

Johnson College
Assessment Day 2020 - Distance Education

1 - What is your major?					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Advanced Manufacturing Technology	(1)	4	4.76%	█	
Architectural Drafting & Design	(2)	1	1.19%		
Automotive Technology	(3)	5	5.95%	█	
Biomedical Equipment Technology	(4)	3	3.57%	█	
Building & Property Maintenance	(5)	1	1.19%		
Carpentry & Cabinetmaking Technology	(6)	9	10.71%	█	
Computer Information Technology	(7)	7	8.33%	█	
Diesel Truck Technology	(8)	3	3.57%	█	
Diesel Preventative Maintenance Technology	(9)	0	0.00%		
Electrical Construction & Maintenance Technology	(10)	8	9.52%	█	
Electronic Engineering Technology	(11)	1	1.19%		
Heating, Ventilation & Air Conditioning Technology	(12)	5	5.95%	█	
Logistics & Supply Chain Management	(13)	0	0.00%		
Physical Therapist Assistant	(14)	5	5.95%	█	
Radiologic Technology	(15)	16	19.05%	█	
Veterinary Technology	(16)	13	15.48%	█	
Welding Technology	(17)	3	3.57%	█	
				0 25 50 75 100	Question
Response Rate	Mean	STD			
84/413 (20.34%)	10.54	5.00			

2 - I find D2L easy to use.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	4	4.76%	█	
Disagree	(2)	6	7.14%	█	
Agree	(3)	37	44.05%	█	
Strongly Agree	(4)	37	44.05%	█	
				0 25 50 75 100	Question
Response Rate	Mean	STD			
84/413 (20.34%)	3.27	0.80			

3 - I had trouble with the following area(s) in D2L (select all that apply):					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Discussion Boards	(1)	21	42.00%	█	
Quizzes	(2)	8	16.00%	█	
Dropboxes	(3)	8	16.00%	█	
Virtual Classroom	(4)	13	26.00%	█	
Chat	(5)	7	14.00%	█	
Content areas	(6)	15	30.00%	█	
				0 25 50 75 100	Question
Response Rate	50/413 (12.11%)				

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4 - After transitioning to the online format, assignment due dates and expectations were clearly explained.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	6	7.14%		3.05
Disagree	(2)	12	14.29%		
Agree	(3)	38	45.24%		
Strongly Agree	(4)	28	33.33%		
				0 25 50 75 100	Question

Response Rate	Mean	STD
84/413 (20.34%)	3.05	0.88

- Assignments are easily missed if "weeks" are not labeled correctly
- we were given much more homework than we normally are when learning in the classroom
- Teachers would either post all of the work for the rest of the semester or post nothing until the end of the week. Which would cause students to forget about work and raise stress. If online teaching becomes utilized more in the learning community, there needs to be scheduled time for work/teacher instruction and post times (same time each week) for homework. Juggling my 7 classes for the rest of the semester was not fun.
- Some classes not all it took time but to be exepcted
- Sometimes expectations for certain assignments weren't thoroughly explained, thus causing resubmission.
- Assignment due dates were clearly explained but would change to accommodate lazy students.
- My dissatisfaction with D2L is because twice during the semester I was randomly locked out and couldnt submit work, or see my grades. It also locked me out of my email. You should consider posting the number for your IT department on your website, I had to call 6 different numbers before I could find the person I needed.
- The pulse app and D2L had a sort of deficit that would mess up due dates for some assignments

5 - My instructor communicated frequently with the class.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	5	6.02%		3.23
Disagree	(2)	7	8.43%		
Agree	(3)	35	42.17%		
Strongly Agree	(4)	36	43.37%		
				0 25 50 75 100	Question

Response Rate	Mean	STD
83/413 (20.1%)	3.23	0.85

- one of my instructors used the app called "remind" which helped a lot
- Only teacher that was constantly in touch was my math teacher Mr.Osburn
- Some more than others
- Me Hobbs and Mr Yadlosky were the only ones reaching out
- Not all of them
- Never told anything half the time. When you ask questions you won't get a response till late.

6 - I felt supported by my instructor.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	4	4.82%		3.30
Disagree	(2)	4	4.82%		
Agree	(3)	38	45.78%		
Strongly Agree	(4)	37	44.58%		
				0 25 50 75 100	Question

Response Rate	Mean	STD
83/413 (20.1%)	3.30	0.78

- Mr. Osburn yes
- Mr Hobbs and Mr Yadlosky were the only ones reaching out
- Except my math instructor
- My instructors are amazing.

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7 - My instructor graded assignments in a timely manner.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	3	3.57%		3.17
Disagree	(2)	10	11.90%		
Agree	(3)	41	48.81%		
Strongly Agree	(4)	30	35.71%		
				0 25 50 75 100	Question

Response Rate	Mean	STD
84/413 (20.34%)	3.17	0.77

- Mr. Osburn yes
- Some things took longer than others. Also there would be assignments due each work for similar formatting, and we wouldn't know how well we did on the last one, so we wouldn't have a solid format to go off of to help us achieve a better grade.
- It depends on the instructor. Certain ones were on top of putting in grades while others waited until a week or two before the semester ended to begin putting grades in. This would put me in a hard place because at times I had no idea what my current grade was.
- Some more than others
- Except my math instructor
- With the exception on my final grade, which I still dont have for any class.
- I never got my grades until later in the week or sometimes two weeks
- I had to prompt the instructor to grade one assignment. Another instructor took too long to provide feedback on sketches, thus giving no opportunity to improve on future sketches.

8 - For the lecture portions of my classes, I was able to learn and understand the concepts presented to me.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	5	5.95%		3.08
Disagree	(2)	10	11.90%		
Agree	(3)	42	50.00%		
Strongly Agree	(4)	27	32.14%		
				0 25 50 75 100	Question

Response Rate	Mean	STD
84/413 (20.34%)	3.08	0.82

- Cad cam big disappointment
- It's very hard to focus on an online learning environment.
- It would help hearing it all
- You can't learn a trade online by watching videos. How am I supposed to learn how to wire by watching a 5 minute youtube or a poorly made video.
- There was too much material to cover in the time allotted, which forced the instructor to skip some topics or cover them too briefly for the student to achieve understanding.

9 - Given the circumstances, I feel that Johnson College did a good job transitioning to an all-online format.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	8	9.52%		3.18
Disagree	(2)	5	5.95%		
Agree	(3)	35	41.67%		
Strongly Agree	(4)	36	42.86%		
				0 25 50 75 100	Question

Response Rate	Mean	STD
84/413 (20.34%)	3.18	0.92

- I feel as if zoom meetings during the class hours would have been a better option because we would have been forced to listen for participation.
- You tried impossible to get proper experience hands on labs a must !!!!
- The first week was a little rough, but after that is was fine.
- You can not learn trades online. Everything was very unorganized and stressful.
- The Johnson College experience was not well replicated on-line. Critical interactions with instructors and fellow students were lost. Many discussion posts did not result in actual discussions. Labs were not performed in any capacity, resulting in an incomplete grade, even though students invested time in on-line lab instruction, videos, and discussion posts. Instead of the hours spent creating and responding to discussion posts, lectures should have been held on Zoom (or similar platforms) at the regularly scheduled times to allow natural interaction and classroom discussions. If an incomplete grade was going to be assigned for labs, then there should not have been any required lab work.

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10 - What was the best part of online instruction?

Response Rate 57/413 (13.8%)

- Homework
- In my major, there really isn't the best , I think maybe commuting and eliminating the time driving there and home is actually nice. I think being home with family is what helping me get through the online portion.
- No commute
- I was able to do it on my own time
- N/a
- contact with instructors
- Not much
- N/a
- The best part was not feeling alone in the process. Instructor for each class was available and contacted the class every week.
- That it was still due on Sunday's
- Getting assignments done and over.
- Being able to go at my own pace.
- Nothing I felt it was done to just finish the semester and not extend it or give rebates
- I didn't find anything that I felt was best at doing online work.
- Being able to complete work at home.
- Being able to still learn from the comfort of my home.
- Helpful emails from instructor
- I appreciated we used an application that didn't require students to share video.
- I still learned something
- none of it it all sucked . Worst idea ever.
- Didn't have to waste gas money.
- I don't have to leave my house
- Sleeping till 7:58 and logging in to class at 8
- More time for questions
- I didn't have to go on campus.
- Keeping in contact with teachers and classmates.
- You don't have to worry about traveling as much.
- At the end of the semester, one of our instructors offered a last zoom meeting just for all of us to sit and chat with each other before parting ways... it was heartfelt and enjoyable ☐
- Being able to complete most of the assignments within that same week.
- Teachers seemed very well prepared and were very helpful.
- We were all able to work at our own pace as we approached due dates for our assignments.
- More at your own pace
- Being able to learn at my own pace throughout the week!!
- It was easy to follow along.
- Having a clear outline of assignments
- n/a
- Being able to do it at home and where you're comfortable
- Instructor question and answer zoom meetings
- I was able to do assignments at my own pace.
- my physics class was much easier
- Being able to do assignments
- Ease of access to information.
- Not having to commute.
- we were able to complete the class
- dont have to wake up early
- When it ended
- Since I am studying IT, it was great to be able to learn how to work remotely on my own computer.
- Straight forward due dates
- Being available when needed.
- The best part of online instruction for me was being able to stay home with my family and continue to have instruction and do classwork.
- Being able to work full time again.
- I never had problems with signing in and connecting with any of the sections connected to Johnson College's website (student portal, D2L, etc.). I always had full access to what I needed. It was always up and running and never down.
- On-line instruction is just the worst.
- Being Able to do my Labs at my own leisure.
- doing work at your own time.
- Could work ahead
- I was afraid of it a t first bc i'm a hands on learner but the teachers are amazing and made the transition amazing .. I was able to concentrate and take my time learning didn't feel rushed

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11 - What was the worst part of online instruction?

Response Rate	61/413 (14.77%)
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- Homework
- In my major, I really felt it didn't relate work , I like the hands on experience during our lecture and lab. When we talk about something even with a video or the situation may be, we were able to get up and see it in person. The online format didn't help with that so I did struggle with that. The professor did a the best job they could and I really appreciate that.
- Medical stuff is not easy to learn online
- Assignments not being labeled under correct "weeks"
- no hands on learning experience
- Not having anything explained clearly for assignments. Teachers not responding to student emails.
- No lab and not being in class doing everything from home
- Learning the information for exposures
- Being on line was the worst. I went to johnson for the hands learning opportunities.
- Not to be face to face
- The worst part is that online learning is that it's not the same is the hands on learning in class.
- I don't really learn from myself, I struggle to actually take in the information.
- Extra work in GEN ED class not enough major work LABS
- I didn't find a worst part about doing classes online.
- I feel like I did not learn what I should have in the online format. I feel like I wasted money on going to school because I had to teach myself and learn from videos without seeing how it's done in person.
- I didn't find any bad parts about this.
- Finding time to be able to get on for any significant amount of time
- The fact that even the lab was online a no d not in the automotive shop.
- Online instruction in general, it's frustrating handing in assignments and having to redo them because things were not outlined or there was overall misunderstanding about the assignment.
- Only one of my teachers was in constant communication it would have been better if all my teachers were.
- i feel like ive been robbed of an education my last semster i will probably not remember half of what i learned on my own because that is not how i learn.
- Poor instructor schedules and instructions
- Sometimes, my internet would drop which would cause me to disconnect from d2L
- I'm a hands on in person learner.
- Harder to learn everything
- Wasn't able to get ahold of some of the instructors.
- Some of the assignments intermingled with each class.
- Not being able to be face to face with your instructor.
- I CAN NOT FOCUS. I feel as if I've retained nothing.
- Transferring from hands-on to a online where we had to watch our professors wire projects up.
- Having to teach myself.
- If you were really struggling with the content, it's hard to get help sometimes from the instructor depending on their availability. Putting explanations into an email is kind of hard to understand when it's a more difficult topic.
- Some instructors were not that good at it
- Having no real life interaction between my teacher and classmates.
- Nothing
- Trying to learn Statistics from home
- N/a
- Not being able to ask questions in person
- Not being in person
- The lack of lab work. I understand that this is an unprecedented unexpected situation, but we left campus for spring break and never came back. That's roughly 6 weeks of labs. I commend the faculty for making due the way they did, but i still feel like students missed out on the actual hands-on aspect of the courses. Normally, this wouldn't be an issue, but we're a trade school.... Getting hands on is imperative to the educational process here. I also know that certain members of the faculty feel like the online portion of our "labs" were satisfactory, but i honestly feel like i didn't learn what was taught there. The online portion of this part of the courses wasn't very good, and that's when the technical issues weren't making it unusable.
- The worst part was when a due date would be given and I would get it done early. Once the assignment due date was approaching it would be changed to accommodate lazy students or ones who didn't care. Multiple emails would be sent out to remind the students as well. Everyone is an adult at Johnson and points should have been taken off, not baby adults students, or reward the lazy ones.
- I thought it went well.Mr
- Unable to do labs
- I personally learn better in a physical environment.
- Harder to learn the information.
- Technical difficulties
- no hands on
- Not being able to focus for very long in a home environment
- It is difficult to actually learn certain things that were more hands on.
- Not being with buddies in the labs it's hard to get used to now with the community not the same and the world for that matter.
- Nothing worked
- There is no worst part.
- The worst part of online instruction was keeping up on my work without getting distracted or procrastinating.

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- Losing access to D2L when assignments are due and having to call several numbers to get someone because no one is on campus and your phone numbers dont automatically forward to person numbers. Its 2020, and you have an IT department, why is that not happening?
- I had to deal with a technical glitch 2 weeks before the end of the semester concerning McGraw Hill Connect and the lab portion of my anatomy class and I don't know if it was rectified even though several people were made aware of the situation. Also, I had much more additional work with one class that was originally a face to face class than before it transferred to online learning.
- No reviews No vital information for my trade Little to no communication Content sometimes never went with the assignments. Due dates never shown or told at times Discussions were pointless Why is there a attendance system online when people need to work during this crisis.
- It requires a greater time commitment. Discussion posts rarely generate a meaningful discussion Interactions between students and instructions are delayed and artificial. Hands-on learning is impossible without the tools and resources available in a lab setting.
- Not actually touching the machines to work on.
- all the added work in the gen ed courses. I tried to work as much as i could during pandemic, i could not keep up with class assignments. some tripled the amount of work.
- Having to kind of teach myself the hands on part I was missing
- Not always in order under content

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12 - Please provide an example of something that was done particularly well in one of your classes. If appropriate, please provide the instructor's name and course title.

Response Rate	50/413 (12.11%)
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- Update new machine
- Both my professor Heather and Nicole did a great job by providing videos to watch and did the best by providing the best information to us without having the in person portion of class.
- Multiple practice tests to prepare us. All radiology teachers
- Mr. P helped everyone install VirtualBox.
- Group biz project I liked the way professor Tossi reach out and help me right away . He really helped me stayed focused. Professor Sean Tossi Intro to bus 101
- Brandon Castellano using the remind app
- I felt Mr Williams giving us the labs for HVAC and manual on a computer program was good but still wished it was on campus.
- My instructor Mr. Campbell showed me on how to layout a rafter, and a lot others that he showed me.
- Mr wood and mr visbisky went to great length to help with anything I had a question about
- Mr fornes tried with online labs mr Duguay good job also virtual as mr fornes did also
- My English class she provided everything that was due by the end of the week to us on the news post. Mrs. Wesley. English Composition 1.
- Mr Cirba Client Side programming made sure we were all on top of the creation of the accuplacer and that we were all still very much involved with the project.
- Mr. Williams was extremely dedicated to helping us through the process and helping us with questions
- Mr. Williams was always on top of things with grades and answering any questions or concerns.
- College Algebra 101 - Mr. Osburn If I was in the middle of any work and I have a question I would email him and he would get right back to me. If he knew he wasn't going to around his computer he let everyone know.
- discussions
- Mr Tossi would frequently remind me and other students of work to be due and give is a short video about how why and what before we started the work for the week. I believe Mr Tossi (BUS) and Mr Burden (RCE) were the best at helping out thier students this semester.
- Mr Cirba and Mr. Polinsky used a virtual classroom to have their lectures taught in and it felt exactly like a real classroom. The course titles were Web Programming Client and Server Side, and Advanced Network Operations.
- Dr. Kubat did very well with the online teaching and handled questions well
- Microcomputer CPT101-2_SP20 Colleen Beavers. She had all of the work organized.
- Virtual Classrooms from Mr. Hampton and Mr. Fornes. The student body was able to ask questions and get lectured on the topics needed.
- I like the way that Mr. Goldstein teach. He was good at explaining things and he gave good examples Introduction to Humanities
- Dr. Jayne Kubat was very prepared in moving to online format. She was quick, helpful, and very explanatory with every one of our questions. She did it very very well (she was the only online course instructor that held virtual classrooms that I had this semester).
- Mr. Burden Residential Cost Estimating He would provide us updates on everything that we needed to know for the week's assignment.
- In Public Speaking, Ms. Bonker made it easy to get adjusted to the switch to online classes. She was always available if we needed help and provided feedback at the end of every week.
- Microcomputers was done very well with mrs beavers
- The teacher gave all the weeks assignment to complete throughout during the week. Had sufficient amount of time to address all of the content.
- The teachers kept us updated with assignments.
- Quick grading
- all of them
- We used the remind app in some courses, which made contact with the instructor easy
- Mr wood helped with many zoom meeting and one on one help
- In my CPT101 course, Mrs. Beavers took the time to create individual videos on YouTube that were very very close to the same experience that we would receive in class. She could have just posted an assignment and left us to our own devices, but she went the extra mile and did what was necessary so that we would learn the content and be comfortable with it. This, combined with her almost immediate responses to emails, made the distance learning go a lot smoother. I think all my instructors were very diligent in checking and following up on emails, but Mrs. Beavers in particular should be recognized for the effort she put into the transition from physical to digital classes.
- Doug Duguay was the only teacher I had that did a virtual classroom and it was really good. He adapted to any issues we had and made it work.
- Mr. York properly explained all welding procedures
- Audio over her powerpoints. Mrs. Caswell in Positioning II.
- Mr. Fornes
- I could not access my D2L. My sign on keep reverting to the default. I did not realize that in the beginning and was unable to psot some assignments.
- my teachers in the radiography program used the powerpoints and a voice recorder and explained all the powerpoints that way like we were in class
- In my vet anatomy and physiology classes Dr. Kubat would give talks to remind us what we went through before lecture and a summary of what to expect from class after the lecture before ending session
- Learning Linux was taught well, as our instructor Mr.Polinsky gave us step by step instructions on how to work within Linux. For example he showed us commands with examples and how it should look when we executed it.
- Me wood gave us power points and made up questions in a quiz to test us on the information. I thought that was helpful and the due dates where clear as well.
- Use of CAD in residential planning with thw help of my instructor Mr.D
- Mr. York was excellent. That man is super committed to his students. Ive seen him stay late to work with people, break down difficult content, and really go the extra mile for his students. Mr. Cirba is also excellent.
- Professor Lawrence Hahn, who was the instructor for Introduction to Statistics, made the transition to online learning a smooth and supportive process. He created recorded audio instructions for the PowerPoint slides that were also posted for us to print out and follow along with, so our understanding of the material would be consistent, just like the way he used to do face to face.
- Everyone tried there best during this crisis. Fundamentals wasn't good at all. We were never told anything.
- Mr. Visbiski and Mr. Wood worked with Ruud to provide three interactive, on-line product presentations and discussions through Microsoft Teams.
- Discussion Boards
- mr fornes lab assignments for robotics on tooling u website.
- Discussion boards

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13 - I find ePortfolio easy to use.						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Strongly Disagree	(1)	6	7.32%		2.78	
Disagree	(2)	15	18.29%			
Agree	(3)	52	63.41%			
Strongly Agree	(4)	9	10.98%			
				0 25 50 75 100	Question	
Response Rate	Mean	STD				
82/413 (19.85%)	2.78	0.74				

14 - I plan to use ePortfolio after I graduate.						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Yes	(1)	12	14.46%		2.39	
No	(2)	27	32.53%			
Maybe	(3)	44	53.01%			
				0 25 50 75 100	Question	
Response Rate	Mean	STD				
83/413 (20.1%)	2.39	0.73				