Course Evaluations
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Reports
Standard Reports

NURS 6270.VA: Resear Meth Hlth Prof
Instructors: K. Acquaviva (primary), L. Briggs, A. Young

Survey for Term Fall 2011 (November 28 - December 12, 2011)
Participation: Primary Course Shortened Set

Results: 30 out of 38 eligible students evaluated this course.

About the course

1. Amount you learned in the course [16]

	Number Responses	Percent	
		All	Valid Percent[1]
Answered:	**30**	**100%**	
Unanswered:	**0**	**0%**	
(1) Almost nothing [1]	0	0%	0%
(2) [2]	2	7%	7%
(3) [3]	5	17%	17%
(4) [4]	7	23%	23%
(5) A great deal [5]	16	53%	53%
Mean of student responses: **	**4.2**		
Standard deviation of student responses: ****	**1.0**		

2. Overall, how would you rate your level of intellectual challenge in the course? [117]

	Number Responses	Percent	
		All	Valid Percent[1]
Answered:	**30**	**100%**	
Unanswered:	**0**	**0%**	
(1) Not at all challenged [1]	0	0%	0%
(2) [2]	2	7%	7%
(3) [3]	3	10%	10%
(4) [4]	9	30%	30%
(5) Very challenged [5]	16	53%	53%
Mean of student responses: **		**4.3**	
Standard deviation of student responses: ****		**0.9**	

3. Amount of effort / work required was: [123]

	Number Responses	Percent	
		All	Valid Percent[1]
Answered:	**30**	**100%**	
Unanswered:	**0**	**0%**	
(1) Very little [1]	0	0%	0%
(2) [2]	1	3%	3%
(3) [3]	1	3%	3%
(4) [4]	6	20%	20%
(5) A great deal [5]	22	73%	73%
Not applicable / No opinion [x]	0	0%	--
Mean of student responses: **		**4.6**	
Standard deviation of student responses: ****		**0.7**	

4. Overall, how would you rate your level of engagement in the subject matter? [118]

	Number Responses	Percent	
		All	Valid Percent[1]
Answered:	**30**	**100%**	
Unanswered:	**0**	**0%**	
(1) Not at all engaged [1]	0	0%	0%
(2) [2]	4	13%	13%
(3) [3]	4	13%	13%
(4) [4]	9	30%	30%
(5) Very engaged [5]	13	43%	43%
Mean of student responses: **		**4.0**	
Standard deviation of student responses: ****		**1.0**	

5. Increased conceptual understanding and/or critical thinking. [129]

	Number Responses	Percent		
		All		Valid Percent[1]
Answered:	**30**		**100%**	
Unanswered:	**0**		**0%**	
(1) Not at all [1]	0		**0%**	**0%**
(2) [2]	3		**10%**	**10%**
(3) [3]	2		**7%**	**7%**
(4) [4]	10		**33%**	**33%**
(5) A great deal [5]	15		**50%**	**50%**
Not applicable / No opinion [x]	0		**0%**	--
Mean of student responses: **		**4.2**		
Standard deviation of student responses: ****		**1.0**		

6. Course content was organized in a manner that facilitated learning. [122]

	Number Responses	Percent		
		All		Valid Percent[1]
Answered:	**30**		**100%**	
Unanswered:	**0**		**0%**	
(1) Not at all [1]	0		**0%**	**0%**
(2) [2]	1		**3%**	**3%**
(3) [3]	2		**7%**	**7%**
(4) [4]	5		**17%**	**17%**
(5) Completely [5]	22		**73%**	**73%**
Not applicable / No opinion [x]	0		**0%**	--
Mean of student responses: **		**4.6**		
Standard deviation of student responses: ****		**0.8**		

7. Number of hours per week outside of class typically spent doing readings, assignments, reviewing notes, writing papers, studying for exams [15]

	Number Responses	Percent		
		All		Valid Percent[1]
Answered:	**30**		**100%**	
Unanswered:	**0**		**0%**	
Less than one hour or none	0		**0%**	--
1-2 hours	3		**10%**	--
3-4 hours	7		**23%**	--
5-6 hours	9		**30%**	--
7-8 hours	10		**33%**	--
9-10 hours	1		**3%**	--
More than 10 hours	0		**0%**	--

8. Overall rating of the course

[680]

	Number Responses	Percent	
		All	Valid Percent[1]
Answered:	**30**	**100%**	
Unanswered:	**0**	**0%**	
(1) Poor [1]	0	0%	0%
(2) [2]	2	7%	7%
(3) [3]	1	3%	3%
(4) [4]	11	37%	37%
(5) Excellent [5]	16	53%	53%
Mean of student responses: **	**4.4**		
Standard deviation of student responses: ****	**0.8**		

About the instructor

9. Was knowledgeable about the subject and course material.

[132]

	Number Responses	Percent	
		All	Valid Percent[1]
Answered:	**30**	**100%**	
Unanswered:	**0**	**0%**	
(1) Not at all knowledgeable [1]	0	0%	0%
(2) [2]	0	0%	0%
(3) [3]	2	7%	7%
(4) [4]	3	10%	10%
(5) Very knowledgeable [5]	25	83%	83%
Not applicable / No opinion [x]	0	0%	--
Mean of student responses: **	**4.8**		
Standard deviation of student responses: ****	**0.6**		

10. Accessibility outside of class.

[134]

	Number Responses	Percent	
		All	Valid Percent[1]
Answered:	**30**	**100%**	
Unanswered:	**0**	**0%**	
(1) Not at all accessible [1]	2	7%	7%
(2) [2]	0	0%	0%
(3) [3]	1	3%	3%
(4) [4]	3	10%	10%
(5) Very accessible [5]	23	77%	79%

Not applicable / No opinion [x]	1		3%	--
Mean of student responses: **		**4.6**		
Standard deviation of student responses: ****		**1.1**		

11. Enthusiasm for topic/subject. [133]

	Number Responses	Percent		
		All		Valid Percent[1]
Answered:	**30**		**100%**	
Unanswered:	**0**		**0%**	
(1) Not at all enthusiastic [1]	0		0%	0%
(2) [2]	1		3%	3%
(3) [3]	1		3%	3%
(4) [4]	5		17%	17%
(5) Very enthusiastic [5]	23		77%	77%
Not applicable / No opinion [x]	0		0%	--
Mean of student responses: **		**4.7**		
Standard deviation of student responses: ****		**0.7**		

12. Designed and used fair grading procedures. [135]

	Number Responses	Percent		
		All		Valid Percent[1]
Answered:	**30**		**100%**	
Unanswered:	**0**		**0%**	
(1) Not at all fair [1]	0		0%	0%
(2) [2]	1		3%	3%
(3) [3]	1		3%	3%
(4) [4]	3		10%	10%
(5) Very fair [5]	25		83%	83%
Not applicable / No opinion [x]	0		0%	--
Mean of student responses: **		**4.7**		
Standard deviation of student responses: ****		**0.7**		

13. Provided adequate feedback on exams/papers/performance. [136]

	Number Responses	Percent		
		All		Valid Percent[1]
Answered:	**30**		**100%**	
Unanswered:	**0**		**0%**	
(1) Not adequate [1]	1		3%	3%
(2) [2]	0		0%	0%

(3) [3]	0		0%	0%
(4) [4]	4		13%	13%
(5) Very adequate [5]	25		83%	83%
Not applicable / No opinion [x]	0		0%	--
Mean of student responses: **		**4.7**		
Standard deviation of student responses: ****		**0.8**		

14. Overall rating of the instructor

[679]

	Number Responses	Percent		
		All		Valid Percent[1]
Answered:	**30**		**100%**	
Unanswered:	**0**		**0%**	
(1) Poor [1]	0		0%	0%
(2) [2]	1		3%	3%
(3) [3]	1		3%	3%
(4) [4]	5		17%	17%
(5) Excellent [5]	23		77%	77%
Mean of student responses: **		**4.7**		
Standard deviation of student responses: ****		**0.7**		

15. Use this space for any comments you may have about the course, the instructor, readings, etc.

[681]

Student 21: Dr. Acquaviva is very helpful and challenging. You can tell she wants her students to learn and will push them succeed.

Student 20: This was an extremely difficult course for students who had never done research before. I think student would benefit from podcast (or other technology) to explain some of the difficult concepts. Most of my time spent was searching the internet for sources to compliment the text as concepts were difficult for one new to research.

Student 19: The material was informative and the assignments were appropriate for a graduate level course.

Student 16: Having no background in research, this course was very challenging to me. Professor Young provided adequate feedback in a timely manner.

Student 15: Dr. Acquavia was a WONDERFUL instructor! Not only did she try at her very hardest to keep us engaged she also gave us every opportunity to learn new things and apply ourselves to be better! She also had immense respect for all of her students and gave everyone a more than fair chance to excel and succeed in her class!

Student 14: This course was very challenging. Creating a research proposal is a new skill that will come in handy later in my nursing career. Initially, I was unclear about what was expected, however discussing each portion of the proposal during the weekly discussions made creating the actual proposal a breeze. This was a great idea on the faculties part and should stay the same. I would have liked to see a breakdown of a completed proposal within the first or second week of the class so that I could see exactly the expected result.

Student 13: Acquaviva: This was by far the best online class I have ever taken. Feedback was excellent, readings and assignments were relevant, and instructor was very accessible.

Student 12: My instructor was Dr. Young

Student 11: The class was designed perfectly! Being able to address the paper each week, and recieve feedback, in the discussion forum was essential to being successful in the class. I had Acquaviva.

Student 10: It would be good if there was more consistency amongst instructors and different sides of the class in terms of assignments and grading.

Student 9: I was in Kim Acquaviva's section of this course, and I enjoyed everything much more than I expected. I learned a lot and, by the end of the semester, I was incredibly impressed with the scholarly quality of the work I was able to produce. This occurred due to our readings, assignments, discussion board posts, and encouragement from Dr. Acquaviva.

Student 8: These results are indicative of Professor Young

Student 6: Dr. Acquaviva made a very complex process seem simpler. I really appreciated all the feedback she provided. I also liked how

she posted our weekly discussion board grade on Blackboard, so we were not left wondering how we were progressing.

Student 5: My instructor was Dr. Acquaviva, and I think she was simply fantastic. She constantly challenged me by questioning my ideas and encouraging me to defend them, and offering suggestions for my research. She was very accessible, and always graded my work, and provided feedback in a very timely matter. I feel like I have learned so much about research this semester, and I am so proud of my research proposal, which I worked very hard on. This was a challenging course, but I had alot of support from the professor, and from my peers through the discussion board.

Student 4: I truly enjoyed this course and the Dr. Acquaviva. Her timely feedback was greatly appreciated along with her weekly words of encouragement.

Student 3: Kim-- by far the best online teacher in this program. She was timely in her responses to students (often within a few minutes of emailing). She adapted the class to suite the students unique needs and scheduling. For example, during a week when a paper was due she would either reduce the workload on the discussion board or make it opitional. Her grading was very fair and she provided ample feedback on assignments. She also graded assignments in an efficient manner. Her turn around time was stellar. Her correspondence with students was always respectful and collegial while maintaining professionalism. She never treated students as subjugated individuals or inferior through email correspondence (which is rare in this program). In all honesty she is probably the best online professor I have ever had.

Student 2: Evaluation for Dr. Acquaviva

Student 1: I really appreciated the amount of feedback on assignments and how the professor was very flexible.

Department-Specific Questions

16. Expected grade in the course

[2311]

	Number Responses	Percent	
		All	Valid Percent[1]
Answered:	**30**	**100%**	
Unanswered:	**0**	**0%**	
A	28	**93%**	--
B	1	**3%**	--
C	0	**0%**	--
D	0	**0%**	--
F	1	**3%**	--
Don't know	0	**0%**	--

17. Course expectations were clear.

[1765]

	Number Responses	Percent	
		All	Valid Percent[1]
Answered:	**30**	**100%**	
Unanswered:	**0**	**0%**	
(1) Strongly disagree [1]	0	**0%**	**0%**
(2) [2]	1	**3%**	**3%**
(3) [3]	0	**0%**	**0%**
(4) [4]	5	**17%**	**17%**
(5) Strongly agree [5]	24	**80%**	**80%**
Not applicable/No opinion [x]	0	**0%**	--
Mean of student responses: **		**4.7**	

Standard deviation of student responses: ****	**0.6**

18. Course materials were relevant and current. [1766]

	Number Responses	Percent All	Valid Percent[1]
Answered:	**30**	**100%**	
Unanswered:	**0**	**0%**	
(1) Strongly disagree [1]	0	**0%**	**0%**
(2) [2]	1	**3%**	**3%**
(3) [3]	0	**0%**	**0%**
(4) [4]	6	**20%**	**21%**
(5) Strongly agree [5]	22	**73%**	**76%**
Not applicable/No opinion [x]	1	**3%**	**--**
Mean of student responses: **	**4.7**		
Standard deviation of student responses: ****	**0.6**		

19. Materials in Blackboard were organized and easily accessible. [1767]

	Number Responses	Percent All	Valid Percent[1]
Answered:	**30**	**100%**	
Unanswered:	**0**	**0%**	
(1) Strongly disagree [1]	0	**0%**	**0%**
(2) [2]	1	**3%**	**3%**
(3) [3]	1	**3%**	**3%**
(4) [4]	5	**17%**	**17%**
(5) Strong agree [5]	23	**77%**	**77%**
Not applicable/No opinion [x]	0	**0%**	**--**
Mean of student responses: **	**4.7**		
Standard deviation of student responses: ****	**0.7**		

20. Feedback on assignments and examinations was received in a timely manner. [1445]

	Number Responses	Percent All	Valid Percent[1]
Answered:	**29**	**97%**	
Unanswered:	**1**	**3%**	
(1) Strong disagree [1]	1	**3%**	**3%**
(2) [2]	0	**0%**	**0%**
(3) [3]	0	**0%**	**0%**
(4) [4]	7	**23%**	**24%**

(5) Strongly agree [5]	21		70%	72%
Not applicable/ No opinion [x]	0		0%	--
Mean of student responses: **		**4.6**		
Standard deviation of student responses: ****		**0.8**		

21. The instructor encouraged discussions, questions, and the expression of ideas. [1768]

	Number Responses	Percent		
		All		Valid Percent[1]
Answered:	**29**		**97%**	
Unanswered:	**1**		**3%**	
(1) Strongly disagree [1]	0		0%	0%
(2) [2]	1		3%	3%
(3) [3]	1		3%	3%
(4) [4]	3		10%	10%
(5) Strongly agree [5]	24		80%	83%
Not applicable/No opinion [x]	0		0%	--
Mean of student responses: **		**4.7**		
Standard deviation of student responses: ****		**0.7**		

22. The instructor encouraged the use of current resources. [2312]

	Number Responses	Percent		
		All		Valid Percent[1]
Answered:	**30**		**100%**	
Unanswered:	**0**		**0%**	
(1) Strongly disagree [1]	0		0%	0%
(2) [2]	1		3%	3%
(3) [3]	0		0%	0%
(4) [4]	4		13%	13%
(5) Strongly agree [5]	25		83%	83%
Not applicable/No opinion	0		0%	--
Mean of student responses: **		**4.8**		
Standard deviation of student responses: ****		**0.6**		

23. The instructor used effective instructional strategies. [2313]

	Number Responses	Percent		
		All		Valid Percent[1]
Answered:	**30**		**100%**	
Unanswered:	**0**		**0%**	
(1) Strongly disagree [1]	1		3%	3%

(2) [2]	2		**7%**	**7%**
(3) [3]	1		**3%**	**3%**
(4) [4]	3		**10%**	**10%**
(5) Strongly agree [5]	23		**77%**	**77%**
Not applicable/No opinion	0		**0%**	**--**
Mean of student responses: **		**4.5**		
Standard deviation of student responses: ****		**1.1**		

24. Please describe the most positive aspect(s) of this course. What should stay the same? (If multiple instructors are responsible for implementing this course, identify the instructor by name when applicable). [2314]

Student 3: With the exception of the great teacher, I would say that this course does not belong in the curriculum. I have no interest in pursuing research or a Masters degree and would have felt more confident in my launch into the nursing world if this semester had been used to finalize practical skills. I feel very rusty and all the basics should be gone over again not spent in online courses.

Student 2: Evaluation for Dr. Acquaviva

Student 1: The feedback on assignments was the best.

Student 21: I like how the course used a grading rubric to grade the papers. The grading rubric helps the grading stay fair between two different professors teaching to course.

Student 20: Organization of the course was excellent. Professor was very available and supportive.

Student 19: online format, discussion board assignments, ability to turn in a draft before final research proposal

Student 18: I really liked that the discussion boards were related to our research project. Prof. Acquaviva gave useful feedback so that we could be sure we were on the right track, and had a good understanding of research concepts. It was very helpful, I feel I learned a great deal.

Student 17: The design of our research proposal assignment was clear and easy to understand. Breaking up the paper into smaller assignments allowed us to provide significant attention to each part and revise/edit as we went along.

Student 16: The weekly discussion posts were relevant to the paper, which I found very helpful.

Student 15: Dr. Aquaviva was the most positive aspect in the course and made everyone have a great time learning the new materials! I especially liked how the discussion board related to our paper that was assigned and completed at the end of the course, it really helped ease the process in writing the paper, step by step through each week!

Student 13: Acquaviva: This was the most amazingly organized online class and maybe any class I have ever had! THIS CLASS SHOULD BE A USED AS A MODEL FOR ALL OTHER ONLINE CLASSES AT GW. All assignments were outlined before the semester started to facilitate time management, a must considering the complexity of our schedules this semester. Moreover the assignments were extremely relevant to the subject matter and helped prepare for the larger end of semester assignment. The class facilitated learning in a way I have never seen in an online class. Amazing! Professors were also always available by every means of communication. Excellent

Student 12: I learned how to write a research proposal.

Student 11: Leave the structure as is - it's perfect.

Student 9: One of the best things about this course was that - for once in a college-level class - the way that (literally) everything was set up actually made complete sense. Each weekly discussion board post went along with our proposal and helped us to develop our research skills in a step-by-step manner. Another great thing about this course was the instructor, Kim Acquaviva. She is honestly one of the best professors I have ever had. She respected us as students, and that certainly helped us to respect her even more as a professor. Because she treated us with such kindness and respect, it only made us want to work harder and succeed in the course. She provided invaluable feedback that has really helped me to develop my interest and my voice in research.

Student 8: Dr. Young provided speedy feedback and lots of encouragement.

Student 7: Making weekly sessions correlate to the paper sections was a good way to keep me on track with my research.

Student 6: Multiple avenues and opportunities to be successful.

Student 5: Dr. Acquaviva was my instructor for this course - the most positive aspect of this class was the discussion board. The board was laid out in a way where the weekly assignments were really centered around our final research paper. Every week, the discussion facilitated a way for students to put down their plans and ideas about a particular section of the paper, and Dr. Acquaviva would provide feedback, in addition to the feedback provided by other students. This should definitely remain the same for this course. Dr. Acquaviva did an excellent job of providing feedback to my paper, and answering any questions/addressing any of my concerns in an extremely timely manner. She also would challenge me by asking questions about my research proposal, which enabled me to consider new approaches that I hadn't thought of.

Student 4: Dr. Acquaviva made this course enjoyable because she was always encouraging us throughout the course. Also, her feedback was very thorough and speedy. Great course and great teacher.

25. Which aspect(s) of the course need(s) the greatest improvement and what recommendations do you have for improvement? (If multiple instructors are responsible for implementing this course, identify the instructor by name when applicable). [2315]

Student 21: I think the final paper should be due before pinning. The two different sections should be more consistent in having posts due.
Student 1: More information regarding the research proposal and sections would be helpful. Especially on the stats-as I felt completely uncomfortable writing this section of my paper.
Student 19: peer review of research proposal was not helpful, and was time consuming.
Student 17: When different faculty are teaching different groups, expectations and requirements of each group should be equal.
Student 16: While I appreciate the exercise of completing a peer critique for the research paper, I was a little uncomfortable assigning points to each section. I understand the intent behind the exercise, but I would suggest, in the future, just having students provide written comments as feedback for each section rather than having them assign points.
Student 15: The split instructors made it difficult for some people.
Student 14: It would be useful to have a larger discussion about research frameworks as well as the data collection and analysis portions of this project as they were the most confusing.
Student 13: Acquaviva: I would change nothing. Again I think that every online class at GW should be modeled after this one.
Student 12: Instructor feedback was not always in the most constructive or helpful way. Have friends who are teachers and professors, grading in this course was stringent considering we are undergraduate students who have no experience in research.
Student 9: I honestly thought that course worked really well the way that it was set up. No recommendations for improvement!
Student 8: None
Student 7: I had Young, and I think that she should make sure to respond to people's post and give feedback so as to avoid personal emails about sections that people don't fully understand.
Student 5: Dr. Acquaviva was my instructor for this course - I honestly cannot think of any improvements for this course. I think her teaching methods were excellent.
Student 4: None
Student 3: The research proposal is overwhelming and again something that I feel should not be in this curriculum. I have no interest in pursuing research. It would be as if you put a mandatory grant writing course in the program.
Student 2: Evaluation for Dr. Acquaviva
Student 20: Finding alternative ways to explain concepts (other than the text since course is online)

[1] - *Valid Percent: Excludes missing, not applicable, and/or blank responses.*

** - *Mean of student responses: The mean is the arithmetic average of a set of scores found by summing the scores from each student and dividing that sum by the number of students who answered with a valid answer to this question.*

*** - *Mean of courses: The mean is the arithmetic average of a set of scores found by summing the mean from each course and dividing that sum by the number of courses that asked this question. This can be viewed as the mean of means of courses.*

**** - *Standard deviation of student responses: A measure of the variability or dispersion in a set of scores that provides an indication of the average amount by which the student scores deviate from the student mean of the distribution*

***** - *Standard deviation of courses: A measure of the variability or dispersion in a set of scores (mean of each course) that provides an indication of the average amount by which each of the course mean deviates from the mean of the distribution of all course means. This is the standard deviation that you should refer to if you are comparing one course to all the courses.*

Student Statistics

Statistics for the 30 students who submitted this evaluation:									
Student Level		**College**		**Major**		**Degree Status**		**Expected Graduation Date**	
Undergraduate	100%	--	100%	Nursing	100%	B S in Nursing	100%	05-2012	7%
								05-2015	93%

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