Mesa College
Online Course Satisfaction Survey Report
Spring 2010

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Overview and Purpose

The purpose of this survey project is to collect additional information about students who took online courses in the spring 2010 semester. This report was created to measure students' perceptions and opinions about elements involved in online courses such as preparation, experiences in the course, technical support received, communication with the instructor and classmates, learning, and future needs.

Methodology

Survey Population

To be eligible for the study a student had to be enrolled in an online course at Mesa College as of first census in the 2010 regular spring semester. Students who dropped the course or never attended were excluded.

Implementation

The data collection methodology for the online course satisfaction survey was an online survey. A pre-notification email was sent to students one week prior to data collection informing them of the forthcoming online student satisfaction survey. Students received a survey invitation sent by the Office of Institutional Research and Planning in April 2010. Students were instructed to access the survey directly from a URL link in the email invitation. Students were allowed access to the survey for approximately two weeks. In an effort to increase survey response rates, two reminder emails with direct access to the survey were sent to the survey population. Additionally, Online and Distributed Learning posted notifications to inform students to check their emails for an invitation to the survey. A notification was posted to the Blackboard and pop-up notifications were posted as students logged into their online courses.

Instrumentation

The Office of Institutional Research and Planning referenced the previous 2009 Online Course Satisfaction survey and collaborated with the Dean of Online and Distributed Learning to develop and confirm the survey questions. The survey instrument contained 25 questions and took approximately 4 to 5 minutes for students to complete. The survey contained 11 single response questions using Likert scales of helpfulness and agreement, 10 single response categorical questions, 2 multiple response questions, and 2 open-ended questions in which a student could provide verbatim responses. Several categorical questions allowed a student to provide a verbatim response in lieu of a categorical response. A copy of the survey is provided in Appendix A.

Analytical Plan

Analyses of demographic questions in the Student Profile include two comparison groups: the survey respondents and the general online student population. Responses to demographic questions in the satisfaction survey are compared to demographic information provided by the general online student population in their college applications. Analyses of remaining questions are provided for survey respondents only and are grouped into themes to elicit further comparison. Data tables are provided in Appendix B ordered by theme; students' responses to the open-ended questions are provided verbatim in

Appendix C. Please note that within the tables, *Percents* include all students who completed a survey. *Valid Percents* include only those students who responded to the question and do not include question nonresponse or responses of 'Not Applicable'. Most of the narrative utilizes data from *Valid Percents*; however, in questions with a large proportion of nonresponse and/or not applicable, *Percents* are also noted. Also note that individual response categories may not total 100% due to rounding.

Student Profile

The General Online Population at Mesa College totaled 4,866 students. Two percent of the students did not supply an email address or supplied an invalid email address. Of the 4,751 surveys that were sent to students, 554 surveys were returned, yielding a 12% response rate. The response rate does not provide statistical representativeness of the population of online students served within Mesa College. However, it is within the range of survey response rates of the SDCCD online student population over the last three years (9% in 2009, 18% in 2008, 13% in 2007). The generalizability of the data was determined via a comparison of the survey respondents to the general online student population using four characteristics: online format of courses taken, age, gender and ethnicity.

- When asked if the online course(s) taken in spring 2010 was fully online, partially online, or both fully online and partially online, the majority of students who responded reported their course(s) as online only (83%). (See Table 1.) This was similar to fully online course enrollment by the general online population (86%).

- The greatest percentage of students who responded were between the ages of 18 to 24 (32%), followed by students 25 to 29 (24%) and 30 to 39 (21%). (See Table 2.) Respondents between the ages of 18 to 24 were underrepresented (32%) compared to the general online population (48%). Respondents between the ages of 30 to 39 (21%) and 40 to 49 (15%) were overrepresented compared to the general online population (16% and 7%, respectively).

- The majority of respondents reported their gender as female (70%). (See Table 3.) This was overrepresented compared to the general online population (60%).

- Almost half of the respondents reported their ethnicity as White (49%), 16% were Asian/Pacific Islander, 13% were Latino, 9% reported 'other', 7% were African American, 6% were Filipino and 1% were American Indian/Alaskan Native. (See Table 4.) The ethnic groups of students who responded were generally representative of the general online population, with the exception of Latino students who were underrepresented (13%) compared to the general online population (21%).

While survey respondents varied somewhat in age and gender compared to the general online population at Mesa College, survey respondents were similar to the general online population in terms of ethnicity and online course format taken. Thus, the group of students who completed surveys provided limited representativeness for generalizing the results to the entire population.

The Findings

For reporting purposes, results are not referred to in question order; rather they are clustered into 6 general areas:

(1) Student Preparation for Online Course
(2) Student Experience in Online Course
(3) Technical Support
(4) Communication
(5) Perception of Online Learning
(6) Future Services

Student Preparation for Online Course

- When asked if they had previously taken an online course at SDCCD in the past two years, among students who responded, nearly three in four students (72%) responded that they had taken a course at SDCCD. (See Table 5.) Approximately one in four (25%) responded that they had taken an online course at another college in the past two years. (See Table 6.)

- Most respondents (74%) felt they had sufficient information about online course requirements prior to enrolling (38% agreed and 36% strongly agreed). Fourteen percent felt they had not received sufficient information (10% disagreed and 4% strongly disagreed). (See Table 7.)

- When asked how helpful the Online Learning Readiness Assessment was, 244 (44%) of the respondents who completed surveys did not respond or responded 'not applicable'. (See Table 8.) Among those who did respond with the level of help they received, 66% felt the Online Learning Readiness Assessment was helpful and 22% rated its' helpfulness neutrally.

- When asked how helpful the WebCT orientation was in preparation for an online course, 280 (51%) of the respondents who completed surveys did not respond or responded 'not applicable'. Among those who did respond with the level of help they received, 63% felt the WebCT orientation helpful and 24% rated its' helpfulness neutrally. (See Table 9.)

Student Experience in Online Course

- Nearly half of the respondents (48%) reported they enrolled in two or more online courses during spring 2010. (See Table 10.)

- Among specific reasons offered as the cause of students' online course withdrawal, a personal or work scheduling conflict (25%) was mentioned most frequently. (See Table 11.) A course that was too time consuming (19%), a course that was too difficult (18%), personal reasons (16%), and no need for the course (16%) were also frequently mentioned reasons for students' online course withdrawal.

- Half of the respondents (50%) reported visiting their online course a few times a week and a similar amount reported visiting their online course once or more a day (46%). (See Table 12.)

- Sixty percent of respondents spent 4 or more hours logged into their online course per week and 40% spent 3 or fewer hours logged into their online course per week. (See Table 13.)

- When asked the reason why they took their online course, students who responded most often reported an intention to transfer to a four-year college

(44%), followed by a desire to apply the course toward their AA/AS degree (28%). (See Table 14.)

Technical Support

- The majority of respondents (81%) agreed that they had a positive experience using the online course tools and 12% rated their experience neutrally. (See Table 15.)

- When asked if the respondents were able to obtain needed help from Technical Support, 210 of the respondents who completed surveys (38%) did not respond or responded 'not applicable'. Among those who did respond, 65% agreed that they were able to obtain the help they needed and 27% remained neutral. (See Table 16.)

Communication

- Over three quarters of the respondents (79%) agreed that they could communicate effectively with their classmates and 15% of respondents rated communication with their classmates neutrally. (See Table 17.)

- Approximately three in four respondents (77%) agreed that they were able to communicate effectively with their instructors, while nearly equal proportions of the respondents responded neutrally or were dissatisfied with their instructor-student communication (11% and 12%, respectively). (See Table 18.)

Perception of Online Learning

- Three in four respondents (76%) agreed that the number of students in the course was appropriate, while 20% had no opinion on the matter. (See Table 19.)

- Over three quarters of the respondents (79%) agreed that the online format was an effective way to learn and 12% responded neutrally. (See Table 20.)

- The majority of respondents (81%) reported enjoyment of the online learning method. (See Table 21.)

Future Services

- Seventy percent of respondents would be likely to take another online course rather than a traditional on-campus course if given the choice. (See Table 22.) However, 16% of the respondents felt it would be unlikely that they would take another online course rather than a traditional on-campus course, and 15% were undecided.

- Among potential services or support mentioned as beneficial, counseling and tutoring were mentioned most frequently (40% and 38%, respectively). (See Table 23.) Nearly one-quarter of respondents (24%) noted that they had no need for additional services or support.

Student Comments

Students' comments to the open-ended questions are listed in Appendix C. Comments are listed verbatim and are edited with **** only in the case of derogatory language or to protect an individual's identity.

Appendix A: Survey Instrument

Online Course Student Satisfaction Survey - Spring 2010

Thanks for your participation! Please take a few minutes to answer some questions about our service. Your suggestions and opinions are important to us. **Your responses will be kept completely confidential.**

DIRECTIONS: Unless otherwise noted, please select only <u>one</u> answer per question. Select NEXT to move to the next screen.

1. If you took any online courses in Spring 2010, please indicate if they were fully online, partially online, or both fully online and partially online courses**. [Online courses are considered *Fully Online* if they are 100% online with <u>no</u> meetings or exams on campus. Online courses are considered *Partially Online* if they have one or more meetings on campus.]**
   - ☐ Fully online only
   - ☐ Partially online only
   - ☐ Both fully online and partially online

2. What is your age?
   - ☐ Under 18
   - ☐ 18 to 24
   - ☐ 25 to 29
   - ☐ 30 to 39
   - ☐ 40 to 49
   - ☐ 50 and above

3. Are you male or female?
   - ☐ Male
   - ☐ Female

4. What is your ethnic background?
   - ☐ African American
   - ☐ American Indian/Alaskan Native
   - ☐ Asian/Pacific Islander
   - ☐ Filipino
   - ☐ Latino
   - ☐ White
   - ☐ Other

5. How many online courses at the San Diego Community College District (City, Mesa, or Miramar Colleges) did you enroll in <u>during Spring 2010</u>?
   - ☐ One
   - ☐ Two
   - ☐ Three
   - ☐ Four
   - ☐ Five
   - ☐ More than five

6. If you withdrew from any online classes you enrolled in for Spring 2010 please indicate the reason(s) why you withdrew. **(Select all that apply)**
    ☐ I did not need the course(s) (i.e. change of major, transferred, etc.)
    ☐ The course(s) did not fit into my course schedule
    ☐ The course(s) did not fit into my personal/work schedule
    ☐ Personal reasons (health, family, etc.)
    ☐ The course(s) was too difficult
    ☐ The course(s) was too time consuming
    ☐ There was not enough instructor feedback
    ☐ Blackboard was too difficult/problematic
    ☐ I had technical difficulties with the computer/web
    ☐ I prefer to take classes in person
    ☐ Other, please explain: _____

7. How many online courses <u>within</u> the San Diego Community College District (City, Mesa, or Miramar Colleges) have you taken in the past two years <u>before</u> Spring 2010?
    ☐ None
    ☐ One
    ☐ Two
    ☐ Three
    ☐ Four
    ☐ Five
    ☐ More than five

8. How many online courses have you taken <u>at other colleges</u> outside of the SDCCD in the past two years <u>before</u> Spring 2010?
    ☐ None
    ☐ One
    ☐ Two
    ☐ Three
    ☐ Four
    ☐ Five
    ☐ More than five

If you enrolled in more than one course during Spring 2010, please answer the following questions based on your experience with the online course that is most representative of your overall experience.

9. Why did you take this online course?
    ☐ Personal enrichment
    ☐ Apply toward AA/AS degree
    ☐ Apply toward certificate
    ☐ For career development
    ☐ Transfer to a 4-year university
    ☐ Other, please explain: _____

10. On average, how many hours per week do you spend logged into this online course during the semester?
    ☐ Less than 2 hrs/week
    ☐ 2-3 hrs/week
    ☐ 4-5 hrs/week
    ☐ 6 or more hrs/week

11. On average, how often do you visit this online course during the semester?
- ☐ Less than once a month
- ☐ Once a month
- ☐ A few times a month
- ☐ A few times a week
- ☐ Once every day
- ☐ More than once a day

Please indicate the **level of help you feel you received**.

		Very unhelpful	Unhelpful	Neither helpful nor unhelpful	Helpful	Very helpful	Not applicable
12.	If you completed the Online Learning Readiness Assessment before you took this course, how helpful was it in preparing you to take an online course?	☐	☐	☐	☐	☐	☐
13.	If you attended a Blackboard/WebCT orientation either online or on-campus, how helpful was it in preparing you to take an online course?	☐	☐	☐	☐	☐	☐

Please indicate your **level of agreement**.

		Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable
14.	I had enough information about online course requirements prior to enrolling.	☐	☐	☐	☐	☐	☐
15.	I have had a positive experience using the online course tools (such as, discussion board, class email, quizzes, calendar).	☐	☐	☐	☐	☐	☐
16.	I am able to obtain the help I need from Technical Support.	☐	☐	☐	☐	☐	☐
17.	The number of students enrolled is appropriate for this online course.	☐	☐	☐	☐	☐	☐
18.	I am able to communicate effectively with fellow students in this course.	☐	☐	☐	☐	☐	☐
19.	I am able to communicate effectively with my instructor in this course.	☐	☐	☐	☐	☐	☐
20.	The online format is an effective way for me to learn.	☐	☐	☐	☐	☐	☐
21.	I enjoy the online method of taking a course.	☐	☐	☐	☐	☐	☐

22. If you were given the choice between an online course and a face-to-face on-campus course, how likely is it that you would take another online course?
    ☐ Very unlikely
    ☐ Unlikely
    ☐ Neither likely nor unlikely
    ☐ Likely
    ☐ Very likely

23. What elements of the online course were valuable to you?

24. What would you change about the course you took?

25. What additional online services or support would be beneficial? **(Select all that apply)**
    ☐ Counseling
    ☐ Orientation
    ☐ Placement Testing for English and Math
    ☐ Technical support
    ☐ Financial aid
    ☐ Library
    ☐ Tutoring
    ☐ No need for additional services or support
    ☐ Other, please specify: _____

Thank you for taking the survey! Please select [NEXT] to submit your responses.

Appendix B: Tables

Table 1. A comparison of online courses among survey respondents and general online population.

	Survey Respondents			General Online Population		
	N	%	Valid %	N	%	Valid %
Fully online only	455	82%	83%	4,179	86%	86%
Partially online only	51	9%	9%	528	11%	11%
Both fully online and partially online	45	8%	8%	159	3%	3%
Total	551	99%	100%	4,866	100%	100%
No response	3	1%				
Total	554	100%				

Table 2. A comparison of age among survey respondents compared to the general online population.

	Survey Respondents			General Online Population		
	N	%	Valid %	N	%	Valid %
Under 18	4	1%	1%	13	0%	0%
18 to 24	179	32%	32%	2,354	48%	48%
25 to 29	131	24%	24%	1,149	24%	24%
30 to 39	118	21%	21%	800	16%	16%
40 to 49	83	15%	15%	360	7%	7%
50 and above	39	7%	7%	190	4%	4%
Total	554	100%	100%	4,866	100%	100%

Table 3. A comparison of gender among survey respondents compared to the general online population.

	Survey Respondents			General Online Population		
	N	%	Valid %	N	%	Valid %
Male	166	30%	30%	1,966	40%	40%
Female	387	70%	70%	2,900	60%	60%
Total	553	100%	100%	4,866	100%	100%
No response	1	0%				
Total	554	100%				

Table 4. A comparison of ethnicity among survey respondents compared to the general online population.

	Survey Respondents			General Online Population		
	N	%	Valid %	N	%	Valid %
African American	36	6%	7%	369	8%	8%
American Indian/Alaskan Native	3	1%	1%	31	1%	1%
Asian/Pacific Islander	88	16%	16%	638	13%	14%
Filipino	34	6%	6%	284	6%	6%
Latino	69	12%	13%	933	19%	21%
White	269	49%	49%	2,011	41%	45%
Other	52	9%	9%	191	4%	4%
Total	551	99%	100%	4,457	92%	100%
No response	3	1%		409	8%	
Total	554	100%		4,866	100%	

Table 5. How many online courses within the San Diego Community College District have you taken in the past two years before Spring 2010?

	N	%	Valid %
None	153	28%	28%
One	95	17%	17%
Two	82	15%	15%
Three	60	11%	11%
Four	45	8%	8%
Five	23	4%	4%
More than five	90	16%	16%
Total	**548**	**99%**	**100%**
No response	6	1%	
Total	**554**	**100%**	

Table 6. How many online courses have you taken at other colleges outside of the SDCCD in the past two years before Spring 2010?

	N	%	Valid %
None	409	74%	75%
One	48	9%	9%
Two	27	5%	5%
Three	15	3%	3%
Four	9	2%	2%
Five	4	1%	1%
More than five	35	6%	6%
Total	**547**	**99%**	**100%**
No response	7	1%	
Total	**554**	**100%**	

Table 7. I had enough information about online course requirements prior to enrolling.

	N	%	Valid %
Strongly disagree	20	4%	4%
Disagree	53	10%	10%
Neither agree nor disagree	61	11%	12%
Agree	198	36%	38%
Strongly agree	190	34%	36%
Total	**522**	**94%**	**100%**
No response/Not applicable	32	6%	
Total	**554**	**100%**	

Table 8. If you completed the Online Learning Readiness Assessment before you took this course, how helpful was it in preparing you to take an online course?

	N	%	Valid %
Very unhelpful	18	3%	6%
Unhelpful	19	3%	6%
Neither helpful nor unhelpful	68	12%	22%
Helpful	106	19%	34%
Very helpful	99	18%	32%
Total	**310**	**56%**	**100%**
No response/Not applicable	244	44%	
Total	**554**	**100%**	

Table 9. If you attended a Blackboard/WebCT orientation either online or on-campus, how helpful was it in preparing you to take an online course?

	N	%	Valid %
Very unhelpful	18	3%	7%
Unhelpful	18	3%	7%
Neither helpful nor unhelpful	67	12%	24%
Helpful	87	16%	32%
Very helpful	84	15%	31%
Total	**274**	**49%**	**100%**
No response/Not applicable	280	51%	
Total	**554**	**100%**	

Table 10. How many online courses at the San Diego Community College District (City, Mesa, or Miramar Colleges) did you enroll in during Spring 2010?

	N	%	Valid %
One	289	52%	52%
Two	141	25%	25%
Three	59	11%	11%
Four	40	7%	7%
Five	14	3%	3%
More than five	10	2%	2%
Total	**553**	**100%**	**100%**
No response	1	0%	
Total	**554**	**100%**	

Table 11. If you withdrew from any online classes you enrolled in for Spring 2010 please indicate the reason(s) why you withdrew.

	N	%	% of Cases
I did not need the course(s) (i.e. change of major, transferred, etc.)	23	11%	16%
The course(s) did not fit into my course schedule	14	7%	10%
The course(s) did not fit into my personal/work schedule	36	17%	25%
Personal reasons (health, family, etc.)	23	11%	16%
The course(s) was too difficult	26	13%	18%
The course(s) was too time consuming	27	13%	19%
There was not enough instructor feedback	15	7%	10%
Blackboard was too	7	3%	5%
I had technical difficulties with the computer/web	8	4%	6%
I prefer to take classes in person	16	8%	11%
Other	13	6%	9%
Total	**208**	100%	145%

Response Summary for question set					
Valid		Missing		Total	
N	%	N	%	N	%
143	26%	411	74%	554	100%

Table 12. On average, how often do you visit this online course during the semester?

	N	%	Valid %
Less than once a month	6	1%	1%
Once a month	1	0%	0%
A few times a month	11	2%	2%
A few times a week	272	49%	50%
Once every day	142	26%	26%
More than once a day	109	20%	20%
Total	**541**	**98%**	**100%**
No response	13	2%	
Total	**554**	**100%**	

Table 13. On average, how many hours per week do you spend logged into this online course during the semester?

	N	%	Valid %
Less than 2 hrs/week	55	10%	10%
2-3 hrs/week	163	29%	30%
4-5 hrs/week	193	35%	36%
6 or more hrs/week	131	24%	24%
Total	**542**	**98%**	**100%**
No response	12	2%	
Total	**554**	**100%**	

Table 14. Why did you take this online course?

	N	%	Valid %
Personal enrichment	48	9%	10%
Apply toward AA/AS degree	138	25%	28%
Apply toward certificate	27	5%	5%
For career development	42	8%	9%
Transfer to a 4-year university	216	39%	44%
Other	20	4%	4%
Total	**491**	**89%**	**100%**
No response	63	11%	
Total	**554**	**100%**	

Table 15. I have had a positive experience using the online course tools (such as, discussion board, class email, quizzes, calendar).

	N	%	Valid %
Strongly disagree	14	3%	3%
Disagree	25	5%	5%
Neither agree nor disagree	64	12%	12%
Agree	184	33%	35%
Strongly agree	242	44%	46%
Total	**529**	**95%**	**100%**
No response/Not applicable	25	5%	
Total	**554**	**100%**	

Table 16. I am able to obtain the help I need from Technical Support.

	N	%	Valid %
Strongly disagree	12	2%	3%
Disagree	13	2%	4%
Neither agree nor disagree	93	17%	27%
Agree	111	20%	32%
Strongly agree	115	21%	33%
Total	**344**	**62%**	**100%**
No response/Not applicable	210	38%	
Total	**554**	**100%**	

Table 17. I am able to communicate effectively with fellow students in this course.

	N	%	Valid %
Strongly disagree	8	1%	2%
Disagree	26	5%	5%
Neither agree nor disagree	72	13%	15%
Agree	193	35%	39%
Strongly agree	196	35%	40%
Total	**495**	**89%**	**100%**
No response/Not applicable	59	11%	
Total	**554**	**100%**	

Table 18. I am able to communicate effectively with my instructor in this course.

	N	%	Valid %
Strongly disagree	25	5%	5%
Disagree	35	6%	7%
Neither agree nor disagree	59	11%	11%
Agree	166	30%	32%
Strongly agree	237	43%	45%
Total	**522**	**94%**	**100%**
No response/Not applicable	32	6%	
Total	**554**	**100%**	

Table 19. The number of students enrolled is appropriate for this online course.

	N	%	Valid %
Strongly disagree	8	1%	2%
Disagree	13	2%	3%
Neither agree nor disagree	99	18%	20%
Agree	178	32%	36%
Strongly agree	196	35%	40%
Total	**494**	**89%**	**100%**
No response/Not applicable	60	11%	
Total	**554**	**100%**	

Table 20. The online format is an effective way for me to learn.

	N	%	Valid %
Strongly disagree	22	4%	4%
Disagree	27	5%	5%
Neither agree nor disagree	65	12%	12%
Agree	190	34%	36%
Strongly agree	225	41%	43%
Total	**529**	**95%**	**100%**
No response/Not applicable	25	5%	
Total	**554**	**100%**	

Table 21. I enjoy the online method of taking a course.

	N	%	Valid %
Strongly disagree	22	4%	4%
Disagree	24	4%	5%
Neither agree nor disagree	53	10%	10%
Agree	175	32%	33%
Strongly agree	257	46%	48%
Total	**531**	**96%**	**100%**
No response/Not applicable	23	4%	
Total	**554**	**100%**	

Table 22. If you were given the choice between an online course and a face-to-face on-campus course, how likely is it that you would take another online course?

	N	%	Valid %
Very unlikely	42	8%	8%
Unlikely	43	8%	8%
Neither likely nor unlikely	81	15%	15%
Likely	151	27%	28%
Very likely	225	41%	42%
Total	**542**	**98%**	**100%**
No response	12	2%	
Total	**554**	**100%**	

Table 23. What additional online services or support would be beneficial?

	N	%	% of Cases
Counseling	201	19%	40%
Orientation	84	8%	17%
Placement Testing for English and	117	11%	23%
Technical support	78	7%	16%
Financial aid	135	12%	27%
Library	134	12%	27%
Tutoring	190	17%	38%
No need for additional services or support	120	11%	24%
Other	27	2%	5%
Total	**1086**	**100%**	**218%**

Response Summary for question set					
Valid		Missing		Total	
N	**%**	**N**	**%**	**N**	**%**
498	90%	56	10%	554	100%

Appendix C: Student Comments

Question 6: If you withdrew from any online classes you enrolled in for Spring 2010 please indicate the reason(s) why you withdrew. OTHER SPECIFIED

1. Course materials were unreasonably expensive
2. Course was full and I was waitlisted! Increase your online enrollment ability, and course size!!!!!
3. expensive book
4. I did not have enough money to take all the classes I enrolled in.
5. I have a problem with the curriculum presented. I do not think it is unbiased.
6. I have come to find that when the instructor is also the author of the book that is being instructed, the expectations are way too high of the students. It leave's little to no room for error and is very stressful for students.
7. Professor drop me.
8. Professor was using another web site, not Blackboard, for which we had to pay. It was too expensive.
9. Proffessor was very stressful and did not had the qualities of a caring teacher.
10. Teacher had poor comprehension of english, wrote the book for the class, and took every opportunity to be adversarial instead of helpful.
11. The instructors welcome announcement was harsh and my initial intro sent to the instructor received a email page of criticism. This was for a finance class.
12. The Textbook is too expensive
13. WAITED TOO LONG TO BUY BOOK AND THEN IT WAS TOO LATE

Question 9: Why did you take this online course? OTHER SPECIFIED

1. Class is only offered in online format
2. complete undergrad for graduate work
3. Couldn't get the class at sdsu
4. fit into my work schedule.
5. For Personal Enrichment...to apply toward an AA/AS degree AND transfer to a 4 yr university
6. Fullfilling prereqs for an accelerated nursing program at SDSU
7. grad school requirement
8. I need to take a calc class for the program I want, no math for years and want to refreash
9. i needed one unit to make full time credit status
10. In addition to my classes at a four year university
11. It was the only other option I had, considering the class times. Besides, I wanted to try it out.
12. Personal and possibly a career
13. pre- requisites for nursing degree
14. pre-req for a grad program
15. Pre-requisite for grad school.
16. Pregnancy
17. Prerequisite for future studies
18. Refresher math to improve GRE score
19. to meet full time 12 unit requirement
20. to prepare for GRE

Question 23: What elements of the online course were valuable to you?

1. #1 is the convenience, I don't have to find parking or worry about being late for class.
2. 24 hour accessibility
3. Ability to do course work when I had time
4. ability to log on during hours that I was available
5. able to access any time of day, teacher very accessible and helpful
6. Able to communicate with my fellow students is nice. One of my online courses doesn't have that option.
7. Able to fit it into and with my kids schedule
8. Able to study anywhere, at any time
9. able to take my computer with me and do online homework/activities during my breaks of my on campus classes. also nice to not have to sit through a lecture and just learn the material on my own.
10. Able to work on my own time
11. Access to college course online
12. Access to syllabus, calendar, not having to find parking.
13. accessibility
14. Accessibility, user-friendliness, great organization by teacher
15. accessing the course information anywhere/anytime I had access to a computer
16. all
17. All
18. ALL
19. All of them
20. all, I think I learn more by taking them online because it encourages me to read
21. All.
22. Allows more time for work and other things.
23. Although I got a B, I felt that it was not very effective for me.
24. Assignments were given and received in a timely manner.
25. attending on my schedule
26. availability and scheduling
27. Because I travel for work a bit, it helps to take the course online so that I just need internet connection to take the course anywhere in the world.
28. Being a single mom and with my work schedule makes it difficult for me to attend on campus. Online courses work perfect with my schedule.
29. Being able to be at home or work and complete the class.
30. Being able to be at home.
31. Being able to choose the time of day or week I complete my coursework. being able to complete coursework quicker.
32. being able to communicate with my classmates, being able to see my assignments ahead of time on the calendar, and seeing which assignments i was late on.
33. being able to complete assignments ahead of schedule for known expected absences.
34. Being able to complete work on my own time.
35. being able to comunicate with the whole class through disscussions and email.
36. Being able to do class work when ever I chose to, and nothaving to attend campusclasses.
37. Being able to do the work when I have the time to do the work.
38. Being able to do work on my own time.
39. Being able to fit it in with the rest of my classes and that is was conveniant for me.
40. Being able to interact with the other students.
41. Being able to interact with the professor through discussion boards and chat room

42. Being able to learn on my own terms, on my own schedule, without having to worry about being placed in a group full of ****.
43. Being able to make my own schedule. Not having to fight traffic and parking. Not having to interact with people that are sick or when I am sick. Being able to stay comfortable while I am pregnant. It is also helpful that all the instructions for classes are given in writing and there are no papers to lose. It is much more organized than collecting papers from a teacher on campus.
44. Being able to move at your own pace
45. Being able to send homework online and be updated on my class progress easily.
46. Being able to study at my own pace. No need to drive on campus. Study in the comfort and safety of my home. Interact w/ professor and other classmates.
47. Being able to take tests/quizes over a certain period of time. This allows me to work at my own pace.
48. being able to work at my own pace
49. Being able to work at my own pace
50. Being able to work at my own pace and during my own hours.
51. Being able to work at my own pace.
52. Being able to work at your own pace.
53. Blackboard / chat to communicate with my professor and fellow classmates.
54. Blackboard communication system for getting help from student peers and instructor.
55. Blackboard was helpful at times.
56. Blogging, time management
57. class hasnn't started yet
58. communication between teacher and student
59. complete the assignments on my own time
60. convenience
61. Convenience
62. Convenience
63. Convenience
64. Convenience and accessibility.
65. Convenience of not having to leave home; not being afraid to voice questions
66. convenience of online schedule.
67. Convenience of scheduling!
68. Convenience, flexibility, variety of tools.
69. convenience,ability to track grades immediately, ease of completing assignments and accessing syllabus
70. Convenience.
71. convenience. i could work on things on the weekend, when I am not at school and working.
72. convenience. i am a working student and with online classes, i can fit school into my busy work schedule.
73. Convienence
74. convienence is a major factor, i am a stay at home mom and cant afford child care to attend traditional classes.
75. Could take it when i needed it
76. Course requirement, homework and test are nationwide standard. Sufficient reference helping on understanding. No commute, flexible learning schedule for those who have to take care of family.
77. Decreased cost of commuting.
78. didn't have to go to class
79. Discussion and feedback from the instructor.
80. Discussion and Learning Modules
81. discussion board
82. Discussion Board -Email contact with the Professor/other students was easily accessible

83. Discussion boards and the FAQs
84. Discussion boards, e-mail, links to online resources pertaining to the course
85. discussions and readings
86. Discussions, quizzes, tutorials, study notes
87. Discussions. Tests. Assignments
88. Distance. I live 60 miles from campus. On-line saves lots of time and vehicle depreciation.
89. Doing work on my own pace.
90. don't need to come to campus, as I live abroad it was the perfect way to continue american education.
91. dong it in my own time
92. downloads and all of the course subject necessary other than the text
93. easy to access at home
94. Easy to access, work into my schedule. Online help from classmates.
95. easy to do on my own time
96. Efficiency in the course format: syllabus was exact in outlining reading, quizzes, exams, homework & grading. Efficiency in using outside websites: Aplia & Homework Manager - McGraw to facilitate the learning process & practice. Allowed me to efficiently time manage work & school
97. everything
98. Examples to problems and the practice quizzes.
99. Expriences
100. filled requirement, didn't have to be there at a certain time of day or day of week, fit schedule.
101. fit my schedule
102. Flexability
103. flexable time
104. flexibility
105. flexibility
106. flexibility
107. Flexibility
108. Flexibility
109. Flexibility
110. Flexibility
111. Flexibility
112. Flexibility
113. flexibility - able to "attend" the class when I wanted to/was able to
114. flexibility and availability.
115. Flexibility and not having to drive to campus
116. Flexibility of time
117. Flexibility to work at the hours I chose
118. Flexibility with time and space. This was wonderful. Also, being able to move quickly or slowly through the material depending on what I needed.
119. Flexibility with time, and no transportation hassle.
120. flexibility, i work and did not know what my schedule was going to be when i enrolled in classes
121. flexible schedule, getting relative information, communication with instructor
122. flexible schedule, notes type, play over and over instructions and notes
123. flexible schedule
124. Flexible Schedule.
125. flexible study times
126. flexible time management
127. Flexible time. I had a lot of tools, support info and links to useful websites. Once I got used to the format.
128. Flexible timing

129. Flexiblility, ease way to learn and work.
130. for me the fact that i can study any time, and i don't have to be in the classroom at a certain time is very important. having kids and full time job, makes it really hard to go to the classroom.
131. Freedom and flexibility in schedule.
132. Freedom of self study at a pace that fits with my work schedule.
133. good instructor. W.Craft
134. Grade postings
135. grades
136. Having grades posted was helpful because I could see my progress in the course.
137. Having videos was important because, sometimes, you want to hear the professor talk about the subject matter instead of just reading it. Their interpretation of the subject matter is important to me.
138. How teachers have lectures online and is well organize
139. I am a young mother, so I appreciate being able to study and work online at my own time/pace.
140. I am able to do the work when around my schedule and not be stressed out trying to go to classes and do everything else.
141. I am able to go online at any time and any place.
142. I am deaf and it's nice that everything is in writing, it's very helpful when attempting to take classes. I also like that I am able to work at my own speed to a point.
143. I can do things at my own time
144. I can manage the study time by mysslf.
145. I can spend more time to read and understand the subject, because I am not good at English.
146. I can study on my own schedule
147. I can take my online classes wherever I go without the need of caring me books all over the place. I can do my online classes anytime I want.
148. I can work on my own time.
149. I could access the material and complete the assignments at my convenience. I did not have to find parking, or commute.
150. I could do it on my own time
151. I do not need to driove to school which save my time and save gas. I do not need to feel storessed out with parking situation.
152. I don't have to come to class.
153. I enjoyed not having to drive to campus b/c I don't live nearby. This saved a lot of valuable time. The teacher, professor ****, was very nice and helpful.
154. I enjoyed the "flexiblity" that the course offered by allowing be to complete my work at my own pace and times within deadlines. I have found that my grades have improved by being able to "attend" classes when it is convenient each day rather than pre-scheduled times each week. In addition, when I had questions about assignments or the course in general, I found that the other students and/or instructors were more willing to help than in traditional class settings.
155. I enjoyed the powerpoint lectures.
156. I found it helpful to be able to review your tests and quiz's. I enjoy discussion boards, I think it makes it easier to communicate with eachother
157. I have more time to read and think about the materials
158. I like being able to do my work on my own schedule. While attending some on-campus courses I feel that I can be using my time more productively and value the on line course for this reason.
159. I like being able to work at my own speed, on my own schedule, for certain courses.
160. I like having the ability to do the course work at times that are convenient to me each week.
161. I like taking the quizzes online. It is a lot easier than taking it on campus.
162. I like that I can work at my own pace and during my free time (which sometimes just happens randomly), as I have a very busy schedule.
163. I like the ease of accessing a course 24 hours a day.
164. I like the fact that we can communicate with other students in the student lounge

165. I like the orientations, student feedback, and the timing worked out for me as far as scheduling.
166. I liked having the toolbar availabe for me and I liked having a email on blackboard to communicate with my teachers. I feel when my teachers and I email eachother I do much better in the course.
167. I love the ability to work the assignments into my busy schedule without having to be on campus at specific times.
168. I love the flexibility and the fact that I don't have to show up for class at a certain time, not to mention not having to commute and park.
169. I originally took an online course at Mesa to see if I could learn from this format. After two courses I realized I could, and am in the process of completing a M.A. program online. I continue to take online courses to fill in the practical application classes my degree program lack and continue to benefit from learning this way while fulfilling the rest of my responsibilities.
170. I thought the instructor was very involved with student feedback. I also thought the WebCT layout was very clear and easy to use.
171. I travel for work and I was able to take my computer with me. Therefore I did not miss any class time. I can put in my class time when it is convenient for me.
172. I was able to prioritize my time.
173. i was able to work when i had time. i am VERY busy during the week so it works perfectly for me to be able to do my school work when i get home at night
174. I work full time and have a family so being able to do homework and study on my own time is very important.
175. I work full time and take other classes on campus in the evening, so the fact that I can log into the online course any time to take the assessments or work on a project is very valuable.
176. information is readily available day or night.
177. Instructor was easliy availabe.
178. interaction with the instructor, the assignments being accessible, and the tutorial and syllabi being accessible
179. It helped me save time and gas money traveling to and from school.
180. It is great for me because I can fit my study time with my schedule. Also it allows me to go back and review the material as many times as I need if I don't understand any topic.
181. It is very valueable to have online courses available. It allows me to take classes and learn without interferring with my family and job responsibilities.
182. It takes away less time from my daughter than a ground course.
183. It was actually easier to get "one on one" time with a teacher. Most importantly I was able to work full time!!
184. It was convenient. Instructors had firm deadlines and we were able to see them ahead of time. I was able to plan my worl schedule around all due dates. The instructors were active more online then in an actual class, in my opinion.
185. It worked well with my schedule
186. It's easy and fits into my lifestyle so that I can take classes.
187. It's great to do not have to go to class, specially when you work about 56 hours a week plus comute work/hom/school (about 15 hous a week)
188. Learning the various programs associated with the class. I've learned to make a logo, poster, animation.
189. Less time consuming than an on campus course, work at my own pace whenever I have time
190. Lesson, that is able to review any time though out the course
191. Live classroom, organization I can see and interact with for completing homework assignments.
192. mail, and assignments/assesments
193. Managing my time.
194. Managing your own time
195. My schedule is very hectic, and it is easier for my to take my classes in a way that fits my schedule.
196. n/a

197. N/A
198. N/A
199. n\a
200. na
201. No comment at this time.
202. no driving involved. ease of time.
203. NO TRAVEL TIME, NO CLASS TIME - JUST LEARNING TIME
204. None
205. Not having to attend class.
206. Not having to commute to campus and fight for scarce parking!
207. Not having to drive to class.The peace at home.
208. not having to go into a class and deal with other students
209. Not having to go to campus
210. Not having to go to class
211. nothing.
212. OFFICE
213. on my time.
214. online books.
215. Online classes enable me to create a schedule that fits my needs. I prefer this method of education over attending a traditional school as I work full time, go to school full time and am a mother and wife. I do appreciate having what is due that day posted on the first page.
216. Online course causes the students to make sure they learn the material well enough to complete the coursework. I feel that I taught myself a lot of the material which is good because I was more engage independently.
217. Online courses allow me to work full time and go to school full time at night.
218. Online learning, for some subjects, is a great way to be able to study and take exams in peace and quiet of a library, local coffee shop, or at home. There is little fear of having someone cheat from your efforts, and test assessments are, for the most part, available instantly. It's also great for independent study as I am able to, for the most part, schedule my learning time when most instructors are home in bed. I can get my other work done during the day, run errands and have time with my family in the evenings, and do my school work at night. If this were available 30 years ago, when my children were small, I would have my PhD by now! I am able to buy my books online which is great! I found that I can use my book voucher at the campus bookstore for online orders, a definite plus! The only thing that would make this a utopian experience is if students were able to access TRIO, DSPS, EOPS and Tutoring services via online chat appointments and email to turn in paperwork and discuss ed plans. If more students did this, parking wouldn't be such a mess an students could take what they spend on their cars and save it for when they transfer to a 4 yr univ!Bus Passes would only be necessary for trade school students (auto shop and cosmetology...) bio, physics, chem labs, phys ed, sports, art & music classes. If we used a web cam... maybe not even then! (O.K. maybe not the chem labs... lol)
219. online lecture
220. Online vs face-to-face: face-to-face has good social interaction, class participation, and immediate instructor feedback. However, online wins over face-to-face because I don't have to fight for a parking space, and I can "go to my class" anytime of the day that's convenient for me.
221. Open, could work ahead, flexible.
222. other students help..
223. own pace, privacy of your own home or place of work
224. pace myself
225. Portability, don't have to drive and find parking, good instructor and classmate communication when necessary or desired, good course content.
226. pretty much everything, great helpful teacher.

227. Price level and book cost.
228. Professor interaction with the students
229. Professor's instructions and lessons were formatted very well and informative. Also the use of My Grades, Discussion Board, Chat were highly useful.
230. Prompt responses from the professor and that she kept due dates current on the calendar.
231. quick grade responses for quizzes/tests/projects
232. Quizzes were well constructed and course materials (PowerPoints) etc. help with understanding the material
233. rapid feedback, receive grades faster than a face-to-face course
234. save time to school
235. saving the time to drive back an forth and looking for a parking place. working on my own pace
236. saving time
237. schedule flexibility and access flexibility
238. Schedule flexibility.
239. Scheduling. Studying and taking tests on my own schedule is key.
240. Self paced environment, recorded lectures, additional resources/materials
241. self paced learning as you go, meet all dead line.
242. Shorter period, Flexible Assignment (early submission
243. Since my jobe requires travel, the online format has allowed me the oppertunity to finish my AA degree. In addition, I do not have to wast time driving to and from school and looking for a parking spot.
244. Some of the valuable elements included: going at your own pace, and being able to check your progress throughout the course.
245. studying at home, no transportation involve
246. Studying from home
247. subject matter, ability to work at odd hours
248. Taking the tests in the privacy of my own home. I found that my testing anxiety wasn't a factor because of this.
249. Taking time out of my schedule to be physically on campus in a classroom.
250. Talking with other students and helping the ones that need help.
251. Teachers provided everything online in prompt and clear messages. I am very impressed with the fluency they have in their online courses.
252. That I can work and go to school more effectively by being able to make school part of my schedule not my schedule around school.
253. that i could sign on whenever i needed to.
254. That I don't have to be in class at a certain time. Online classes are more flexable with my schedule.
255. That I don't have to go anywhere I can just stay home or I can do my assignments wherever I go as long as I have computer access.
256. The 24/7 availabilty to do the homework.
257. The ability to be able to do school work around my schedule
258. the ability to complete on my own time
259. the ability to everything i can to pass the class in the comfort of my home.
260. The ability to log in and do work while my children are asleep at night.
261. The ability to log on any time of the day study and complete assignments
262. the ability to see what other students had to say on individual subjects.
263. The ability to study and take quizzes/tests when I needed to due to my busy schedule.
264. The ability to take exams at your leisure, did not have to fight for a parking space to go to class, to converse with other classmates when online, taking a class without the added time factor going to class at the college.
265. The ability to view updates or changes and to communicate with others

266. The ability to work at my leisure is a huge positive and the main reason that I will likely continue to enroll in online courses when available.
267. The added My ITlab is very helpful. For a person who has a family and works more than 40 hrs a week the on-line classes are excellent. My professor was very good at helping and being on-line and resonding to questions asked during the course.
268. The alpha system.
269. The amount of time I had to turn in my assignments, and the help of the instructor.
270. THe asynchronous nature of the course was useful, however, I think an online ebook access would be more appropriate than having to purchase the print textbook. (i'd rather purchase the online book license at a reduced cost).
271. the availability to log on and do work at my own pace.
272. the availability/flexability
273. The book was very helpful.
274. The chapter tutorials.
275. The class text book is a great resource book for teachers. The standards were expalined and illustrated throughly.
276. The communication I had with the teacher and the other students.
277. The connivence of not having to leave my home, Easy to navigate the web, and was able to move a head in assignments when other lessons were completed.
278. The content was valuable and applicable to my future career.
279. The convenience and easy manageability of the website. Course Compass was very user friendly and easy to navigate.
280. The convenience of being out of town and taking a required class online
281. the convenience of logging on anytime.
282. The convenience to work around my schedule. The ability to talk (email) other students and Instructors.
283. The convenience to work at my pace and times during the day that met my needs.
284. The convience of working at my own pace while also taking classes on campus
285. The course was based on a textbook then only assignments and exams were done online. All reading was in the book.
286. The Discussion board, Not everything that is said verbally can be written quickly if someone has a question or if something is answered. With discussion boards, I am able to read over and over the material and questions and any answers that come with it.
287. The discussion boards and reading assignments.
288. The discussions
289. The discussions were very valuable in learning how other teachers work in their classrooms.
290. the disussion board and the test that are given through the blackboard system
291. The due dates of the assignment given along with its description, the posting of the syllabus on the first day of class and the discussion posts.
292. The elements of the course were valuable.
293. the fact that I am able to hold a full time job while going to school. Without online classes it would make it very difficult for me to go to school.
294. The fact that I can have my work schedule function around my educational schedule
295. The fact that I could do it on my time.
296. The fact that I could log on at any time.
297. The fact that I could study on my own time schedule.
298. The fact that I didn't have to go on campus.
299. The fact that i didnt need to attend class saved me hours that are used in studying for the class itself. And it saved me gas and very convenient.
300. the fact that it is 100% online

301. The fact that it's a general education course. Being able to email your classmates takes the hassle out of asking everyone for their phone numbers/email in a traditional class.
302. The fact that my daughter does not need to go to daycare.
303. The fact that the instructor answered your inquiries in a timely manner
304. The fact that the online course does not require for me to dedicate a specific time and day toward the course; rather, I can take the class at any spare moment that I have.
305. the fact that the quizzes and tests had answer keys so you could see your mistakes and how to fix them.
306. The fact that we can go on back and forth and able to log on.
307. The flexibility is the most important thing for me. I work full-time, so having the opportunity to log-in anytime is very convenient.
308. The flexibility it provides.
309. the flexibility of studying on my own time.
310. The flexibility with my personal schedule was extremely valuable.
311. The flexible schedule, 24 hour access, and communication
312. the help from fellow students, it really helped me understand how to do all the things that we were doing. When i was having trouble i normally was always able to find the answer to my problem pretty easily.
313. The independence of doing classwork assignments and exams at your time.
314. The initial video uploaded by the instructor.
315. the instructor was there almost all the time. He is the best. Grades fast and replys to concerns even faster
316. The Interaction and Feedback with the professors was very good, and for ANY online course this is a MUST.
317. the interaction with the other students
318. the menus on black board and what the instructor post there were very helpful and effective way of teaching and learning.
319. The most valuable was that I could study and participate when it was convenient for me.
320. the online course is helpful in many ways. it shows me instructions what to do first beforei start working and i was able to understand what to do in my blackboard. also theres information on how to contact my professor.
321. The only element that is valuable to me is being able to complete some transferable credits without having to spend more time in a classroom.
322. the opportunity to study on my own time and around my full time work schedule
323. The orientation and detailed instructions.
324. The professor chose math hands instead of blackboard which actually gave better examples of the course materials and lecture
325. the professor goes more in depth about the material then they do in face to face classes. so i found myself learning the material better then i do in face to face classes
326. The professor suggested the myeconlab and it has really helped me.
327. the quality explanations, and the flexible format
328. the quizes and calendar
329. The reading modules laid out in advance.
330. The schedule is convenient and the instructor provided lots of visual and multimedia supporting course material.
331. the set up of the class
332. The short term online course allowed me to finish it before final exams for other courses were due.
333. The student interaction. They were quite helpful any time I had questions.
334. The student tutorial for blackboard vista -The instructor's guidelines and expectations were clearly stated which was very helpful to be a successful student -The calendar section was my favorite because it helped me with time management

335. The subject matter.
336. The teacher is very prepared and clear about the instructions.
337. The teacher was very helpful and the information resources were very also helful
338. The tests were easy to understand. The directions were clear.
339. The time saved by not having to commute back and forth to and from campus.
340. The unrestricted class hours were essential in my enrollment in an online class; letting me go at my own pace was great.
341. The use of ALEXS math tutor is a strong way to learn specific topics including that it has logical explanations for each topic.
342. The videos of my professor explain everything that we need to know. My professor is a good valuable in this class.
343. The videos on iTunes were very helpful
344. the videos that the teacher provided
345. The way it fit with my disablity, the time factor, the convenience
346. The way that we can communicate with each other, students a swell as with the instructor. Also, that we can take a quiz anytime within a specific period. At our pace.
347. time
348. time
349. Time and availability
350. Time and travel
351. time convenience
352. time flexibility
353. Time flexibility
354. Time flexibility with my other courses.
355. Time flexibility, make my own pace.
356. Time flexibility.
357. Time management
358. time-management and test-taking skills
359. Time, Place and contents.
360. understanding the courses.
361. useful tools.
362. Very easily accessible
363. Very flexible. no stress.
364. VEry valueable, i need to be able to work at my own pace and don't have time to go to classes.
365. Well-organized, good teacher feed-back. Was able to order the book in advance. This is important because where I am book delivery takes 2 weeks, so I must order the book 2 weeks BEFORE the class begins.
366. Whenever, wherever
367. Woriking according to my schedule.
368. Working 50-60 hours per week, online courses are invaluable to me. The convenience is key.
369. working at own pace. self paced course. no discussion board participation required.
370. Working from home.
371. Working on my own schedule/flexibility
372. you can work on it anytime you wanted to.
373. you learn to be resourceful,independent, inquisitive,punctual with regards to submitting your requirments. Flexible with regards to location,you don't have to go to the campus.

Question 24: What would you change about the course you took?

1. A clearer syllabus. Our syllabus seemed disorganized and was hard to understand.
2. A concrete calendar of assignments and assessments is key. Something concise that fits on one page.
3. A couple errors and confusion resulted from incorrect due dates and chapter references.
4. A more user friendly site that is more easily navigable.
5. abstract lesson.
6. Add support for the Chrome browser. Increase quality of exam questions.
7. All of my online courses were software based courses. It would be nice to have a tutorial video that corresponds to that week's particular lesson. It would also be nice to have an open lab on campus available for each online class that we could attend in order to get face to face help.
8. allow to resubmit homework up the due date/time without asking the professor for permission
9. Amount of reading required and scheduled group activities. it's to hard to get everyone on the same schedule, that is why they take on-line classes.
10. better communication with instructor. if i still have question,would be nice to be able meet instructor on campus.
11. better organization - many aspects about how the quizzes and exams were set up conflicted with what was presented in the syllabus, and there were always problems with how the expiration/end dates were set up.
12. Better study guides
13. class hasn't started yet
14. deadline times to a later time during the day
15. design of blackboard and a demo or video orientation.
16. Different teacher. She was not real informative and didn't incourage students to work together to understand the program. The class needed to be more about the program and not weather or not I could spell.
17. don't know, it seems very good as it is
18. Easier communication between the professor and student.
19. easier to access. advance input on tools available for access and class requirements
20. ECONMIC
21. Everything depends on the instructor... maybe nothing.
22. First; I would set a standard for all exams, tests, quizes and due dates for papers so that the deadline is Sunday p.m. at 11:59 with a minimum of two weeks notice for any changes. Esample: Generally, most online instructors make tests and papers due by Sunday p.m. - A recent Art History exam, however, was scheduled for mid-week with a week's notice. I have a full schedule- 14-16 hour days Mon - Thurs with night classes from 6:30-9:30 p.m. each night. That schedule is not negotiable. The only time many of my classmates and I have to do online coursework, or have access to wifi or internet connected computers is Friday, Sat, and Sun. A Real estate class FINAL exam deadline was moved up 24 hours (to saturday) from what all other tests had been previously scheduled(sunday). I had planned weeks in advance to be out of town (on the road) Friday/Saturday but would have access to wifi via the hotel room on Sunday. If the final were due on Sunday night by 11:59 p.m. (as all test had been up to that point) I would have been able to take the final. As it was, I was driving both days and had no place to access the internet. I received a failing grade and now must take the class over.What a waste of time and student aid money.Secondly, All exams should be available to the student who took the exam so that he/she can study their answers, correct their thinking, and re-study the information and correct answer in preparation for Mid Terms and Final exams. It's like being on a date where the guy starts to kiss the young lady good night. Suddenly, she pushes him away and he has no clue what he did wrong. She won't tell him what her objections are so he has no chance to redeem himself, nor can he learn from this experience and try his best to make good! It's a loosing proposition so why try again?

Unfortunately, there is no formal district policy that clearly states that all instructors must make exams available to students. This too is a waste of time and student aid money if a student cannot see their mistakes, fix their own mistakes and learn from them. Thrid; If quizes and pre-tests were consistently offered, and the results of those tests were consistently available to the student, students overal test scores would increase. This would save the students time and agrivation, it would save the District money as students would not be set up to have to re-take a class. AND the District could provide for more students as it would create more openings for classes. Students would, hopefully, be taking the course only once and passing! They would graduate sooner, have a better grasp of the material and feel better prepared to transfer to a 4 yr university. The benefits of that are obvious. Fourth; a standard must be set for supplies and materials for each course. A list of required supplies and aprox. cost should be made available before the add drop deadline. If those supplies aren't available,for whatever reason, the course / sylabus should be adjusted to accomodate the lack of availability. It's not the student's fault that the books, supplies, videos etc... are unavailable so they shouldn't be penalized for lace of access. Example: A Cinema as Art and Communication class required a Net Flix account (or access to Blockbuster or Hollywood video etc..) Next,a specific list of films was distributed to the students. When students checked with the above vendors, 30% of the films listed were "unavailable." Even the public library showed no availa

23. Fix blackboard. Current java issues prevented effective communication. Improve student to student communication system. Provide instant messaging in a shared class room rather than the clunky request process. Allow all messages on a board to be marked as read.

24. Fix bugs on the website to assist students.

25. For some courses, more instructor feedback.

26. for the professor to be more involved and maybe provide a lecture on material instead of just a book and tutorials to learn the material

27. for this one, probably a weekly discussion

28. from the one I DROP THE TEACHER

29. Get better insturctors, one's that care. Both times I've taken online classes, the insturtors seemed not to care. One insturtor kept refering back to the her syllabus. I know how to read....I needed explaination, not attitude.

30. Grading system. Openness of teachers. Teachers don't interact at forums. Only students.

31. Have assignements be due on Sunday not on a Friday. Again, I am sure a majority of students who take online classes working so Friday due dates aren't very reasonable.

32. Have one universal way things are posted online. Different instructors utilize different aspects of the webct. It would be helpful if there wasone universal format that all instructors used.

33. Having more interaction with the Professor.

34. having to pay for another element of blackboard.

35. I am currently taking three courses and the only thing that makes a difference is the instructor. It is very important that the instructors are very clear in what they want. A good instructor = a good class. A bad instructor = a bad class.

36. I am still in own pace math 46 requiring 10 hours per week on line, which I love, and the Introduction to windows vista with Prof. **** was great. I would not change a thing about these courses.

37. I am, for the most part, very happy with the program.

38. I believe that the current structure is works well for some students. For students like myself, i better understand course materials by being in an in-class setting.

39. I do not like online discussion boards and I feel that they did not advance my learning at all.

40. I don't have any suggestions.

41. I don't know how the official grades are sent to the student. I would like a hard copy grade mailed to my home or e-mailed to my account. I no longer can access my grades to show proof of completion to my school district.

42. I don't think I'd change anything

43. i don't think we should have to pay another fee for the class. i had to pay a subscription for mathhand for my math class
44. i enjoyed the course as it was no problems at all
45. I feel Blackboard is a great system.
46. I feel the class has been conducted very well and can not think of anything to change.
47. I had one class that was partial on line. more instructor needed as instructor or assistant tend to be impatient during the time helping you as they have other duties to do in thier system.
48. I had to purchase a book and an additional online program (Aplia) for taking quizzes. This was kind of disappointing considering Blackboard could have done the same duty for free.
49. I have no idea
50. I have no idea.
51. I have taken 7 or 8 online classes. I would like it if all the professors used the blackboard system the same. For instance, some only use the Calendar tool for when assignments are due. Some have complicated set-ups for how to find info for what is due and how to do it. I'd like a more stream-lined approach.
52. I have taken several courses online, at three different colleges. My main complaint would be the different software that has been required for courses. For example, a few of my courses fully utilized blackboard, while others only used blackboard for discussion posting and all other work was through different software. At times, when taking multiple classes, this has proven to be somewhat annoying and time consuming when the courses required logging into both websites each week.
53. I like the flexiblity of an online course but it would have better served me if there were recorded or live lectures for the class.
54. I need some materials or discussion on blackboard.. reading the book isn't enough for me to understand the lessons or material
55. I sometimes feel that our instructors consider online classes their last priority. It often takes days to receive answers to questions submitted through class email. Grades also seem very delayed.
56. i think i would have rathered take a web design class in person.... it was very hard to take it online.
57. I think it should of been a different course it should of concentrated on the programming basics before just diving into it
58. I think that the professor needs to be more proactive. I received little informative lecture or written information pertaining to the task at hand. I had to rely on my own previous experiences to do well in this class.
59. I took a 8 week class and with my schedule it was difficult to keep up with the work load, I will take it again but not on a short term class.
60. I took two classes. I would change the way the structure is set up. Each teacher has different formats and ways of offering instruction. Having a systematic format for students would be easier and less stressful. I attend Ashford University online full time and each week I understand what is expected of me, how the structure and grading will be and can work ahead if needed. I think there are too many areas a student needs to go to in order to locate the information for that weeks assignments. I would like the layout by week, with everything listed beneath that week (assignment, test link, reading requirements, etc...). I would prefer to have structured due dates for work (Sunday = paper, Monday = tests, Tuesday or Thur = discussion board). This would allow a student to better schedule their time and minimize how often they have to check the board (which some teachers require everyday).
61. I wish I could have seen a syllabus for each class before I enrolled. Also, some of the tests and quizzes asked questions about random details and not about the most important content.
62. I wish that more classes were offered this summer.
63. I wish that more colleges would adopt free, open textbooks so that students don't have to worry about choosing between buying an exorbitantly expensive ripoff book and being able to eat for the next month.

64. i wish the instructors would post the ENTIRE course online all at once. that way you could work at your own pace and complete the course as slowly or quickly as you saw fit.
65. I wish the text was more updated to include alternative perspectives on health.
66. i wish there was more description as to where to find things ... but because of thefact that some teachers do it differently than others, it makes it difficult to find things sometimes.
67. I wish there were a way to see which questions were incorrect after taking the tests other than having to go on campus, b/c I don't live nearby. Some of the test questions seemed vague and unfair when compared to the book's responses.
68. I would appreciate it if the instructor was more accomodating for illness and injury. His policy is not to offer any type of makeup exams no matter what.
69. I would change how often the website is down. It is in the peak hours for a college student. Usually from midnight to 4-6 am.
70. I would change how the intructor graded her homework assignments.
71. I would change the course subject. I was not really interested in the topic.
72. I would change the credit value. It is listed as a one-unit course adn the work/time load intensity is worth at least 2.0 if not 3.0 credit units.
73. I would find another instructor who gave timely and consistent feedback. It was hard to understand if I was completing assignments correctly at the beginning of the course since the instructor did not provide feedback for several weeks.
74. I would have an instructor that graded assignments in a timely manner, responded to students in a timely manner, participated in the online discussion and unlocked discussion boards without someone having to call her on the phone a week after the discussion should have unlocked.
75. I would have at least one on campus meeting. that way the students can get all questions asked. I feel that a in person conference would be a good thing.
76. I would have liked an inexpensive book to do homework problems in instead of printing out sheets online (I did not always have access to a printer)
77. I would have the teacher make it easier to understand how the class is going to be run. For example, make an outline of what assignments to do, how to turn them in, etc.
78. I would incorporate a writing element into it and not base so much of the grade on multiple choice tests.
79. I would like an e-mail detailing where to go to get the sylabus, books, etc.
80. I would like more quizzes and less discussions. I would like some lecture as well and better powerpoint slides.
81. I would like more specific feedback whether the information I am providing in my posted discussions is right. I have earned my points, but I'm never sure whether I included everything the instructor wanted.
82. I would like the professor to have Office Hour so when we have other questions, we can come to office hour to ask.
83. I would like the reacher to answer to emails and post gradesmore quickly
84. I would like to see a course outline before I enroll.
85. I would make it 100% online
86. I would make it a full semester instead of a short term course.
87. I would manage my time better to allow for more studying.
88. I would maybe allow more time to take tests. This current course I'm taking, the number of question is usually 45, and we have 40 min to take the test. I understand there have to be restrictions due to it being on line, but I think a few more minutes would eas a bit of stress
89. I would not change anything.
90. I would not take online
91. I would take in on-campus.

92. I would take the class from a different instructor. This one almost never participates online and is only available for on-campus office hours. I took an online class because I didn't have time to be on campus.
93. I would want more chat sessions for this class.
94. I would want the instructor to be more available to reach.
95. In some of the quizzes and teats, there are pictures to click on...they don't seem to respond when I click on them.
96. instructor
97. instructor availability
98. Instructor feedback was not always very quick and efficient
99. Instructor's intro/bio and syllabus would be helpful before enrollment to allow students to have enough information about online course requirements prior to enrolling. I would have the option to select another instructor and not waste time.
100. Instructors involvment and being avaialable online. High demand on assignments but not enough devotion on getting your grades back to you in a timely fashion.
101. It depends on which course we're talking about. One of them they instructor posted assignments one day and seemed to change his mind the next day and take them down... this was very annoying especially once you've already started the assignment.
102. it was pretty apparent that the instructor could really care less about the class and his grades had no grading behind them. They were just random numbers and when asked how he came to the grade he gave he was unable to defend his position
103. It was too much information all at once. Needed to be less.
104. IT WOULD BE NICE IF ONLINE CLASSES WERE MADE AVAILABLE AT LEAST 2 DAYS BEFORE THE CLASS STARTED SO YOU COULD BE ABSOLUTELY SURE YOU WERE READY TO START ON THE FIRST DAY OF CLASS. IF A CLASS STARTED ON MONDAY IT WOULD BE NICE IF YOU COULD HAVE THE WEEKEND TO GET READY AND EXPLORE EVERYTHING AND KNOW WHERE EVERYTHING WAS.
105. It would be nice to have professors upload some of their own personal lectures or notes about the material rather than having us rely solely on the textbooks which can be rather dry.
106. It would have been nice to have a practice test to highlight the types of problems which could be encountered on the test. Because when you work solely online, you do not have the advantage of the teacher emphasizing what will be on the test. My teacher said the math problems will be similar to the homework problems, but there were a Lot of homework problems, so it would be nice to narrow down the important types of problems.
107. It's hard to stay on top of all the material. If I have a question on something sometimes I don't ask the professor because I have homework due before I think I can get the question answered. I'm pretty proactive in my studying and get good grades, but if I don't look at the material almost 4 days before homework is due, there really isn't enough time to get questions answered.
108. It's not very demanding, we aren't reading the whole book and the discussion questions don't relate to the class.
109. Just a little more explanation of the quiz and test components and that the "handouts" to be completed while studying would assist in the quiz and test taking. This became clear after the first quiz.
110. Just make the syllabus avaibable for review as easily as the class description is available for review. With holding this kind of information only means people take a position in a class that they ultimately wont take and then dont have the opportunity to register for another, since all other classes are full.
111. Just work out just a few kinks with the course content itself. They platform and system it was running on was fine
112. Knowing required text-book before the course start.

113. knowledge of exact days and times things were required; perhaps email notification. I know it is my responsibility to know these things but I take on line classes because I work 50hrs, have 2 kids and I need all the reminders I can get
114. Less chat, because it was down for half the class
115. less reading assignments
116. Less students
117. Let students speak with one another.
118. Like to see instructor lecture videos, or have an hour a week for class discussions and questions. One class had a good message board, the other was next to zero interaction with the professor.
119. Lower the testing standards. In this course, we were not able to see the entire test at once. We were asked to answer each question in (fill in the blank) format and then go to the next question. We were also unable to go back and change answeres once we had answered the question. This was very stressfull as you are also being timed. The testing grades were weighed highly on overall grade and that is why I dropped the class, besides there was an excessive amount of reading and assignments as well.
120. Make access to the teacher/required materials easier to find in months prior to the start of class.
121. Make it a little clearer to understand as far the learning module is
122. Make the instructors more accessible for questions.
123. Maybe a little more scheduled interactivity? A weekly online chat session? But really, it has been fine just the way it is.
124. maybe a little more time to get assignments completed.
125. maybe a smaller book
126. Maybe a study guide for the midterm.
127. Maybe throw in some essay questions for exams instead of all multiple choice.
128. Maybe we can have a live online session for everyone in class to attend to discuss the initial expectations of the class.
129. More availability of classes
130. More clear instructions on assignments
131. More discussion and interaction among students
132. more feedback needed
133. more info on what is needed to be done, like a schedule. too many online classes make you try to figure things out, its not simple enough sometimes.
134. More instructor involvement
135. More interaction
136. more interaction of student to each other. chat room for the same courses taken
137. more interaction with the professor
138. more involvement from teacher
139. More live interaction with the instructor.
140. more structured deadlines for assignments. It's easy to get behind when there are no deadlines.
141. More support with learning how to use blackboard. Maybe having the instructor give a detailed explanation of everything and every where she has placed work and how assignments can be found, done , and turned in properly.
142. more teaching aids.
143. more time for the teacher to interact with our doubts
144. more video/media learning tools most of learning was out of textbook which was good but really enjoyed the supplementary links to videos relevant to the course but there werent that many
145. most of papers were due the last week, prefer them to be more spread out.
146. My business instructor at mesa. the fact that he takes forever to return work back and emailing students back.
147. My online course at Mesa was Math 104. The instructor used his own website and discussion board, NOT an sdccd site. The lectures he provided were great. HOWEVER, he did not check in

with the discussion board often enough in order to respond to student questions. I was very disappointed about this as we only met on campus for exams. Students heavily rely on email and discussion board correspondence with the professor.

148. n/a
149. n/a
150. n/a
151. n/a
152. n/a
153. N/a
154. N/A
155. N/A
156. N/A
157. N/A
158. n\a
159. na
160. NA
161. Need more listening and more powerpoint lecture.
162. Need to interface with Google Chrome web browser
163. needs to be better organized
164. no
165. No problem with the course itself but I prefer the class you setting greatly over the online course.
166. none
167. none
168. NOne
169. None.
170. None. Simply hoping for more online courses are available.
171. Not a thing.
172. Not enough extra credit is available to make up lost points on exams and assignments.
173. not much
174. not sure
175. Not take a future course in Moodle but instead Blackboard. Blackboard is more user friendly to use.
176. nothing
177. nothing
178. nothing
179. nothing
180. nothing
181. nothing
182. nothing
183. nothing
184. nothing
185. nothing
186. nothing
187. nothing
188. nothing
189. nothing
190. nothing
191. nothing
192. nothing
193. nothing
194. nothing

195. nothing
196. nothing
197. nothing
198. nothing
199. nothing
200. nothing
201. nothing
202. nothing
203. nothing
204. nothing
205. nothing
206. Nothing
207. Nothing
208. Nothing
209. Nothing
210. Nothing
211. Nothing
212. Nothing
213. Nothing
214. Nothing
215. Nothing
216. Nothing
217. Nothing
218. Nothing
219. Nothing
220. Nothing
221. Nothing
222. Nothing
223. Nothing
224. Nothing
225. Nothing
226. Nothing
227. Nothing
228. Nothing
229. Nothing about the course but a problem that I had, and others that I have spoken to had also, is that when trying to log into on-line courses I didn't know that I had a diff. password from reg. access to SDCCD site. When I called tech support, they were unable to give me any info and referred me back to campus. WHen combined with uncertainty about how on-line classes worked, tech requirements.... It turned into several days of frustration.
230. nothing at all.
231. Nothing both courses are very interesting.
232. Nothing can't change professors but I can call them out on their mistakes
233. nothing comes to mind
234. nothing except more interaction among student would be better.
235. Nothing it was good.
236. nothing really
237. nothing really i enjoyed it and since the classes are online i have a lot of free time. i just wish they would give practice quizes and problems
238. Nothing--I just personally learn better from traditional, face-to-face class sessions.
239. nothing, ****'s course was perfect. The computer course I dropped was asking for asking for a ridiculous amount of coursework for an online course.

240. Nothing, but as the technology changes, use updated textbooks to keep up with it as part of the curriculum. E.g., Adobe released CS5 today. Adobe s/w expense was prohibitive for some students. Would be beneficial to have a way to use it remotely without cost to students. Unfortunately, I don't believe Adobe use agreements accommodate this.
241. nothing, everything is great so far
242. Nothing, I actually enjoyed the pace and system of my online courses.
243. nothing, is very well organized
244. Nothing, it seems to be going well.
245. Nothing, It was an interesting course. I learned a lot.
246. nothing, it was great.
247. Nothing, really.
248. nothing, this Professor was great
249. nothing!
250. nothing.
251. nothing.
252. nothing.
253. nothing.
254. nothing.
255. Nothing.
256. Nothing.
257. Nothing.
258. Nothing.
259. Nothing.
260. Nothing.
261. Nothing.
262. Nothing.
263. Nothing.
264. Nothing.
265. Nothing.
266. Nothing.
267. Nothing.
268. Nothing. **** has been the best online instructer so far.
269. Nothing. Everything was informational, and the schedules offer flexibility that youwont get with an on campus class.
270. Nothing. I have been very impressed with the advances made in presenting the material in accounting & economics a fun & easy read by incorporating lessons of today along with today's technological advances.
271. nothing. it is perfect the way it is.
272. Nothing. It was a great course that where I learned a lot.
273. Of the three fully online courses that I have taken and I am currently taking thus far through SDCCD, I would change them both in the same way. I have made the following suggestion to one of the professors (****, who was very receptive to my comments) and I will make it to my current professor (****, I think that's her name?) as soon as my current course is over. That suggestion is that there should be at least 2 assignments per semester that are completely self made. What I mean by that is that I am taking courses in computer programming and every assignment is essentially working through a tutorial book or a step by step assignment. I think if each of the courses offered just two assignments completely independent of the book yet incorporating what the book is teaching then I would find these courses a much more enriching and challenging experience. Keep all the book assignments as is, but then add two big projects, one due at the mid-term and one final project at the end that are again, totally independent assignments from the book, yet using what the book has been teaching us. Talk to the Computer Science professor ****, I had

him for C++ and I think he is easily one the best teachers I have ever had because he didn't go easy on us yet made learning very attainable for those willing to do the work. If you really wanted to he could probably tell you how to make learning Computer Programming through online courses very robust.

274. On campus final

275. on some of my classes I have had problems submitting my assignments for excel and visual basic on my home computer. I have had to go to school to submit them on one of their computers. this totally loses the convenience of doing the classes at home.

276. One of my current instructors is not responsive and posts assignments last minute. For example we had to complete a project over Spring Break - the professor forgot to post it sooner! So it was given to us on the first day of Spring Break and it was due the first day back (April 5th)

277. One of the courses I took the teacher seemed never online or ever giving us much updates or feedback.

278. one of the instructors was not consistent with the days and times assignments were due. Although I acknowledge time management and the teachers schedule, but it's better to have one day and time that work must be finished by rather than four days throughout the week all due at nine pm

279. One of the teachers was not very good at keeping up to date with the questions of the students. Other than that I have had very good experiences.

280. Online courses seem to attract lower caliber professors. I have not had the opportunity to "review" a professor in an online class like I have in a brick & mortar class. I would like to see more accountability on the professors end.

281. Online Textbook access. Instructor to teach weekly ELLUMINATE live lesson with powerpoint and voice to explain key concepts, one 1-hour lesson per week would be adequate, then students can either attend or watch the recording. (like the online course at my other college.)

282. organization of material

283. Overall it was ok.

284. Perhaps the number of weeks considering the information.

285. Price of e-book, possibility to keep the e-book after the class is finished.

286. real time communication with professor

287. Recommendation to take some computre prep course, or where on campus to report for assistance.

288. Regarding CHIC 141B, it was an awful lot of work for a 3-unit general education lower division class. I can't imagine being able to take a full load of classes with this being one of them. Also, it ended 03/20/2010 and I still haven't gotten my grade on all the assignments and quizzez, nor my final grade. On the plus side, the instructor did give on-line feedback and respond promptly to e-mails. So what would I change? Less work (reading, writing essays) and quicker grading. Regarding HEAL 101, it has an appropriate level of work for a 3 unit general education lower division class and I wouldn't change anything.

289. Require teachers to utilize the supplied Blackboard vista page and to stop forcing students to pay extra to use web pages designed by the publishing company of their required books!

290. So far I think the way the teachers teach is very effective. I wouldn't change a thing.

291. Some courses have long tests, tests covering a large amount of material is harder to test on. Testing on 1-2 chapters is easier to retain the information, otherwise the information becomes overwhelming.

292. Some instructors use all the menues in black board while others don't open them at all. I would like all instructors to make use of all the menues and tools on blackboard if not all I mean most. I have taken several partially online courses that use black board effectively. The things that I want to change would be I would like to access the corse material even after the class is over but it appears they are removed almost immediately after the course is over.

293. some lecture videos might be useful

294. Some of the course instructors seem to feel that they can pile on reading and shirk the lecture substitutes- like powerpoints and transfers.
295. Some of the questions are lengthy and redundant. Also, the duration of the quizzes need to longer.
296. Some of the specific times that things are to be turned in.
297. Some of the teacher's communications skills and the way the layout of the syllabus is. The syllabus should be streamlined across the board so that each is the same as far as layout and format so it is not confusing from course to course.
298. some of the teachers dont use the email system attached to the blackboard, and use their personal email with is inconvenient.
299. Some professors are incredibly helpful, while others seem to teach online courses so that they don't have to communicate with their students at all. I've had both, and the former is much better.
300. Some professors assume that you are taking an online class because you do not have any other responsabilities in life. 3 books for one class, plus 3 assignments wirh pages of reading and 5-7 pages to write in 8 weeks is something out of anyone's schedule.
301. Some teachers assign more work/homework than you would get if you were in a classroom. Just because I am taking a class on line doesn't mean that I am not using my time wisely. Over assigning work does not help your grade. In fact, I almost think my grade suffers and that I should take the class on campus.
302. Sometimes the assignments have a graph that you need to use to answer the question but they do not all fit in the same frame. I have to scroll down to read the question and back up to view the graph.
303. Sources of homework verses quiz and exam do not quite match. Homework do not cover every aspect quiz and exam have. As it is an on line course, instruction and highlights from teacher is limited. Homework comes to be very important for us to absorb what learned.
304. speed, some file can not open online
305. Spend maybe and hour more than usual.
306. start when semester starts.
307. teacher communication skills, teacher's willingness to help/explain/teach
308. Teacher should incorporate more resources that allow for the student to understand the information being learned.
309. test material should be "clear" from the textbook.
310. that my teacher wasn't making rude remarks when we asked questions, wasn't sarcastic and was there to help rather than team up with people. he made me feel insecure the whole semester.. his name is **** and i was in the cisc 181 course!
311. The amount of information! What I saw in the tutorial was not what the same features I used during the semester. And maybe it was my instructor, but I felt lost half of the time because the information given was so minimal and kind of vague.
312. The amount of reading due per week.
313. The chatting program.
314. The class was hard, but I wouldn't change anything about it
315. The course was fine, I managed, but I still prefer face to face learning because the experience a teacher gives when teaching makes the material more memorable and meaningful. Online courses are more self taught in that they give the materials, outlines, powerpoints, and then you study and take a quiz. I really enjoy when teachers lecture. This is a personal opinion.
316. The current course I am taking is well balanced between reading and activities. However, a few others that I've taken would be better if there were more brief assignments to practice or explore further the skills and concepts being learned.
317. The discussions were pointless and there was too much reading for a 1 unit class. The reading could be minimized, the content was logical and common sense. Overall, the only change would be in the amount of reading required because it does not reflect the number of units of the class.

318. The initial instructions were not very clear. I was not sure if I had completed the assignments correctly at first.
319. The instructor responding in a timely matter.
320. The instructor used another source besides WEBCT and it was very confusing. I felt he didn't correct our assignments, but instead took an easy way out and used the other source.
321. The instructor was unresponsive, dissorganized, & material too difficult to be covered outside a classroom.
322. The instructor was very unorganized at the beginning of the course, and is still getting on track barely half way through the semester.
323. The interface
324. The last course i took went extremely well.
325. The online course had weekly reading assignments that exceeded the norm for a 1 unit class. The exams had questions that were not in the assigned chapters we read. Two text book editions were used for assignments which created more work and a great deal of time reading if you worked a full time job and have a family. This course should be 3 units, not one unit. The reading assignments/chapters were not the same on the syllabus assignments which created more work.
326. The only thing that I thought was a little weird was the discussions, I know they're necessary since we don't have regular face to face participation but I think for some of the students it was difficult to tell the tone you were taking when you posted something. I felt a couple of students didn't discuss but rather attacked what another student said.
327. The overall experience with the courses I am taking is good, the only thing that would be better is if students enroll would be more willing to communicate with other students.
328. the professor doesn't teach anything. would be better if there was more than just power points that you look through on your own
329. The Professor for my course was extremely unflexable for students. I was able to access all website information (quizzes, presentations) on my PC throughout the class, however, when I went to take the first exam I was unable to view any of the graphs. This caused me to fail the test as half of the questions included graphs. When I explained what heppened (via email immediately after taking the test), I was told that we were allowed to drop one test grade & that I needed to take the exam at Mesa library. Not only does this defeat the purpose of my taking the class online, but the professor makes the tests available from Friday-Sunday only. I work full time with quite a bit of travel & am often gone on weekends. We are only allowed one attempt to access the test so if the PC I logged onto while I am out of town does not show graphs, I am again in trouble. The exams and quizzes should be available through the entire week. The Professor is not receptive at all to these problems. I would change the policy for her because I am sure Mesa College does not want to set up their students for failure. My reason for taking the course online is for flexibility with my schedule and this class has made this impossible.
330. The professor needs to return graded assignements in a timely manner. Don't expect students to do 20 assignments and only grade a handful at the half-way point of the term. When this happens, students do not recieve feedback on time or in an appropriate manner.
331. The Professor was totally disorganized and should not be teaching this course!!!
332. The professor. So many bad reviews on the guy at RateMyProfessor.com I only took his class because there was no other choice.
333. the teacher seem to be busy with other things and the curriculum was from last semester and not updated. The professor should maintain the site and keep it up to date
334. The teacher, and the number of units the course was worth versus how much time I had to put into the class.
335. the test format was easily disfigured and unaligned with the questions being asked. I would find someway to Technically fix that.
336. The test taking process was a little tough to work with. Not being able to save then go back to questions was an issue.

337. The tests were not used as a learning tool, only as assessment. We did not get to review them once they were submitted for grading.
338. The way the test is given
339. The web text. It was not printable (I printed it out but its format was not good for printout, for exmaple, each page differed from online-text page.)
340. There are icon (tabs) that were confusing and didn't seem helpfull. So icons should be changed or deleted.
341. There are not enough online technology courses available at SDCCD. Very hard to get into the class.
342. There has to be improvement to CALENDAR and letting us know when items are due and returning the assignment grade for review. I felt that the course was poorly designed in regards to informing me of due dates for assignments and dates for exams so that I could study.
343. There should be some semblance of a classroom with an instructor on video. I found that very helpful, as in my math classes. (mathhands.com)
344. things would always be due sunday nights.
345. This course is a math class, and I learn math better from a live teacher.
346. Video updates? Sometimes it is nice to have a lecture to back up the required reading.
347. Was Happy With Course
348. well, I took a 4 week course and it was fast paced. That wasn't the problem. The problem was the fact that I would check in and I would have so much due that day. I kind of wanted a heads up. Like an email to my yahoo email telling me that something is going to be due or just reminders.
349. would change anything.
350. would not take 8 week class as the yeacher put too much into one online class 3 credit class took my at least 10 hour of homework .too much didn't learn much just speed thru.
351. wouldn't take it on line

Question 25: What additional online services or support would be beneficial? OTHER SPECIFIED

1. a better calendar.
2. A support person that could be contacted when the instructor is unresponsive.
3. Better scrutiny of teachers, at least for comprehension of english language.
4. Chat room for all classes. It should already be a given.
5. different format--like have homework due for achapter one week and have the quiz due the next week so there is time to get questions answered
6. dsps
7. DSPS
8. DSPS, EOPS, TRIO and maybe a Starbucks ;)
9. Evaluations
10. For More Classes To Be Available Online
11. if the professors can extend their due dates to lets say 11:59 PM instead of in the afternoon while most people are working would help out tremendously
12. In two classes I responded to other students plea for help. Others were not forthcoming & rightfully so. This is one reason why on line is appealing.
13. Instructors availability and accountability
14. Links to examples and outside help
15. Mail grades to students at copurse completion
16. Make more classes available online and 100% online
17. More courses should be offered online!
18. Offer more courses online
19. Openinig up the class, assignments and syllabus earlier since it is a great deal of reading for 1 unit.
20. Personal Professor Contact Information for when they do not reply on the online course website.
21. required study groups weekly
22. specific times when the instructor is available online
23. Teacher needs to check on students more often
24. teacher see #16
25. These are all available and wonderful!!
26. virtual classroom availability like at Stanford U Online high school math classes
27. would have been more helpful if the teacher ever responded to emails - never receive responses.