# Online Learning at Windward Community College
## Report, August 2010

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1. Introduction
The first online classes at Windward Community College were offered in Fall, 2001. Until Fall 2009, the number of courses offered ranged from none to five. In Fall 2009, however, the number of courses increased to 10, and a more substantial online course presence had begun. More historical information on online learning at Windward CC can be found at <http://windward.hawaii.edu/online>. Data for online classes, including reports, are available at <http://windward.hawaii.edu/online/data>. 

In addition to the increase in the number of fully online classes (designated as DCO in Banner), there has been a general increase in the use of online tools for learning. With the advent of Laulima, a Sakai-based online learning system, in Fall 2008, instructors have been encouraged to upload their syllabi and course materials to course sites and also to use additional course tools such as Gradebook, Discussion and Chat to enhance the course materials.

At about the same time, in Spring 2008, the Windward CC webpage was redesigned to make it student-centered. Course descriptions, schedules of classes, and learning resources were created. The website has thus complemented the increased presence of online learning tools, making Windward CC better prepared to increase the quantity and quality of online learning.

In 2008, the college began moving away from a paper-based evaluation system to eCafe, a UH-System evaluation tool. In 2009, this shift was completed and no further end-of-semester paper-based evaluations were given at the college. It was decided, however, that eCafe was not appropriate for online courses because the questions in the survey are focused on face-to-face interactions. eCafe may become appropriate in the future. However, in Fall 2009, a new online evaluation for online courses was developed through a series of meetings with online teachers. It was left up to the individual faculty to decide whether to participate in the local evaluation or use the eCafe system.

2. General Online Educational Presence for the College
Online learning at Windward CC depends on creating specific course and learning pages, as well as a college website that meets the educational needs of its students, and by extension the educational and institutional goals of the faculty, staff, and offices.
a. Syllabi Online

In Spring 2009, the Office of Academic Affairs changed its syllabus submission policy to allow faculty to submit their syllabi electronically for posting on the college website. Faculty were still required to submit paper copies. In Fall 2009, the requirement to submit paper copies was removed and faculty were able to submit their syllabi electronically only.

Roughly 80% of all syllabi from Fall 2009 and Spring 2010 are available online as PDFs. As of July 2010, there were a total of 791 syllabi available in this way.

b. Improved Access to Class Data

One feature on the new website was a revised class list system. Prior to 2008, class information (what was offered, who was offering it, etc.) was done exclusively through an interface offered by the Banner system. In Spring 2009 an additional system was implemented that used Banner data, but created a more flexible class list using XML and Adobe’s Spry system which included hyperlinks to the PDFs of course syllabi, to teacher web pages, and to classroom web pages. Lists from prior semesters (back to 2002) have been added to make retrospective information available to the college to assist in decision-making. The list is thus treated more like a portal to additional course-related information. During the Summer 2010, the XML system was converted to a PHP/MySQL system, with the same functionality. A typical class list page can be found at: <http://wcc.hawaii.edu/Classes/index.php?year=2010&semester=Spring&list=All>.

c. Pathfinders

Another feature of the new website was the creation of a system of pathfinders, which are pages that bring together relevant information, including library books, electronic books, and websites, on specific topics. The pathfinders are useful to both traditional and online courses, offering resources for students in classes offered through any mode.

Initially, pathfinders were created for each discipline and course, with additional pathfinder topics created as needed. Faculty assisted in identifying books and web-based resources for pages. As of June, 2010, there were 330 pathfinder pages, of which roughly 150 have substantial information, 150 have some information, and 30 have almost no information, functioning more as placeholders to direct further development.
d. Faculty Webpages

Another development on the website that is connected to Windward's development of online learning resources is the creation of faculty websites. The prior Windward CC website included 12 faculty pages, which were independently created by the faculty. There was no standard design. The pages were accessible via a "faculty" web page portal. These pages can be accessed at: <http://web.archive.org/web/20080111133502/www.wcc.hawaii.edu/facultypages.htm>.

Beginning in 2008, a page was created for every teaching faculty, which was linked from the directory and included basic information such as office location, phone number, committee membership, and course schedule. Where available, syllabi were also included. Faculty were encouraged to add additional content, including personal information. In 2009, the creation of these "people" pages was expanded to every person connected to the college. Currently, there are 262 "people" pages, which represent 100% of the people listed in the campus directory. Some of these pages, are simply an extension of the directory information. Others include more extensive information, and it is hoped that the overall content will expand in subsequent years.

e. Student Showcases

One of the pedagogical strategies of the college website is to provide examples of student work that will celebrate student achievements and provide examples of work for future students.

In Spring 2009, a showcase of the student work in Music 240 was created, with the help of Renee Arakaki. The showcase featured music produced by the students throughout the class. The page can be seen at <http://windward.hawaii.edu/credit_courses/MUS240/ Student_Showcase>.

A preliminary discussion has been carried out with the University's legal counsel to establish a more generic talent release form that could be used by any course. A standardized release form would encourage more faculty to create similar showcases for their courses.

3. Student Preparation

The college prepares students for online courses in two specific ways. First, beginning in Spring 2008, a webpage was created that focused on online learning. The page is located at <http://windward.hawaii.edu/online>. The page includes links to a pre-assessment, online tutorials, sources of help, and other resources.
Second, in Spring 2010, a paper-based mailing was created and sent to all students enrolled in online classes. A personalized introductory letter and four pages of basic resources were mailed to 237 students. The files were also emailed to them as PDFs. The pages can be found in Appendix B of this document.

4. Faculty Training

Professors Leticia Colmenares and Emi Troeger organized a peer-mentoring system to help colleagues learn skills appropriate for blended as well as fully online teaching. The Faculty Mentoring Project was funded by the Staff Development Committee for the period of January 29 to May 10, 2010. Five mentor-mentee teams were organized to provide access to each other’s online courses, sharing resources, tools and strategies, and participate in discussions on pedagogical and redesign issues. Each mentor-mentee pair developed its own goals and met for a minimum of three meetings. Some of the goals were technical in nature, such as creating videos, preparing online test banks and quizzes while others were pedagogical in nature, such as how to design a blended or online course. More details and a copy of the application form can be found at <http://windward.hawaii.edu/calendar/2010/Mentoring>.

Professors Colmenares and Troeger also organized a workshop on creating instructional videos, which was presented during the college’s WILD Day (March 5, 2010) and was attended by over 20 faculty.

In the last two years, computer training by the instructional developer has focused on using Laulima. A mixture of workshops has been offered providing a general overview of Laulima and focused training on specific tools. Topics for the trainings include:

- Laulima Introduction
- Laulima - Resource Management with Dreamweaver
- Laulima - Quizzes
- Laulima - Discussion Boards
- Laulima - Gradebook
In addition to workshops at Windward CC, workshops on online learning have been offered at other colleges in the UH system. Leeward CC, for instance, offered a one-week iCourse that was attended by two faculty from Windward.

Workshops were also offered on Dreamweaver. Dreamweaver allows for a better designed course experience. Faculty were given access to generic and customizable course templates that include a menu navigation system and a CSS file.

One-on-one and small group support was also offered by the instructional developer and members of the computer-support staff.

A listserv was created for online teachers (wcc-online@lists.hawaii.edu). The list has been used to facilitate informal discussions between faculty and staff who are interested in online learning.

5. Participation in System-Level Structures
There are two active system-level committees associated with distance learning. Both committees serve as advisory groups that attempt to create coherence in the UH system. There is currently no system-level coordination of online courses, no system-level online degree, and no system-level organization for faculty training.

The UHCC Distance Learning Committee, which includes representatives from the community colleges, has been chaired by Peter Quigley following the retirement of Carol Pang in Fall 2009. In the past year, the UHCC DL Committee established policies concerning proctoring and also reported on the possibility of creating a system-level certification for teaching online courses.

The CDC, which includes representatives from the UH system, has discussed many of the same topics as the UHCC DL committee, but has also considered a possible overhaul of the University of Hawaii Distance Learning website. Currently, the website is recognized as being dated and insufficient to meet the needs of distance learning in the UH system. A subcommittee was formed in Spring 2010 to address this issue and is expected to create a new version of the website in Fall, 2010. The website can be viewed at <http://www.hawaii.edu/dl>.
6. Online Courses

Online courses are those offered exclusively through online tools such as Laulima. Courses offered through cable and courses that are hybrid are not counted in this report. Historical data for online course offerings can be found on the college website at: <http://windward.hawaii.edu/online/data/Class_Offerings.html>.

Fall 2008 was the first semester with Laulima as the primary course management tool. Windward offered one online course that semester (MET 101). In Spring 2009, four classes were offered, which was the largest number of online courses offered to date, while in Summer 2009 one class was offered. With the Fall, 2009 semester, the online course offerings became much more substantial, with 14 courses offered.

a. Fall 2009 Semester

In Fall 2009, there were 14 online courses offered, with a total enrollment at the end of the semester of 290 students. The student retention rate was 87.2% (253 retained, 37 not retained). 60% of the students received a grade of C or higher (152 passed, 101 failed).

Of those courses, three had been offered before:

- ENG 209 - Business Writing
- MET 101 - Introduction to Meteorology
- SOC 100 - Survey of General Sociology

Eight were offered the first time:

- CHEM 100 - Chemistry in Society
- CHEM 100L - Chemistry in Society Laboratory
- ECON 130 - Principles of Economics (Microeconomics)
- ICS 101 - Digital Tools for the Information World
- ICS 107 - Web Site Development
- ICS 111 - Introduction to Computer Science
- ICS 141 - Discrete Mathematics
- MATH 203 - Calculus for Business and the Social Sciences

The course offerings included a science lab (in Chemistry).
There were two courses that had multiple sections (CHEM 100 and ICS 107, with ICS 107 having two different instructors).

b. Spring 2010 Semester
There were 13 courses offered in Spring 2010, with a total of 339 students. The student retention rate was 87% (295 retained, 44 not retained) and 62% of the students received a grade of C or higher (183 passed and 112 failed).

Of those courses, eight had already been offered before: CHEM 100, ECON 130, ICS 100, ICS 101, ICS 107, ICS 111, MET 101 and SOC 100. Three courses were offered the first time:

- ANTH 150 - Human Adaptation
- ANTH 200 - Cultural Anthropology
- ICS 115 - Microcomputer Applications (Advanced)

English 100 had been offered five times between 2001 and 2003 but this was the first semester it was offered in Laulima.

There was one course that had multiple sections (CHEM 100).

c. General Discussion of Online Course Offerings
One of the overall goals of the college is to increase the number of courses offered online. In Fall 2010, it is projected that twenty-three courses will be offered, which is almost double the amount from the previous semester. As of June 5, 2010, the enrollment in online classes for Fall 2010 is at 474 students.

To standardize the college’s presentation of online courses and course support, a website devoted to online learning was created, which can be seen at <http://windward.hawaii.edu/online>. Also, standardized wording was adopted for the default course note in Banner that directs students to the online learning webpage. No policy exists to mandate this wording, so instructors are free to change it.
7. Student Evaluation of Online Courses

In Fall 2009, an online student evaluation of online courses was developed and implemented. A series of meetings were held with administrators and faculty to discuss question topics and wording. The evaluation was intended as a substitute for eCafe, although students were also automatically sent the eCafe evaluation as part of the system-wide implementation of eCafe. Information on eCafe can be found at <http://www.hawaii.edu/eca>.

The goal of the evaluation was to assess the effectiveness of online learning, which meant that focus was taken away from the instructor and turned more towards the course, the institution and the learning experience.

The questions on the Windward CC survey of online courses were as follows:

Question 1 Adequate resources were available at the beginning of the course to help me get started.
Question 2 The academic support services, such as tutoring and computing support, were similar to what I would expect from a face-to-face class.
Question 3 I was able to access adequate library resources for this course.
Question 4 Technical support was available in a timely manner.
Question 5 I made enough of an effort to succeed in this course.
Question 6 The course was presented in an organized manner.
Question 7 I had adequate opportunity to interact with other students.
Question 8 The tools and media effectively delivered the content of the course.
Question 9 The course materials helped me learn.
Question 10 I understood how my grades were determined.
Question 11 The learning activities helped me reach the goals of the course.
Question 12 The instructor communicated with students in a timely, reasonable manner.
Question 13 I would recommend this course to other students. Why or Why Not?
Question 14 What helped you learn in this course?
Question 15 What hindered you from learning in this course?
Question 16 I would take another distance education course.
Question 17 What else would you like to say about this course?
Questions 13, 14, 15, and 17 were open ended questions. All of the other questions had an "Optional Comments" section.

**a. Fall 2009 Participation**

Six out of fourteen (43%) of the online classes participated in the online survey for Fall 2009 (the Banner reference for Fall 2009 is 201010). The response total and rate for each course was as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Total Students</th>
<th>Responses</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 100L</td>
<td>Colmenares</td>
<td>11</td>
<td>7</td>
<td>63.6%</td>
</tr>
<tr>
<td>CHEM 100 (2 sections)</td>
<td>Colmenares</td>
<td>48</td>
<td>16</td>
<td>33.3%</td>
</tr>
<tr>
<td>ECON 130</td>
<td>Briggs</td>
<td>20</td>
<td>11</td>
<td>55%</td>
</tr>
<tr>
<td>ENG 209</td>
<td>Uyeda</td>
<td>20</td>
<td>10</td>
<td>50%</td>
</tr>
<tr>
<td>ICS 101</td>
<td>Cole</td>
<td>not participating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICS 107</td>
<td>Maxson</td>
<td>not participating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICS 107</td>
<td>Cole</td>
<td>not participating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICS 111</td>
<td>Maxson</td>
<td>not participating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICS 141</td>
<td>Maxson</td>
<td>not participating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 203</td>
<td>Singh</td>
<td>8</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>MET 101</td>
<td>Ikagawa</td>
<td>not participating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 100 (2 sections)</td>
<td>French</td>
<td>not participating</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>107</strong></td>
<td><strong>52</strong></td>
<td><strong>48.6%</strong></td>
</tr>
<tr>
<td>eCafe response rate for WCC</td>
<td></td>
<td></td>
<td></td>
<td>48%</td>
</tr>
<tr>
<td>eCafe response rate for UH System</td>
<td></td>
<td></td>
<td></td>
<td>51%</td>
</tr>
</tbody>
</table>

The response rate was roughly in line with the response rate for eCafe evaluations.

One student, not counted above, submitted an evaluation of CHEM 100, but did not include a key, so it could not be verified if the evaluation was a duplicate. This evaluation was excluded. Another student, also not counted above, sent a separate informal email evaluating CHEM 100.

There were two immediate issues identified during the Fall 2009 process. First, the evaluations should have been sent earlier in the semester to allow more time to complete them before grades are submitted. Second, students were confused because they were also sent eCafe evaluations and it
was not clear to them if they were expected to fill out one or both of the evaluations. Fortunately, for the Spring 2010 semester, eCafe allowed the evaluation to be turned off for particular sections, so the students in online sections that were participating in the local evaluation system did not also get access to an eCafe evaluation for that class.

b. Spring 2010 Participation

In the Spring 2010 semester, eight of the thirteen (62%) online classes participated in the online survey. The changes in participation were in part the result of two new classes being offered (ANTH 200 and ENG 100), the decision by Paul Briggs to not participate, and the decision by Dave Maxson to participate in this evaluation system rather than eCafe. The Banner reference number for Spring 2010 is 201030. The total students and the response rate for each class was as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Total Students</th>
<th>Responses</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 150</td>
<td>Prasad</td>
<td>not participating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 200</td>
<td>DaGrossa</td>
<td>23</td>
<td>12</td>
<td>52%</td>
</tr>
<tr>
<td>CHEM 100</td>
<td>Colmenares</td>
<td>47</td>
<td>22</td>
<td>47%</td>
</tr>
<tr>
<td>ENG 100</td>
<td>Oliver</td>
<td>22</td>
<td>11</td>
<td>50%</td>
</tr>
<tr>
<td>ICS 100</td>
<td>Maxson</td>
<td>17</td>
<td>6</td>
<td>35%</td>
</tr>
<tr>
<td>ICS 101</td>
<td>Cole</td>
<td>not participating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICS 107</td>
<td>Cole</td>
<td>not participating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICS 111</td>
<td>Maxson</td>
<td>16</td>
<td>9</td>
<td>50%</td>
</tr>
<tr>
<td>ICS 115</td>
<td>Maxson</td>
<td>12</td>
<td>6</td>
<td>50%</td>
</tr>
<tr>
<td>MET 101</td>
<td>Ikagawa</td>
<td>not participating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 100</td>
<td>French</td>
<td>26</td>
<td>17</td>
<td>65%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>163</strong></td>
<td><strong>82</strong></td>
<td><strong>50%</strong></td>
</tr>
<tr>
<td>eCafe response rate for WCC</td>
<td></td>
<td></td>
<td></td>
<td>53%</td>
</tr>
<tr>
<td>eCafe response rate for UH System</td>
<td></td>
<td></td>
<td></td>
<td>50%</td>
</tr>
</tbody>
</table>

While we see that the total number of responses was larger in Spring 2010 compared to Fall 2009, the response rates were roughly the same. The response rate for the online evaluation of online classes is similar to the response rate for eCafe. The response rate for the prior paper evaluations was roughly 74%.
Note that the response rate for these evaluations compare the number of responses to the total enrollment and does not factor in students who are signed up for the course but have stopped participating.

c. Student Responses

While individual faculty were given the responses for their particular classes, the responses to the online survey were also aggregated to provide an overall sense of online learning at the college.

While the Likert scale responses are expressed numerically, the results should be approached with caution given that ordinal data should not be treated as numerical data without further consideration of the raw data.

The raw data is available in Appendix A. The aggregate average for the Likert scale responses is as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>Fall, 2009</th>
<th>Spring, 2010</th>
<th>Combined</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1: Adequate resources were available at the beginning of the course to help me get started.</td>
<td>4.48</td>
<td>4.46</td>
<td>4.47</td>
<td>0.66</td>
</tr>
<tr>
<td>Question 2: The academic support services, such as tutoring and computing support, were similar to what I would expect from a face-to-face class.</td>
<td>4.33</td>
<td>4.11</td>
<td>4.20</td>
<td>0.96</td>
</tr>
<tr>
<td>Question 3: I was able to access adequate library resources for this course.</td>
<td>4.39</td>
<td>4.21</td>
<td>4.29</td>
<td>0.81</td>
</tr>
<tr>
<td>Question 4: Technical support was available in a timely manner.</td>
<td>4.27</td>
<td>4.17</td>
<td>4.22</td>
<td>0.84</td>
</tr>
<tr>
<td>Question 5: I made enough of an effort to succeed in this course.</td>
<td>4.10</td>
<td>4.26</td>
<td>4.19</td>
<td>0.98</td>
</tr>
<tr>
<td>Question 6: The course was presented in an organized manner.</td>
<td>4.47</td>
<td>4.51</td>
<td>4.50</td>
<td>0.67</td>
</tr>
<tr>
<td>Question 7: I had adequate opportunity to interact with other students.</td>
<td>4.06</td>
<td>4.09</td>
<td>4.08</td>
<td>0.93</td>
</tr>
<tr>
<td>Question 8: The tools and media effectively delivered the content of the course.</td>
<td>4.27</td>
<td>4.31</td>
<td>4.30</td>
<td>0.94</td>
</tr>
<tr>
<td>Question 9: The course materials helped me learn.</td>
<td>4.44</td>
<td>4.35</td>
<td>4.39</td>
<td>0.76</td>
</tr>
<tr>
<td>Question 10: I understood how my grades were determined.</td>
<td>4.48</td>
<td>4.57</td>
<td>4.54</td>
<td>0.63</td>
</tr>
<tr>
<td>Question</td>
<td>4.29</td>
<td>4.23</td>
<td>4.26</td>
<td>0.80</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Question 11: The learning activities helped me reach the goals of the course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 12: The instructor communicated with students in a timely, reasonable manner.</td>
<td>4.63</td>
<td>4.51</td>
<td>4.56</td>
<td>0.70</td>
</tr>
<tr>
<td>Question 13: I would recommend this course to other students. Why or Why Not?</td>
<td>4.63</td>
<td>4.51</td>
<td>4.56</td>
<td>1.02</td>
</tr>
<tr>
<td>Question 14: What helped you learn in this course? open-ended</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 15: What hindered you from learning in this course? open-ended</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 16: I would take another distance education course.</td>
<td>4.71</td>
<td>4.43</td>
<td>4.54</td>
<td>0.82</td>
</tr>
<tr>
<td>Question 17: What else would you like to say about this course? open-ended</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Optional comment boxes were used for all the Likert scale questions to encourage students to offer specific qualitative comments connected to their evaluation. In Fall 2009, of the 52 respondents, 19 (37%) used at least one optional comment box. There were a total of 57 entries in the optional comments boxes. In Spring 2010, of the 82 respondents, 31 of them (38%) used at least one optional comment. There were a total of 76 entries in the optional comments boxes.

**d. Remarks on the Likert-scaled Questions**

The results are generally positive. Of all of the Likert responses, only 82 out of 1870 (or 4.4%) were either "disagree" or "strongly disagree".

The lowest overall score (4.08, for question 7) was for the adequacy of student interaction with other students.

The highest overall score (4.56, questions 12 and 13) was for the questions relating to the instructor communicating with the students and whether the student would recommend another online course. However, there were 5 questions with an average between 4.50 and 4.56.

The greatest variation of responses was with Question 13, which asked whether the student would recommend the course to other students. Question 13 was one of three questions with the highest number of "strongly disagree". The other two questions were #5, which asked about the student's efforts in the course, and #8, which asked about the effective use of tools and media to deliver the course.
When students were asked about accessing adequate library materials (question 3), the Likert responses were favorable. However, because the question asks the students to measure the "adequacy" of the resources, it is possible that adequate access can also mean that the student did not access the library resources at all, but did not feel the need to do so. Given the way that the question was worded, it is impossible to measure the actual use of library resources by online students.

One concern with online learning is whether there is a significant difference in support services offered between online and face-to-face classes. In the responses to Question #2 from Fall 2009 and Spring 2010, most students (103 out of 134 or 77%) either agree or strongly agree that there is no significant difference. Nine students (7%) reported that there was a significant difference. None of the nine students offered any optional comments to flesh out their responses.

**e. Remarks on the Open-ended Questions**

There were three open-ended questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answers</th>
<th>Total Students</th>
<th>% Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 14 What helped you learn in this course?</td>
<td>110</td>
<td>134</td>
<td>82%</td>
</tr>
<tr>
<td>Question 15 What hindered you from learning in this course?</td>
<td>96</td>
<td>134</td>
<td>72%</td>
</tr>
<tr>
<td>Question 17 What else would you like to say about this course?</td>
<td>76</td>
<td>134</td>
<td>57%</td>
</tr>
</tbody>
</table>

Most of the specific comments in these questions are the concern of the individual faculty. This report, on the other hand, is interested in identifying general themes in the comments as a way to identify strengths and weaknesses in the overall online program.

Students were honest about their own shortcomings, pointing to their lack of time management and personal issues as primary reasons for their lack of success in the course. Several technical issues were mentioned, including problems with media format, internet connection, and problems downloading files. Students generally liked the publisher sites. Finally, students appreciated the speed with which faculty responded to their emails, a point that is well-established in the literature.
8. Goals
The following goals for online learning are neither prioritized nor proposed only for the next year.

Web Presence
- Finalize a release form for student showcases
- Expand on pathfinders and tie them more closely to courses

Course Development
- develop other courses as online courses
- Determine information that every online student should know and the best way to make that information available.

Faculty Training
- Institutionalize an Online Mentoring System
- Consider and promote elements of excellent course design and best practices in online teaching and learning.

Evaluation
- Work on course assessment tool for online courses.
- Decide what to do with the online assessment tool: no longer do one, do one that complements eCafe (focusing more on institutional support), or continue with offering an alternative to eCafe
- Create an online peer evaluation system with guidelines, rubrics, etc.
- Develop an online survey to determine faculty use of online tools and resources.

Governance
- create policies to select classes for development
Appendix A: Raw Qualitative Survey Results for Fall 2009 and Spring 2010

There were 52 valid responses in Fall 2009 and 82 valid responses in Spring 2010.

For the Fall 2009 evaluation, the Likert responses had been coded as 1 being the best and 5 being the worst. This was switched after the data had been collected to reflect the more acceptable pattern of 5 being the best and 1 being the worst.

The aggregate count for the different responses was:

<table>
<thead>
<tr>
<th>Response Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree: [5]</td>
<td>959</td>
</tr>
<tr>
<td>Agree:</td>
<td>652</td>
</tr>
<tr>
<td>Neither Agree nor Disagree:</td>
<td>139</td>
</tr>
<tr>
<td>Disagree:</td>
<td>63</td>
</tr>
<tr>
<td>Strongly Disagree: [1]</td>
<td>19</td>
</tr>
<tr>
<td>Does Not Apply:</td>
<td>38</td>
</tr>
<tr>
<td>Total:</td>
<td>1870</td>
</tr>
</tbody>
</table>

If the ordinal data were treated as numeric, the average would be 4.35 and the standard deviation would be 0.84.

For the written responses to the optional and open-ended comments, obvious spelling mistakes and typographical errors were corrected. The written responses of one student were deleted as idiotic. Also, attempts were made to increase the anonymity of these responses:

- Faculty names were changed to "[the teacher]". Pronouns were left
- Specialized software names were changed to "[the software]"
- Course names were changed to "[the course]"
Question 1: Adequate resources were available at the beginning of the course to help me get started.

<table>
<thead>
<tr>
<th>Strongly Agree: [5]</th>
<th>72</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree:</td>
<td>55</td>
</tr>
<tr>
<td>Neither Agree nor Disagree:</td>
<td>6</td>
</tr>
<tr>
<td>Disagree:</td>
<td>0</td>
</tr>
<tr>
<td>Strongly Disagree: [1]</td>
<td>1</td>
</tr>
<tr>
<td>Does Not Apply:</td>
<td>0</td>
</tr>
<tr>
<td>Total:</td>
<td>134</td>
</tr>
</tbody>
</table>

If the ordinal data were treated as numeric, the average would be 4.47 and the standard deviation would be 0.66.

Comments:

Had to elicit the use of other texts to understand certain concepts and math before instructor started giving supplemental notes. After that, I did not need additional resources.

It was a little confusing in the beginning to have to go on both [the software] and Laulima.

My lab pack came late, but the professor was understanding and proactive about it.

They don’t have [the course] book in [the tutoring area]!!!!!!!!! it’s sometimes hard to use to online book, it takes soooo long to load!!!!!!!!!!
Question 2: The academic support services, such as tutoring and computing support, were similar to what I would expect from a face-to-face class.

| Strongly Agree: [5] | 60 |
| Agree:              | 43 |
| Neither Agree nor Disagree: | 15 |
| Disagree:           | 7  |
| Strongly Disagree: [1] | 2  |
| Does Not Apply:     | 7  |
| Total:              | 134 |

If the ordinal data were treated as numeric, the average would be 4.20 and the standard deviation would be 0.96.

Comments:
Actually [the professor] kept on reminding students about those who are interested to be tutored. Better than face to face.
Except for one time, it was fine.
I did not ask for assistance in this area, so I can't answer.
I didn't realize WCC had such great computing support available to students almost on an as needed basis, even after being on campus the past few semesters.
Instructor always offered help online and face to face. She effectively handled situations that prevented learning due to computer problems such as e-book not loading. Laulima computer support leaves something to be desired.
Never accessed any of these services.
Step by step examples made it easy to learn
The teacher would respond to any questions I had within the hour.
You send emails to get support from your instructor, for an online class. They would respond as soon as they could. Face to face, you get your answer immediately.
Question 3: I was able to access adequate library resources for this course.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree: [5]</td>
<td>59</td>
</tr>
<tr>
<td>Agree:</td>
<td>49</td>
</tr>
<tr>
<td>Neither Agree nor Disagree:</td>
<td>13</td>
</tr>
<tr>
<td>Disagree:</td>
<td>5</td>
</tr>
<tr>
<td>Strongly Disagree: [1]</td>
<td>0</td>
</tr>
<tr>
<td>Does Not Apply:</td>
<td>8</td>
</tr>
<tr>
<td>Total:</td>
<td>134</td>
</tr>
</tbody>
</table>

If the ordinal data were treated as numeric, the average would be 4.29 and the standard deviation would be 0.81.

Comments:

Did not access

I didn’t need any library resources. I didn’t feel like the LRU assignment helped me at all!

Not at all. they don’t have the book.

Through this course, I learned how to use the UH library system on the computer - - VERY cool.
Question 4: Technical support was available in a timely manner.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree: [5]</td>
<td>52</td>
</tr>
<tr>
<td>Agree:</td>
<td>47</td>
</tr>
<tr>
<td>Neither Agree nor Disagree:</td>
<td>17</td>
</tr>
<tr>
<td>Disagree:</td>
<td>3</td>
</tr>
<tr>
<td>Strongly Disagree: [1]</td>
<td>1</td>
</tr>
<tr>
<td>Does Not Apply:</td>
<td>14</td>
</tr>
<tr>
<td>Total:</td>
<td>134</td>
</tr>
</tbody>
</table>

If the ordinal data were treated as numeric, the average would be 4.22 and the standard deviation would be 0.84.

Comments:

Again, did not use.

Did not need to contact Tech Support.

During the very beginning of the semester, getting on to Laulima website was sometimes impossible especially around 8pm. It took forever to load and caused a lot of stress especially if it was time to take a quiz b/c they are rigidly timed (11 minutes for 10 questions) and when I contacted them all they told me was that it must be my computer because they showed no high volume activity on the website on the dates and times I had problems, which it wasn’t my internet connection or computer because I wasn’t having problems with any other site and somehow magically I didn’t have any problems after the first three weeks of class.

I didn’t have the need for technical support

I’ve seen the support available a lot but it didn’t work with my schedule. But instructor was always there to work around my schedule.

There was one instance of an online experiment that was scheduled but never happened....
Question 5: I made enough of an effort to succeed in this course.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree: [5]</td>
<td>61</td>
</tr>
<tr>
<td>Agree:</td>
<td>53</td>
</tr>
<tr>
<td>Neither Agree nor Disagree:</td>
<td>9</td>
</tr>
<tr>
<td>Disagree:</td>
<td>7</td>
</tr>
<tr>
<td>Strongly Disagree: [1]</td>
<td>4</td>
</tr>
<tr>
<td>Does Not Apply:</td>
<td>0</td>
</tr>
<tr>
<td>Total:</td>
<td>134</td>
</tr>
</tbody>
</table>

If the ordinal data were treated as numeric, the average would be 4.19 and the standard deviation would be 0.98.

Comments:
As best as I could, as I had problems with streaming iTunes (no fault of the UH/Apple system... my internet connection just sucked). However, WMV videos/lectures played just fine.
Could have done better, but everything was there for me to succeed
Extenuating circumstances made it more difficult
I could have done better at getting my assignments done on time. That falls on me, not the instructor.
I could have studied more; however I feel like I attained the adequate knowledge.
I was given all the tools to succeed but mismanaged my time on exam II. I was given enough time to complete and failed.
I worked harder for this course than any other in my life.
Life caught up with me toward the middle and end of the semester. Lots of emotional family "stuff" happened and it really affected my ability to concentrate and focus the little amount of energy I had to completing the assignments. I would have liked to do better and I'm sure I could have, but life's adventures sometimes get the better of me.
This was/is a difficult course for me to take online, although it is my first experience with online learning.
Too much for one credit.
Question 6: The course was presented in an organized manner.

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Strongly Agree</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>50</td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td>4</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
</tr>
<tr>
<td>Does Not Apply</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>133</td>
</tr>
</tbody>
</table>

If the ordinal data were treated as numeric, the average would be 4.50 and the standard deviation would be 0.67.

Comments:

[The teacher] is an amazing instructor that can teach [the subject] to even a monkey. He is so well organized and would respond to any questions on the same day. He is a perfect example of what I would love all my instructors to be like in the rest of my college education.

[The teacher] is by far the most active and organized online instructor I have had. She was very involved with the students.

Help and clarity was consistent throughout the course. Excellent presentation, very clearly and simply delivered. It was a great learning experience.

Schedule changes were many and at times very confusing.

Thank you so much for getting assignments graded and recorded in a timely manner. It really helped me gauge where I was in the class.

The course materials were very user friendly and easy to follow. I had no difficulties with this class.

The lab activities were not as organized as they should have been to have been graded so tough.

Sometimes they were unclear as to what was to be expected or accepted and marks were taken off. It is kind of subjective as the instructor is not there to guide you through it, so the was the lesson is written is very important and must be precise.

The software is great. course compass
Question 7: I had adequate opportunity to interact with other students.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree:</td>
<td>5</td>
</tr>
<tr>
<td>Agree:</td>
<td>49</td>
</tr>
<tr>
<td>Neither Agree nor Disagree:</td>
<td>20</td>
</tr>
<tr>
<td>Disagree:</td>
<td>8</td>
</tr>
<tr>
<td>Strongly Disagree:</td>
<td>1</td>
</tr>
<tr>
<td>Does Not Apply:</td>
<td>8</td>
</tr>
<tr>
<td>Total:</td>
<td>134</td>
</tr>
</tbody>
</table>

If the ordinal data were treated as numeric, the average would be 4.08 and the standard deviation would be 0.93.

Comments:
A lot of the discussions were questions that we had to answer of other classmates. It was a good idea.
Chat and message board provided this.
I didn't even know my friend was taking the same class until over half way through the semester.
I personally would have liked more interaction with other students.
It might be better to encourage forum use so students and interact, but the tutorials/text was more than adequate to learn the material.
It was very easy to speak your mind in this class.
Posting our discussions really helped to interact with my "online" classmates. It was a nice way to have other people comment on our work like in a face-to-face class.
The Prof provided many ways and opportunities to interact with fellow students.
The teacher made an attempt to have us work with another student on an assignment; however, the person I was paired with was not very responsive and did not complete the assignment.
There were chat rooms and discussion boards, but generally students do not take full advantage of these resources. we usually just want to get our work done.
Through forums.
Question 8: The tools and media effectively delivered the content of the course.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree: [5]</td>
<td>67</td>
</tr>
<tr>
<td>Agree:</td>
<td>48</td>
</tr>
<tr>
<td>Neither Agree nor Disagree:</td>
<td>8</td>
</tr>
<tr>
<td>Disagree:</td>
<td>4</td>
</tr>
<tr>
<td>Strongly Disagree: [1]</td>
<td>4</td>
</tr>
<tr>
<td>Does Not Apply:</td>
<td>1</td>
</tr>
<tr>
<td>Total:</td>
<td>132</td>
</tr>
</tbody>
</table>

If the ordinal data were treated as numeric, the average would be 4.30 and the standard deviation would be 0.94.

Comments:
All of the films helped me to understand the concepts and relate them to real life situations.
Excellent delivery.
I felt disconnect from what the tools showed to the objectives in the assignments
I felt that the tools and media did not always reflect the concept of what i felt we should know for the exam.
I think it was just a little confusing having to download 3 or 4 different files a week -- maybe they could be put into one .ZIP file per week? (It would just reduce the confusion, that’s all.)
I would NOT recommend buying the e-book to any student. The actual text did not have enough of a breakdown of information to make some of these concepts understandable-it seemed like b/c it was common knowledge to the author’s that it should have been common knowledge to us. The math examples were very inadequate which is why I was forced to use other texts.
I’m not really sure what you are referring to in regards to ”tools and media.”
iTunesU is clumsy and ineffective. While instructor made much effort ot compensate for these problems, it wade accessing course materials difficult and time consuming.
Recorded lessons are easier to understand than just reading. Easy to understand explanations
See question 5
Sometimes things were asked which were not from the material we were given-especially on the tests and a few times questions were asked on material that I couldn't have possibly answered correctly because I had never learned about it before, but marks were still taken off. I thought that was a bit unfair.
The media didn’t work for me
The online chapters were available from the beginning of class and it was equally helpful when you put all assignments on [the software] site.

The sound quality of some of the lectures was low.
Question 9: The course materials helped me learn.

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree: [5]</td>
<td>68</td>
</tr>
<tr>
<td>Agree:</td>
<td>55</td>
</tr>
<tr>
<td>Neither Agree nor Disagree:</td>
<td>7</td>
</tr>
<tr>
<td>Disagree:</td>
<td>3</td>
</tr>
<tr>
<td>Strongly Disagree: [1]</td>
<td>1</td>
</tr>
<tr>
<td>Does Not Apply:</td>
<td>0</td>
</tr>
<tr>
<td>Total:</td>
<td>134</td>
</tr>
</tbody>
</table>

If the ordinal data were treated as numeric, the average would be 4.39 and the standard deviation would be 0.76.

But there were too many assignments in one week. It was hard to keep up

Comments:
I feel that although the materials were very interesting and was aimed properly at the course objective there was to much packed into on week so I felt like I couldn’t really retain all the information I was just trying to get through it so I didn’t fall behind.
I like how [the software] site gives an explanation for incorrect answers.
I thought the way the course was set up was very easy to navigate and easy to understand.
Lectures came from YouTube towards last 2/3rds of the course, that were very vague. and uninformative.
The additional instructor notes available in the bookstore were most helpful.
The notes were alright, but they were not as clear or explicit as I would have liked. Learning [the topic], especially online, is hard enough. The text should be ‘user friendly,’ not too dry or complicated and the notes should expound on topics that the book failed to-especially if the questions on the test are going to be asked in an abstract order from which we learned it. An example is how the book will explain a concept in detail, but on the test the concept is approached from another perspective-this was extremely difficult especially since we did not discuss the concept from all directions because we are learning the material on our own.
**Question 10: I understood how my grades were determined.**

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree: [5]</td>
<td>80</td>
</tr>
<tr>
<td>Agree:</td>
<td>48</td>
</tr>
<tr>
<td>Neither Agree nor Disagree:</td>
<td>4</td>
</tr>
<tr>
<td>Disagree:</td>
<td>2</td>
</tr>
<tr>
<td>Strongly Disagree: [1]</td>
<td>0</td>
</tr>
<tr>
<td>Does Not Apply:</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>134</td>
</tr>
</tbody>
</table>

If the ordinal data were treated as numeric, the average would be 4.48 and the standard deviation would be 0.63.

**Comments:**
I really do appreciate that grades were posted.
I would have liked to be able to see my letter grade as the semester progressed. I think we were only given one or two opportunities to calculate our grade points and find our letter grade on a scale. Personally, I would have been more encouraged to keep up with my assignments if I could see my letter grade in real time.
The grading scale was clearly disclosed at the onset, and was posted for access throughout the course.
The percentages and points were pretty complicated but I managed to figure out my grade. When it came to the essays I felt that the rubric designed to help you get the best grade possible was not representative. When I sent in revised essays my grade did not go up even though I had revised and fixed my essay.
Question 11: The learning activities helped me reach the goals of the course.

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree: [5]</td>
<td>60</td>
</tr>
<tr>
<td>Agree:</td>
<td>51</td>
</tr>
<tr>
<td>Neither Agree nor Disagree:</td>
<td>18</td>
</tr>
<tr>
<td>Disagree:</td>
<td>4</td>
</tr>
<tr>
<td>Strongly Disagree: [1]</td>
<td>0</td>
</tr>
<tr>
<td>Does Not Apply:</td>
<td>0</td>
</tr>
<tr>
<td>Total:</td>
<td>133</td>
</tr>
</tbody>
</table>

If the ordinal data were treated as numeric, the average would be 4.26 and the standard deviation would be 0.80.

Comments:
Good for learning a [specific topic]. Not so good for learning [the larger skill].
I am not sure what learning activities are being referred to, but I did learn a lot from this course.
I felt that the material and what I learned was not adequately represented in the exams. I felt the exams were too comprehensive and should have been given every three chapters instead of every five or six.
Question 12: The instructor communicated with students in a timely, reasonable manner.

<table>
<thead>
<tr>
<th>Strongly Agree: [5]</th>
<th>86</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree:</td>
<td>41</td>
</tr>
<tr>
<td>Neither Agree nor Disagree:</td>
<td>4</td>
</tr>
<tr>
<td>Disagree:</td>
<td>2</td>
</tr>
<tr>
<td>Strongly Disagree:</td>
<td>1</td>
</tr>
<tr>
<td>Does Not Apply:</td>
<td>0</td>
</tr>
<tr>
<td>Total:</td>
<td>134</td>
</tr>
</tbody>
</table>

If the ordinal data were treated as numeric, the average would be 4.56 and the standard deviation would be 0.70.

Comments:

[The instructor] has been extremely responsive to all questions or problems. She is great at complimenting students on efforts made, and criticism is expressed in a constructive manner. I felt supported and encouraged throughout the course.

[The instructor] was very approachable and friendly and most of her feedback was encouraging and timely.

[The instructor] was ALWAYS prompt in returning calls/emails... that I appreciated a lot!!

[The instructor] was very helpful and always emailed me back either the day of or the day after I emailed her.

Always speedy responses (within 12-24 hrs.)

Fast responses

He always responds right away and gives a great thorough answer.

He was late on a lot of grading and email replies

She always responded quickly and was truly concerned with how we were doing in class.

She communicated quicker than most teachers in face to face classes!

Thank you for answering my emails and providing as much help as you could.

The instructor was available almost 24/7.

The instructor was super fast in communicating with me whenever I needed her. She was very pleasant, patient and reasonable.

Very fast

When one student had an issue, [the instructor] would let all of the other students know as well.

Yes, and he would email me back immediately and also I was able to meet with him on my schedule which was nice
Question 13: I would recommend this course to other students.

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree: [5]</td>
<td>78</td>
</tr>
<tr>
<td>Agree:</td>
<td>35</td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td>10</td>
</tr>
<tr>
<td>Disagree:</td>
<td>7</td>
</tr>
<tr>
<td>Strongly Disagree: [1]</td>
<td>4</td>
</tr>
<tr>
<td>Does Not Apply:</td>
<td>0</td>
</tr>
<tr>
<td>Total:</td>
<td>134</td>
</tr>
</tbody>
</table>

If the ordinal data were treated as numeric, the average would be 4.31 and the standard deviation would be 1.02.

Comments:
He is the best. Everyone should take his course!!!
I believe everyone in this day and age should know at least the bare minimum about [the course]. I enjoyed the course of [the subject], but I would recommend it as an online class because it way harder and too many things due in a short time period.
I hope that this course is offered again; I have already recommended it to several friends and they have been unable to find it in the catalog.
I must put I agree because I have recommended this course to other students, BUT I sit the fence on it for some. It requires a lot of TIME, EFFORT and in my case tears. It is not for the faint of heart, people with poor math or reading skills or those who have short attention spans. It is very, very hard to learn this stuff online. Someone who has a lot of classes should be advised to not take this course at all because of the intensity of the reading and the concepts one must learn in a very short amount of time. I had to drop a class to keep up with this one. I think online classes are much better than in person; this combined with the tutoring that was available and invitation to attend lectures extended by the professor made it a fantastic course. I think this is difficult to grasp on your own. I would only if the tests were not so comprehensive and not so much learning materials were compacted into one week. I would recommend this course to other students because the step by step instruction made the course very understandable. Interesting course in general. Also, instructor is passionate about the subject, gives constant feedback, directed students toward other optional resources. It is convenient for students learning at home.
It was very informative and I learned a great deal about [the subject] to take with me and use later on in life. This course offers a good understanding on how to apply [the subject] to our everyday lives.

Only if they can handle doing an online science course

Our instructor was extremely helpful and it was easy to learn the material.

The course work was fairly easy. The teacher was very friendly. I would have no reason not to recommend this course.

This [ ] course is very informational. You learn things that will be helpful to you, someway or somehow.

This course is a great introduction to [the subject]. The subject matter was broad yet we were able to investigate many different aspects of [the subject] at both [ ] levels.

This course takes a lot of time-four hours for me for every experiment and deserves more than one credit.

You’re able to build a great [course concept] which helps you to understand other cultures and classes. That’s something you’ll carry with you forever.
Question 14: What helped you learn in this course?

Comments:
[a previous course in the field], chat and reading.
[The course] Lecture Notes was the most help.
[The instructor] combines different mediums to deliver info which help me retain more.
[The instructor] would respond in a timely manner every time I had questions, this helped me to navigate through the course easier and get my work done on time.
[The instructor], he knows his subject well and explains it to you in his slides as easily as it possibly could be stated.
[The instructor] provided many opportunities for learning. When a topic was hard to understand she took the time to post more modules or videos to help us grasp the material.
[The instructor] was readily available and responded in timely fashion. She is always willing to do all it takes to help me succeed. Her interactive links and movies helped it to become more like a face to face class. The Lecture Notes effectively highlighted the textbook.
[The software]
[The software] questions and the interactive assignment.
[The software] website helped, along with the teachers help n guidance.
[The software] website was very helpful. It was easy to use and much more user friendly than Laulima. The instructor was very helpful when it came to emails and corresponding.
Access to chemplace.com was an invaluable tool; being able to search through the textbook by keyword was essential during the research paper.
All the powerpoint files that the instructor provided as well as documents/handouts that she used in her face-to-face class.
Aside from the course materials and activities, just clarification from both the instructor and other students.
Class materials, text, instructor, self.
Constant interaction with instructor and web and programs.
Discussion questions, assigned readings, movies and notes from the professor.
Doing it by the book, and reading the discussions.
Each lesson was instructed clearly and the textbook was easy to use and follow.
Everything we did helped me learn something about [the topic]. The instructor chose compelling subjects to study and with the use of film, the text, lecture, and class online discussions, I was able to learn what was being taught in a manner similar to if I were in a classroom setting.

Firstly, our instructor was highly organized, her lecture notes and response time is excellent. The practice exams, movies and module tutorials were very helpful. [The instructor] also held online tutoring and her response time to all inquiries was very fast and thorough. She is a fantastic teacher, one of the very best I have ever had the pleasure of learning from.

Having an instructor being there to help whenever possible!!

Having taken [the course subject] before

Her lectures were very easy to understand and pleasant to listen to (not monotone or wordy) along with her PowerPoint attachments. The movies I did see were very interesting also

How you can do the homework problems several times

I have improved my self-study learning ability.

I liked the practice tests

I loved the program my professor used. It really helped you in any which way possible.

I really liked how organized my teacher was. The lecture notes that she compiled were the best. The practice tests helped me have an idea of what else to study for and what would most likely be on the tests.

I really liked this [course subject] online. The instructor was always there if we ever needed any kind of assistance or questions or help. Resources were great. I had no problems learning with this course.

I think the best thing about this class was [the instructor]. She was approachable, friendly, engaging and encouraging. For me, the content of the course was fairly easy, but her feedback was what helped me learn the most in this course.

I think the professor was really good. Any questions you had, she gave them to you right away.

I think the way the course was set up made it really easy for me to learn. I liked how we got a practice exam where you could get hints if you needed it before the real exam, this really helped me a lot.

I thought the textbook further explained the lessons with lots of details and examples while the teacher’s notes outlined the chapter and helped to point of certain concepts that were important to known. The movies were also a nice way to learn each week’s lesson and showed how the concepts worked in the real world.

I was able to learn not only from the textbook, but the online lecture notes were very helpful.
I’m not too sure if online courses are best for me, but taking this one was very convenient for my schedule with work and home life with my sons. Overall it helped me understand that I am better with learning in a classroom than online. I did learn quite a lot by reading the assignments and doing some research.

Instructor was always available and willing to help in whatever way.

Instructor's Emails
Instructors notes and modules
Interacting with discussion and active readings and films.

It helped me prepare for the CIL

It was helpful that it was online because I could review the material again and again.

It was very helpful to have constant communication with the teacher if needed. Receiving feedback from other students was also hopeful.

Me and my books, a desire to learn and a lot of time.

My instructor, [the instructor], provided us with a supplementary study guide that was superb!!

Her teaching modules were extremely informative and interesting. [The instructor] teaching method exceeds the norm and insures her students’ success in the course. She is very clear & concise in her explanations. She is easily accessible online or in person and is willing to arrange tutoring with each of her students according to their schedule.

My own researching online.

Online examples, such as video and “walk through” examples.

Online video tutorials

Other students

Our instructor would be there if I needed any help. Also, the homework had examples so I could see how it’s done.

Patience of professor

Practice tests, professor's notes, professor's online office hours and online chat

Probably what helped me learn the most was [the software] assignments, and the Chapters

Application paper.

Reading [the subject] book helped me learn in this course and also the video or articles that related to the chapters.

Reading the books and looking up things I didn’t know on the computer.

Social things

Step by step examples
Support of classmates when we have to understand concepts etc...
Teacher’s resource notes, the films, and reading and responding to other students posts
The articles and the various resources that were used really helped me.
The book
The book and other that are knowledgeable in the subject. lectures during the early part of the course
The book that was required, the online lectures were very helpful, and the professor provided her time and effort in assisting any way she could if I had any questions or comments.
The book was very clear, and the teacher was knowledgeable and available!
The chapter notes summary prepared by [the instructor].
The different activities that we were assigned to do.
The discussions between students
The examples posted.
The examples that were offered on course compass in connection with the problems given.
The exercises helped me learn in this course.
The fact that the subject is very interesting for any person to gain a greater understanding of life.
The fact that what we were learning will be useful to me in life, work and school.
The films and handouts
The films and the YouTube videos [the instructor] made.
The good examples and practice activities, as well as the additional lecture notes offered in the bookstore. The discussion forums were helpful as well if I needed to get another persons perspective on the material, or if I could even offer my help in some way.
The Handouts.
The help of the teacher was a great resource and I used my own understanding to accomplish my goals.
The instructor
The instructor and her organized, detailed, and educated materials used.
The instructor made it quite clear what was expected of students, as well as what was expected from each assignment by providing rubrics and a simple point grading system. deadlines were clear, and instructor was encouraging rather than critical.
The instructor was flexible on assignments when additional help was needed.
The lecture videos helped a great deal.
The lectures online were amazin!
The materials and feedback from the instructor helped me learn in this class. 
The online book under course compass. 
The PowerPoints from our instructor
The practice quizzes before the actual quiz was very helpful for passing, but probably not for really learning. Although, this would highlight for me what information I should be understanding.
The professor's willingness to be available anytime questions arose helped me quickly move on if I became stuck. The learning modules and lecture notes created by her where clearly and simply stated. She provided different methods (audio, visual, websites and written) for learning so learners that don't always grasp one method had plenty of good resources to turn to.
The program was really good at laying out the assignments and what I needed to know in order to pass.
The resource notes
The schedule was planned out so tasks could be completed in comfortable increments. I felt as though I was steadily completing assignments and learning from them.
The teacher made the material understandable and interesting. What also helped a lot was the videos. I understood more clearly through this type of resource.
The teacher presented assignments which were interesting and encouraged communication. Her communication was excellent. I was at first hesitant about taking an online course, but [the instructor] kept in contact and answered all questions thoroughly. I have a renewed faith in online learning!
The teacher was very flexible and was always available if we couldn't find something or if we had a question regarding an assignment.
The teachers availability for help.
The textbook and online quizzes and activities related to chapters being studied.
The textbook and the instructors notes
The textbook that was assigned for this course was very helpful in completing assignments. Peggy's directions for other assignments were helpful as well.
The tutorials. It was very helpful and useful.
The video's, video lectures and handouts.
The videos
The videos and the blogs
The videos that went with each lesson.
The way the website handled the assignments help me learn. It would break down step by step each reason on how to evaluate each problem. It really helped me understand what I was doing wrong and how to arrive correctly at the answer consistently.

This instructor was the best for an online course. I would strongly recommend this class to any other student and also to online teachers as an example. She made it clear and was available so that each student could succeed. Hats off to [the instructor], great instructor.

Videos
Weekly quizzes and the chapter notes in modules.

What helped me learn in this course - again - was the having the available aid of my professor [the instructor].

What helped me learn in this course was the flexibility and availability of the professor, [the instructor].

What helped me learn most in this class was the teachers feedback on my assignments that I turned in.
Question 15: What hindered you from learning in this course?

Comments:
[The subject] is just a tough subject for me in general
Ability to stay focused on my own.
As mentioned earlier, I had a partner who was not as responsive as I wanted her to be, but that was not the fault of the course or the instructor.
As this was my first online class, I've had roommates and family who've taken online courses I've seen how sometimes the lecture notes and the text do not match up which causes confusion, my biggest obstacle was appropriating sufficient time to study for this class.
At times the lecture or tutorial posted did not go as in depth as the textbook and/or what the assignment required.
Changes in schedule not being updated.
My own personal schedule.
Distractions at home sometimes made me put off this class
Distractions at my house while trying to work on the homework.
Does not apply
Downloading the video on time.....
Finding time to study.
For awhile I could not find a tutor that really helped me. the tutor that I had didn't teach me anything.
From the online course standpoint, nothing hindered me.
Going online on my free time
Having to do things on my own, it was hard for a first online course.
I feel that I could have done better in this course, but not having the right software was hard for me to get essays done on time.
I have a Macbook and almost all the activities needed to be done on a pc, so instead of being able to do the class work in the luxury of my own home, I had to go to the library at WCC.
I loved it, would take it again if i needed to
I purchased my text book late.
I think not being in a classroom setting with others hindered my learning. Not being able to ask questions directly and have them answered and being around others to learn made it difficult.
I though It was all good
It being online. Science is not a strong subject for me and now I know I have to take it in a classroom.

It hard to read as much as I did this course and hard to stay on track.

It was more me than anything else. I knew an online course would require a lot of discipline on my part... it was a little difficult for me to come online every other day.

It’s hard to do be productive with an online class where it’s not face-to-face. I think I definitely prefer face-to-face classes. It was a good learning experience, now I know what to expect from online courses.

Just myself.

Just the fact that it's a distance learning course makes it feel like I have to teach myself this course, but I’m glad the teacher provides all the materials needed to understand the chapters.

Lack of communication

Lack of face-to-face motivation.

Lack of help

Laziness.

My forgetfulness.

My kids

My own lack of focus hindered my learning in this course. I started out strong, and then 3/4’s of the way through the course, got lazy and lost track of time.

My own time management. Life gets busy, sometimes I didn't give myself adequate time to take in the information and apply it as necessary.

My personal/family life.

My schedule was very tight and structured the class was a bit different then i thought it was going to be but i just didn’t have the time.

Myself

No face to face interaction

Not a thing. Once I realized how lucky I was to have [the instructor], her excellent skills and support as needed, this has been my best college experience yet.

Not being able to access iTunes

Not having an adequate grasp of algebra hindered me the most. Having a chapter a week is another factor that I understand can't be helped b/c of the class time line, but it really did hinder me from learning because it went so fast! This subject is intense and I need to let it gel in my mind before moving on to the next topic or else it gets pretty confusing.

Not having enough time
Not having the book to look at. other than online
Nothing
Nothing
Nothing
Nothing
Nothing
Nothing
Nothing hindered me from this course at all. it was organized and gave lots of helpful tutorials.
Nothing much just the fact that sometimes i forgot to read
Nothing or no one else but myself. Not to say I did not learn because I did learn a great lot.
Nothing really.
Nothing, class is very organized. at the beginning, i had an issue switching between the program
and Laulima since assignments were due in both of them, but [the instructor]eventually made a
notation in the program to remind me that the Laulima discussion post was due. good move.
Nothing, I would say this class needs no improvement, it’s perfect.
Nothing!
Nothing.
Nothing.
Nothing. It’s organized, easily accessible and interesting subject matter
Nothing. The teacher was always readily available to help.
Online classes can sometimes be more demanding as I have to set times for myself to study.
Online courses are always challenging, I would recommend his actual class as opposed to his online
course.
Personal distractions
Personal issues that arose during the course of the semester.
Personally, I felt like [one requirement] was a waste of time for me. I could have spent that time
working on other assignments. The timed assignment on Essay 4 was a disaster for me. I could
have gotten a better grade had it not been a timed assignment! This REALLY frustrated me!
Placing me in a room with a bunch of other people, on a computer that I am not familiar with,
with a screen that is 3 times larger than my laptop, a sick student in the room who coughed and
disrupted EVERYONE every 10 seconds, and only having a small amount of time to complete the
assignment pretty much set me up for failure.
Practice exams and quizzes seldom resembled actual tests. What is the point of taking these "practices" if the actual test is not even remotely similar? I consider practice tests to be a review, but what is the point of reviewing something that 90% of the time doesn’t even show up on the exam, but instead, completely different format questions do.

Probably the hard mathematical stuff.

Procrastination

Really hard to take online
Some of my classmates were very talkative, there was a consistent hum of talking in the back of the class that made it sort of distracting.

Some of the information was not second nature to understand which hindered me as a student.
Some of the syllabus dates did not match Laulima dates at first but it was corrected.

Sometimes hard to motivate myself to complete assignments.

Textbook was hard to understand

Test were announced and only open for short time periods.
That it was online and a little hard for me.

The difficulty of the problems from the quiz's/when compared to the take home exam 1.
The fact that it was an online class hindered me somewhat, as any online class would, since I had to be self-driven at all times. However, it was worth it for the convenience of doing assignments on my own time.

The labs were way too long. My back would hurt from bending over for four to six hours trying to do the [class activities] and then filling out the reports-trying to make sure it was as exact as possible but still getting it wrong was defeating and it got to the point to where I was dreading them, although it started out fun and exciting.

The lay out
The motivation to do all on my own.

The nature of the course- being online, independent learning. These are difficult concepts to read about on your own.

The occasional Internet service preventing me from logging onto the class website.

The only fact that it was on-line, so I had hesitations at the beginning but quickly realized it wasn't going to be a problem.

The only thing that hindered me from learning in this course was getting sick after donating blood.

After getting sick, I wasn’t in the mood to work on assignments. That was how I fell behind.

The teacher’s lack of genuine interest for me as a student.
The textbook mostly knowing what was necessary to remember. It was just too much information with lectures, videos, printouts, and the textbook.

The videos. There were a few that I didn’t download in time and therefore could not finish the assignment.

The YouTube videos at the later parts of the semester. Compared to the lectures posted by the instructor, these YouTube videos had to deal with the current week’s subject, but did not really cover it in any depth at all. Those YouTube lectures only covered about 3/10 of what was actually need for each week’s assignments.

There were a handful of times where I had to SEARCH for resources needed to complete assignments. Also, at first it was hard to keep track of what was due when, since assignments were to be submitted in various places. i.e. Laulima discussion post, assigned [the software] exercise, or upload homework to drop box.

This class was my first online course that I’ve had. It’s very easy to forget about it. But on the other hand I am taking four other classes. I don’t think I’ll be taking anymore online courses lol

This was my first [the subject] class so I think that for some of the material I would have benefited from face-to-face instruction but for the most part I didn’t utilize the online tools that were available. I also think that it would have been better if Laulima and [the software] were one site because at first it was confusing to have to switch back and forth.

Time restrictions
Trouble accessing iTunesU. (a small obstacle)

What hindered me was a lack of focus. Being online is a lot more difficult for me as compared to being in a live lecture course.
Question 16: I would take another distance education course.

<table>
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<td>0</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>132</td>
</tr>
</tbody>
</table>

If the ordinal data were treated as numeric, the average would be 4.54 and the standard deviation would be 0.82.

Comments:

But not of this difficulty.
Depending on the situation, I would definitely take another online course.
For a working person with or without children, the online learning program is critical. Many of us would not be able to return to school without this option. Please continue the online learning program!
I HAVE to take online classes! I am a stay at home mother and I have no other choice!
I wish UH offered more classes online.
I would not take this class online if I had it to do over again because I want to know it and not just get credit for it. For the brighter people or the ones that are just taking it for a credit, it would probably be fine. I regret it and wish I had taken it in class which would have prevented me from having so much stress over it. I think I would have enjoyed learning [the topic] if I had taken it in class because it is fascinating and mind blowing.
It completely depends on the professor and their style and ability.
Laulima work space is great!
Love them
Most of my education is/has been online.
Only if it was from this same instructor
This course definitely makes me want to take another distance education course. This was my first course ever and I was really satisfied. Thank you.
Unless it’s my only option, like [another course] 171 at WCC. I HAD to take it as a distance education course.

Question 17: What else would you like to say about this course?
Comments:

[The course] gave me added self confidence in my daily activities.

[The instructor] did an amazing job of offering help via online and face to face. She also eased the intimidation of [the topic] by relating and associating applications with everyday life.

[The instructor] is an excellent educator, she's thoughtful and shows that she has put a great deal of time into organizing her class. She always answered my email right away and thoroughly, I mean she gives many points to her help and info. I would recommend her class to everyone just as her class was recommended to me. Thanx [the instructor] you're one of a kind!

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[The instructor] is highly qualified to teach this subject and her encouragement and positive attitude towards teaching really helped me as a student.

[The instructor] is one of those teachers that makes the learning experience as memorable as it is fun! I wish there were more instructors like her in the world!

[The instructor] was actively involved in students learning. Well organized, helpful, quick to reply to questions and enthusiastic about the subject. I've taken a number of online classes and she was the best online teacher I've had.

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[The topic] is hard. So if you hate math take it in class.

Although I never met [the instructor], I could tell that she is a very dedicated teacher, friendly, nice, and always willing to help her students which made [the course] a very pleasant course to take.

Awesome and interesting course!

AWESOME Professor!! Great support provided. Great interaction online with all students who were taking this course. Everything that was to be learned and were required of the student was clearly outlined in the course syllabus which was very very helpful!!

Cool

Everything was organized greatly!

Excellent course. [The instructor] is an excellent instructor.

Excellent. I was able to manage my time with life and school and it worked out great! To take an online course and succeed, you have to be disciplined.

FOCUS! If you are going to take this course! Do the work on time, don't delay...

Give [the instructor] an excellence in teaching award.

Good class!

Good course

Good course, effective.
Good teacher, easy to understand by watching YouTube video posts
Great class. learned a lot. would recommend this course to other students.
Great online program, knowledgeable professor.
Great understanding professor who teaches this course. Thanks
I definitely learned a lot of skills that will be useful in my future business career.
I enjoyed taking this class and [the instructor] is a great teacher to have for an online course. She
gives great feedback and does an excellent job helping me when I get stuck trying to figure out
what to write or how to go about writing something. She also interacted more with the students
then any of the other online teachers I’ve had.
I enjoyed taking this course and the instructor is awesome because she is understanding in some
situations and always getting back to me quick about questions I have with certain assignments.
I had a great professor! I highly recommend [the teacher] for not only [this topic], but whatever
other courses she may teach. Her teaching style works very well for me, as I hope for others. She
was always available when she said she would be. Always answered emails promptly, and
continuously invited the students to call, email, or stop by whenever they needed. Her
curriculum for [the course] taught me a great deal, and I am glad I chose to take it with her.
I hope [the instructor] is willing to share her method with other professors following her model
through Laulima. It worked very well. Bravo!
I loved it, I wish I could take it again.
I really enjoyed the course and I hope you continue to teach online courses. Thanks!
I really enjoyed the instructor and felt that he stayed connected to help me learn, despite how easy
it would be to avoid correspondence.
I really enjoyed this course. It provided me knowledge that I can apply in the real world. The
instructor was great and kept things interesting by surveying many different cultures. I liked
her continuous feedback and question prompting for discussion. I would recommend this
course to anyone interested in a survey of [this topic]. Mahalos and Aloha
I think more online videos should be made to help the students understand. Also more tutoring
should be given.
I think that everyone attending college should take this course, it is relevant to everyday business
writing experiences.
I thoroughly enjoyed this experience and would highly recommend [the instructor] to anyone who
needs to fulfill this credit requirement.
I took [the subject] a couple of times, and this was the best that I have ever done (other than exam 1).

I would like to say it was a challenge.

I would like to thank our instructor and the college for making it possible for me to advance my studies and help me achieve my goal of one day becoming a nurse.

I would not take this class again for one credit. It took way too much time and was not worth it for that one credit.

I would say this is the best online course I have taken. I took online course for my senior year in high school and now I have taken a few in college. Most of the courses I have taken I have had to email the teachers a lot about their instructions that I had a hard time understanding. But this course was set up very easy to understand and I hardly had to email for help through the whole semester.

I’ve tried taking an online course before and didn’t do well because it was so confusing. [The instructor] made everything really easy to understand and explained everything very well.

Interesting

It helped me a lot since I am majoring in business.

It was a decently fun class, wish I could have taken it in person. I learned a lot about myself and I think I will use a lot of the information from this course in every day life, unlike other classes.

It was a wonderful course and the teacher was both helpful and understanding.

It was extremely fun and interesting, although I struggled in this course I still am interested in [the topic] and I am taking another [ ] course next semester.

It was good!

It was great overall.

It was great, maybe a little bit more time on the quizzes would of brought my grade up a little. But overall it was a good class

It was very organized, which made it easier to catch up and to follow.

It’s great. You start to learn how to manage your own time, when to do your homework, when to study. You don’t have to go to class, you can do your work pretty much whenever you want to.

It’s hard

Love it!

Nothing, I’m just glad this semester is almost done!

Our teacher is very helpful and nice.

Overall transpired quite well.
Pain in the butt.

Please tell the counselors that this class is not for everyone and to make sure the prospective students have a grasp on basic algebra and are willing to or are able to set aside large amounts of time for study.

She deserves some kind of recognition for outstanding teacher!

Thank you to professor [the professor] - very helpful and very involved with students.

Thanks

The instructor was great.

The instructor was very knowledgeable and very helpful.

The professor was awesome. Always graded our work and responded to emails quickly. Great course - especially for a first time online!

The teacher was great and appreciated her timeliness. She was very informative and helpful throughout the semester. The course wasn't easy, but it wasn't all that difficult at all either. It is an even balanced class.

The teacher was online a lot, provided quick feedback, and was accommodating. She gave plenty of assignments opportunities for extra credit, although I was not aware of them until it was too late much of the time. Also, due to my work/class schedule, I was unable to take advantage of them anyway - as they were often weekday lectures. Also, initially it took me some time getting familiar navigating through the site. I felt like I was hunting for my assignments, that they were not all listed in one location (i.e. The "Task, Tests,..." Section), but some assignments were found within the course notes. Lastly, the research paper deadline is right before Finals, which is stressful.

The timing on the online exams and quizzes should be lengthened. Online exams are more stressful in my opinion do to the facts that you have a clock ticking in your face and you do not have the test actually in your hand that you can skim through. Also, Laulima responds too slow on a regular basis, regardless of what computers you are using. That delays involving "moving to the next question" and reviewing other questions takes too much valuable time that you cannot afford to lose and it is too easy for the instructor to compile a test with too many questions...too many that can be reasonably thought about and answered in the time allotted. The point of a class is to learn and to be taught, not to have to struggle to keep up.

There are three types of teachers out there, one who gives you an easy A because he or she doesn't care enough, know the material, or isn't organized. The other type that doesn't explain that well and grades harshly and unfairly. Then there is the teachers like [the instructor], an easy A if you
pay attention to all he says and you really grasp each concept and the overall idea of the course.

He is an awesome instructor that I recommend to all students.

This class by far was one of the most interesting class with a lot of good materials. If done in a regular class setting, I'm pretty sure there would be great discussions.

This course can be very beneficial to any student interested in enhancing their communication skills.

This course is difficult. If you are going to take it, don't let other life issues interfere with your study schedule as it's easy to fall behind. In other words, Don't DATE!

This course was great and I enjoyed working with [the instructor]. She had helped me to become a better writer and college student.

This isn't so much about the course, as it is about Laulima. As a first time student, a full-time student and a full time mother it could get pretty intense and time management could sometimes become a struggle. What I noticed in all of my classes was that not all of the assignments/quizzes/tests would show up on the daily calendar on my home page of Laulima. I think that having ALL assignments/quizzes/tests showing up on the calendar would have made this online experience a little more enjoyable. I realize that it is ultimately up to me to figure all of this out, however, like I explained earlier, sometimes life gets crazy and it would be very helpful to be able to see everything that is due in a single shot instead of having to hunt around for assignments/quizzes/tests that may be do that I had no idea about. Hope that made sense! :D

This type of class is good for the student who can learn from directions so that they don't have to come to class; however, when they need further instruction they can seek advise from the professor during their office hours.

Very helpful in getting more in depth with Microsoft products. It allowed me to do more with the Word, PowerPoint, Access, and Excel; which I never really knew about.

Very organized!
<personalized name goes here>

re: Online Courses at Windward Community College

Aloha,

You recently signed up for an online course at Windward Community College and we would like to ensure that your engagement with the course is successful. The course will require you to use your UH email and Laulima, the University of Hawai‘i course management system.

Because online classes often require more time than traditional face-to-face classes, and because success in these classes depends on specific computer and study skills, I am including with this letter a few other documents that may help you get started with the course.

Included is a page describing how to log in to Laulima and another describing how to forward your UH email to another email account, in case you don’t check your UH email. You must check your UH email (or set it to forward to an account you do check) frequently as part of your course. Staying in constant communication with your instructor is crucial for success.

Also, you should look at the orientation page to ensure that you have the proper equipment, expectations and basic computer skills to succeed in this course. The web page for information on online courses at Windward CC is http://windward.hawaii.edu/online.

Please seek help if you need it. For computer support, contact wcc-help@hawaii.edu, for research support, contact wccref@hawaii.edu and for any other support, please contact me at richards@hawaii.edu. If I can’t help you, then I will find someone who can.

Finally, if you have any suggestions for improving this packet, please let me know.

Sincerely,

Brian Richardson
Instructional Developer
http://windward.hawaii.edu/people/Brian_Richardson

Cover page for paper-based mailing to online students.
Some Things You Should Know

What You Will Need
- Access to computer with an internet connection.
- An up-to-date internet browser installed on the computer. We suggest Firefox as the most compatible for working with Laulima.
- An email account that you check daily. If you do not check your UH email, then you must forward your UH email to an email account that you do check.
- Your course may have additional software requirements - check with the instructor to find out

What You Should Worry About
- **Time** - a typical online class takes more time than a face to face class. The amount varies, but plan for at least 10 hours a week, every week. Also, it is a lot harder to catch up in an online course.
- **Organization** - online classes put a lot of the responsibility for the class on you. You need to know when your assignments are due, when you should start working on them, and where to go for help when you need it.
- **Files** - make sure to save your files, back up your files, and organize your files so you can find them again if you need them. Online tools are generally reliable, but you need to be responsible for your coursework.

Typical Computer Skills
- Download a computer file (such as a PDF document) from email
- Attach a file on your computer to an email to send to someone
- Email your Professor

Other Skills
- Know who to contact for technical help
- Search effectively on the internet
- Contact the Library
- Sign in to the Voyager Catalog to renew your books
- How to access the library’s databases of ebooks, journal articles, and reference materials

Typical Laulima Skills
- Log in to Laulima
- Set up your profile
- Upload a file from your computer to the Laulima site
- Post on a Blog or Discussion Board
- Respond to someone else’s post
- Download a Word document, change it, and upload it to your Drop Box
- Upload a picture to the Discussion Board
- Take a test
- Chat

Laulima tutorials can be found at: [http://www.hawaii.edu/talent/laulima_studtutorials.htm](http://www.hawaii.edu/talent/laulima_studtutorials.htm)

Tips for Reading Online
- With regular web pages, try increasing the font size (often under the “View” menu)
- With PDF documents, try using the magnification tool to make the document larger
- Simplify your experience: turn off your email, close windows that you are not using
- If you are using a Macintosh, try having the computer read the document to you (using the voice digitizing feature located under the “Sound” panel in the System Preferences).

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Page one of paper-based mailing to online students.
Important Web Pages

UH Portal
http://www.hawaii.edu/myuh
To sign up and drop courses, check your final grades, email, and many other things

Account Manager
http://www.hawaii.edu/account
To create, reset, and set preferences for your UH username and password

Laulima
http://laulima.hawaii.edu
The University of Hawaii's online course system, where you will find your online course
Also:
To request help: https://kuhi.its.hawaii.edu/laulima/
To read tutorials: http://www.hawaii.edu/talent/laulima_students.htm

Windward CC
http://windward.hawaii.edu
Also:
To find your professor: http://windward.hawaii.edu/Directory/

Computer Support
UH Help Desk: http://www.hawaii.edu/its/about/helpdesk.html
Phone: (808) 956-8883 Toll Free (neighbor isles): (800) 558-2669
Fax: (808) 956-2108 Email: help@hawaii.edu

WCC Help Desk: http://windward.hawaii.edu/computing
Phone: 808-235-7314 Email: wcc-help@hawaii.edu

Windward Online
http://windward.hawaii.edu/online
Information on online classes and resources

Windward CC Library
http://windward.hawaii.edu/library
Phone: 808-235-7338 Email: wccref@hawaii.edu

Hawaii Voyager
http://windwardcc.lib.hawaii.edu
To search for books and other material at the library, renew your books, etc.

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Page two of paper-based mailing to online students.
Logging in to Laulima

Laulima is the University of Hawaii’s online course management system.

Everyone with a UH ID automatically can access Laulima.

**Step 1.** Go to [http://laulima.hawaii.edu](http://laulima.hawaii.edu)—you should consider adding this site to your favorites

**Step 2.** On the top right of the screen enter your user ID (typically your UH Username) and your password.

You have now logged in!

You can move to a specific course by clicking on the class name on the top of the window.

You can move to a specific tool by clicking on the tool name on the left side of the window. Note that this list will change depending on which course you are in and how you have set up "My Workspace"

For more information, visit [http://windward.hawaii.edu/online](http://windward.hawaii.edu/online)

There are also tutorials available at the main Laulima site.

It is generally recommended that you use Firefox as your browser when using Laulima

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Forwarding Your UH Mail to Another Email Account

It is important to receive the email that is sent to your UH account. However, if you have another email account that you check more frequently, you can forward your UH email to that account.

1. **Log in** to your UH Email account by going to
   
   https://mail.hawaii.edu

2. Click on the **Options** tab.

3. Click on the **Settings** button on the left side

4. The **forward options** are at the bottom the window.
   
   • Click on “enable forwarding”
   
   • If you do not want the UH mail server to keep a copy of the mail that is forwarded to your other account, click “Don’t Leave Copy on Server”
   
   • Enter the email address that you would like your emails to be forwarded to.
   
   • Click on the “Save Changes” button

5. **Close** the web browser.

6. Send an email to your hawaii.edu account to verify it forwards properly.

Page four of paper-based mailing to online students.