see what each student said. They were concerned, since the blackboard program allows instructors to track exams so closely. The response rate was actually higher than I had anticipated. The reports were very helpful and easy to understand. I thought the process was better than the standard SOIS used in the regular classroom courses. I'm rather happy with the outcomes of teaching online. Don't think this would be true for all courses.

No problems with the survey. One suggestion: I think the sooner all of us deep-six the expression Distance Education the better. This expression [where did it come from?] makes the whole enterprise of utilizing a revolutionary means of communication between humans [in this case, humans who happen to be students and faculty] sound like some kind of a tin-can-and-string trick. Another suggestion: use the same method to survey student opinion about all their courses. The distinction between courses using things like the internet and those not will continue to fade. Using the same instrument would save loads of money, and give a level of reliability to the results that is pretty well absent in the sloppy procedure involving floating forms, brown envelopes, student carriers, etc.

The survey was not entirely appropriate for classes like the one I teach. While 80% of the content is delivered online, the class meets one time per week for one hour to review, discussion, and exams. It is not truly "distance learning" but rather web-based instruction of a traditional student population. I suspect this type of instruction will become more important to the university than distance learning as it offers an efficient means to multiply classroom space. Three classes can meet in the space that my single class would typically occupy.

Since we are using blackboard, I would like some blackboard-specific questions. It seemed to me that the survey focused on MY TEACHING AND MYSELF AS AN INSTRUCTOR. My rating was good from the participating students; however, the survey did nothing to address the "novelty" of online instruction. I would suggest the following questions (use yes/no, Likert scales, etc.):

1. Do you like Blackboard?
2. Do you find the menus easy to use?
3. Regarding chat, do you find it useful?
4. I don't know how to phrase this, but ask something about streaming video and was it helpful.
5. What about the student feedback section?

I hope this helps.

My general observation is that students appear to be feeling that they are over-surveyed. They also appear to feel that when they do complete a survey, nothing comes of their suggestions. As a result, they don't seem to be much interested in investing any of their time in surveys.

I feel very strongly that mandatory surveys (e.g., the sophomore survey and the graduating senior survey) leave a bad feeling with students and may, in fact, hold potential legal problems. The catalog says nothing about mandatory surveys. What will happen when an irate senior or his/her parent sues the University? Could happen.

Surveys should be voluntary! Surveys should be viewed as special opportunities to give the University valued input. Too frequent surveys defeat this purpose.

I found that less than 1/2 my students actually used the survey, even after prodding. For the most part they find working with most ECU generated forms as a waste of time. At the end of a semester, particularly for graduating students, they have stated that the last thing they want to do is complete another form.

From my own area of concern, I would like to know if there was any Beta testing on the specific questions. As with all surveys, I am hesitant to accept any specific findings as relevant without background material on the development of the survey and its testing.

Sorry I'm getting back so late.

Everything regarding the survey worked fine. I did not encounter any problems and I don't believe the students did either to my recollection. The results were useful. I think the survey instrument hit on a lot of important points being divided up in specific sections and then giving an overall of the whole course. The fact that the students could write additional comments made it even more beneficial.

Fall 1999
Distance Education Survey

Pilot survey of undergraduate courses

Course Name	Course Number	Section Number	Campus	Instructor	Number of Surveys Students Received	Response Rate
ASIP	2000	001	008		20	14 70.00%
BVTE	4323	001	008		12	0.00%
BVTE	4323	073	650		16	0.00%
CMGT	4666	001	008		34	18 52.94%
DSCI	3023	002	008		59	14 23.73%
EDTC	3244	001	008		15	1 6.67%
EMST	4550	001	008		18	3 16.67%
EMST	3510	001	008		18	0.00%
GEOL	4010	001	008		5	4 80.00%
GEOL	4011	001	008		4	0.00%
HIMA	4035	001	008		18	12 66.67%
HLTH	3010	001	008		34	17 50.00%
NUHM	4308	002	008		4	0.00%
NUHM	3110	001	008		40	28 70.00%
PADP	3150	081	640		8	6 75.00%
PADP	3650	082	640		8	5 62.50%
PHIL	1110	004	008		44	15 34.09%
PHIL	1110	005	008		44	16 36.36%
RCLS	3232	001	008		31	26 83.87%
Total Undergraduate					432	179 41.44%

Assessment of ~~Graduate~~ Courses That Contain A Distance Learning Component Fall Semester, 1999

Course: Name Number Section Campus
All Undergraduate Distance Education Courses Surveyed
Instructor Name: Number of forms submitted: 179

	Strongly Disagree						Strongly Agree	N/A or NO Opinion	Average Score	Percent "6" or "7"
	1	2	3	4	5	6	7	N/A		
SELF ASSESSMENT										
I had adequate knowledge of the hardware needed for participation in this course.	2	4	6	22	29	37	77	2	5.8	64.4%
I had adequate knowledge of the software needed for participation in this course.	2	6	6	25	29	40	66	5	5.6	60.9%
I had adequate knowledge of the internet for participation in this course.	4	6	5	14	16	40	92	2	5.9	74.6%
<i>Summary of Self Assessment questions</i>	8	16	17	61	74	117	235	9	5.8	66.7%

	Strongly Disagree						Strongly Agree	N/A or NO Opinion	Average Score	Percent "6" or "7"
	1	2	3	4	5	6	7	N/A		
INSTRUCTOR ASSESSMENT										
The instructor clearly described at the beginning of the course the hardware that I would need for participation in the distance learning component of the course.	1	3	4	14	31	44	79	3	5.9	69.9%
The instructor clearly described at the beginning of the course the technological skills (in hardware and software) that I would need for participation in the distance learning component of the course.	1	5	6	12	30	46	72	7	5.9	68.6%
The office hours (either face-to-face or electronic) of the instructor met my needs.	0	2	2	15	13	43	84	20	6.2	79.9%
<i>Summary of Instructor Assessment questions.</i>	2	10	12	41	74	133	235	30	6.0	72.6%

COURSE ASSESSMENT

	Strongly Disagree						Strongly Agree	/A or NO Opinion	Percent	
	1	2	3	4	5	6	7	N/A	Average	"6" or "7"
The course content was well organized and delivered in an effective manner.	2	7	7	17	22	58	66	0	5.7	69.3%
Collaborative assignments, if required, were appropriate	1	6	7	7	15	46	49	48	5.8	72.5%
The student assessment techniques (tests, reports, assignments, etc.) were appropriate for the distance learning component of the course.	3	7	7	12	28	54	64	4	5.7	67.4%
<i>Summary of Course Assessment questions.</i>	6	20	21	36	65	158	179	52	5.7	69.5%

DISTANCE LEARNING ASSESSMENT

	Strongly Disagree						Strongly Agree	/A or NO Opinion	Average	Percent
	1	2	3	4	5	6	7	N/A	Score	"6" or "7"
If one mode of communication was not functional, an alternate was provided.	6	2	6	14	30	34	56	31	5.6	60.8%
The web pages were clear and easy to use.	1	2	4	16	16	60	78	2	6.0	78.0%
I had adequate access to library resources for my papers and projects.	1	2	6	10	17	43	60	40	5.9	74.1%
The distance learning component encouraged interaction with the instructor.	16	13	9	23	24	37	44	13	4.9	48.8%
The distance learning component encouraged interaction with other students.	19	16	15	16	21	27	43	22	4.6	44.6%
Adequate technical support was provided in those areas where additional knowledge or assistance was required for my participation.	4	9	5	20	27	42	42	30	5.4	56.4%

The hardware or other equipment provided to me by the university was adequate.

4 2 11 10 17 54 54 27 5.7 71.1%

I had little technical difficulty participating in the distance learning component of the course.

2 7 10 22 16 56 60 8 5.6 67.1%

The distance learning component was an effective means of learning in this course.

19 10 8 14 28 43 50 7 5.0 54.1%

Summary of Distance Learning Assessment questions.

72 63 74 145 196 396 487 180 5.4 61.6%

Where did you work on the distance learning component of this course (check all that apply)?

Number Percent
Home Work Another ECU
125 22 7 145
41.8% 7.4% 2.3% 48.5%

OVERALL COURSE ASSESSMENT

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree 7 N/A Opinion 1 Average Score 5.6 Percent "6" or "7" 60.1%

I think I have attained the objectives of the course.

I would be interested in taking another course with distance learning components/

Number Percent
Yes No
124 55
69.3%

SUMMARY OF QUESTIONS

		Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree	N/A or NO Opinion	Average Score	Percent "6" or "7"
Self Assessment	Percent		1.5%	3.0%	3.2%	11.4%	13.8%	21.8%	43.8%		1.7%		
Instructor Assessment	Percent		0.4%	2.2%	2.2%	7.6%	13.8%	24.8%	43.8%		5.6%		
Course Assessment	Percent		1.2%	4.1%	4.3%	7.4%	13.4%	32.6%	36.9%		10.7%		
Distance Learning Assessment	Percent		5.0%	4.4%	5.2%	10.1%	13.7%	27.6%	34.0%		12.6%		
Overall Course Assessment	Percent		3.9%	3.9%	2.8%	10.1%	19.0%	21.2%	38.5%		0.6%		
Overall Summary of Questions	Number		95	116	129	301	443	842	1205		272	5.6	65.4%
	Percent		2.8%	3.4%	3.8%	8.8%	13.0%	24.7%	35.4%		8.0%		

Assessment of Graduate Courses That Contain A Distance Learning Component Fall Semester, 1999

Course: Name Number Section Campus
All Graduate Distance Education Courses Surveyed
Instructor Name:

Number of forms submitted: 262

	Strongly Disagree						Strongly Agree	N/A or NO Opinion	Average Score	Percent
	1	2	3	4	5	6	7	N/A		"6" or "7"
SELF ASSESSMENT										
I had adequate knowledge of the hardware needed for participation in this course.	10	4	5	7	32	63	137	4	6.0	77.5%
I had adequate knowledge of the software needed for participation in this course.	8	8	9	12	35	64	117	9	5.8	71.5%
I had adequate knowledge of the internet for participation in this course.	6	3	4	12	18	61	155	3	6.2	83.4%
<i>Summary of Self Assessment questions</i>	24	15	18	31	85	188	409	16	6.0	77.5%

	Strongly Disagree						Strongly Agree	N/A or NO Opinion	Average Score	Percent
	1	2	3	4	5	6	7	N/A		"6" or "7"
INSTRUCTOR ASSESSMENT										
The instructor clearly described at the beginning of the course the hardware that I would need for participation in the distance learning component of the course.	6	5	3	10	17	65	143	13	6.2	83.5%
The instructor clearly described at the beginning of the course the technological skills (in hardware and software) that I would need for participation in the distance learning component of the course.	5	3	6	17	24	61	136	10	6.1	78.2%
The office hours (either face-to-face or electronic) of the instructor met my needs.	5	6	4	5	19	40	152	31	6.3	83.1%
<i>Summary of Instructor Assessment questions.</i>	16	14	13	32	60	166	431	54	6.2	81.6%

COURSE ASSESSMENT

	Strongly Disagree						Strongly Agree	/A or NO Opinion	Percent	
	1	2	3	4	5	6	7	N/A	Average	"6" or "7"
The course content was well organized and delivered in an effective manner.	8	5	6	14	33	70	125	1	5.9	74.7%
Collaborative assignments, if required, were appropriate	4	5	7	9	18	38	82	99	5.9	73.6%
The student assessment techniques (tests, reports, assignments, etc.) were appropriate for the distance learning component of the course.	4	4	5	12	14	69	149	5	6.2	84.8%
<i>Summary of Course Assessment questions.</i>	16	14	18	35	65	177	356	105	6.0	78.3%

DISTANCE LEARNING ASSESSMENT

	Strongly Disagree						Strongly Agree	/A or NO Opinion	Average	Percent
	1	2	3	4	5	6	7	N/A	Score	"6" or "7"
If one mode of communication was not functional, an alternate was provided.	4	3	3	9	32	61	119	31	6.1	77.9%
The web pages were clear and easy to use.	3	5	10	8	23	59	138	16	6.1	80.1%
I had adequate access to library resources for my papers and projects.	2	10	6	10	22	48	114	50	6.0	76.4%
The distance learning component encouraged interaction with the instructor.	11	10	11	18	31	62	112	7	5.7	68.2%
The distance learning component encouraged interaction with other students.	13	12	15	26	36	58	97	5	5.4	60.3%
Adequate technical support was provided in those areas where additional knowledge or assistance was required for my participation.	7	10	2	12	27	75	95	34	5.8	74.6%

The hardware or other equipment provided to me by the university was adequate.

6	3	4	7	17	35	65	125	5.9	73.0%
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I had little technical difficulty participating in the distance learning component of the course.

8	9	4	16	27	58	126	3	5.9	74.2%
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The distance learning component was an effective means of learning in this course.

7	6	3	14	20	66	141	5	6.1	80.5%
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Summary of Distance Learning Assessment questions.

61	68	58	120	235	522	1007	276	5.9	73.8%
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Where did you work on the distance learning component of this course (check all that apply)?

Number	Percent	Home	Work	Another universit	ECU Campus
241	54.8%	107	26	66	15.0%

OVERALL COURSE ASSESSMENT

Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree	N/A or NO Opinion	Average Score	Percent "6" or "7"
3	1	2	8	21	67	158	2	6.4	86.5%		

I think I have attained the objectives of the course.

I would be interested in taking another course with distance learning components/

Number	Percent	Yes	No
246	93.9%	16	

SUMMARY OF QUESTIONS

		Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree	N/A or NO Opinion	Average Score	Percent "6" or "7"
Self Assessment	Percent	3.1%	1.9%	2.3%	3.9%	10.8%	23.9%	52.0%	2.0%				
Instructor Assessment	Percent	2.0%	1.7%	1.7%	4.1%	7.6%	21.1%	54.8%	6.9%				
Course Assessment	Percent	2.3%	2.1%	2.6%	5.1%	9.5%	26.0%	52.3%	15.4%				
Distance Learning Assessment	Percent	2.9%	3.3%	2.8%	5.8%	11.3%	25.2%	48.6%	13.3%				
Overall Course Assessment	Percent	1.1%	0.4%	0.8%	3.1%	8.0%	25.6%	60.3%	0.8%				
Overall Summary of Questions	Number	120	112	109	226	466	1120	2361	453	6.0	77.1%		
	Percent	2.4%	2.3%	2.2%	4.6%	9.4%	22.5%	47.5%	9.1%				

● Dist Ed Comments

Question 46

question 47

Question 48

The instructor was very helpful. He made class interesting.

The strengths of this course is that it allows students to learn different programs used for everyday activities that may be unfamiliar to them. It gives us a great opportunity to work hands on in class to familiarize ourselves to better learn the different programs that are available.

INTERNET USE

This course is very useful for the beginner who had no knowledge of computers.

You learn about the everyday materials that you use on the computer

I enjoy it because I am an independent learner. I enjoy being able to learn on my own, and this course offered me the flexibility to learn on my own.

We have extra class time to work on our assignments and get our homework done for the next week.

It is really helpful. I wish we had more time.

It provides the student with the ability to estimate equipment needs and costs, a very important aspect of the construction industry

web coursepack

The computers often lock up.

I wouldn't change anything about this class. It's fun and a joy to take.

HAVING CLASS MORE THAN ONCE A WEEK

I think it should be more credit hours and teach more in-depth information on computer use.

More time to do what the instructor asks for in class.

I had a lot of difficulty at the beginning getting into the online course info. My id and password were never entered into the computer for me to use when I logged on, so half way through, I began using the generic [courseID] name and password. It was frustrating to not be able to get in for so long.

The class needs to be longer because sometimes we don't have enough time to finish our assignments.

I feel like this should be a three hour course. I would rather take it at school.

I would like to see more "hands on" teaching. Visiting various construction sites and actually seeing the equipment being used with an explanation of how and why it is being used would reinforce the classroom instruction.

probably nothing

I love it, and hope to do more of it in the future!

Question 46

question 47

Question 48

During this semester things fell apart for me after Hurricane Floyd and the ensuing flood. I never seemed to get back into the rythm of things. I missed many classes due to dealing with insurance adjusters, FEMA, contractors, and two bouts with the flu (different strains back to back). The online capability of tapping into this course was invaluable. My low expectation for my grade reflects MY overall distraction, NOT the material, NOT the professor's capability, and most assuredly NOT the distance education availability. In truth it was the ability to log into the material at any time, from any computer, that kept me afloat.

Strengths would have to be Dr.[Name] and his willingness to help. Although I do not expect an A from the course, he was an awesome instructor and always answered any questions I asked of him.

Maybe videos of lectures or video clips of the instructor talking about difficult issues that are not easily comprehensible by reading. It went well, I hope that more classes are offered in the future.

the instructor should not depend so much on the computer to teach those students who attend class regularly. I feel that the instructor should do more teaching in class.

The quizzes, even though they are time consuming and numerous, they were very helpful in studying for the tests.

[name] is a great professor. Thanks to him I have the QM for windows on all computers a has been fun to learn. ECU campus.

Question 46

question 47

Question 48

I think that the strengths of this course is that it can be done at the student's convenience.

I think that the course work was too demanding. It would help if the load was lightened.

I did not take the course online, I actually went to class. From my point of view, it is difficult to learn the material if you do not have some type of instruction. We were put in groups to do a project and I was paired with someone taking the course online. I feel this is very unfair. We had never meet which mad it difficult. If students are going to take the course online they must not want to have contact with those in class, so why pair them up with other students. Let them do the work themselves and turn it in. It is also unfair because I am in class everyday and listen to what the professor has to say. Those taking it online may not get that information, therefore, why should I have to help them out by giving them the information I got from class. When we did meet for the project she did not understand anything. I had to basically do the project myself and we both got a grade for it. If you are going to have group projects those in class should be paired together and those taking the course online should be able to communicate o line to do the project or do it themselves. Also, I feel that if I have to get out to go to class then they should also. I know there are some circumstances where this would be helpful but I do not see how they can learn anything.

I think that distance learning classes are very practical for college students. I enjoyed having the option to take this course online.

Question 46

I feel that for the most part this course was well-organized considering the fact that it was long distance learning. It challenged me daily.

question 47

Ease up a little on the number of quizzes that are given. Even though it helped contribute to the understanding it also was very demanding time wise. Also consistency in the material that is given as instruction and the material that is tested would be helpful. It is very difficult trying to learn a concept with the wording be written one way on the instruction material and the test material being written slightly different (enough to make a person question if it is the right answer). Also I believe the instructor needs to encourage feedback from those of us who are not available to attend classes and let us know that he is there to help us as well as those who do attend classes. Also let students know when the slides have been changed. Many of us have printed the material out ahead of time and when changes occur we do not realize this in many cases.

Question 48

This is a very difficult course to learn through distance learning but not impossible. It has been helpful to those of us who are not traditional students to have this class presented this way. However, it may be helpful in the future to make students aware that this course is not only difficult but extremely time consuming especially since you are not in a classroom setting.

One can make one's own schedule

More deadlines, more interaction from the instructor, more interaction between the students

Having a professor who is in the business of programming.

OUR PROFESSOR STUCK TO THE BOOK FOR THE MOST PART AND THEN SENT US INFORMATION THAT HE HAD THAT WAS IMPORTANT..... AFTER FALLIN BEHIND AFTER A YEAR LIKE THIS, IT WASN'T HARD TO CATCH UP...

SOME CLASSROOM TIME IS NEEDED TO CLARIFY SOMETHINGS..... BUT NOT MUCH CLASSROOM TIME... IT WOULD TAKE AWAY FROM THE WHOLE IDEA

It is going to provide a lot of information for our national exam, RHIA.

The projects needed to be wxplained more clearly and worked on more in the class setting, some were too confusing with not a lot of help provided, Access project.

The distance learning was fun and provided me with the push to become more computer literate.

The strengths would be constant and frequent interaction between the instructor and the student. Handouts provided by external links allowed me to better understand topics of discussion and provided excellent detailed information.

I had a hard time getting on to ECU's homepage to get to this online course and to check my email. Every other week the server is constantly down and something really needs to be done about this situation. I couldn't get proper assignments because of this problem.

[Name] is an excellent teacher and I have really learned a great deal from this distance learning class and others that I have had with him. [Name] is a very effective teacher for this class and others that he teaches. He provides prompt and detailed feedback regarding our assignments and he is willing to spend extra time with you outside of class until you grasp a topic that is hard to understand.

*Question 46**question 47**Question 48*

That you can interact with your instructor when it's convenient for you. If you have any questions about an assignment you can ask by using blackboard. Then the question students had would be answered and then addressed the next class meeting. I also feel that using this type of communication will benefit me in the working world. No matter where you work you will have a computer to communicate with others in the corporation.

[Name] did a wonderful job teaching this course. He was very adequate in providing us with the necessary information in order to make our online course more productive.

Accessibility

Better instructions on how to do the assignments. It assumed that we knew more than we did. Especially with the Access assignment.

Decrease in class time.

I think that the class was very informative and filled with information....

I really don't like the distance learning idea... For some things it is much easier to listen to a lecture "in front" of you than a computer screen. I also found it hard to find labs in and around campus with the needed hardware. Although the lab was reserved for us during class time, I found it extremely difficult to hear lectures during the night and at other times because of the lack of "capable" computers on campus and lab hours.

I think that there should be more computers on campus with the needed hardware. The library is a key spot to have these facilities and I think it would make it easier for students to get their work done

There was a more relaxed atmosphere.

I did not like the course being on the internet, does not allow you to get to know the other students or the teacher as well as a traditional classroom.

I liked that fact that we could work at our own pace and if we missed something all we had to do was start over the lecture, unlike sitting in class for the lecture we listened to at home.

Being able to review lectures as many times as you like I would change nothing.

I enjoyed this new method of learning. I don't particularly take very good notes in class but the ability to review the lectures with the slides helped me in my overall learning of the material. This type of learning spawned a new appreciation of computer technology and strongly advocate its future use.

interaction with the professor

make a better way to access headphones

The ability to hear and see the material as many times as you want.

I think the materials needed, particularly headphones, should be more readily available

*Question 46**question 47**Question 48*

I feel there are no strengths in this course

Ist make it INclass learning. It's good to have a class that you don't have to attend everyday but makes it difficult to try and get together with your group.

If I had wanted to take an online class, I WOULD HAVE SIGNED UP FOR IT!!!!!!!!!!!!!!!!!!!!!! I don't lik the idea of one. I think it's great that they offer it on the internet, but let it be for those that can't make it to class or those who want to take independant studies. I DO NOT RECOMMEND IT AT ALL OVER THE NET. Maybe I'm not ready for classes over the net but I haven't enjoyed the class at all. I truly enjoy [Name] classes and really regretd not having her teaching every class time. Please offer this both as an INclass and internet class for people to choos from in the future.

Being able to print out the notes (much mor organized than it would be if I had to take notes myself)

It was fun, but I feel I learn more in class. It's also much more interesting when the professor talks face to face with the students because we can hear about real life examples of things related to class material.

I am not quite as comfortable learning over the computer and o my own. I find it better to learn in the classroom. That way we all know what to cover. I think that the distance learning program is a good way to learn but I was not prepared for it.

I was challenged to work harder because I had to motivate myself more.

I would put the correct answers to the quizzes ater each quiz so I would know which ones I got wrong. I would also like to be able to print from the cd rom. The recipe standardization section should have been taught in class, it was to difficult to teach the math part to yourself.

I did not choose to take a long distance learning class so I was not to happy to find out that that's what it was after the first day of class. I pay out of state, and if I wanted to teach myself I would not have come all the way down here for school.

I think the strengths in this course was that you could work on the tests and quizzes whenever I was able to do it. I loved this part!

Meeting to learn more about the project would be more effective to student instead of just telling them to do this that way and that is it. I felt that the project part was very confussing.

One of the strengths is that the material was organized in a good manner. The material is easy to read and understand.

The only change that i would consider is after submitting in your answers, that the computer should give you the score and then tell you th ones that you got wrong.

I think there should be a little mor distance learning courses. These courses are somewhat easier and encourage the student to be more independent.

the cds sent by the instructor from the actua ECU in campus lectures where of great help to understand this course

Objectives were clear and were representative of the tests.

Question 46

None-the only good thing was the notes were printed out already in a very organized manner

Professor has excellent background in this field

[name] really knows what she is talking about and is usually able to communicate it well.

This internet class has been flexible for me.

The professor was very helpful, always there if we needed her.

I found that the only strength of the course was that there were some days that we had to meet in the classroom

[Name] MADE HERSELF AVAILABLE TO US IN ANY WAY THAT SHE COULD. THIS HELPED A LOT. I ALSO THOUGHT THAT THE PROJECT TIED EVERYTHING TOGETHER NICELY.

question 47

have class- I dont think that over the internet is a way to push this class; this class involves too much and has too much material to be over the internet. Change the grading scale. Change the amount of material on the tests. Have more tests or more quizzes to keep students on right track. Offer alternative or another class that is lecture style instead of only internet style.

not present the course on the internet

Make the notes a little easier to follow.

Meet in the class for the math portion of the course and take a detailed tour of the quantity lab

You can't always depend on computers, you can't always connect and a lot of times you couldn't get things done because of the computers. However, having the professor there and understanding helps out.

I WISH THAT WE COULD HAVE HAD CLASS WHEN WE HAD ALL THE MATH PROBLEMS WE HAD TO DO. THEY WEREN'T THAT HARD AFTER YOU FIGURED OUT WHAT YOU WERE DOING, BUT IT WOULD HAVE BEEN A LOT EASIER TO HAVE IT EXPLAINED TO YOU FIRST.

Question 48

I think, for this class, it sucked. I think it should only be used for upper division of classes and/or at least tell the students when signing up for the class, that it is going to be structured like this. Some students have to take this class when it was offered.

distant learning is not very effective

The external links and some of the other notes were a little confusing, but overall it was adequate. Also, there were problems printing the quizzes and notes at times.

This was my first time doing a course in this manner. It was confusing at first however [Name] was available to answer questions via email or in person which was helpful...however I never really understood how to enter a chat room that was available on Fridays and what it was all about.

I do not feel that this course should be taught on-line. There were some things that I feel I did not learn and did not understand because there was no interaction with the instructor. There are some things that need to be explained and I can't figure them out on my own. I feel like I have been cheated from not learning the material like I want to.

THANK YOU FOR EVERYTHING, DR. [Name] I LEARNED A LOT FROM THIS CLASS (ESPECIALLY ABOUT 'ELEGANT' MEAL SERVICE.)

<i>Question 46</i>	<i>question 47</i>	<i>Question 48</i>
<p>The major strength of the course is that [Name] teaches it. She challenges the students to go beyond our objectives.</p> <p>I enjoy being able to work at my own pace, whether I need less or more time on a specific chapter or module. There was plenty of opportunities for assistance when needed.</p> <p>It was nice to have a online class so that I could work at my own pace and do the work when I had time rather than a scheduled class meeting.</p>	<p>Some of the pictures were hard to distinguish.</p> <p>Maybe if the correct answers appeared after completing the test, this would be helpful.</p> <p>More time should be spent in the classroom. did not feel that I learned the content of the course as well as I would have if there had been reviews of each section given by the teacher. This would also give the students who are not as comfortable with computers a chance to clear up any questions they may have about the course.</p> <p>Just what was said in class like a tour of the kitchen, meet in class more often through out the semester.</p> <p>Taking an online course such as this one should be an option.</p>	<p>I believe that the distance learning is efficient for this course.</p> <p>In my opinion, distance learning courses are not a good idea. I need to hear my teacher say the information. I also need to write the information down. Then, I need to read over my notes. This way, we only get the information one way through, a computer that can not hear my questions, much less answer them.</p>
<p>no set class time -- you can work at your own pace at anytime.</p>	<p>periodical face-to-face meetings with the instructor so everyone can stay on track and are where they are supposed to be in the material and discuss any problems the students are having.</p>	
<p>[Name] was the main strength of this course. She was always available and ready to help me with my questions and comments. I strongly disliked this distance learning and would not have made it trough this course with out her face to face instruction.</p>	<p>I consider myself to be fairly smart around computers but this type of information should and needs to be taught to a student like me in a face to face format on via the computer.</p>	<p>I understand the need to train students in the skills needed with the computer and internet but forcing them to take a distance learing course is not an idea that I am happy about. When I signed up for this course I was expecting it to be a course that was instructor taught because I am a student attending courses on a college univeristy not via the internet. My instructor was always available for help but I need in class instruction. Leaming over the internet is not a fair way of teaching this information to students.</p>

Question 46	question 47	Question 48
<p>This course covered a variety of illnesses and situations that I will encounter in the near future. I know that there are a lot of things that couldn't be accomplished in such a short period of time, but it was a great star</p> <p>for the long distance students, the CDs sent by the instructor where needed to understand some objectives</p> <p>The objectives were clear and representative of test material.</p> <p>The objectives and assigned readings were synchronized, making it very convient when learning the new information. Also, the test came directly from the objectives, making s the material we absorbed was the same material that we were tested on. This was a excellent course. We were also sent lecture CDs that enhanced my learning experience.</p> <p>The digitized lectures that we received with the outline for each lecture were great it really help me a lot. Great Job Thanks.</p>	<p>As a distant learning course, it was done adequately. The only thing that I would long for is actually seeing the patients with these diseases.</p> <p>We did not recive CDs (video-lectures) for cardiac arrhythmias. It will be helpful to visualize and memorize the different EKG patterns.</p> <p>A practical lab on EKG (the 12 lead) on campus will also help</p> <p>The lecture CDs was another great reference source but strayed a lot from the necessary objectives. The additional information was good to know but several of the CDs didn't cover the objectives nor were we graded on them. In a course full of required readings an extensive studying time, it would be nice to know which CDs I could look at on a later dat</p> <p>Better quality video portion of the lectures. But, just having the voice was a great improvement over previous courses. Maybe so case studies to work on as a group or even individually. I feel these help you to develop Dx techniques and would improve retention of material</p> <p>Also, if there were any way to set-up a clinical site in the local area where we could go in an observe patients (maybe grand rounds at a local hospital or something of that nature) while we were doing this portion I think it would help cement some of the vast amount of input that we have received over this semester.</p> <p>At times it was somewhat confusing as to where we were at and what to do next, although this may have been due to the interuption of the semester by Floyd. But, overall it was a great semester.</p> <p>Not to have the course tie in with the internet as much.</p> <p>Have a lot more lecture on the subject.</p> <p>This course felt more like I was teaching myself.</p> <p>I would allow students to take any quiz they wanted on Thursday as opposed to just the one prescribed for that week. That way, the student would actually be able to end the course before the end of the semester</p> <p>Prepare in class for the two exams.</p> <p>Less essay quiz's.</p>	<p>None</p> <p>None</p> <p>I really want to thank [Name] for all the work and effort she has put forth. She has really contributed to improving the quality of the DL program. This semester needs to be a model for all courses; digitized video of all on-campus lectures, lecture outlines and handouts, etc...</p> <p>[Name], you made a great pick for an Instructor, with faculty like [Name] we can't do anything but improve -- Thanks.</p>
<p>The ability of students to work at their own pace.</p>		

Question 46	question 47	Question 48
My professor tried to make himself as available to the students as possible, and he responded to e-mail questions fairly quickly.	The reading was confusing in that there was some on the internet and some in our book. I didn't always know where I was looking. The quizzes on the internet were confusing, too. I made pretty good grades on the written exams, but always did terrible on the quizzes, which made up most of my grade.	I didn't like having the choice of whether or not going to class. Going on the internet to take quizzes weekly wasn't a good idea to me.
It is nice for any student to not have to go to class everyday. It makes them have to learn things because they are doing it on their own. It also makes it difficult because they can do what ever they want, but if they want a good grade they will do all the work.	I would have the instructor explain things a little more clearly. The class is alright, but the fact that I didn't really learn a lot bothers me. I read and answered questions. Some things were difficult to comprehend. I would allow students more time to take the quizzes on the internet.	I might recommend this course to another student if they are the type that learns best by teaching themselves. Sometimes these type of classes aren't for everyone. I might consider taking another distance learning class. It depends on what subject it is and how hard the subject is. Some courses need to be taught face to face and with hands on activities.
it is a self paced course	better study guides or better explanations of the material	
The strength of this course was the helpful teaching methods by my instructor.		I really enjoyed the distance learning course, and my teacher was very helpful. He always made sure we understood our assignments, and how to access them.
none	make it a none distance course	I don't like it. It make the material that needs to be taught harder on the students.
having the ability to work at home and still get the concepts	nothing	
It is an interesting topic and it is extremely convenient. It allowed me to take the tests and quizzes in as much time as I needed and when I felt comfortable taking it.	It was extremely difficult at times. I wouldn't understand the material and I would a lot of time, be teaching my self about the readings. Professor [name] was good at explaining but it didn't always fulfill all my questions when the quizzes came around. By that time, it was too late to consult him. In [course], I would think that I have an understanding of the material and then when I would take the quiz, I would find myself not understanding the material as originally thought.	Distance learning is extremely beneficial. It is just difficult for a topic such as [dept name] which is really quite difficult. Being a freshman and attempting to make friends in the course was difficult. I found that the time we spent in the classroom was limited and therefore I wasn't able to build working relationships.
I like the fact that you can work at your own pace.	I honestly wouldn't change anything. I really liked how the class was set up. If you could handle the content of the course on your own, then you had the option of going ahead and completing the course. However, if you ever needed help or had any questions, you had the option of consulting the professor.	

*Question 46**question 47**Question 48*

I really see no strengths in this course other than the fact it is a self paced course. But not everyone is a distant learner. People have different learning styles therefore should have access to different ways of learning.

critical reading and thinking skills were developed.

Being able to do a practicum at a place where I may consider working in the future. Learning so many things at my practicum. Learning about many different disabilities and how TR will affect these populations.

It is nice to have all the notes ready to print. It allows the students to work independently on the work. It lays the course out very nicely. The web sites also give additional support to the course content.

I like the distance learning because it allows for independent study.

Just about everything.

I don't like distance courses. I live on campus and my reason for attending college was to obtain knowledge from enthusiastic, face to face lectures. this course did not meet my expectations what so ever.

This should be a web-based course totally. I feel like I did not get anything out of the class discussions. The notes were just read aloud word for word off of the notes. The instructor should be more prepared to answer questions. The instructor should be consistent when grading.

I would suggest the course be completely web based - not going to class at all. The student have the notes, web sites, and book so there is really no sense in coming to class. It would be better to allow the students to e-mail any questions they may have to the instructor.

The flood altered the course progress therefore it is difficult to say what it would have been like. I think that more emphasis on TR specific interventions concerning disorders would be helpful....in other words Anatomy and Physiology is a prereq. for the course therefore more emphasis could be placed on disorder overview and TR implications for the disorder.

It should be limited to off campus students only and/or computer science majors.

When grading, items should be pointed out on the first practicum report. Do not wait until the third one to take off points for something that was done on the first two and not marked wrong. I do not think it is fair that students who painted nails and read to people were given better grades on practicum reports, while others of us worked very hard on writing specifically what would be written on medical charts. Directions for the paper should be given more than one week in advanced for those of us who want to get things done early so we will not be crammed at the end. I feel the instructor should learn more about the material, other than class notes and be prepared for questions. If they cannot be answered immediately, the instructor should strive to find the answers or at least lead the student towards an answer. That is why many people did not ask questions. Seemingly the answers were always unknown.

Blackboard is easy to use and is effective.

*Question 46**question 47**Question 48*

understanding the various disabilities we will encounter

learning about new diseases and disabilities

Web access was a helpful addition to some of the Merck readings.

The course provides information that is vital to the profession.
The course information was of great interest to me.

That all class notes are on the web, you don't have to worry about what you missed in class if you miss class

The book and notes provided enough information to do well on the tests. I don't feel as though enough explanation was given for other aspects of the course by the professor.

[Name] had materials online in a timely manner and was always willing to help. She is definitely a strength in this course. I thought the web sites were very helpful and have used them for other classes.

The notes that were provided were helpful, and the chat sessions were good. They helped me understand a little better. I wish we would have had more.

Only met once a wk if it continues to be a web based course

I don't think this is good course to learn over the internet because there are a lot of concepts that need to be talked about face to face. Its hard to teach yourself and just ask question all the time

I think that, especially for graduate students, this course could be independent study. The material is not unfamiliar and the blackboard design made class meetings unnecessary.

I feel that more emphasis should be placed upon specific disabilities and TR treatment of those disabilities, rather than the emphasis being on the anatomy and physiology of the systems. I believe that it is a waste of time for the class to meet if we are not discussing concepts or techniques in class. If there was some lecture or discussion of concepts it would be more beneficial than regurgitating the information from the thorough notes or book. I also do not feel that the chat sessions are very beneficial. They may not provide areas that students are interested in but have had no exposure to. Most students participated in practicum experiences involving the areas provided for the chat sessions, and therefore may have had most of their questions answered at the practicum site

The instructor said that class time was for questions, and when no one has any questions she reads from the notes that we already have so i would change that, she needs to let the class go if they don't have an questions.

With this being my first distance course participation opportunity, I thought it went ver well and I am looking forward to next semester, when I have two of them.

The web seemed to me that it was the only place I got information. The notes were given to us, but there didn't seem like there was any teaching involved, it was just the instructor reading the notes. The classroom portion didn't help me to understand the information. It would have been better if we would have been taught a little more, and not just given the information. It needed to be explained better.

I think web based classes are a good idea and I would be willing t try it again but I hated this class just because I felt like I was teaching myself everything and I didn't even have a teacher except on test days

I did not feel that this course was a distance learning course, but rather a computer supplemented course. If this course is to be based upon computer use, then it could be stated in the course catalog and the registration booklets.

*Question 46**question 47**Question 48*

Giving the students an opportunity to do field work.

being able to get notes off of the computer

It was delivered in an organized manner and everything was consistent (tests, practicum, and class). [Name] was very willing to address questions. Our assignments and tests were graded promptly and I thank the Dr. McGhee for working hard to get those posted on blackboard right away.

If the notes will be available on the internet, then there is no reason for the students to come in to listen to the teacher read the same notes to them. The best solution to that problem is to provide an activity that promote the learning of the section that they are in.

In class, answer questions - please do not read the notes to us

I like the fact that this course was distance learning based. The problem that I had with this course was with the teacher that is teaching it. I feel that by her unexperience as a clinician that she was not a good teacher. She could never answer any of our questions, unless they were on the notes. I found her class to be rather boring. If she is going to just read from the notes, then she should not hold class meetings at all. There is nothing that she mentions in class, that is not within the notes. I also did not think that the tests for this class were appropriate. For example, we had a section on "Vision" and there was only (1) test question on vision and it was related to the pupil. My feelings about this teacher may perhaps be because my Anatomy class was so challenging, and this course seems so unchallenging to me.

I think using Blackboard was a good way to get out of the traditional setting of a classroom.

I enjoyed the easy access to the notes and chat sessions.

Comparison of Student Opinion of Instruction Scores
for Distance Education and Classroom Courses

Summary Score, Questions 1-16 except 7

University Averages	Distance Ed	Classroom	Difference
Course levels 1 & 2	90.57	91.72	-1.15
Course level 3	89.21	90.84	-1.63
Course level 4	92.90	91.20	1.70
Course level 5	100.79	92.40	8.39
Course level 6	95.75	92.54	3.21

Departments Difference (distance ed less classroom)

Allied Health 9.95

Business 6.53

Education

Course level 2 6.31

Course level 4 -25.85

Course level 6 1.69

English

Course level 5 10.90

Course level 6 2.12

] Health & Hum Perf. -8.68

Human Environmental Science

Course level 3 4.13

Course level 6 6.55

Industrial Technology

Course level 4 8.54

Course level 6 -1.50

Nursing 3.84

Philosophy -7.84