

# Middle Tennessee State University

## Summer 2025

**Course:** Cultural Diversity: Competency for Practice - SW-3200-D01  
**Instructor:** Scott Coble \*  
**Response Rate:** 5/9 (55.56 %)

### 1 - Scott Coble created an environment that helped students learn. -

Response Option				Weight	Frequency	Percent	Percent Responses		Means								
Strongly Agree				(5)	3	60.00%	<div><div></div></div>		<div><div></div><div></div><div></div><div></div></div>								
Agree				(4)	0	0.00%											
Neither Agree nor Disagree				(3)	1	20.00%	<div><div></div></div>										
Disagree				(2)	1	20.00%	<div><div></div></div>										
Strongly Disagree				(1)	0	0.00%											
Not Applicable (N/A)				(0)	0	0.00%											
<div><div>0</div><div>25</div><div>50</div><div>100</div></div>										Question		Department		College		University	
Response Rate		Mean	STD	Median	Department		Mean	STD	Median	College		Mean	STD	Median	University		
5/9 (55.56%)		4.00	1.41	5.00	12		4.33	1.07	5.00	235		4.69	0.62	5.00	1070		
		4.00					4.33					4.69					

### 2 - Scott Coble delivered course material in a clear and organized manner. -

Response Option				Weight	Frequency	Percent	Percent Responses		Means									
Strongly Agree				(5)	2	40.00%	<div><div></div></div>		<div><div></div><div>3.60</div><div>4.17</div><div>4.69</div><div>4.58</div></div>									
Agree				(4)	1	20.00%	<div><div></div></div>											
Neither Agree nor Disagree				(3)	0	0.00%	<div><div></div></div>											
Disagree				(2)	2	40.00%	<div><div></div></div>											
Strongly Disagree				(1)	0	0.00%	<div><div></div></div>											
Not Applicable (N/A)				(0)	0	0.00%	<div><div></div></div>											
							0	25	50	100	Question		Department		College		University	
Response Rate		Mean	STD	Median	Department		Mean	STD	Median	College	Mean	STD	Median	University	Mean	STD	Median	
5/9 (55.56%)		3.60	1.52	4.00	12		4.17	1.11	4.50	235	4.69	0.66	5.00	1070	4.58	0.86	5.00	

### 3 - Scott Coble gave assignments related to the goals of the course. -

Response Option				Weight	Frequency	Percent	Percent Responses		Means										
Strongly Agree				(5)	3	60.00%	<div><div></div></div>		<div><div>4.40</div><div>4.58</div><div>4.77</div><div>4.74</div></div>										
Agree				(4)	1	20.00%	<div><div></div></div>												
Neither Agree nor Disagree				(3)	1	20.00%	<div><div></div></div>												
Disagree				(2)	0	0.00%													
Strongly Disagree				(1)	0	0.00%													
Not Applicable (N/A)				(0)	0	0.00%													
							0	25	50	100	Question		Department		College		University		
Response Rate		Mean	STD	Median	Department		Mean	STD	Median	College		Mean	STD	Median	University		Mean	STD	Median
5/9 (55.56%)		4.40	0.89	5.00	12		4.58	0.67	5.00	235		4.77	0.47	5.00	1070		4.74	0.57	5.00

### 4 - Scott Coble used evaluation methods to adequately assess student academic performance. -

Response Option				Weight	Frequency	Percent	Percent Responses		Means									
Strongly Agree				(5)	3	60.00%	<div><div></div></div>		<div><div>3.80</div><div>4.33</div><div>4.69</div><div>4.61</div></div>									
Agree				(4)	0	0.00%												
Neither Agree nor Disagree				(3)	1	20.00%	<div><div></div></div>											
Disagree				(2)	0	0.00%												
Strongly Disagree				(1)	1	20.00%	<div><div></div></div>											
Not Applicable (N/A)				(0)	0	0.00%												
							0	25	50	100	Question		Department		College		University	
Response Rate		Mean	STD	Median	Department		Mean	STD	Median	College	Mean	STD	Median	University	Mean	STD	Median	University
5/9 (55.56%)		3.80	1.79	5.00	12		4.33	1.23	5.00	235	4.69	0.60	5.00	1070	4.61	0.79	5.00	

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### 5 - Scott Coble was knowledgeable about the subject matter(s) of the course. -

Response Option				Weight	Frequency	Percent	Percent Responses		Means										
Strongly Agree				(5)	3	60.00%													
Agree				(4)	1	20.00%													
Neither Agree nor Disagree				(3)	1	20.00%													
Disagree				(2)	0	0.00%													
Strongly Disagree				(1)	0	0.00%													
Not Applicable (N/A)				(0)	0	0.00%													
02550100										Question		Department		College		University			
Response Rate		Mean	STD	Median	Department		Mean	STD	Median	College		Mean	STD	Median	University		Mean	STD	Median
5/9 (55.56%)		4.40	0.89	5.00	12		4.58	0.67	5.00	235		4.75	0.56	5.00	1070		4.73	0.61	5.00

### 6 - Scott Coble enhanced students' abilities to think critically about the subject matter(s) covered. -

Response Option				Weight	Frequency	Percent	Percent Responses		Means										
Strongly Agree				(5)	3	60.00%													
Agree				(4)	0	0.00%													
Neither Agree nor Disagree				(3)	1	20.00%													
Disagree				(2)	1	20.00%													
Strongly Disagree				(1)	0	0.00%													
Not Applicable (N/A)				(0)	0	0.00%													
							0	25	50	100	Question		Department		College		University		
Response Rate		Mean	STD	Median	Department		Mean	STD	Median	College		Mean	STD	Median	University		Mean	STD	Median
5/9 (55.56%)		4.00	1.41	5.00	12		4.42	1.00	5.00	235		4.73	0.61	5.00	1070		4.63	0.78	5.00

### 7 - Scott Coble engaged the class and provided opportunities for student participation/contributions appropriate for class size/type. -

Response Option				Weight	Frequency	Percent	Percent Responses		Means									
Strongly Agree				(5)	2	40.00%	<div><div></div></div>		<div><div>4.40</div><div>4.64</div><div>4.71</div><div>4.64</div></div>									
Agree				(4)	3	60.00%	<div><div></div></div>											
Neither Agree nor Disagree				(3)	0	0.00%	<div><div></div></div>											
Disagree				(2)	0	0.00%	<div><div></div></div>											
Strongly Disagree				(1)	0	0.00%	<div><div></div></div>											
Not Applicable (N/A)				(0)	0	0.00%	<div><div></div></div>											
							0	25	50	100	Question		Department		College		University	
Response Rate		Mean	STD	Median	Department		Mean	STD	Median	College	Mean	STD	Median	University	Mean	STD	Median	
5/9 (55.56%)		4.40	0.55	4.00	12		4.64	0.50	5.00	235	4.71	0.57	5.00	1070	4.64	0.75	5.00	

### 8 - Scott Coble cared about student learning. -


Response Option				Weight	Frequency	Percent	Percent Responses		Means										
Strongly Agree				(5)	3	60.00%													
Agree				(4)	0	0.00%													
Neither Agree nor Disagree				(3)	1	20.00%													
Disagree				(2)	1	20.00%													
Strongly Disagree				(1)	0	0.00%													
Not Applicable (N/A)				(0)	0	0.00%													
							0	25	50	100	Question		Department		College		University		
Response Rate		Mean	STD	Median	Department		Mean	STD	Median	College		Mean	STD	Median	University		Mean	STD	Median
5/9 (55.56%)		4.00	1.41	5.00	12		4.42	1.00	5.00	235		4.70	0.61	5.00	1070		4.65	0.75	5.00

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### 9 - Scott Coble was willing to answer questions during or outside of class. -

Response Option				Weight	Frequency	Percent	Percent Responses		Means										
Strongly Agree				(5)	3	60.00%			4.60		4.73		4.71		4.68				
Agree				(4)	2	40.00%													
Neither Agree nor Disagree				(3)	0	0.00%													
Disagree				(2)	0	0.00%													
Strongly Disagree				(1)	0	0.00%													
Not Applicable (N/A)				(0)	0	0.00%													
										0 25 50 100		Question		Department		College		University	
Response Rate		Mean	STD	Median	Department		Mean	STD	Median	College		Mean	STD	Median	University		Mean	STD	Median
5/9 (55.56%)		4.60	0.55	5.00	12		4.73	0.47	5.00	235		4.71	0.67	5.00	1070		4.68	0.72	5.00

### 10 - In general, Scott Coble was an effective educator. -

Response Option				Weight	Frequency	Percent	Percent Responses	Means										
Strongly Agree				(5)	3	60.00%		3.80		4.33		4.72		4.63				
Agree				(4)	0	0.00%												
Neither Agree nor Disagree				(3)	1	20.00%												
Disagree				(2)	0	0.00%												
Strongly Disagree				(1)	1	20.00%												
Not Applicable (N/A)				(0)	0	0.00%												
							0	25	50	100	Question		Department		College		University	
Response Rate		Mean	STD	Median	Department	Mean	STD	Median	College	Mean	STD	Median	University	Mean	STD	Median		
5/9 (55.56%)		3.80	1.79	5.00	12	4.33	1.23	5.00	235	4.72	0.63	5.00	1070	4.63	0.82	5.00		

### 11 - Please describe what you consider to be the strengths of the course and/or instructor:

#### Scott Coble

**Response Rate** 5/9 (55.56%)

- Professor Coble is an outstanding instructor. He is always prompt in responding to emails and grading, which helps me stay organized and supported. He is incredibly personable and kind, creating a learning environment that feels respectful, welcoming, and engaging. What I appreciate most is his strong commitment to equity and his ability to guide thoughtful, inclusive discussions around social work and cultural competence. He is well-rounded and highly knowledgeable, blending academic concepts with real-world relevance in a way that really deepens my understanding. I also really enjoy our Zoom office hour calls—they're always meaningful, supportive, and encouraging. Professor Coble takes the time to listen, provide thoughtful feedback, and make sure students feel heard and valued. His teaching style truly reflects the principles of cultural competence that he teaches.
- Professor Coble seems passionate about his work, which I respect. One aspect of the course I enjoyed was the required video responses for discussion posts. It created a space where I felt more comfortable engaging with the material and discussing concepts without judgment.
- The professor honestly cares about the students and is willing to go above and beyond to help them.
- I think the course itself is very valuable.
- Professor Coble is communicative, organized, and proactive throughout all of his courses. He tailors course materials to student needs by implementing feedback and providing information and assistance for what may be needed. He is proactive! Clear. Detailed. Committed to the engagement, learning, development and application of studies for his students. His expectations are clear, and his encouragement is steadfast.

### 12 - Please describe the area(s) where you think the course could be improved:

#### Scott Coble

**Response Rate** 5/9 (55.56%)

- Nothing here for me!
- I found it challenging to focus on the lessons and core concepts because of the strong emphasis on avoiding mistakes. I felt pressured to do things perfectly, which took away from my ability to engage with the material. Personally, I didn't find this teaching style effective for the way I learn. Although the professor mentioned that we could reach out with questions, I didn't feel comfortable doing so due to the highly critical tone of the instructions. Guidelines and rubrics were provided, but they were buried in the course shell and difficult to access.
- Clarity of discussion to instructions and how they relate to the paper.
- I do not believe the professor is well-suited to teach this course. It often felt as though grades were influenced more by his personal opinions than by objective evaluation, which I find problematic. His assignment instructions were frequently vague or misleading, creating confusion rather than clarity. When students received low grades, the suggested remedy was to schedule a one-on-one meeting to advocate for themselves. I find this approach concerning. Grades should reflect the quality of a student's work and performance throughout the course, not their ability to argue for a different outcome. Requiring students to lobby for their grades places undue pressure on them and feels inappropriate. Additionally, the professor's communication through the portal often came across as self-serving. I found myself spending more time trying to decipher hidden expectations or tailoring my work to align with his views than genuinely engaging with the course material or developing my own perspective. This significantly detracted from the learning experience.
- Requiring video engagement was a great addition to the virtual climate! Making our final projects available to the class would have provided additional follow-up to connect with our classmates' respective studies and growth experiences. This portion of the class felt like solo development when there was an additional opportunity for community building. In addition to discussion posts exploring content and detailing our projects, I would have loved to see what my peers experienced through their academic research and cultural exploration.

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### 13 - How frequently have you used AI technologies like ChatGPT, Google Bard/Gemini, Claude, etc., in this class?

Response Option				Weight	Frequency	Percent	Percent Responses		Means										
Never				(1)	1	20.00%													
Once a month				(2)	1	20.00%													
More than once a month				(3)	2	40.00%													
Weekly				(4)	1	20.00%													
More than once a week				(5)	0	0.00%													
							0	25	50	100	Question		Department		College		University		
Response Rate		Mean	STD	Median	Department		Mean	STD	Median	College		Mean	STD	Median	University		Mean	STD	Median
5/9 (55.56%)		2.60	1.14	3.00	12		2.75	1.54	3.00	213		1.53	1.03	1.00	985		1.60	1.06	1.00

### 14 - To what extent did your instructor encourage students in this class to use AI technologies like ChatGPT, Google Bard/Gemini, Claude, etc.?

Response Option				Weight	Frequency	Percent	Percent Responses		Means										
Strongly encouraged				(1)	1	20.00%													
Encouraged				(2)	2	40.00%													
Neutral or provided unclear guidelines				(3)	0	0.00%													
Discouraged				(4)	1	20.00%													
Strongly discouraged				(5)	1	20.00%													
								0	25	50	100	Question		Department		College		University	
Response Rate		Mean	STD	Median	Department		Mean	STD	Median	College		Mean	STD	Median	University		Mean	STD	Median
5/9 (55.56%)		2.80	1.64	2.00	12		2.92	1.24	3.00	210		3.75	1.02	4.00	969		3.56	0.99	3.00

### 15 - How has using AI technology impacted your learning experience in this course?

Response Rate	4/9 (44.44%)
<ul style="list-style-type: none"><li>• I have learned how to brainstorm and check my work more! I have been very scared to use AI but it's been helpful.</li><li>• I purely used it to get lists of reference material.</li><li>• Using AI was inappropriate in my opinion and I feel that it lessened my own personal words which have value.</li><li>• AI helped me synthesize information for our outline requirements to tailor my essay to be concise while retaining depth and insight.</li></ul>	

### 16 - Would you recommend this distance education course to other students?

Response Option				Weight	Frequency	Percent	Percent Responses		Means							
Yes				(2)	4	80.00%	<div><div></div></div>		<div><div>1.80</div></div>		<div><div>1.92</div></div>		<div><div>1.95</div></div>		<div><div>1.91</div></div>	
No				(1)	1	20.00%										
02550100									Question		Department		College		University	
Response Rate		Mean	STD	Median	Department		Mean	STD	Median	College		Mean	STD	Median	University	
5/9 (55.56%)		1.80	0.45	2.00	12		1.92	0.29	2.00	189		1.95	0.21	2.00	707	

• As a married woman, a mother, and a full-time director, my schedule is packed every single day. I chose MTSU's online courses because they fit perfectly into my life. The flexibility allows me to continue my education without having to sacrifice time with my family or step away from my professional responsibilities. I really appreciate being able to complete coursework on my own time—whether it's early in the morning, during a lunch break, or after my kids go to bed. This has made it possible for me to pursue my goals in a way that feels sustainable and empowering. I don't feel like I'm missing out on my personal life, and I'm still growing professionally and academically. The support from MTSU's faculty and online learning resources has also been excellent. I've felt encouraged and connected every step of the way. I would definitely recommend online courses at MTSU to anyone juggling multiple roles. It's been the perfect fit for this season of my life.

• I feel this is an important course overall, and should be moved to a general education requirement.

• Yes if it is with a different Professor.

• Professor Coble makes rigor feasible even in a fast-paced, distanced education course. By providing interactive engagements, video messages, detailed course outlines, examples, and clear expectations, students are set up for success as long as they invest effort and utilize the resources provided to help them succeed.

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17 - Which of the following was most important in your choice to enroll in this online course?

Response Option	Weight	Frequency	Percent	Percent Responses	Means											
I wanted to take this course online.	(1)	4	80.00%													
The on-ground course that I wanted was not available, so I chose this online course.	(2)	0	0.00%													
I did not really consider whether this course was offered on-ground or online.	(3)	1	20.00%													
Other (please explain below).	(4)	0	0.00%													
0 25 50 100					Question		Department		College		University					
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	College	Mean	STD	Median	University	Mean	STD	Median	
5/9 (55.56%)	1.40	0.89	1.00	12	2.17	1.19	2.00	169	1.47	0.94	1.00	574	1.60	1.04	1.00	

- distance online student. working a full-time job.
- He's not as hard online as previous students have mentioned, but his personality and passion shine through in person in a way that empowers students to engage.