

TRINITY VALLEY COMMUNITY COLLEGE
DISTANCE EDUCATION COURSE EVALUATION REPORT
SPRING 2006

TVCC DISTANCE EDUCATION REPORT EXECUTIVE SUMMARY

The Office of Planning and Institutional Effectiveness administered the *Distance Education Evaluation of Course and Instructor* for Trinity Valley Community College online courses in the Spring 2006 semester. Overall, 257 students responded to this instrument. Where possible, the results from *Distance Education Evaluation of Course* were compared to the fall 2005 *Student Evaluation of Course and Instructor* to evaluate how well distance learners rate the overall learning environment when compared to face-to-face learners. The following findings are key results that can be gleaned from this study.

Overall, distance learners were more likely than face-to-face learners (f2f) to strongly agree that they would **recommend the course to others** (distance mean = 4.47, f2f mean = 4.05). This was the item with the largest gap between reports by distance learners and face-to-face learners (gap = 0.42).

Results from the survey were categorized similarly to four of the five benchmark scores for the Community College Survey of Student Engagement (CCSSE). The results for each of those is very positive when comparing distance education with face-to-face.

- Distance learners rated all items that relate to the benchmark category of **Support for Learners** higher than did face-to-face learners.
- Distance learners rated all items that relate to the benchmark category of **Student-Faculty Interaction** higher than did face-to-face learners.
- Distance learners rated all items that relate to the benchmark category of **Academic Challenge** higher than did face-to-face learners.
- Distance learners rated all items that relate to the benchmark category of **Active and Collaborative Learning** higher than did face-to-face learners.

Additional results included:

- Distance learners rated all but one item in the category of **Instructional Management** higher than did face-to-face learners.
- Only 57% of students **spent more than 4 hours per week** in a distance course.
- Distance education learners report that **asynchronous course tools contributed to their learning more than synchronous learning**. Although it is not clear if this is a result of TVCC use/track of use of these techniques or if it is related to the effectiveness of these techniques.
- **College services** to distance education learners was rated moderately high, with 87% of respondents being "satisfied" or "very satisfied" with the ease of registration. The lowest rated services include financial aid and the bookstore at 79%.
- The TVCC schedule of classes (printed and online) is the means through which 64% of students learn about online courses.

The full report includes an overview of students' reasons for taking an online course as well as their experiences as a distance learner, an evaluation of their ratings of the TVCC distance learning environment, and an evaluation of self-reported student effort. Additionally, it includes an assessment of course tools as well as college services. A summary of student comments regarding course effectiveness and course services is also included. This report also summarizes the effectiveness of marketing techniques that currently drive students to distance education.

DISTANCE EDUCATION COURSE EVALUATION SPRING 2006

METHOD OF PROCEDURE

In the spring semester of 2006, the Office of Planning and Institutional Effectiveness administered the *Distance Education Evaluation of Course and Instructor* for Trinity Valley Community College online courses. This was administered to students during the last month of the course, and included all distance learning courses except six sections. Faculty of the individual courses invited students to participate using the course management tools within WebCT. Students were assured that their individual responses would not be shared with faculty and that only aggregate results would be shared with the faculty member after grades had been posted. Overall, 257 students responded to this instrument. The six sections excluded from this evaluation were a part of a pilot project at TVCC being conducted to evaluate the IDEA faculty evaluation system, which is scheduled to be used system-wide in fall 2006.

This report includes an overview of students, as well as an evaluation of distance education students' rating of the learning environment and an evaluation of self-reported effort. Additionally, it included assessment of course tools as well as college services. A summary of student's comments regarding course effectiveness and course services is also included. Where possible, the results from *Distance Education Evaluation of Course* were compared to the fall 2005 *Student Evaluation of Course and Instructor* to evaluate how well distance learners rate the overall learning environment when compared to face-to-face learners. The fall 2005 *Student Evaluation of Course and Instructor* was administered in all face-to-face courses according to the TVCC Faculty Evaluation guidelines. This report also summarizes the marketing effectiveness of distance education.

This report is being distributed to distance learning faculty, division chairs, deans, and the vice president of instruction. Additionally, aggregate results for each course were shared with each faculty member, their division chair and dean, and the vice president of instruction. Additionally, aggregate results for each course were shared with each faculty members, their division chair and dean. The Director of Distance Education has received the aggregate results of each course in order to be able to plan training opportunities and to enhance distance learning technologies. Appendix C includes a count of responses by course.

OVERVIEW OF STUDENTS

REASON FOR CHOOSING DISTANCE EDUCATION CLASS

When asked why they chose a distance education class, 48.8% of students attended because it was available on-line, followed by the course coordinating with a full-time job (46.5%), and family activities and schedules (36.7%). Of the respondents, 23.4% reported preferring distance education over face-to-face instruction as the primary reason for choosing the course. Other reasons included being convenient for child care (20.3%), transportation (18.4%), or the course fitting into their class schedule (16.0%). Having a course that coordinated with a part-time job was important for 12.5% of respondents. The course not being available on campus (face-to-face) was the least likely reason for taking the course (6.6%).

Table 1

Students' Reason(s) for Choosing Distance Education Courses, Spring 2006

	n	Percent
Course available on-line	125	48.8%
Coordinated with full-time job	119	46.5%
Coordinated with other family activities and schedules	94	36.7%
Prefer distance learning over classroom lecture	60	23.4%
Coordinated with child care	52	20.3%
Solved transportation issues	47	18.4%
Needed an additional course to fit into my schedule.	41	16.0%
Coordinated with part-time job	32	12.5%
Other	18	7.0%
Wanted a course that was not available on-campus	17	6.6%

**Prompt: Why did you choose a distance education class?*

RESPONDENT EXPERIENCES WITH ONLINE COURSES

Half of the respondents were enrolled in four or more courses (either face-to-face or at a distance), which is the equivalent of full-time enrollment. Of respondents, 41% were taking one distance course, 31% were taking two distance courses, 20% were taking three distance courses, and another 8% were taking four or more distance courses. When looking at the total number of distance courses that students had taken in their college career (including this semester), 20% had taken one distance course, 19% had taken two, 15% had taken three, 11% had taken four, and 35% had taken five or more distance courses. (See Table 2).

Table 2

Course Taking Activity

	Number of Courses						N
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6+</u>	
3E. How many total courses (online and classroom) did you take this semester?	13%	20%	19%	26%	8%	13%	252
3F. How many total online courses have you taken (including this semester)?	20%	19%	15%	11%	8%	27%	254
3G. How many online courses did you take this semester?	41%	31%	20%	4%	2%	2%	254

The overall drop rate of distance learning courses during this semester was 25.7%. The responses were received during the last three weeks of the semester, so the responses are from those students who were most successful in the courses (e.g. those that have not dropped out). Additionally, the overall grade distribution for the semester was as follows: 23.4% A's, 21.5% B's, 13.8% C's, 4.3% D's, 9.7% F's, and 25.7% who withdrew.

LEARNING ENVIRONMENT

SUPPORT FOR LEARNERS

One component of the learning environment of a community college is the support provided for learners. Researchers who worked to construct the community college Survey of Student Engagement (CCSSE) observed “Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus” (CCSSE 2005). Additionally, community college students “benefit from service targeted to assist them with academic and career planning, academic skill development, and other issues that may affect both learning and retention” (CCSSE 2005). These are attributes used to describe the benchmark that CCSSE identifies as support for learners. While TVCC did not use the same questions to evaluate their decisions as CCSSE, we feel that we have items that indicate how well TVCC supports learners.

When evaluating items that rate TVCC’s support for learners, 87% of students “agree” or “strongly agree” that they are able to get help in the course when needed. Among the respondents, 86% indicated that the amount of material covered was reasonable and 86% indicated that the instructor demonstrated an interest in the success of students. (See Table 3).

Comparison with Face-to-Face Courses:
When comparing students enrolled in face-to-face (f2f) courses with students enrolled in distance education courses, students in distance courses reported more agreement with being able to get help in the course (distance mean = 4.42, f2f mean = 4.27). Additionally, they were more likely to report feeling that the material covered in the course was reasonable (distance mean = 4.32, f2f mean = 4.11), as well as reporting that instructor demonstrated a genuine interest in them (distance mean = 4.41, face-to-face mean = 4.35).

Table 3

*Support for Learners in TVCC Distance Learning Courses, Spring 2006**

	<u>Distance Education</u>			<u>Face-to-Face</u>
	<u>% Agree/ Strongly Agree</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>
2K. I am able to get help in this course when needed.	87%	4.42	252	4.27
2H. The amount of material covered in the course was reasonable.	86%	4.32	254	4.11
2A. The instructor demonstrated a genuine interest in the success of students.	86%	4.41	253	4.35 ^a

**Prompt: Thinking about the learning experiences that you have had in this class, please rate the extent to which you agree with the following: (Response options—Strongly Agree-5, Strongly Disagree-1)*

Original Questions for face-to-face varied from those for distance education as follows:

^aThe instructor is concerned with whether or not students learn the material.

STUDENT-FACULTY INTERACTION

Student-faculty interaction is a benchmark used by CCSSE to describe the learning environment. CCSSE (2005) identifies this benchmark based upon the following:

The more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Personal interaction with faculty members strengthens students' connections to the college and helps them focus on their academic progress. Working with an instructor on a project or serving with faculty members on a college committee lets students see first-hand how experts identify and solve practical problems. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

Again, TVCC did not use the same questions in CCSSE, yet there are some items in this instrument that indicate the level of student-faculty interaction. In the category of student-faculty interaction at TVCC, two items were rated highly (92% and 94% agreement) and two items were rated moderately (71 to 72%). Of respondents, 94% indicated that instructors responded to questions within a reasonable time, and 92% indicated that the instructor showed respect for students. Only 72% of students indicated that interaction with the instructor contributed to their learning and 71% indicated that the instructor reviewed tests and assignments with them.

Comparison with Face-to-Face Courses:

Distance students reported stronger agreement with the statement that the instructor showed respect for students (distance mean = 4.56, f2f mean = 4.41).

Table 4

*Student-Faculty Interaction in TVCC Distance Learning Courses, Spring 2006**

	Distance Education			Face-to-Face
	% Agree/ Strongly Agree	Mean	N	Mean
2L. The instructor responded to questions in a reasonable time.	94%	4.57	253	--
2I. The instructor showed respect for students.	92%	4.56	252	4.41
2P. The interaction with the instructor contributed to my learning.	72%	4.04	226	--
2E. The instructor reviewed results of tests and assignments with students.	71%	4.00	214	--

**Prompt: Thinking about the learning experiences that you have had in this class, please rate the extent to which you agree with the following: (Response options—Strongly Agree-5, Strongly Disagree-1)*

ACADEMIC CHALLENGE

Academic challenge is a CCSSE (2005) benchmark that is founded upon the following assumptions:

The Community College Survey of Student Engagement (CCSSE) identifies through research for Academic challenging intellectual and creative work is central to student learning and collegiate quality. Ten items from The Community College Student Report correspond to components of academic challenge including the nature and amount of

assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.

Of respondents at TVCC, 93% “agree” or “strongly agree” that the course challenged them to think, while 89% of students indicated learning a great deal in the course. (See Table 5).

Comparison with Face-to-Face Courses:
When comparing academic challenge ratings, distance students reported stronger agreement that the course challenged them to think (distance mean = 4.54, f2f mean = 4.34). Additionally, distance students reported stronger agreement that they learned a great deal in the course (mean = 4.45) compared to face-to-face students (mean = 4.25).

Table 5

*Academic Challenge in TVCC Distance Learning Courses, Spring 2006**

	<u>Distance Education</u>			<u>Face-to-Face</u>
	<u>% Agree/ Strongly Agree</u>	<u>Mean</u>	<u>n</u>	<u>Mean</u>
	2J. The course challenged me to think.	93%	4.54	254
2O. I have learned a great deal in this course.	89%	4.45	256	4.25

**Prompt: Thinking about the learning experiences that you have had in this class, please rate the extent to which you agree with the following: (Response options—Strongly Agree-5, Strongly Disagree-1)*

ACTIVE & COLLABORATIVE LEARNING

Active and collaborative learning is a CCSSE (2005) benchmark founded upon the following assumptions:

The Community College Survey of Student Engagement (CCSSE) identifies through research for Active and Collaborative Learning that students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaboration with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, community, and their personal lives.

Active and Collaborative learning was the category that was rated weakest among the categories identified for analysis at TVCC. Only 70% of students “agree” or “strongly agree” that the instructor provided opportunities for students to learn from each other, while 55% “agree” or “strongly agree” that interactions with other students contributed to their learning. Additionally, 56% of students “agree” or “strongly agree” that they participated actively and contributed thoughtfully to class discussions.

Table 6

*Active and Collaborative Learning in TVCC Distance Learning Courses, Spring 2006**

	Distance Education			Face-to-Face
	% Agree/ Strongly Agree	Mean	n	Mean
2S. The instructor provided opportunities for students to learn from each other.	70%	4.08	213	--
2Q. The interaction with the other students contributed to my learning.	55%	3.73	195	--
3B. I participated actively and contributed thoughtfully to the class conference/threaded discussion.	56%	3.71	233	--

**Prompt: Thinking about the learning experiences that you have had in this class, please rate the extent to which you agree with the following: (Response options—Strongly Agree-5, Strongly Disagree-1)*

INSTRUCTIONAL MANAGEMENT

Instructional management is an important component of the learning environment and student feedback on these techniques is particularly important when evaluating courses taught at a distance. These items are based upon the research on evaluating course effectiveness.

When evaluating instructional practices, 91% of students “agree” or “strongly agree” that the instructor returned graded work within a reasonable time, 89% indicated graded work was connected to the material covered in the course, and 88% indicated that the instructor planned and organized the class to meet course objectives. Eighty-eight percent would recommend this instructor to other students. Eighty-six percent indicated that the learning outcomes were clear, 84% indicated that the instructor effectively utilized distance learning technology, 75% indicated that the instructor used a variety of teaching techniques, and 74% indicated that helpful examples and illustrations were utilized. (See Table 7).

Comparison with Face-to-Face Courses:

Students rated distance courses higher than face-to-face courses when evaluating most instructional management techniques. These included the instructor returning graded work in a reasonable time (distance mean = 4.51, f2f mean = 4.19), graded work representing the material covered in class (distance mean = 4.46, f2f mean = 4.36), and using a variety of teaching techniques (distance mean = 4.04, f2f mean = 4.00).

When evaluating whether the instructor demonstrating knowledge of the subject matter, students in face-to-face courses were more likely to have stronger agreement with this (f2f mean = 4.57, distance mean = 4.42).

Overall, distance students were more likely to strongly agree that they would recommend the course to others (distance mean = 4.47, f2f mean = 4.05). This was the item with the largest gap between distance learners and face-to-face learners (gap = 0.42).

Table 7

*Instructional Management in TVCC Distance Learning Courses, Spring 2006**

	Distance Education			Face-to-Face
	% Agree/ Strongly Agree	Mean	n	Mean
2F. The instructor returned graded work within a reasonable time.	91%	4.51	249	4.19
2D. Graded work (tests, projects, etc.) was connected to the material covered in class.	89%	4.46	248	4.36 ^a
2M. The instructor planned and organized the class to meet stated objectives.	88%	4.47	243	--
2N. I would recommend this instructor to other students.	88%	4.47	256	4.05
2G. The instructor demonstrated a thorough knowledge of the subject.	86%	4.42	241	4.57 ^b
2R. The objectives/learning outcomes for each part of the course were clear.	86%	4.35	255	--
2T. The instructor effectively utilized distance learning technology.	84%	4.37	251	--
2B. The instructor used a variety of teaching techniques.	75%	4.04	226	4.00 ^c
2C. The instructor used helpful examples and illustrations	74%	4.08	222	--

**Prompt: Thinking about the learning experiences that you have had in this class, please rate the extent to which you agree with the following: (Response options—Strongly Agree-5, Strongly Disagree-1)*

Original Questions for Face-to-Face varied from those for distance education as follows:

^aClass assignments (tests, projects, presentations) measure what was covered.

^bThe instructor is very knowledgeable of the subject matter.

^cThe instructor uses interesting and informative teaching aides to promote learning.

Thinking about the learning experiences that you have had in this class, please rate the extent to which you agree with the following:
(Response options—Strongly Agree-5, Strongly Disagree-1)

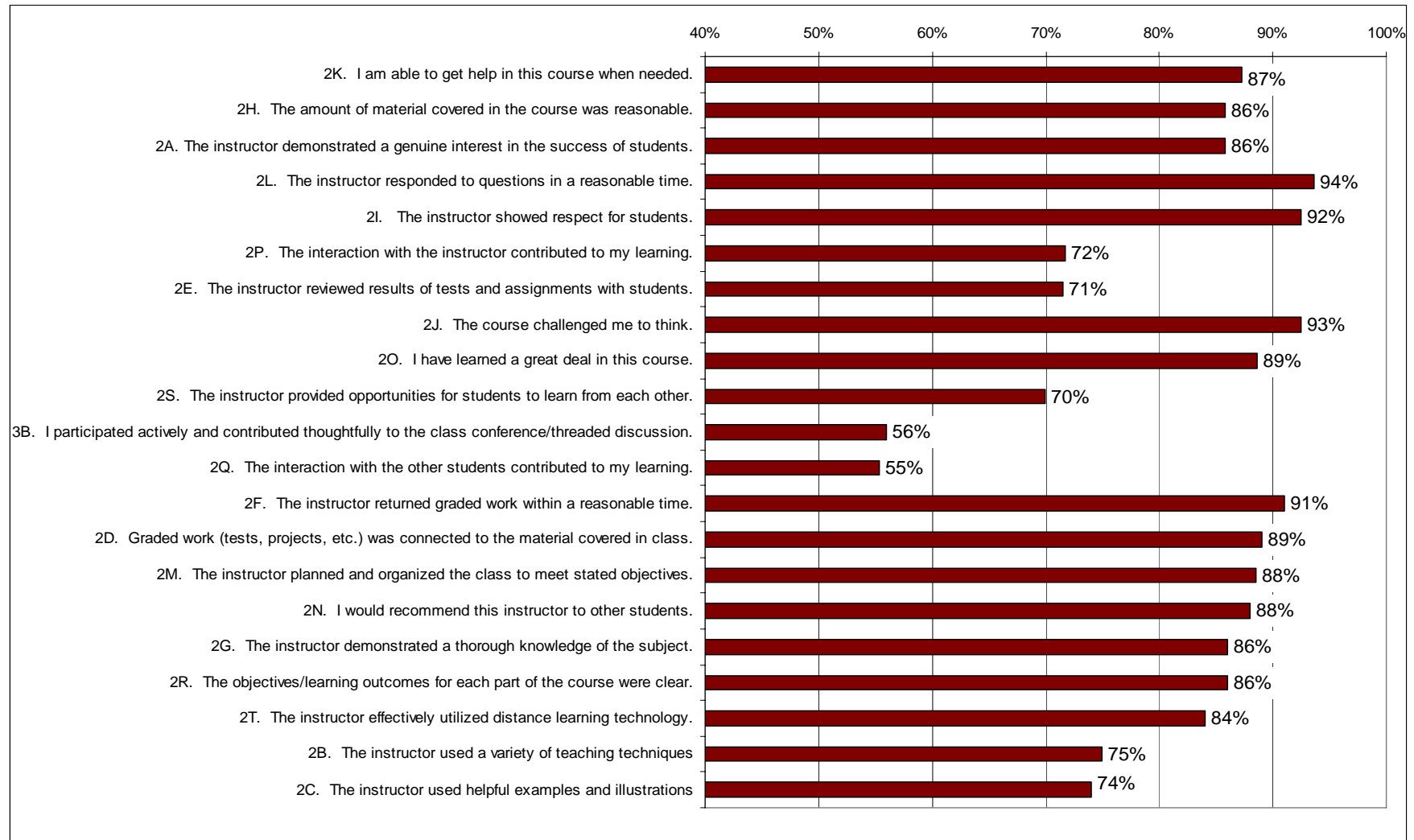


Figure A. Ratings of distance education course experiences.
*See Table 7 for variations in questions.

Thinking about the learning experiences that you have had in this class, please rate the extent to which you agree with the following:
(Response options—Strongly Agree-5, Strongly Disagree-1)

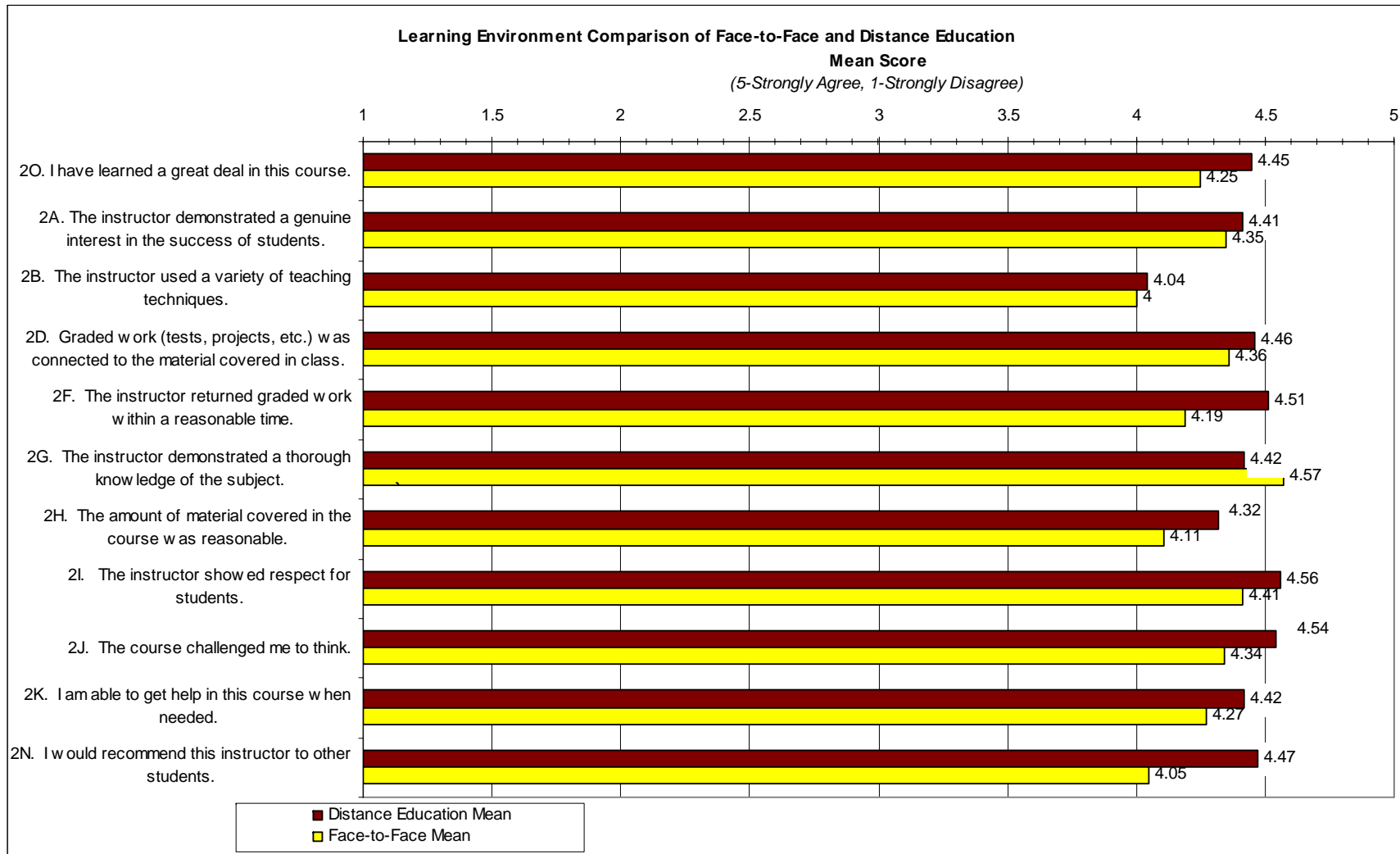


Figure B. Comparison of experiences between distance and face-to-face course evaluations.
*See Table 7 for variations in question wording.

STUDENT EFFORT

Student effort is a CCSSE (2005) benchmark founded upon the following assumptions:

The Community College Survey of Student Engagement (CCSSE) identifies through research for Student Effort by the students' own behaviors that contribute significantly to their learning and the likelihood that they will successfully attain their educational goals. "Time on task" is a key variable, and there are a variety of settings and means through which students may apply them to the learning process.

When evaluating student effort at TVCC, 87% "agree" or "strongly agree" that they invested enough time and energy into the course to meet the course requirements, while only 56% indicated that they participated actively and contributed thoughtfully to class discussions (mean=4.19). When looking at how much time students spent during an average week in the course, 43% indicated that they spent between one and four hours, 36% indicated that they had spent five to nine hours, and 21% indicated that they had spent 10 or more hours per week in the course (see Table 8). Forty-six percent of students logged-in to the course between one and four times a week, while 32% logged-in between five and nine times a week and 22% logged-in 10 or more times a week (see Table 8).

Table 8

Time and Frequency of Course Engagement, Spring 2006

	1 to 4	5 to 9	10 to 14	15 to 19	20+	n
3C. On average, how many hours a week did you spend on this course?	43%	36%	15%	2%	4%	253
3D. On average, how many times a week did you log-in to this course?	46%	32%	14%	4%	4%	253

COURSE TOOLS

To evaluate the effectiveness of the utilization of course tools, students were asked which instructional devices contributed to their learning. Of respondents, 93% "agree" or "strongly agree" that it was important to have a well organized site that was easy to navigate. Additionally 90% of respondents indicated that course activities and assignments contributed to their learning. The same was true for course assignments and grading. Bulletin board notices (84%) and supplemental materials (80%) were also rated as important instructional devices. Discussion rooms (64%) and chat rooms (44%) were less likely to be rated as effective in contributing to student learning in TVCC courses. (See Table 9).

These findings are interesting, as respondents clearly report more learning as a result of asynchronous interactions (not occurring at the same time) over synchronous interactions (occurring at the same time). Recent discussions in higher education support synchronous instructional techniques (such as discussion rooms and chat rooms) as effective. Yet these were less likely to receive high ratings among TVCC students. Additionally, bulletin boards, an asynchronous method of instruction, were not as highly rated as the traditional components of a course (assignments, textbooks, grading, etc.). It is not clear whether these ratings are truly reflective of the effectiveness of each technique (synchronous or asynchronous), or if the responses represent the actual use and/or lack of use of these techniques in TVCC distance courses.

Table 9

*Ratings of the Effectiveness of Course Tools, Spring 2006**

	% Agree/ Strongly Agree	Mean	n
4A. A well organized site that was easy to navigated	93%	4.51	249
4E. Textbook(s) that supported course content	91%	4.49	252
4G. Course activities and assignments	90%	4.45	251
4H. Course assessments/grading	90%	4.47	251
4B. Bulletin board notices	84%	4.30	220
4F. Supplemental materials that supported course content	80%	4.22	225
4C. Discussion groups	64%	3.92	194
4D. Chat rooms	44%	3.41	159

**Prompt: Rate the extent to which you agree that each of the following contributed to your learning experiences. (Response options—Strongly Agree-5, Strongly Disagree-1)*

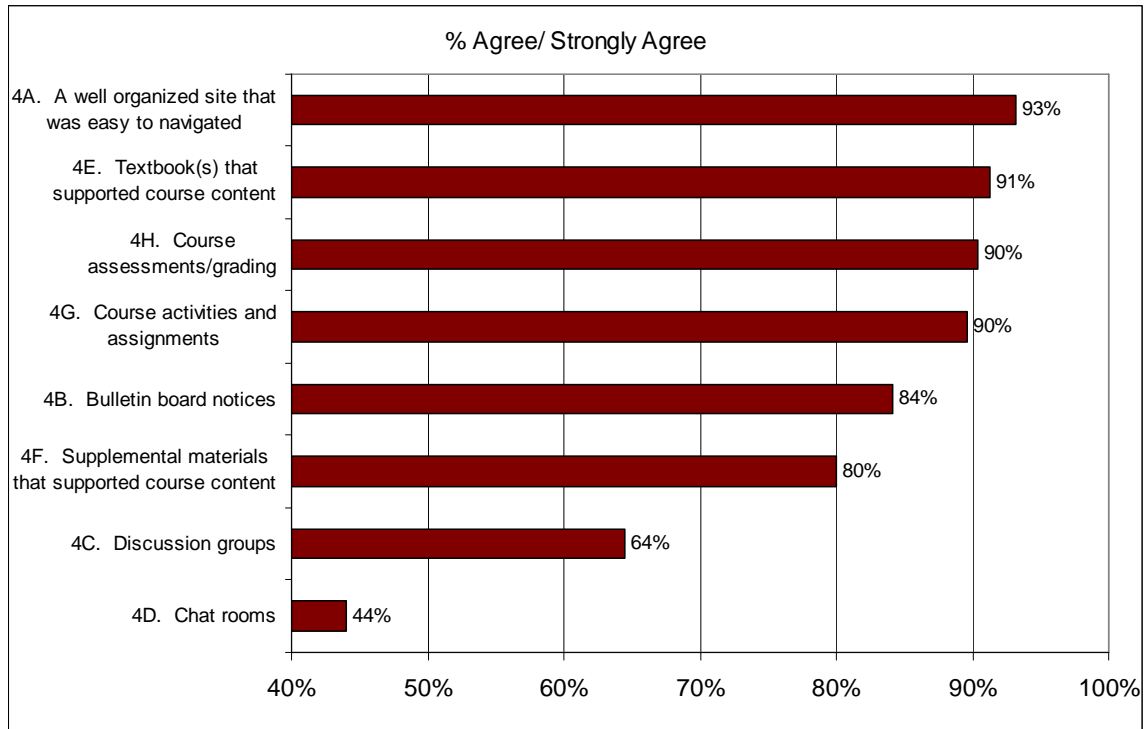


Figure C. Ratings of the effectiveness of course tools.

COURSE EFFECTIVENESS—STUDENT COMMENTS

Students were asked to provide comments regarding the most effective part of the course. The summary below is the result of a qualitative analysis of responses and should be interpreted as such. In evaluating the effectiveness of the course, it should be noted that while there were approximately 179 respondents, responses were not received from every online course that was

taught. Some comments may be representative of an entire class while other classes may not have responses. The entire list of student responses is available in Appendix A.

When evaluating the most effective part of the course, 37% of the respondents felt that teacher feedback and interaction with the instructor was very excellent, 33% felt that the exercises and assignments were effective, 29% felt the course material helped them in their learning process, and 20% felt the course was more effective because the course was self-paced and more convenient than face-to-face classes.

The remaining 14% of students provided comments regarding the high quality of the course material, which challenged them to think. Additional positive comments related to course materials included the presence of review sheets, study guides and practice tests. Respondents also noted that the materials presented within the course exposed them to ideas that they had not encountered prior to taking the class.

WHAT COULD BE DONE TO IMPROVE THE COURSE?

Students were asked to provide comments regarding what could be done to improve the course. The summary below is the result of a qualitative analysis of responses and should be interpreted as such. In evaluating what could be done to improve the course, it should be noted that while there were approximately 139 respondents, responses were not received from every online course that was taught. Some comments may be representative of an entire class while other classes may not have responses. The entire list of student responses is available in Appendix B.

When students were asked what could be done to improve the course, 55% of students responding to this item indicated that there was no need for improvement. Twenty-four percent indicated that they would like the course design and materials to be updated, including up-to-date syllabi and additional study guides. Students also expressed an interest in opportunities for extra credit, a greater amount of communication with the teacher and between students through the use of discussion boards or chat forums. A need for additional multimedia including power point presentations, videos, and flash presentations was also expressed.

Of students responding, 19% indicated that assignments needed to be restructured and the design of exams need to be from an online student's perspective. They went on to comment that there were too many test items, the formatting was not effective for the course content and felt that in order to be effective, instructors need to offer essay-type questions and fill-in-the-blank questions, along with multiple choice questions. Ten percent (10%) of the respondents said that exams needed to be completed online, thus eliminating the need to come to campus in order to take a test.

Other comments included that the students preferred face-to-face classes over a distance education classes. Some suggested a better orientation for online classes, while others suggested that the college emphasize that a high-speed internet connection is needed for taking online courses.

COLLEGE SERVICES

Most respondents were moderately satisfied with college services with between 78% and 87% being "very satisfied" or "satisfied". Students were most satisfied with the ease of registration (87%), followed by availability of information about the course (84%), availability of library and other course material (82%), availability of technical assistance (80%), quality of academic advising (79%), bookstore services (79%), and financial aid (78%). (See Table 10).

Table 10

*Student Satisfaction with College Services, Spring 2006**

	<u>% Satisfied/ Very Satisfied</u>	<u>Mean</u>	<u>n</u>
5D. Ease of registration?	87%	4.30	252
5C. Availability of the library and other course material	82%	4.23	223
5E. Availability of information about the course (requirements, pre-requisites, technical skills, etc.)?	84%	4.20	247
5F. Financial aid services?	78%	4.1	201
5B. Quality of academic advising?	79%	4.09	223
5A. Availability of technical assistance?	80%	4.07	200
5G. Bookstore services?	79%	4.04	238

**Prompt: Thinking about the services that you utilized during this semester, please rate your overall satisfaction with each of the following:
(Response options—Very Satisfied-5, Very Dissatisfied-1)*

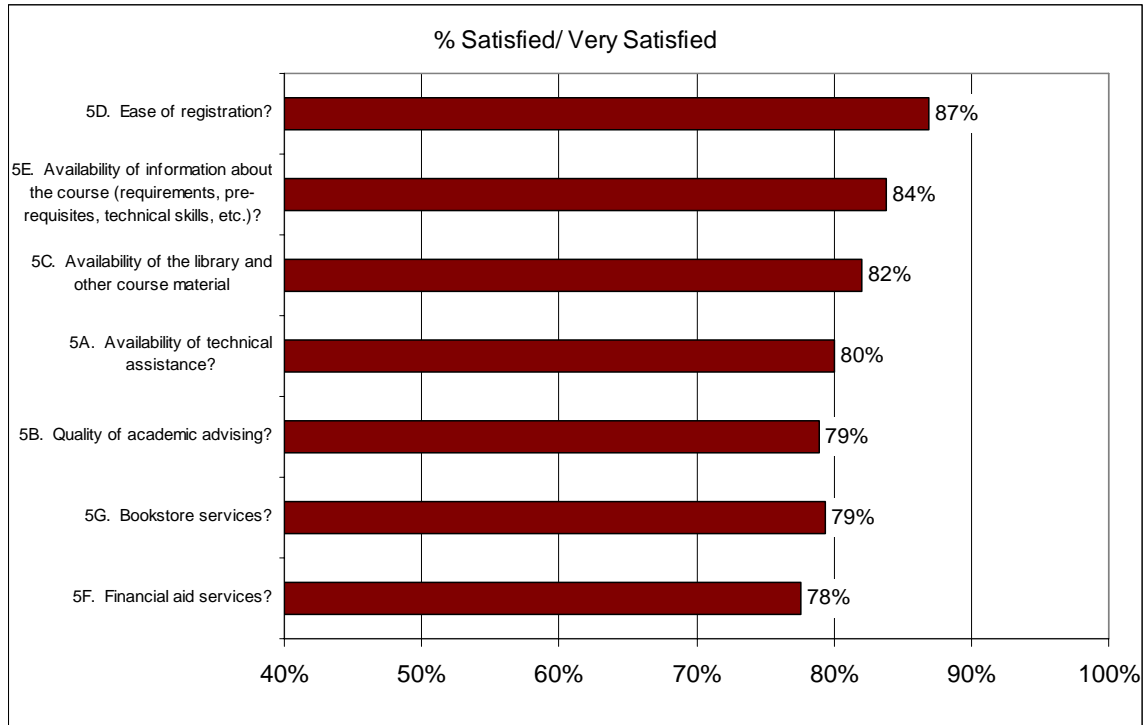


Figure C. Satisfaction with college services.

WHAT COULD BE DONE TO IMPROVE SERVICES?

Students were asked to provide comments regarding what could be done to improve services. The summary below is the result of a qualitative analysis of responses and should be interpreted as such. In evaluating what could be done to improve the services, it should be noted that while there were approximately 95 respondents, responses were not received from every online course that was taught. Some comments may be representative of an entire class while others may not have had any responses. The entire list of student responses is available in Appendix C.

When students were asked what could be done to improve services, 51% of students responding stated that they saw no need for improvement. Among responses, 16% indicated a need to improve the services provided by the bookstore, including advisement to students on book purchases. Respondents also indicated that delivery options for book purchases were inadequate, and they expressed an interest in having more bookstore employees being available to assisting students when buying books back at the end of the semester.

Of the respondents, 13% were concerned about the registration process, which included suggestions for having registration available online. Students indicated that both academic and financial aid advisors should be more knowledgeable and more enthusiastic when answering student questions. Additionally, students felt that additional classes needed to be available online.

The remaining 15% of responses follow no specific pattern, with comments ranging from the need to include expanding current library reference materials to comments about tuition. Other comments included a desire to increase access to the library through such means as expanding current hours of operation, a feeling that all students should be eligible for the Dean's List (whether they are full-time or part-time). Some students felt that the course design and materials for some classes needed improvement in order to open the lines of communication between the students and instructors.

DISTANCE EDUCATION MARKETING EFFECTIVENESS

When asked how they learned about a course, 43.5% of students indicated that they received notice through a printed copy of the TVCC schedule of classes, while 20.4% of students indicated that they learned about the course through the schedule of classes on the TVCC website. Another 11.0% of students responded that they learned about the course from their advisor and 7.1% learned of the course from a faculty member. The TVCC website enabled 5.1% of students to learn about the course, while only 0.04% learned about the course through a newspaper ad. Other means for learning about the course were reported by 12.5% of respondents. (See Table 11).

Table 11

How did you learn about this course?

	n	Percent
TVCC Schedule of Classes (Printed Copy)	111	43.5%
TVCC Schedule of Classes (Website Copy)	52	20.4%
Academic Advisor	28	11.0%
Faculty Member	18	7.1%
TVCC Website	13	5.1%
Newspaper Ad	1	0.4%
Other	32	12.5%
Total	255	100.0%

APPENDIX A
MOST EFFECTIVE PART OF THE COURSE

I had to do the labs by myself and tried to solve any questions on my own before emailing my professor.
Teacher feedback.
The assignments challenged us to take a position on an issue and really research our viewpoint. The issues/events chosen for the test were quite pertinent to current events. Very effective!
We had plenty of time to do our assignments, and we were able to do it on our time.
The instructor's objectives corresponded with the required material. There were never too many chapters covered on one exam, which is a plus, compared to other courses I have taken. The US Government book is informative. I believe it is the instructor.
The Test
I would work on my terms
The review sheets before each test was very useful
The fact that the teacher was so knowledgeable about this subject, A student could honestly tell by his questions and answers about geography, that he truly liked the subject.
The study guides
Learning the basics of typing. I was one finger typist.
The most effective part of the course was how the study guides were available all semester which gave us plenty of time to work on them and prepare for our test.
Reading and working the problem in the chapter prior to working the assignment, along with the practice tests provided online.
the workbook
The fact that the instructor gives enough time to study for exams and gives what is reviewed and straight to the point on what he needs from us. There is no guessing in what he is asking us to do.
The teacher set up checklists to help us stay on track for each section.
I was able to set my own pace while doing my work. Really liked doing this class on the internet because it saved me so much I would not have been able to do this during regular class time.
The assignments gave a reasonable amount of hands-on learning.
The homework was thorough. It helped me get understanding of the chapter.
Making me think and figure out how to present something on my own and how to develop my own ideas into a project
This was an in-depth look at something I use everyday in my job. Even if I only learned one or two things, it was worth the price of the course and the convenience of no driving and working from home was an added plus.
The course work and the study guides.

The study guides.
The way he helped me when I needed help and asked questions...
That I learned more about where things were on Microsoft Word and how to write business letters.
The material that was covered along with the interaction with outside resources such as the Internet.
The textbook and its exercises were very concise and detailed on each topic.
Being able to contact the instructor for help if it was needed.
Lab Assignments
The student interaction helped a lot with questions, discussions... On several occasions, questions were asked to the teacher to which he did not respond at which point students asked other students who responded quickly and in the best possible manner.
My instructor was the most effective part. She offered really good critical thinking questions and the variety of work made for a well-rounded course. She was very encouraging and available to questions. I have taken several courses online.
The "Critical Thinking Questions" required with every chapter that allow you to test your comprehension of the material as opposed to a recitation of what you read.
Using the internet with the book.
Interaction with students and instructor.
Practice testing, IMHO.
The researching of different areas of networking through the use of the internet and its tools.
Learning about my Constitutional rights.
Learning the different types, process, and importance of not just management.
The hands-on experience; the study/review questions; an instructor who was always there for us; an instructor who helped to calm my anxiety and fear of Excel and Access.
Lectures
The ability to complete coursework at my own pace within deadlines at my convenience.
the way teacher communicates with the students
CTQ's. They really made you take time to think.
Chapters we covered.
Labs
The Study Guides
The ability to study on your own schedule.
The online assessments
I loved the way she helped us with every single thing we did
learning about everything... the fed part was most effective
The study guides provided for guidance

Having a reasonable amount of time to study new material and test.
I love my instructor and how interesting she made things. I love how she gave different options for assignments which encouraged learning.
Reading the chapters.
The internet exercises.
There is a lot of information to cover in this course, but my instructor provides great study guides to help prepare for the test.
Study Guides provided by the instructor and online text web site.
The fact that she was so willing to answer questions. Anytime you have a question, e-mail her or drop in to her office. She's been more than patient, knows her subject matter well, and is willing to help in any way she can.
Hands on learning Office.
The quizzes and review questions were very helpful for preparing for the exams in the course.
I feel the essays.
I really appreciated the study guides. They were very helpful in preparing for the exams.
The study guides.
The teacher being assessable and helpful.
Hands-On exercises from the book.
Immediate feedback on tests & assignments.
The practice tests.
Having to read all the chapters, as opposed to just focusing on class lectures.
Nothing I learned nothing from the teacher only books she did not help me when i asked for help only told me to read the book. She was rude and did not seem to care.
The text book.
The text book was the most effective part of this course but, I am sure if it were a class room course he would have done an excellent job. He is a teacher not just an instructor as we students say.
Having to read the information to know the correct answers to the test.
N/A
It was full of information to absorb in a short time frame.
The detailed syllabus, it was helping and straight forward.
I learned the material.
The practice test and the lab work.
The issues papers.
Probably all of the research for the essays I had to do.
Learning the right ways to eat a nutritious meal, and the different types of vitamins and minerals. What could happen if a person took too much of the wrong things. How to improve

eating habits.
The book used for this course provided adequate information relating to the course and any type of business career.
Getting a better understanding of the material. Learning parts to the material that was not apparent to my knowledge.
I was allowed to work at my own pace, while having access to the instructor if/and when needed.
The way the professor was willing to help and answer questions.
Being able to do the work at home at my own pace.
The course overall fit the basic information for first line supervisors and mid-management. Very helpful.
I think I learned more in distance learning. I had to research the answer. The teacher was not right there to answer the question for me. I tried to figure it out before I contacted the teacher.
The study guides were right on target with the exams.
The quizzes were a very good idea because it allowed me to study exactly what I needed to know and make good grades on my tests.
The opportunity to take a course. I drive 100 miles a day and work full time. I have not had an opportunity to attend classes in a long time. I liked not having to rush to class. I could devote more time to study.
I stand neutral for most questions about this class b/c of a issue that I had with the instructor. Mostly my fault but I feel that he could have handle the issues more professionally.
I enjoyed all of the labs and the things learned the time the test was just a little hard for me
instruction
The practice exams were really beneficial.
the response time from the instructor when a question would arise
The hands-on experience of doing the assignments
Study guide
It taught me things about human resources and business that I did not previously know about.
Writing the course papers.
That I could go at my pace, when I needed to meet a deadline.
Her practice tests and study mate site.
Book on CD
Being able to take my time to understand and learn more about computers
Wasn't real clear
The variety of lessons.
Study guides
It is a very interesting class. Also, main point he is a great teacher and that makes things alot better.

It set deadlines to complete work for each chapter.
My Instructor showed a genuine interest in me personally. This was very helpful. Her method of teaching forced me to think and research topics which brought more understanding to the course.
The fact that the instructor made the assignments understandable.
The information which was provided to go along with the course.
Thorough reviews for exams, and Internet exercises.
The interaction among students from different campuses.
Everything from the reading from the book to the research online and presentations..... They all challenged me to think.
Having to actually read the assigned work in order to pass.
The blogs that we were required to post. It gave us insight into how other people interpret a work differently.
Internet exercise, where you had to post a response on a topic of review form website and the review sheets for exams were helpful.
The interaction between students and instructor via discussion boards and email. Her techniques SHOULD BE USED AS AN EXAMPLE for training other instructors. She's is extremely thorough and informative and made the class exceedingly interesting.
The material that was chosen to be read.. Great Stuff!!
Was the way everything was done in steps. It was easy to know what needed to be done and what I had left to do.
the convenience of online learning coupled with the availability of assistance as needed
interaction with other classmates
Very well outlined-didn't feel rushed at the end of the semester
The syllabus
The discussions
The links provided by the instructor and the web blogs by the students.
I liked the fact that she was very understanding and took time to communicate with me. Most teachers are not willing and helpful like she was. I enjoyed her very much!
The discussion Board and learning from other students. Because you don't have the class interaction a discussion of topics helps the learning process.
I loved this class wouldn't change anything. It was very effective in the fact I could take this class at my convenience and had timely manner to turn things in. Very organized, fun project...
The teacher was always very willing to help the student in any way that she possibly could.
The BLOGS
Allowing individuals to voice their opinion.

Having the calendar to know what was expected and when
Me doing it online and retaining more information from it than I would have in class
the exercises in the book as well as the computer exercises and practice exams
The most effective part was the links to web sites to get information from. I looked at many different teaching sites and found the site recommended by the instructor were the most helpful and interesting.
discussion postings
The Blog discussions were great. I was able to connect with other students and what they learned from the tings that we read.
The notes that he sent to us to use were great. They held so much information that was very useful
I liked the fact that he gave us a certain amount of material to learn over a certain period of time. I was actually able to work at my own pace. It was great.
Discussion
I like doing the extra credit and my research project.
Being able to complete a course at home when ever I needed or had the time, I like the availability.
This course was very organized. Everything was very clear.
The assignments were designed to make you really think and put yourself in situations and make decisions based on what the course teaches you.
The assignments.
to be able to design and see it work
Literature in which I was not use to reading.
Instructor
I like the way the instructor mapped out assignments. It was on a step by step process (checklist) for each unit. This really helps in keeping everything organized.
The teacher. Understanding, helpful, and kind.
The use of the discussion boards to help the class communicate and learn from one another.
The Final Project, which was the Business Plan.
self paced
That the instructor helped me so much with all of my assignments whenever I asked her and she worked out things to accommodate my schedule more than once throughout the semester. She is the best internet teacher I have ever had.
That I learned a lot from this course, being that it is my first time taking it.
The discussions
Learning about stocks and how to save and invest your money in the future for a better life style upon retirement.

That I could test online, and see my progress in the class.
The way the teacher was organized and clear cut about what she wanted.
The assignment sheets the " To Do List".
I felt the most effective part was the Diet Assessment that we did on ourselves.
On our assignments we had to research a topic from the chapters we were studying on the web and write an essay. We were able to pick a topic that we were interested in. I learned a lot from these assignments.
Learning about what to eat and not eat for good nutrition and the diseases that contribute to your health
I was allowed to use my own experiences on certain assignments.
Learning effective ways to handle everyday stressors being family, divorce, children, abuse, social economics etc.
That we could get help if we didn't understand something. Instructor was a very understanding teacher.
The instructor organized this course so that a beginner could progress smoothly through the course.
This was a self learn course. The instructor gave study sheets for the test and then on the test he put several of the correct answers to choose from. I had to guess which one he wanted.
This course was a total waste of my time. I had no idea what to do or when. I will never take another TV course again. The instructor never communicated with me at all.
The information available to all the students, at anytime
The instructor!
The open discussion board. Students were free to discuss topics, get to know each other, and get help with the subject. Great learning atmosphere!
Was the Blog discussions
ABLE TO COMMUNICATE VERY QUICK AND GET A RESPONSE FAST
The instructor was available.

APPENDIX B
WHAT COULD BE DONE TO IMPROVE THE COURSE?

THE COURSE IS GOOD AS IT IS
Nothing! This course was GREAT! Clear and to the point!
This course could be improved by maybe having more interactions with our professor.
I have no suggestion for improvement.
I think it is fine the way it is
I liked the class. I have no reason to want to change anything
The tests were too hard there was too much information to be learned.
I think the course is great as it is
No, students need more time to practice. Maybe after the course speed will increase.
this course could be improved by having other online assignments besides just the written assignments
being available online
More interaction between teacher and students & between other students.
This course is good as it is.
Focusing more on the literature of England as opposed to the layout of the country itself.
Everything went well.
Better implementation of the class website. A listing of the assignments for the whole semester would make it easier to keep track of which assignments have been completed. A more knowledgeable teacher would improve the chances of learning more.
Making it completely online. No need to come in to the testing center.
More student discussions
Couldn't think of anything
using pre test questions as a study guide
Better Study Guides smaller tests too much to study!!
I think that is it is fine.
Taking more tests that does not weigh as much, along with more interactive homework.
I don't think the course needs improving.
I do not think this course needs any improvement
There was too much information required for the students to "learn". When a test covers 7 chapters, and several discussions, and then you are told the book review is incorrect, you don't learn anything. You try to memorize as much as possible and hope.

Other teachers providing online courses are sometimes 'removed' for the course. I feel like I could just as well be doing a correspondence course through the mail.
An easier to understand syllabus, in regards to dates that assignments are due.
teacher/student instant message conferencing
It's a great learning experience just the way it is.
Think that the course was great.
I think it's great just as it is.
possibly by adding flash movies of key topics or PowerPoint presentations of key topics
less chapters to cover at a time
She is very demanding of your time, but you really learn a lot from her because of this. I wouldn't change a thing!! :)
Making US government and Texas government two different classes
Student Discussion Board
The course doesn't need improvement. Very easy to work with instructor and the course material is sufficient.
it was great ... nothing could be improved
Nothing it was great
I would like to see a discussion board for students.
I really liked it the way it was.
In my opinion, I think the instructor could have requested that each student claim a couple of questions from each of the study guides to answer and discuss them. Then give a participation grade to the students. I also think that maybe a few more assignments.
Nothing I can think of now, everything was good. You can not do much more than my teacher did in an internet class.
I do not think anything; I have completed Gov 2301 and 2302 from him and would recommend this class to my friends.
Better study guides to help with the test information. The writing assignment fit better with the test information.
offering a chat forum for students to interact
The instruction sheets (that the student downloads to get the assignment) are sometimes overcrowded, and it is difficult to read them. It is sometimes easy to overlook a problem you are supposed to be doing, or some line of instruction within the problem.
Some videos and other videos should be used in the course for material.
I think as an online course it was very well organized leaving no room for improvement.
more worksheets

I cannot think of any good suggestions.
Nothing-It's all good.
More practice tests and ability to print practice test out for studying.
Possibly a change in the testing format, instead of being all multiple choice; perhaps some essays or short answers.
not letting this teacher teach distance education she was not helpful at all
Thought it was ok as it stands
N/A
Cutting the material to the base needs to prepare the student for testing.
Possible extra credit opportunities.
Practice, practice, practice
I can not say there is really any need for improvement.
This course is great the way it is.
The instructor should have questions posted so students may answer them or post their opinion.
Feel that there should be a thesis or research paper done by future students, this will help them understand more depth of the material and I feel they would get more out of it if they have to do an online research paper. There are many links to help with.
Also chats and discussions were vague in this course and they could be beneficial in the future with not only communication over material among the students but, as an insight for the instructor to see how we fully grasp the material that he/she is teaching
I think the course is very good as is, and I look forward to taking History 2312.
Some more interaction with using the discussion
I don't believe there is anything that can be improved
No improvements needed.
More interaction between the instructor and students or even between students. In two of my other courses, we have discussion questions that we have to answer, and then we have to respond to what another person said. I believe this helps you discover
n/a
Getting to take the tests on-line.
n/a
if we didn't have to go to the testing center to take the test
more extra credit opportunities
Some projects that require student-team interaction.
more opportunities to retake quizzes, as in the first test given
6-8 tests per semester

Encouraging the students to interact with each other a little more for input and feedback
The type of study materials he gives us.
I say leave it alone, it works.
Testing on line due to high gas prices and time available for students that work. Students who work study at night and weekends making it difficult to test at an campus.
Maybe cutting down on some of the Quick Checks and Labs?
it was good
next time I'll take regular classes
This course can be improved by having the testing online. I had problems with transportation. Which is why I choose to take my classes online. The exams had to be taken on campus in the testing center. Choosing a different textbook could improve the class.
People new to internet courses need more help to start course, although I think this instructor does the best.
I really can't think of any at the time.
No improvements needed!
It's just about perfect.
Not making students come to the campus to do the testing, due to the fact some of us have full-time jobs, as well as the library close at 8 pm , and we might not have time to get here, if we are traveling from outside the county.
I have no suggestions. I think it is fine like it is.
Not having to test at our local college. The purpose of distance classes is for those of us who have little time.
Making the assignments available ahead of time so that people who want to work ahead can. For this course, I think that having a review or at least feedback on discussions should be provided.
No comments, everything is fine the way it is.
Taking all the tests at home, not having to drive to the school for an online test.
I believe that an English course should require essays of some kind. We had none. I think that to make sure we learned, we should have had to do a more extensive analysis of some of the works.
Possibly more exams with fewer questions. 100 questions was rough.
There is not one single thing you could do to improve this course. You seriously should check out her techniques. She creates crossword puzzles and other things that are interesting and at the same time challenge you and teach you without you even realizing.
This was my second online class.. I felt comfortable taking this class..
Nothing
should not attempt to fix what is not broken

there seemed to be a bit of a lull about midterm and then a rush at the end-maybe get information about research project sooner
Possible extra-credit and not comparing the distance learning class like a normal class. I think I would have done better if I would have taken it in the classroom.
This course was perfectly fine with me; I see no need for improvement.
There are no huge things that I would improve. The only thing that is difficult for me is to drive into the campus for testing. Trinity Valley is in district for me because I live in Chandler. However, I work in Tyler. It is very difficult to drive
Giving enough time to make arrangements to take tests, but it would be helpful to take tests online.
Nothing to do with the teacher, the program itself is just not real user friendly. I had a hard time figuring it out.
It is great the way it is.
changes being very limited and having faster respond time to problematic questions
nothing it was fine just like it was
This was a very good class it involves ALOT of memorization.
This course could be improved by suggesting that it should be accomplished through high speed internet service because the dial up service is slow and makes the time spent waiting for information from the webct absolutely unbearable.
N/A
I thought the class was fine. The material and assignment were okay, and we had enough time to complete each assignment.
No suggestions for improvements.
While it is a good on-line class, I feel more could be learned in a classroom setting.
It would be more effective if in a classroom setting.
To be able to see what grade you made on your class work
Some way to know how to pronounce names from the literature you read.
The TVCC bookstore keeping the software needed for the class.
Can't think of any.
I don't think that the course needs improvement.
This is a quality course that I feel is not in need of improvement
This course does not need any improvement.
Nothing
More examples on how stocks really work toward your investment.
N/a
Nothing that I can think of. Overall great class

needs no improvement in my opinion
When providing information to study for exams this information is what will be provided on the exams! Try not to throw students off remember this is a stressor for students.
I am not sure how.
I do not see any improvement needed.
An instructor who cares if the students learn the material.
Communication by e-mail from the instructor.
Being more organized and prepared for students
Improving the books necessary for this course. The book <i>A Writers Reference</i> did not solve all issues when writing an essay.
Updating syllabus each semester. clearly outline when tests are open in advance as well as the content to be tested so that students know exactly what to study.
nothing
Cannot be improved

APPENDIX C
WHAT COULD BE DONE TO IMPROVE SERVICES?

NOTHING
Things that could be done to improve services are to have more online courses and distance learning classes to where it could benefit those that do not have transportation.
I have no suggestions.
I really don't know because everything works out fine for me
The students that have to take remedial classes should get to take remedial classes online.
Services were great
Everything is satisfactory
When I go in to talk to a counselor about my future classes or what all I need to be doing I feel as though I am on my own. He made me feel like I was bothering him and that I just needed to look in the handbook.
Better guidance from counselor as to what all to do to get my degree. He could show more interest and be more helpful.
I have always had good services through TVCC
Everything was fine.
An employee at the bookstore was incorrect when they advised me on which textbook went with this course.
Nothing comes to mind. Add more online courses. :)
I'm hooked - nothing
No Suggestion
I think that it is fine.
Make the TVCC webct Mozilla or Firefox compatible.
The technical aspect of the online course is very streamlined and I have no suggestions for improvement other than to increase the number of course available.
It would be nice not to have to drive to Athens to purchase books or be sold the wrong books initially.
More information about the course, more discussion group if needed, nobody at bookstore ever knew anything.
Everything worked out well for me so I don't think there is anything that should be done to improve services.
I think that they should consider revising the way that they do the Pell Grant in the Financial Aid Services because it is difficult.
I have no complaints

bookstore
make more courses available online
printer-friendly pages throughout the websites
Testing available on the weekends.
Require Student Discussion Boards for each course.
Offering the first level of courses all year, example (Spanish 1411)offered in the spring semester. The classes sometimes get full in the fall so the availability for spring is limited. Another example would be chemistry, biology, etc.
nothing
nothing it was great
Well I took the first part of this class last semester, I did not know you needed the same book for the second half and the lady at the bookstore did not mention anything about it. Then they were out of the book forever. They need to be more prepared.
Bookstore could use a lot of improvement. Maybe the lady has not been informed; she seemed very unaware of things and impatient on many occasions. The library needs a copy of the text books for reference when you have a situation.
Nothing- everything was easy access and self explanatory!!
Nothing
Three main things: First, and most important - LOWER YOUR PRICES! The government thinks that anyone who doesn't have kids doesn't need any financial aid. I applied every time for the first several semesters, while I was a single elementary school aid
Finally, open up the opportunity for ANYONE with a qualifying GPA to be on the Dean's List, regardless of how many hours they're taking.
I feel the financial aid service workers are very stressed and come off as being rude. At times the bookstore clerks are not prompt in service and that can be irritating when you are on a time schedule.
N/A
No suggestions.
Nothing-It's great.
nothing
N/A
N/A
Have the required software for the course, in bookstore.
Nothing that I can think of.
nothing
Help on the right book. Sometimes the book that is on the syllabus is not the correct book or has the wrong ISBN number on it.

Well for starters, IT service could make sure that problems with programming stays up to date and in good repair. Test taking online gets delayed and sets students backwards when problems arise that complicate things. More material needs to be centralized.
Registration should be available to more students via internet, this would help to speed the process. The financial aid office needs to be a bit more friendly.
nothing
So far-so good, no problems.
I don't really know of anything that could be done.
I think that when you take an exam it would help if you are afforded the opportunity to view what questions you got incorrect. I have not asked the instructor for this, and I think it is a possibility.
n/a
I had no need for them so I can't give an answer
longer open hours
The Communications piece (email/messages) could be a bit more intuitive. It could have been designed to be much simpler to navigate.
Use books that don't become obsolete so quickly and/or offer less expensive paperback books
They were fine to me.
I don't see where improvement is necessary. Having said that, I also know that the college is always seeking to improve its delivery of class work and thereby being a better educational investment to the students and the community.
On line courses are just that on line courses. I wish to have a learning kit with my future courses. I will be taking a few on line courses with Collin County so that I will have the instructor cds to review when I do not understand an area.
services were great
Really there wasn't any problems with anything. I just realized that I need to be in class to grasp a better learning of the materials.
Have more materials in the library for reference. The library at the Terrell campus does not have an Excel book.
I am very pleased with services provided me.
very good
The services were great.
Allow registration online.
no comments
Delivery options for books. Could not rec'd book until a week or two after class started and had to use another company.

When I registered the bookstore services gave me the wrong book. I had to go back before the first assignment was due in between classes to exchange for the correct book.
She is a great teacher. I really like the way she laid out the class work. She always made herself available via cell phone and e-mail and I never felt that I was taking up to much of her time. I have recommended several people I know to take her.
ummmm...
Registration online, at least start with a select group.
This area was well prepared.
The Lab Monitor in Computer Lab needs to be quiet! No cell phones for students should mean no cell phones for her either, she would carry on conversations with students while others were trying to take exams this was quite distracting! If students must obey they must.
Nothing
Nothing
Financial aide has always been a headache for me. I have had a hassle of some sort every semester--I've learned to expect it. No matter how hard I try to get everything done in a timely manner, there is always an unexpected snag.
Better informed advisors during registration and a more efficient system, possibly to register online
All the services are fine. No improvement needed.
Make is easier to get to the teachers and sign up for the classes.. It seemed that was a block.
I enjoyed it all, I can't think of any way to improve it.
Keep the software on hand for the computer classes.
Not quite sure at the moment.
Tech support for WebCT
Sometimes the workers in the bookstore are rude.
More library access, as well as academic advising and technical assistance
Everything was great.
N/A
I don't have any suggestions.
I am not very educated with the internet and had a hard time at first, but the teacher was very well educated and she helped me overall. This helped me a lot in learning the programs.
your service is great
Great service
none needed
none
Communication by the instructor. I had no clue what to do or when. I took one test and had to get instructions about that. After the test the instructor never communicated whether I passed or not or whether or not there were anymore assignments.
Be more positive toward the students, and willing to work with them

Quit using archaic methods for registration. Bring the process into the 21st century. Quit using so much useless paperwork.
Ease the registration process by doing away with so much needless paperwork. I know from personal experience that the paperwork isn't necessary and often isn't looked over.
nothing

APPENDIX C PARTICIPATION BY COURSE (SPRING 2006)

Course	Frequency
ACNT 1303.0008 Intro Accounting (Harraid Kippi)	3
BCIS 1305.0786 Business Comp App (Davis Richard)	5
BIOL 1322.0057 Nutrition&Diet (Carlile Ella Faye)	18
BMGT 1303.0502 Principle of Manag (Hetmer-Hinds Dorot)	7
BMGT 1325.0759 Office Management (Camp Ronald)	5
BUSG 2309.0505 Small Business Mgt (Hetmer-Hinds Dorot)	5
BUSI 1307.0092 Personal & Fam Fin (Peek Mike)	7
CDEC 2307.0366 Math & Sci Child (Burkett Paula)	7
COSC 1301.0797 Microcomputer App (Davis Richard)	12
COSC 1301.0798 Microcomputer App (Davis Richard)	2
COSC 2320.0156 C++Programming (Hainze Thomas)	1
CRIJ 1306.0207 Court & Crim Proc (Walker Ron)	7
CRIJ 1307.0208 Crime in America (Walker Ron)	2
CRIJ 2328.0213 Police Sys & Prac (Walker Ron)	7
ECON 2301.0385 Prin Macroeconomic (King Jerry)	1
ENGL 1301.0398 Composition & Rhet (Walden Roberta)	6
ENGL 1301.0399 Composition & Rhet (Carlile Ella Faye)	5
ENGL 2311.0412 Technical Writing (King Doshia)	2
ENGL 2322.0413 Sur British Lit I (Walden Roberta)	10
ENGL 2323.1195 Sur British Lit II (Fox Bettye)	1
ENGL 2326.0415 Survey Amer Lit (Walden Roberta)	13
ENGL 2332.0417 Sur World Lit I (Walden Roberta)	11
ENGL 2333.0419 Sur World Lit II (Walden Roberta)	11
GEOG 1303.0425 World Geography (Hainze Thomas)	4
GOVT 2301.0427 Amer & Texas Const (Odom Bruce)	15
GOVT 2301.0428 Amer & Texas Const (Spurlock Terry)	6
GOVT 2302.0437 Amer & Texas Govt (Odom Bruce)	9
HECO 1322.0459 Nutrition&Diet The (Carlile Ella Faye)	2
HIST 1301.0442 Hist US to 1877 (Wade Larry)	3
HIST 1302.0454 Hist US from 1877 (Wade Larry)	3
HIST 2301.0455 History of Texas (Risko Robert)	1
HIST 2311.0456 Hist West Civ (Enger William)	6
HRPO 2301.0507 Human Resource Mgt (Hetmer-Hinds Dorot)	6
ITNW 1325.0800 Fund Network Tech (Davis Richard)	4
ITSC 1301.0157 Intro Computer Sci (Cady-Osteen Janice)	3
ITSC 1305.0801 Intro PC Op System (Reppond Melinda)	1
ITSC 1325.0802 Per Comp Hardware (Willoughby Alicia)	1
ITSE 2313.0163 Web Authoring (Hainze Thomas)	1
ITSW 1304.0804 Intro Spread Sheet(Reppond Melinda)	5
ITSW 1310.0166 Multi Media (Cady-Osteen Janice)	6
ITSW 2431.0094 Adv Word Process (Spencer Delbert)	1
MDCA 1313.0657 Medical Term (Reid Helen)	2
POFI 2401.0096 Word Pocessing I (Whitworth Nancy)	1
POFI 2431.0097 Desktop Publishing (Spencer Delbert)	2

POFT 1301.0099 Business English (Whitworth Nancy)	1
POFT 1429.0103 Basic Keyboarding (Whitworth Nancy)	2
PSYC 2301.0677 General Psychology (Chilton Chip)	2
PSYC 2314.0683 Human Growth (Chilton Chip)	1
RNSG 1311.0659 Pathophysiology (Huttel/Baumgartner)	1
SOCI 1301.0696 Intro Sociology (Elmore Brad)	6
SOCI 2301.0698 Marriage & Family (Elmore Brad)	11
SOCI 1301. 7224 Intro Sociology (Hubbard Dave)	2
Not Reported	1
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Total	257