Business Department
Unit-Level Assessment Liaison Report
Spring 2019

Liaison Project Start Date: Spring Semester/Year 2016 (Assessment of Student Performance in Business Related Curricula in Business Related Curricula)

Liaison Project Start Date: Fall Semester/Year 2017 (Attitudinal Assessment of Student Performance in Business Related Curricula Online Versus Face-To-Face)

Liaison Project Follow-up: Fall Semester/Year 2018 and Spring Semester/Year 2019 (Assessment of Student Performance in Business Related Curricula: First Assessment Test Run, Spring Semester/Year 2016)

Liaison Report prepared by <u>Bridgette Mahan</u>

I.   Department Buy-In and Outcome Definition
Assessment of Student Performance in Business Related Curricula in Business Related Curricula

This work builds on work done in previous semesters. The department first held discussions with tenured and non-tenured faculty in the spring and summer of 2018 about the results of the pilot work. The assessment pilot consisted of end of term assessment exams in three baseline Business courses, Business 111 – Introduction to Business, Business 181 – Financial Accounting and Business 182 – Managerial Accounting. That input was used to tailor the timing and wording of the information sent to students via a Blackboard/Brightspace administered survey. This survey was targeted to assess student success both early and later in their college tenure. There was department-wide agreement that there was value in trying to assess at multiple points in a student's tenure at Harold Washington College how they performed against a standard set of questions that covered a broad spectrum of business related topics that hopefully all students could successfully answer prior to matriculating from the college. The goal was to see if there was a demonstrable difference from "early tenure" versus "late tenure" students and see (depending on the response rate) if there were demonstrable differences between on-line and traditional formats generally.

Attitudinal Assessment of Student Performance in Business Related Curricula Online Versus Face-To-Face

This work developed from a growing concern about potential disparities anecdotally observed by the department chair and other faculty as well as the difference in results observed for online students versus face-to-face students in the *Assessment of Student Performance in Business Related Curricula in Business Related Curricula* work referenced elsewhere in this report. The work was also in the spirit of a larger Harold Washington College effort to look at students' perceptions of their learning online versus in more traditional face-to-face formats. The goal was to see via a Blackboard/ Brightspace administered survey if we could observe a significant difference in perceived experienced based on whether the student was talking the course online or in a more traditional format.

II.   Assessment Research and Design
Assessment of Student Performance in Business Related Curricula in Business Related Curricula

In previous semesters, it was determined that the best time to approach students early in their HWC careers was at the beginning of three courses which were common to almost all later course requirements, Business 111 (Introduction to Business), Business 141 (Business Math), and Business 181 (Financial Accounting).   This was then paired with the results of students completing courses considered to be taken later in their Harold Washington College career, Business 269 (Principles of Management), Business 182 (Managerial Accounting), and Econ 201 (Principles of Economics 1).

In the Fall of 2017, a full review was done of the 30 questions being asked from a qualitative and statistical review of question appropriateness via a pt. biserial analysis. The review included faculty at Daley College (Alta Williams) who was recruited to the effort after a discipline review of the overall discipline assessment process and ongoing progress made to date in the Spring of 2017. At the conclusion of the review, a decision was made to eliminate questions 1, 4, 5, 9, 20-22, 28 and replace them with eight additional questions sourced from a combination of final exams and quizzes previously given in the respective classes. The questions deemphasized specific accounting and business mathematics knowledge to expand inquiries about functional business areas and topics like marketing and international business. The revised thirty question assessment has seven questions devoted to business mathematics, seven questions devoted to accounting and sixteen questions allocated to introductory business topics such as marketing, operations and economics. A copy of the revised question set is attached at the end of this report. With the shift from the Blackboard Learning Management System (LMS) to Brightspace in 2019, we will submit the revised question set into Brightspace to be utilized in the Fall 2019 and the Spring 2020 semesters.

At the same time, the question set was being revised, existing assessment exams were administered at the end of the semester in Spring, Summer and Fall 2018 and Spring 2019 in selected Business 111, Business 181 and Business 182 courses to provide a baseline for later curriculum analysis activities tied to Harold Washington College's Business accreditation – Accreditation Council For Business Schools & Programs (ACBSP).

Attitudinal Assessment of Student Performance in Business Related Curricula Online Versus Face-To-Face

The attitudinal assessment was adapted from a larger school effort to look at students' perceptions of their learning online versus in more traditional face-to-face formats. A general assessment previously used within Harold Washington was modified and adapted for the business department's particular use as a tool. The decision was made after consulting with peers to limit the assessment to 15 questions that would tease out the differentiating aspects of the learning experience while enhancing the likelihood of a high response rate.

III.   Pilot Assessment Tools and Processes

Assessment of Student Performance in Business Related Curricula in Business Related Curricula

Assessment exams were administered in Spring and Fall 2018 but the results and departmental ability to assess the results were limited due to the LMS changeover from Blackboard to Brightspace which prevented the retention of Blackboard assessment exam results and limited involvement by the college lead technology administrator due to the Brightspace rollout in Fall 2018 and Spring 2019.

In Summer 2019, pilot class assessments were performed utilizing the Brightspace platform and results will be analyzed in Fall 2019.

Attitudinal Assessment of Student Performance in Business Related Curricula Online Versus Face-To-Face

The original intent was that the assessment was to be given to a sub-set of business classes (separate from the above *Assessment of Student Performance in Business Related Curricula in Business Related Curricula* effort) as a pilot assessment this semester. The results were to be reviewed in anticipation of a department-wide assessment rollout in Spring 2018. Unfortunately 1) a paternity leave by the lead investigator 2) a LMS changeover which limited the involvement of the college lead technology administrator and 3) a technology switch last minute because of technological limitations of BlackBoard survey instrument precluded rolling out the pilot in Fall 2018. In addition, as part of the Business Department at Harold Washington College being designated as a Business Center of Excellence, the Department has decided to

review the Attitudinal Assessment questions with assistance from the Assessment Committee to ensure Unit-Level Assessment needs are appropriately addressed.

IV. Administer Specific Assessment

Assessment of Student Performance in Business Related Curricula in Business Related Curricula

The assessment was administered a total of four times twice in the Fall semester 2017 term and twice in the Spring semester 2018 term in accordance with the general procedures. In Fall 2017, the assessment was sent out to 623 students of which 65 responded, at a rate of 10.4%.

Attitudinal Assessment of Student Performance in Business Related Curricula Online Versus Face-To-Face

Not at this stage of the assessment process. As discussed in Section III, the Department has decided to review the Attitudinal Assessment questions with assistance from the Assessment Committee to ensure Unit-Level Assessment needs are appropriately addressed prior to rollout which the Department is targeting for Spring semester 2020.

V. Data Analysis

Assessment of Student Performance in Business Related Curricula in Business Related Curricula

Unfortunately the 2018 spring assessment which used the revised questions could not be effectively analyzed due to LMS related issues. This situation has been discussed with the college lead technology administrator in order to develop an action plan for the Fall 2019 assessment deployment.

The Fall 2017 data yielded the following results:

- Average performance of the assessment for early career: 46% with a standard deviation of 20% versus 47% with a standard deviation of 15% the year prior.
- Average performance of the assessment for late career: 48% with a standard deviation of 20% versus 52% with a standard deviation of 13% the year prior.
- Percent increase between early and later is 3% with a p-value of 0.068. This is above significance at the 0.05 cutoff.
- Average performance of the assessment for online: 48% with a standard deviation of 18%.
- Average performance of the assessment for f2f career: 52% with a standard deviation of 19%.
- Chronbach Alpha Score: 0.79. This test measures the internal consistently of a tool. A value of 0.77 is typical deemed "acceptable".

- A Pt. Biserial was performed on all of the individual questions. Nothing flagged above 0.8 or below 0.2 .

Although the results were above significance the closeness to significance and the repetition of results from the previous year lead us to be hopeful that we can get to significant results with a larger sample size. Part of our challenge which we noted in the 2018 results is the drop-off in responses. Our effort for the following semesters will be to consider making the taking of the assessment surveys/exams a homework or extra-credit assignment to motivate greater participation to ensure a large enough response to get to achieve greater statistical significance.

Attitudinal Assessment of Student Performance in Business Related Curricula Online Versus Face-To-Face

Not at this stage of the assessment process. As discussed in Section III, the Department has decided to review the Attitudinal Assessment questions with assistance from the Assessment Committee to ensure Unit-Level Assessment needs are appropriately addressed prior to rollout which the Department is targeting for Spring semester 2020.

VI.   Supporting Evidence-Based Change (Use of Findings)

Assessment of Student Performance in Business Related Curricula in Business Related Curricula

Our assessment process will be discussed during our upcoming Department meeting and subsequent City College wide discipline meeting in Fall of 2019. The presentation to faculty will be used to provide input and guide the subsequent steps and to build support for the increased use of assessment in departmental self-evaluation. Part of the hope is that with additional refinements the results could be provided in a digested form to inform instructors of higher level pathway courses what some of the capabilities and opportunities would be for their incoming student populations. In addition the findings will be used in support of the ACBSP reaffirmation process scheduled for 2022.

Attitudinal Assessment of Student Performance in Business Related Curricula Online Versus Face-To-Face

Not at this stage of the assessment process. As discussed in Section III, the Department has decided to review the Attitudinal Assessment questions with assistance from the Assessment Committee to ensure Unit-Level Assessment needs are appropriately addressed prior to rollout which the Department is targeting for Spring semester 2020.

Business Department
Unit-Level Assessment Question Pool
Prepared by Bral Spight and Bridgette Mahan

Original Question Pool

Question Number	Class Background	Question	Difficulty
1	Accounting	Which of the following is/ are not true about a proper journal entry? [A] All debits are listed before the first credit. [B] A debit is never indented, even if a liability or owner's equity account is involved. [C] All credits are indented. **[D] An explanation is needed immediately after each debit and immediately after each credit.**	2
2	Accounting	If total assets increased by $32,000 and total liabilities decreased by $8,000 for a given period, then owner's equity for the same period will be increased by: [A] $8,000 **[B] $40,000** [C] $32,000 [D] $24,000	2
3	Accounting	A debit may be caused by a decrease in [A] A revenue account. [B] An asset and a revenue account. [C] A liability account. **[D] A liability and a revenue account.**	1

4	Accounting	Revenues are: **[A] Increases in Owner's Equity resulting from delivering goods or services to customers.** [B] Decreases in Owner's equity resulting from delivering goods or services to customers. [C] Increases in liabilities resulting from delivering goods or services to customers. [D] Decreases in assets resulting from delivering goods and services to customers.	1
5	Accounting	In the preparation of a trail balance, which of the following is a common error? [A] Failure to post an entire entry in the ledger [B] Failure to record an entire entry in the journal **[C] Failure to post part of an entry** [D] Posting the debit of a journal entry as a credit and the credit as a debit	2
6	Accounting	A summary of the revenues and expenses of a business for a specific period of time can be found in which financial statement? [A] The statement of retained earnings [B] The cash flow statement **[C] The income statement** [D] The balance sheet	1
7	Accounting	If equipment cost $22,000 and accumulated depreciation amounts to $8,000, the book value of the equipment is: [A] $22,000 [B] $ 4,000 **[C] $14,000** [D] $30,000	2
8	Accounting	Cost of merchandise sold equals the beginning inventory: **[A] Plus net purchases minus ending inventory.** [B] Plus net purchases plus ending inventory. [C] Minus net purchases minus ending inventory. [D] Minus net purchases plus ending inventory.	2
9	Accounting	Book value is: **[A] Cost minus accumulated depreciation.** [B] Cost plus accumulated depreciation. [C] Cost divided by accumulated depreciation. [D] Cost times accumulated depreciation.	1

10	• Accounting • Intro. To Business	_____ is the amount a business earns over and above what it spends for salaries, expenses and costs. **[A] Profit** [B] Revenue [C] Interest [D] Retained Earnings	1
11	• Accounting • Intro. To Business	A business incurs a _____ if its costs and expenses exceed its revenues. **[A] Loss** [B] Liability [C] Debit [D] Dividend	1
12	Intro. To Business	In a _____ there a separation between ownership and management. [A] Sole proprietorship [B] Partnership **[C] Corporation** [D] Limited Liability Partnership	1
13	Intro. To Business	The economy is said to be experiencing _____ when a nation's gross domestic product (GDP) declines for two consecutive quarters. [A] Inflation **[B] Recession** [C] Depression [D] Deflation	2
14	Intro. To Business	_____ is the process of determining the wants and needs of customers and then providing goods and services to meet or exceed their expectations. [A] Consumer research [B] Production **[C] Marketing** [D] Econometrics	1
15	Intro. To Business	Money has time value. This means that: [A] Money's value will rise over time. [B] The money prices of goods will fluctuate over time due to inflation and deflation. **[C] A dollar received today is worth more than a dollar received a year from today.** [D] Financial managers have to value their time wisely.	2

16	Intro. To Business	A general rise in prices of goods and services over time is a/an: [A] Depression [B] Marginal increase **[C] Inflation** [D] Economic progress	2
17	Intro. To Business	The total value of goods and services produced in a country in a given year is called the: [A] Purchasing price parity [B] Productivity index [C] Consumer price index **[D] Gross domestic product**	2
18	Intro. To Business	All are considered advantages of being a sole proprietorship except: [A] Ease of starting and ending the business [B] Retention of profits [C] No special taxes **[D] Limited liability**	2
19	Intro. To Business	This should be the primary objective of a firm as it may actually be the most beneficial for society in the long run. **[A] Maximizing shareholder value** [B] Minimizing costs [C] Maximizing revenues [D] Minimizing layoffs	1
20	Intro. To Business	All of the following are advantages to organizing as a corporation EXCEPT: **[A] Double taxation**. [B] Limited liability. [C] Easy access to capital. [D] Easy to transfer ownership.	2
21	Bus. Math	One-sixth of all sales at a local Al's Beef are for cash. If cash sales for the week were $1,020, what were Al's Beef's total sales? **[A] $ 6,120** [B] $ 170 [C] $61,200 [D] $ 1,190	1
22	Bus. Math	Max sells 6 times as many Mercedes as Wanda. If the difference in their sales is 35, how many cars did Max sell? **[A] 30** [B] 7 [C] 5 [D] 35	2

23	Bus. Math	A Bio-LED flat screen TV on Amazon increased in price from $900 to $1,350. What was the percent of increase? [A] 33 1/3% **[B] 50%** [C] 60% [D] 70%	2
24	Bus. Math	An Apple iPhone 6 sells for $599, which is marked up 45% of the selling price. The cost of the iPhone 6 is: **[A] $ 868.55** [B] $1930.11 [C] $ 612.31 [D] $ 644.00	1
25	Bus. Math	Lao Wung is a sales clerk at Target. He is paid $9.50 per hour plus a commission of 3.5% on all sales. Assuming Lao works 39 hours and has sales of $8,000, his gross pay is: **[A] $650.50** [B] $427.00 [C] $398.50 [D] $370.50	1
26	Bus. Math	Len Ley took out a loan for $80,000 to pay for his child's education. The loan would be repaid at the end of ten years in one payment with interest of 3.5%. The total amount Len has to pay back at the end of the loan using simple interest is: **[A] $108,000** [B] $ 38,000 [C] $ 28,000 [D] $112,848	2
27	Bus. Math	DeAndre deposits $10,000 into an account earning 2.5% annually. After nine years what will DeAndre's balance have approximately grown to, including interest? [A] $74,506 [B] $12,250 [C] $10,227 **[D] $12,489**	2

28	Bus. Math	James Avalo promised to pay his son $1,000 every six months for eight years. If James can invest his money at 9% in an ordinary annuity, he must invest approximately how much today? **[A] $11,234** [B] $ 5,535 [C] $ 6,596 [D] $ 8,313	2
29	Bus. Math	Juan purchased 100 shares of Bayer Company for $54.31 per share. Today the stock is selling for $97.26. Assuming a fixed charge of $8.00 to buy and sell, how much did Juan earn if he sold his shares today? **[A] $4,279** [B] $4,295 [C] $9,718 [D] $9,726	2
30	Bus. Math	Sam had a good first half of the year selling automobiles as detailed below. | January	February	March	April	May	June
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10	16	10	10	12	22	 The arithmetic mean of car sales Sam had for the first six months is: [A] 11 [B] 10 **[C] 13** [D] 16	2

Replacement Questions:

Question Number	Class Background	Question	Difficulty
1	Intro. To Business	Jeep recognizes that it has some customers who like roomy SUVs, while others like more compact versions. It also has customers who prefer off-road, sport-type vehicles. Jeep makes several models (such as Grand Cherokee, Liberty, Patriot, Compass, and Wrangler) to satisfy the different tastes and lifestyles of its customers. Grand Cherokee customers may want traditional SUV luxury, and seldom settle for anything other than leather interiors. Liberty customers might be described as sportier, and typically women. Wrangler customer characteristics may include a group that is seldom over 30 years of age, typically male, and have often served in the U.S. military. By recognizing differences in its customers, and using different characteristics to define its customers, Jeep is: **[A] segmenting the market** [B] practicing one-to-one marketing [C] grouping the markets [D] modeling	2
4	Intro. To Business	An oligopoly is a market that is characterized by: [A] one firm that totally dominates the supply of the product [B] a large number of small firms all producing very similar products [**C] a few large sellers who dominate the market** [D] several small firms that compete primarily by differentiating their products	1
5	Intro. To Business	Several years ago, Canadian Sam Holman realized there may be a need for a stronger, more durable wood baseball bat. He went through the process of developing the Sam Bat, a maple bat of precise dimensions. He set a price with a reasonable margin, he decided to take special orders and sell bats directly from his garage, and he promoted the bat with sales calls to professional baseball camps, where ball players could sample the bat. In	2

		marketing terms, we recognize that Mr. Holman designed the _____. [A] marketing process **[B] marketing mix** [C] marketing equity [D] marketing distribution	
9	Intro. To Business	When a firm makes use of SWOT analysis, one of its objectives is to: [A] identify the best employees to fill each position within the organization [B] set specific short-term performance standards for each department [C] evaluate the desirability of issuing stocks or bonds in the current financial climate **[D] identify the things it does well as an organization and the things it needs to improve**	2
20	Intro. To Business	Which of the following best describes the outlook for small businesses in international markets? **[A] The world is a larger, and potentially a more lucrative market than the U.S. domestic market** [B] The threat of terrorist activities prevents small businesses from competing internationally [C] Most foreign buyers prefer to deal with large, well-known corporations rather than small businesses [D] Higher business costs eliminate the profit opportunities in global markets	2
21	Intro. To Business	The best product development strategy for most firms is to: [A] develop a small number of products that achieve market success and stick with them, because constantly changing old products (or introducing new ones) can confuse and frustrate customers [B] maintain one product line while adding regularly to that product line over time to sustain customer interest **[C] constantly monitor consumer wants and needs and be willing to develop new products and adapt policies and services as those consumer needs begin to change**	2

		[D] focus on the actual product or service and don't worry too much about factors such as image, price, and service	
22	Intro. To Business	When managers determine that an organization is not making sufficient progress toward achieving its goals and objectives and they develop corrective measures, they are involved in: **[A] controlling** [B] planning [C] directing [D] accounting	2
28	Intro. To Business	The best product development strategy for most firms is to: [A] develop a small number of products that achieve market success and stick with them, because constantly changing old products (or introducing new ones) can confuse and frustrate customers [B] maintain one product line while adding regularly to that product line over time to sustain customer interest **[C] constantly monitor consumer wants and needs and be willing to develop new products and adapt policies and services as those consumer needs begin to change** [D] focus on the actual product or service and don't worry too much about factors such as image, price, and service	

Appendix 2: Attitudinal Assessment of Student Performance in Business Related Curricula Online Versus Face-To-Face Tool

The following questions will be reviewed at our next District-wide discipline meeting to solicit agreement on questions and volunteers to do Assessment Pre-tests in Spring 2020.

In addition, this question pool has been shared with the Harold Washington College Assessment Executive Council for their input.

Business Department
Unit-Level Assessment Question Pool

Original Question Pool

Assessment of Learning in Online Courses at HWC for Business Department

Thank you for volunteering to participate in the HWC Business Department Assessment of Learning in Online Courses. Your participation will help to inform curriculum development, teaching practices, and policy decisions at Harold Washington College. Your participation is voluntary and your responses are confidential. You can stop your participation at any time. And whether you participate in the assessment or not, it will have no impact on your grade. We will only analyze the data in the aggregate (the big picture), not individual responses.

1) Please enter your 9 digit student ID (no dashes). Providing this information allows us to reduce the time of this survey and improve its reliability. Again, this information is anonymous and not linked to individual student performance.

2) Have you taken (or are you currently taking) any face-to-face courses at any of the City Colleges of Chicago?

- o Yes [Continue to next section]
- o No [Submit form]

3) Why are you taking this course online? (Check all that apply)

- o I have many family obligations
- o My work schedule interferes with going to classes at specific times
- o The distance required to travel to school is too great
- o I have had prior positive experiences in online learning
- o I am a self-directed learner
- o The online section was the only one available to me when I registered
- o I prefer learning in private

- I don't really know
- Other

3) Compared to your face-to-face course(s), rate your learning in this course.

- Much less learning than in my face-to-face course(s).
- Less learning than in my face-to-face course(s).
- About the same learning as in my face-to-face course(s).
- More learning than in my face-to-face course(s).
- Much more learning than in my face-to-face course(s).

4) Compared to your face-to-face course(s), rate your level of personal activity in this course.

	Much less than in my face-to-face course(s).	Less than in my face-to-face course(s).	About the same as in my face-to-face course(s).	More than in my face-to-face course(s).	Much more than in my face-to-face course(s)
Reading					
Interactions with other students					
Interactions with the learning materials					
Interactions with the instructor					
Studying					
Writing					
Researching					

5) Rate the following interactive elements of this online course related to your learning

1= This element did not support my learning at all
5=This element supported my learning a great deal

	1	2	3	4	5
Collaborate Sessions					
Feedback from fellow students					
Feedback from the instructor					
Group Discussions					
Group Projects					

6) Rate the following instructional elements of this online course related to your learning

1= This element did not support my learning at all
5=This element supported my learning a great deal

	1	2	3	4	5
Quizzes					
Videos					
General Course Design					
The Textbook					
Other Readings					
Navigation of Course Materials					
Technology					
Supplemental Textbook Materials					
Supplemental Online Resources					

7) Compared to your face-to-face course(s), rate the frequency of your interactions with your instructor.

Interactions include but are not limited to: the telephone, collaborate sessions, email exchanges, discussion board conversations, announcements, etc.

	Much less than in my face-to-face course(s).	Less than in my face-to-face course(s).	About the same as in my face-to-face course(s).	More than in my face-to-face course(s).	Much more than in my face-to-face course(s)
Response					

8) If you answered "less interaction" or "much less interaction" in the question above, why do you think so?

Check all that apply.

- o My instructor did not participate in the class discussions.
- o My instructor did not respond to me when I reached out.
- o My instructor was available but I never needed to reach out and communicate.
- o My own interactions were infrequent.
- o The interactions felt impersonal.
- o The student-instructor interactions were infrequent.

9) Did your interactions with your instructor help support your learning in this course?

- o Not at all
- o Somewhat
- o Quite a bit
- o Very much
- o Was crucial [???]

10) If you answered "somewhat," "quite a bit, " or "very much" to the question above, how did the interactions support your learning?

- o My instructor further explained course materials and/or directions for completing assignments.
- o My instructor participated in the class discussions.
- o My instructor's participation in the class discussion furthered and deepened the discussions.
- o My instructor spent a lot of time communicating with us about the course expectations and how to achieve them.
- o My instructor answered my questions.
- o My instructor answered my questions promptly.
- o My instructor was responsive to my personal learning style.

11) Compared to your face-to-face course(s), rate the frequency of your interactions with your classmates.

- o Much less interaction than in my face-to-face course(s).
- o Less interaction than in my face-to-face course(s).
- o About the same interaction as in my face-to-face course(s).
- o More interaction than in my face-to-face course(s).
- o Much more interaction than in my face-to-face course(s).

12) Did your interactions with your classmates help support your learning in this course.

- o Not at all
- o Somewhat
- o Quite a bit
- o Very much
- o Was crucial [???]

13) Rate the following qualities of instructor interactions relative to your learning.

1=This quality did not support my learning at all
5=This quality supported my learning a great deal

	1	2	3	4	5	The Instructor did not do this
Frequency of interactions						
Speed of responsiveness						
Quality of feedback						
Accommodation of differing learning styles						
Courteousness of interactions						
Responsiveness to unique adult learner issues						
Clarity of expectations						
Providing a positive atmosphere						
Responsiveness to my communication method						

14) Rate the following qualities of student interactions related to your learning.

1=This quality did not support my learning at all
5=This quality supported my learning a great deal

	1	2	3	4	5	The Instructor did not do this
Frequency of interactions						
Speed of responsiveness						
Quality of feedback						
Courteousness of interactions						
Providing a positive atmosphere						
Responsiveness to my communication method						

Thank you for participating in this survey of learning in online courses.

15) If you have any additional comments or feedback about the online courses offered through Harold Washington College, please add that below.