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# Miramar College Online Course Satisfaction Survey Report

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## Spring 2010

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Office of Institutional Research and Planning  
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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 Miramar 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 Miramar College totaled 3,666 students. Two percent of the students did not supply an email address or supplied an invalid email address. Of the 3,559 surveys that were sent to students, 426 surveys were returned, yielding a 12% response rate. The response rate does not provide statistical representativeness of the population of online students served within Miramar 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 (76%). (See Table 1.) This was similar to fully online course enrollment by the general online population (79%).
- 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 (22%). (See Table 2.) Respondents between the ages of 18 to 24 were underrepresented (32%) compared to the general online population (46%); however, all other age groups were generally representative compared to the general online population
- The majority of respondents reported their gender as female (71%). (See Table 3.) Females were overrepresented compared to the general online population (57%).
- Just over half of the respondents reported their ethnicity as White (53%), 17% were Asian/Pacific Islander, 10% were Latino, 9% reported 'other', 7% were Filipino, and 6% were African American. (See Table 4.) The ethnic groups of students who responded were generally representative of the general online population, with the exception of White students who were overrepresented (53%) compared to the general online population (46%), and Latino students who were underrepresented (10%) compared to the general online population (18%).

Survey respondents varied somewhat in age, gender, and ethnicity compared to the general online population at Miramar College. Thus, the group of students who completed surveys provided limited representativeness for generalizing the results to the entire population. The results of this report represent only those students who answered the questionnaire.

## 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 (73%) responded that they had taken a course at SDCCD. (See Table 5.) Approximately one in four (24%) responded that they had taken an online course at another college in the past two years. (See Table 6.)
- Many respondents (68%) felt they had sufficient information about online course requirements prior to enrolling (35% agreed and 33% strongly agreed). Fifteen percent felt they had not received sufficient information (11% disagreed and 4% strongly disagreed). (See Table 7.)
- When asked how helpful the Online Learning Readiness Assessment was, 190 (45%) 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 23% rated its' helpfulness neutrally.
- When asked how helpful the WebCT orientation was in preparation for an online course, 217 (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, 67% felt the WebCT orientation helpful and 23% rated its' helpfulness neutrally. (See Table 9.)

### Student Experience in Online Course

- Over half of the respondents (52%) 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, personal reasons (24%) was mentioned most frequently. (See Table 11.) A personal or work scheduling conflict (18%), a course that was too time consuming (17%), no need for the course (17%), and not enough instructor feedback (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.)
- Fifty-seven percent of respondents spent 4 or more 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

(38%), followed by a desire to apply the course toward their AA/AS degree (33%). (See Table 14.)

### Technical Support

- The majority of respondents (80%) agreed that they had a positive experience using the online course tools. (See Table 15.)
- When asked if the respondents were able to obtain needed help from Technical Support, 145 of the respondents who completed surveys (34%) did not respond or responded 'not applicable'. Among those who did respond, 61% agreed that they were able to obtain the help they needed and 30% remained neutral. (See Table 16.)

### Communication

- Approximately three in four respondents (76%) agreed that they could communicate effectively with their classmates and 17% of respondents rated communication with their classmates neutrally. (See Table 17.)
- Three in four respondents (75%) 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 (12% and 13%, respectively). (See Table 18.)

### Perception of Online Learning

- A large proportion of the respondents (72%) agreed that the number of students in the course was appropriate, and 24% 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. (See Table 20.)
- The majority of respondents (82%) reported enjoyment of the online learning method. (See Table 21.)

### Future Services

- Sixty-eight 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, 17% 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, tutoring, and financial aid were mentioned most frequently (37%, 34%, and 30%, respectively). (See Table 23.) One in five respondents (21%) 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 one 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 no 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 during Spring 2010?
  - 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 within the San Diego Community College District (City, Mesa, or Miramar Colleges) have you taken in the past two years before Spring 2010?
- None
  - One
  - Two
  - Three
  - Four
  - Five
  - More than five
8. How many online courses have you taken at other colleges outside of the SDCCD in the past two years before 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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	I have had a positive experience using the online course tools (such as, discussion board, class email, quizzes, calendar).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	I am able to obtain the help I need from Technical Support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	The number of students enrolled is appropriate for this online course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	I am able to communicate effectively with fellow students in this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	I am able to communicate effectively with my instructor in this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	The online format is an effective way for me to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	I enjoy the online method of taking a course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

## Miramar College Online Course Satisfaction Report

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	322	76%	76%	2,906	79%	79%
Partially online only	50	12%	12%	586	16%	16%
Both fully online and partially online	49	12%	12%	174	5%	5%
<b>Total</b>	<b>421</b>	<b>99%</b>	<b>100%</b>	<b>3,666</b>	<b>100%</b>	<b>100%</b>
No response	5	1%				
<b>Total</b>	<b>426</b>	<b>100%</b>				

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	0	0%	0%	4	0%	0%
18 to 24	137	32%	32%	1,677	46%	46%
25 to 29	102	24%	24%	842	23%	23%
30 to 39	93	22%	22%	676	18%	18%
40 to 49	61	14%	14%	320	9%	9%
50 and above	33	8%	8%	147	4%	4%
<b>Total</b>	<b>426</b>	<b>100%</b>	<b>100%</b>	<b>3,666</b>	<b>100%</b>	<b>100%</b>

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	123	29%	29%	1,593	43%	43%
Female	301	71%	71%	2,072	57%	57%
<b>Total</b>	<b>424</b>	<b>100%</b>	<b>100%</b>	<b>3,665</b>	<b>100%</b>	<b>100%</b>
No response	2	0%		1	0%	
<b>Total</b>	<b>426</b>	<b>100%</b>		<b>3,666</b>	<b>100%</b>	

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	24	6%	6%	290	8%	9%
American Indian/Alaskan Native	0	0%	0%	27	1%	1%
Asian/Pacific Islander	71	17%	17%	456	12%	14%
Filipino	28	7%	7%	258	7%	8%
Latino	41	10%	10%	614	17%	18%
White	223	52%	53%	1,551	42%	46%
Other	36	8%	9%	149	4%	4%
<b>Total</b>	<b>423</b>	<b>99%</b>	<b>100%</b>	<b>3,345</b>	<b>91%</b>	<b>100%</b>
No response	3	1%		321	9%	
<b>Total</b>	<b>426</b>	<b>100%</b>		<b>3,666</b>	<b>100%</b>	

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

	<b>N</b>	<b>%</b>	<b>Valid %</b>
None	115	27%	27%
One	61	14%	14%
Two	65	15%	15%
Three	43	10%	10%
Four	33	8%	8%
Five	14	3%	3%
More than five	94	22%	22%
<b>Total</b>	<b>425</b>	<b>100%</b>	<b>100%</b>
No response	1	0%	
<b>Total</b>	<b>426</b>	<b>100%</b>	

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

	<b>N</b>	<b>%</b>	<b>Valid %</b>
None	325	76%	76%
One	23	5%	5%
Two	17	4%	4%
Three	16	4%	4%
Four	10	2%	2%
Five	6	1%	1%
More than five	28	7%	7%
<b>Total</b>	<b>425</b>	<b>100%</b>	<b>100%</b>
No response	1	0%	
<b>Total</b>	<b>426</b>	<b>100%</b>	

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

	<b>N</b>	<b>%</b>	<b>Valid %</b>
Strongly disagree	17	4%	4%
Disagree	44	10%	11%
Neither agree nor disagree	66	15%	16%
Agree	142	33%	35%
Strongly agree	133	31%	33%
<b>Total</b>	<b>402</b>	<b>94%</b>	<b>100%</b>
No response/Not applicable	24	6%	
<b>Total</b>	<b>426</b>	<b>100%</b>	

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?

	<b>N</b>	<b>%</b>	<b>Valid %</b>
Very unhelpful	13	3%	6%
Unhelpful	13	3%	6%
Neither helpful nor unhelpful	55	13%	23%
Helpful	89	21%	38%
Very helpful	66	15%	28%
<b>Total</b>	<b>236</b>	<b>55%</b>	<b>100%</b>
No response/Not applicable	190	45%	
<b>Total</b>	<b>426</b>	<b>100%</b>	

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?

	<b>N</b>	<b>%</b>	<b>Valid %</b>
Very unhelpful	13	3%	6%
Unhelpful	8	2%	4%
Neither helpful nor unhelpful	49	12%	23%
Helpful	75	18%	36%
Very helpful	64	15%	31%
<b>Total</b>	<b>209</b>	<b>49%</b>	<b>100%</b>
No response/Not applicable	217	51%	
<b>Total</b>	<b>426</b>	<b>100%</b>	

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?

	<b>N</b>	<b>%</b>	<b>Valid %</b>
One	203	48%	48%
Two	115	27%	27%
Three	53	12%	12%
Four	37	9%	9%
Five	14	3%	3%
More than five	3	1%	1%
<b>Total</b>	<b>425</b>	<b>100%</b>	<b>100%</b>
No response	1	0%	
<b>Total</b>	<b>426</b>	<b>100%</b>	

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

	<b>N</b>	<b>Percent</b>	<b>% of Cases</b>
I did not need the course(s) (i.e. change of major, transferred, etc.)	20	12%	17%
The course(s) did not fit into my course schedule	5	3%	4%
The course(s) did not fit into my personal/work schedule	22	14%	18%
Personal reasons (health, family, etc.)	28	17%	24%
The course(s) was too difficult	16	10%	13%
The course(s) was too time consuming	20	12%	17%
There was not enough instructor feedback	19	12%	16%
Blackboard was too difficult/problematic	5	3%	4%
I had technical difficulties with the computer/web	5	3%	4%
I prefer to take classes in person	12	7%	10%
Other	9	6%	8%
<b>Total</b>	<b>161</b>	<b>100%</b>	<b>135%</b>

Response Summary for question set

Valid		Missing		Total	
<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
119	28%	307	72%	426	100%

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

	<b>N</b>	<b>%</b>	<b>Valid %</b>
Less than once a month	4	1%	1%
Once a month	0	0%	0%
A few times a month	13	3%	3%
A few times a week	208	49%	50%
Once every day	102	24%	24%
More than once a day	91	21%	22%
<b>Total</b>	<b>418</b>	<b>98%</b>	<b>100%</b>
No response	8	2%	
<b>Total</b>	<b>426</b>	<b>100%</b>	



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

	<b>N</b>	<b>%</b>	<b>Valid %</b>
Less than 2 hrs/week	31	7%	7%
2-3 hrs/week	145	34%	35%
4-5 hrs/week	123	29%	29%
6 or more hrs/week	119	28%	28%
<b>Total</b>	<b>418</b>	<b>98%</b>	<b>100%</b>
No response	8	2%	
<b>Total</b>	<b>426</b>	<b>100%</b>	

Table 14. Why did you take this online course?

	<b>N</b>	<b>%</b>	<b>Valid %</b>
Personal enrichment	33	8%	9%
Apply toward AA/AS degree	120	28%	33%
Apply toward certificate	13	3%	4%
For career development	42	10%	11%
Transfer to a 4-year university	141	33%	38%
Other	19	4%	5%
<b>Total</b>	<b>368</b>	<b>86%</b>	<b>100%</b>
No response	58	14%	
<b>Total</b>	<b>426</b>	<b>100%</b>	

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

	<b>N</b>	<b>%</b>	<b>Valid %</b>
Strongly disagree	17	4%	4%
Disagree	22	5%	5%
Neither agree nor disagree	44	10%	11%
Agree	175	41%	43%
Strongly agree	152	36%	37%
<b>Total</b>	<b>410</b>	<b>96%</b>	<b>100%</b>
No response/Not applicable	16	4%	
<b>Total</b>	<b>426</b>	<b>100%</b>	

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

	<b>N</b>	<b>%</b>	<b>Valid %</b>
Strongly disagree	11	3%	4%
Disagree	13	3%	5%
Neither agree nor disagree	85	20%	30%
Agree	90	21%	32%
Strongly agree	82	19%	29%
<b>Total</b>	<b>281</b>	<b>66%</b>	<b>100%</b>
No response/Not applicable	145	34%	
<b>Total</b>	<b>426</b>	<b>100%</b>	

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

	<b>N</b>	<b>%</b>	<b>Valid %</b>
Strongly disagree	7	2%	2%
Disagree	22	5%	6%
Neither agree nor disagree	64	15%	17%
Agree	144	34%	38%
Strongly agree	145	34%	38%
<b>Total</b>	<b>382</b>	<b>90%</b>	<b>100%</b>
No response/Not applicable	44	10%	
<b>Total</b>	<b>426</b>	<b>100%</b>	

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

	<b>N</b>	<b>%</b>	<b>Valid %</b>
Strongly disagree	22	5%	5%
Disagree	31	7%	8%
Neither agree nor disagree	48	11%	12%
Agree	129	30%	32%
Strongly agree	173	41%	43%
<b>Total</b>	<b>403</b>	<b>95%</b>	<b>100%</b>
No response/Not applicable	23	5%	
<b>Total</b>	<b>426</b>	<b>100%</b>	

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

	<b>N</b>	<b>%</b>	<b>Valid %</b>
Strongly disagree	5	1%	1%
Disagree	9	2%	2%
Neither agree nor disagree	91	21%	24%
Agree	142	33%	38%
Strongly agree	126	30%	34%
<b>Total</b>	<b>373</b>	<b>88%</b>	<b>100%</b>
No response/Not applicable	53	12%	
<b>Total</b>	<b>426</b>	<b>100%</b>	

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

	<b>N</b>	<b>%</b>	<b>Valid %</b>
Strongly disagree	17	4%	4%
Disagree	18	4%	4%
Neither agree nor disagree	53	12%	13%
Agree	136	32%	34%
Strongly agree	181	42%	45%
<b>Total</b>	<b>405</b>	<b>95%</b>	<b>100%</b>
No response/Not applicable	21	5%	
<b>Total</b>	<b>426</b>	<b>100%</b>	

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

	<b>N</b>	<b>%</b>	<b>Valid %</b>
Strongly disagree	13	3%	3%
Disagree	16	4%	4%
Neither agree nor disagree	48	11%	12%
Agree	121	28%	30%
Strongly agree	211	50%	52%
<b>Total</b>	<b>409</b>	<b>96%</b>	<b>100%</b>
No response/Not applicable	17	4%	
<b>Total</b>	<b>426</b>	<b>100%</b>	

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?

	<b>N</b>	<b>%</b>	<b>Valid %</b>
Very unlikely	36	8%	9%
Unlikely	34	8%	8%
Neither likely nor unlikely	63	15%	15%
Likely	99	23%	24%
Very likely	182	43%	44%
<b>Total</b>	<b>414</b>	<b>97%</b>	<b>100%</b>
No response	12	3%	
<b>Total</b>	<b>426</b>	<b>100%</b>	

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

	<b>N</b>	<b>Percent</b>	<b>% of Cases</b>
Counseling	138	17%	37%
Orientation	55	7%	15%
Placement Testing for English and	101	13%	27%
Technical support	57	7%	15%
Financial aid	113	14%	30%
Library	97	12%	26%
Tutoring	128	16%	34%
No need for additional services or	79	10%	21%
Other	23	3%	6%
<b>Total</b>	<b>791</b>	<b>100%</b>	<b>211%</b>

Response Summary for question set

Valid		Missing		Total	
<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
375	88%	51	12%	426	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 required mandatory social interaction
2. i added it late and was not given time to make up the work
3. Many, many very poor instructor reviews on different professor rating sites.
4. not enough money for class at books at the time
5. The instructor and the assignments were not to my liking
6. the profesor said that half of the class was falling and of course I was one of them
7. The professor was inconsistent with deadlines
8. The textbook is too expensive for me to pay
9. wanted fully online class but i have to come in to campus to take the test.

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

1. Being able to work almost full-time and still go to school as a full time student, and to transfer to a 4-year university.
2. Both an AA and Transfer to a 4-year University
3. Both transfer to a 4-year university and apply toward certificate.
4. Can't get time off work to go to school
5. degrees
6. I have health problem that hard to go campus everyday
7. I need to go toward AA but why I specifically took online is because I work 30+ hours an week and am a full time student. Doing both and finding time to physically go to class was a bit impossible.
8. i want to try an online class
9. MBA prerequisites
10. MicroEcon with \*\*\*\*. I liked her macro on campus class and wanted to take micro but she could only offer it online due to cutbacks. Micro is a difficult class and I would have rather took it with her on campus but I'll take what I can get
11. Needed 12 units of credit to keep my insurance
12. personal enrichment, career development, certificate
13. Pre-req for a grad program
14. Pre-req for nursing program
15. pre-requisite
16. regular classes were full. only online was available
17. required prerequisite for graduate program
18. There wasn't a live course that took place during the evening.
19. to apply to a Masters program

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

1. 1. I am Hard of Hearing so having all the course material in writing online was valuable. 2. Being able to work on the course after working 9-5 Mon-Fri is probably the most valuable element.
2. Ability to fit my busy schedule
3. Ability to work on my own schedule. No commute time.
4. Able to do the assignments and class anytime. There is no set time constrictions.
5. Able to do the work in my own time.
6. Able to keep my work and home schedule.
7. Able to work around my schedule and work at my own pace.
8. able to work on my own schedule
9. Able to work with personal schedule.
10. Actually being able to take the course was valuable to me. My particular instructor (\*\*\*\*) was also a very valuable tool, her office hours help.
11. all
12. all
13. All
14. any time availability to do the assignments.
15. As I almost always do, I've had a good experience with this semester's online class. Professor \*\*\*\* is especially attentive and involved with her online class. I've taken many online classes and am very impressed and pleased with her. She always goes the extra length to make sure everyone understands, gives immediate feedback and is consistently logged in on the weekends (when most of us are able to do our work.) There have been a few technical problems, but nothing that has really interfered with the learning process.
16. Assignments, quizzes, video lectures
17. availability
18. Available 24/7
19. Because of my work and family obligations online courses are a good match forme. Attending on campus classes are difficult and would be EXTREMELY stressful for me.
20. being able to access class assignments according to my schedule
21. being able to access on my own time..
22. Being able to be a full time student, while maintaining a 30+ hour work week, Convenience of being able to teach yourself at your own pace, dedication and effort you need to put into it, teaches responsibility, being able to work in a non stress environment(i.e. your room)
23. Being able to complete course work on my own pace, but having it finished by the given deadline.
24. Being able to do assignments on mine time, any time of day/evening.
25. Being able to do my work on my own time.
26. Being able to do the course work anytime of day is why I take online courses. I also like being able to work ahead if I know I have something going on in the up coming week.
27. Being able to do the work around my busy schedule.
28. Being able to do the work when I was available and not on a regular schedule.
29. Being able to do the work whenever it is convenient in my schedule. Except that the class I am taking right now does not fully allow this to happen.
30. Being able to have a daily calendar of assignments and announcements.
31. Being able to set my own educational schedule in order to fit around my work schedule.
32. Being able to set my own schedule when it came to studying and logging into the blackboard.
33. Being able to watch videos of explanations of the problems
34. Being able to work in the course on my schedule, not having to be committed to the same time and day as you would in an on-campus class.
35. Being able to work on class work during hours that you choose.
36. communication and ease of learning

37. convenience
38. convenience
39. Convenience
40. convenience of completeing assignments and lectures at anytime
41. convenience of time
42. Convenience with my schedule since I work full time. Self learning and teaching
43. Convenience, ease of access, self paced in the sense that assignments can be completely as quickly during the allotted time as I see fit
44. Convenience.
45. Convenience.
46. Convenience. I can access the course anytime from home or work and I am not required to be in a class room for two hrs after work every day.
47. Convenience. I work 60+ hours a week and have a busy family. The ability to go to college online is invaluable to me and my family.
48. convenient
49. Convenient, can do lesson at any time during the week.
50. convienance
51. convienence
52. Convienence. I am out of area, this allowed me to stay within the SDCCD and complete my AA
53. course contents and email, of course grades!
54. Course tools as well as additional information available in form of links and additional websites.
55. Discussion boards
56. Discussion boards were positive, posted assignments and assessments had clear due dates and time, communication with instuctor was easy.
57. Discussion boards with classmates
58. discussion boards with peers
59. Discussions
60. Discussions.
61. Doing classwork on my own time and in the privacy of my home.
62. Doing work at home, flexibility, learning on my own.
63. Ease of being able to do it on my schedule.
64. easy group discussion. easy to find assignments and do at my own pace
65. everyhting
66. everything
67. everything
68. Everything
69. Everything but Coursesmart.
70. everything was available to me... which is easy for me to use
71. Example math problems that were similar to the questions asked.
72. experiences
73. Fits in my schedule.
74. Fitting online class into my schedule was the most important reason I enrolled in the online course.
75. flaxiable scheule
76. flexibility
77. Flexibility
78. Flexibility
79. flexibility and availability.
80. flexibility for working people. don't have to travel.
81. Flexibility in schedule. I didn't have to drive all the way to and from campus.
82. flexibility of attendance
83. Flexibility of schedule. Online course adjusts to when I can participate.



84. Flexibility to do the course work when I have time.
85. Flexibility with log-in time is most valuable. There are still deadlines to be met, but I can work at any time of the day or night, anywhere at all. It's also very helpful when information about assignments is posted well before the due dates - this allows me to get ahead in the work if I'm expected to be out of town during the semester.
86. Flexibility with my job and family
87. Flexibility, able to fit course time into my schedule.
88. Flexibility. Always able to make it to 'class'
89. Flexibility. I have 3 jobs and 3 kids under 3 years old. I would prefer to attend a class on campus, but there is NO way I could commit to a scheduled class time.
90. Flexibility. I work full time and have a family to take care of.
91. Flexibility with completing of weekly assignments and quizzes, immediate feedback on review and timed quizzes.
92. Flexible deadlines
93. flexible schedule
94. Flexible schedule
95. Flexible Schedule. I don't like to sit in classrooms for long periods of time.
96. Flexible scheduling
97. flexible time
98. flexible time for assignments and exams.
99. flexible time schedules, and deadlines
100. flexible, convenient even for working students, nobody at your back, you work on your own pace, you get better grades.
101. Freedom to take the class on my schedule
102. Freedom to work at your own pace and time
103. Freedom, flexibility, time management, comfort
104. Geographic barriers removed! I live in Humboldt County, near the Oregon/Ca border, and need the Health 101 course to complete my A.S. Degree at College of the Redwoods, great choice!
105. Grade points were added to make at least two comments on discussions. It really was a valuable learning extension to interact with the other students even while not attending class.
106. Having a central place to store my documents and assignments. I like the flexibility of my time.
107. Having a Good teacher (\*\*\*\*-Child Development 103.) Also interesting discussion topics that kept me engaged in the course work. Thank You.
108. Having my own schedule.
109. I am able to access the course at anytime & the time management is convenient for my schedule.
110. I am able to do the class(es) around my work/family schedule.
111. I am able to travel for work and still take the course
112. I am able to work according to my schedule since I work full time.
113. I am not sure
114. I appreciate the fact that I have the time to study at my own pace, and stay on top of the course. I really enjoy the online courses and wish they had more.
115. I appreciated having announcements that were available to me as soon as I logged in that were pertinent to my course. Thanks.
116. I can do it when I have time.
117. I can do my work around my schedule.
118. I can do the work on my own time and not on someone else's schedule
119. I can use any time I want.
120. I can work independently and at times that are most convenient to me. If something is unclear it is very easy to clarify any doubts with the instructor.
121. I can work on my time, I have a full time career that has me traveling almost nonstop so it is ideal for someone with a full schedule.

122. i can work on the class on my own time and am not expected to be in a classroom the same time every week for however many weeks.
123. I can't answer because all students were lost
124. I could contact my professor anytime and classmates as well.
125. i could do work no matter the time of day
126. I could log on what ever time of day i wanted to do an assignment instead of having a string class time.
127. I could participate on 'my time'
128. I don't have to drive to go to school. The answer are there for me to see if i figured out the questions right.
129. I have the information in need right in front of me and I can look it up when ever I choose to.
130. I like being able to do this course work whenever I chose to. I like it when a teacher has deadlines every week or at least every couple weeks because it keeps you on schedule without forgetting work. I also like being able to be in contact with my teachers when I have an important questions.
131. I like that I am able to work from home and that I don't necessarily get a problem wrong just because I answer incorrectly one time. Since I am able to work on a problem repeatedly in order to get it correct, I learn, not only how to work out the problem, but patterns that might be valuable to me in the future. I appreciate that students are more willing to voice their opinions when it is in a more anonymous environment and it influences the way that the professor grades or teaches. Often times many students have the same feelings about a particular test or quiz and it is helpful to know that I am not the only one.
132. I like that I can do the course in my own time and don't have to spend time away from my daughter going to a class on campus.
133. I like that im able to do my work and log in when I can. I work 40 hours a week and have many other classes so I like that I can choose my time to do my work.
134. I like the learning modules and I like that everythings on my schedule
135. I liked that you could work at your own speed.
136. I liked the powerpoints and lectures I can read them at my own pace unlike being in class where you are forced to keep up with the professor
137. I love being able to schedule time to work on the courses around my life and that the course is some-what self paced.
138. I need the flexibility that comes with it. I just love it.
139. I really enjoyed being able to have access to viewing my grades after a quiz or a paper was due.
140. I study at my own pace
141. I think I would have liked the convince of not having to go to a classroom.
142. I used online texts which saved money and instructors are all very active online and very personable in an otherwise black and white text type of community.
143. I was able to do my work and take my tests at my own pace and own time.
144. I was able to study and learn at my own pace.
145. I work a lot and I try to be full time as a student. I could not do both these things if I physcally came to campus because class would conflict with working. I also like that I can sit in my room and do my homework on the web site. Many of the classes had compliments to the blackboard, like account lab for accounting, that gave me problems and solution practice. I don't think I could have figured out the compicated work on my own without examples.
146. I work and am very busy. It is wonderful to be able to do school as well as my other things. It is easy for me to learn on my own, so why not :) LOVE online classes!
147. I work full time so it's nice to be able to get the work done on my own free time
148. I work full-time, so being able to complete my schoolwork in the comfort of my home is extremely valuable.
149. I'm satisfied with the access to my course. I usually found my way and had many thanks to the professor of my first online course.

150. Independent study format is great. I can take my time and re-read material without classroom pressure. My office is quite and that helps me think more clearly than if I were trying to concentrate in a classroom setting - for the classes I've taken. Other classes wouldn't be suitable to online training.
151. instructor communication
152. Interaction with other students. The ability to log on any time I wanted or needed is amazing! Sometimes I need to do school work late at night.
153. Interaction with the computer
154. It allows me more flexibility with my schedule
155. it fits into my schedule, and allows me to do things on my time, but still giving me deadlines
156. It is convenient for me, its easy to navigate through and if I have a question I can post it and the instructor always gets back to me.
157. It is much more convenient
158. It just fits my schedule
159. It was a simple course that only required taking quizzes, exams and doing some assignments. It was very straight-forward.
160. It was set at a pace that was not too quick for me and I could balance the classes with my work schedule.
161. It was suppose to be I could continue my needed college course requirements for work while working a full time job. Yet the teacher made the requirement of having to log in four times a week and basic assignments would take hours.
162. layout and ease of use
163. Learning at my own pace. Being self-motivated.
164. learning from others.
165. Learning from primarily a text book.
166. Learning on my own schedule and taking tests or turning in assignments from anywhere that I have access to the internet. I also liked the discussion boards, through which students can help each other learn. It was very helpful to have dedicated discussion pages for each chapter/learning module, etc.
167. lecture notes
168. logging in at all hours
169. Make own schedule
170. materials and lectures as well as effective communication
171. MathHands is a very affective way to learn Mathematics through an online course.
172. More effective use of my time when I can take on line courses. No need to drive to school.
173. most all
174. My professor does a wonderful job of providing interesting supplemental materials linked via the Blackboard site.
175. MyAccountingLab was used in the class and I found this software is very good. Few other providers can offer the same quality.
176. N/A
177. neither
178. No need to drive, saved me time and gas, also I was able to work during school hours. Highly managable and time efficient courses.
179. No paper work. Everything was online organized. Could view
180. None
181. None
182. None. This was the worst online experience I've ever encountered.
183. Not having to drive to campus.
184. Not having to go to campus for the class
185. Not having to physically attend a class after a 9 hour day at work.

186. Not requiring a face-to-face lecture, whether video or in-person saves countless time per class
187. Online course is very good because Online course is very helpful for who are working full time job, having children, and cooking. It give a oportunity for everyone. If it did not have online course, I would not finish yet. It will take two more year to get AS. I really appreciate that offer online course for student. However, online course is harder than campus because there are a lot home work and reading. We have to really prepare. Do not rely on open book and open note. We have to study hard.
188. Online courses are very convenient and flexible.
189. Online courses work well with my schedule: it is very busy and highly inconsistent. It saves on traveling costs. I am able to do my work/"attend" class at all times of day/night.
190. Online Syllabus, graded quizzes and tests, presentation of lessons using PowerPoint and written reading schedules
191. Open time to work and use the discussion board each week around my work schedule.
192. own pace, privacy of own place or home,
193. Participation in discussion questions, that are posted every week, and commenting on classmates responses. Instructor's lectures are posted. Instructors are helpful and respond to emails. Timed quizzes are taken online, which saves driving time and you can feel less stressed out, taking them with a cup of coffee
194. quizzes,exam, sub. and my prof. email addy. and the other website to see the videos, powerpoints, and outlines of the chapters.
195. Reading Text material
196. Reduced travel time, wasted time. Availability to work at any time.
197. Safe time on driving (no need to travel)and no need to look or to fight for parking space --flexible study and learning schedule
198. Save my time and gasoline.
199. Saving gas money, and having more personal time to work on my assignments.
200. Schedule flexibility
201. Scheduling, I work 2 jobs so my time is very limited, if I did not have the option of online classes I could not attend school
202. Schooling at home.
203. self paced learning as you go, meet all dead line.
204. Setting my own time to log in, read chapters, engage in disscussions, etc.
205. Showing the grades. I like to keep track of how I am doing. The online tests. You can take them right when you are ready to instead of waiting like in classroom instruction.
206. Student chat
207. study guides, online notes, discussions
208. Submitting Assignments
209. Taking exams at home and studying at home.
210. Taking the course at convenient times in my schedule.
211. That I can log on anytime and do not have to drive to campus at a specific time and search endlessly for a parking spot. I really like getting instant feedback on tests, assignments, etc. Also, there is often a wide variety of individuals taking online classes that you get to know somewhat, and you don't always get that opportunity in a face to face class.
212. That I was able to work at my on pace.
213. That it was easy for me to access and that I was able to work on strict timeline, however, at my own pace in the comforts of my home. Also, it makes it easier for me to my work because I'm a single mom working fulltime.
214. That you can go on it anyday anytime.
215. the ability to avoid a difficult commute., ease of contacting instructor
216. The ability to completed work when I had the time to do so.
217. The ability to do school work around my schedule

218. The ability to study the course material at my own pace, when I had the time. The ability to communicate with other fellow classmates via blackboard learning was very effective and helpful.
219. The ability to study when I choose to.
220. The assignment and assessment tabs to see the organization and schedule of the course allowed me to manage my time wisely.
221. The blackboard program is very concise and easy to use
222. the book and the instructions from the teacher posted online were very good and helpful. I like the way I can work on the chapters on my own pace.
223. the calendar so that i could remember what was due and when it was due.
224. the choice of time and days to study; opportunity to interact with fellow students online
225. The class works on your schedule. Good Material
226. The convenience of going to work full-time and do school on my own schedule.
227. the convenience mainly. It's nice being able to have a weekly structure schedule ahead of time. That way we can do things in our own pace seeing as a majority of people have a job and family to attend to.
228. the conveniences.
229. The Course Content, Assessment set up, grade posting
230. The discussion board and how prompt the professor is to responding to questions.
231. The discussion boards. I love them. I love the interaction.
232. The ease of access at any time to work on assignments and take exams.
233. The ease of class from home
234. The ease of communication with my professor via the blackboard. Not
235. The ease of use and the ability to log in and do work or review lecture at any time.
236. The element of the online course that is valuable to me is that I am able to take the class at any spare time that I have before the given deadline (not that there is a dedicated time span on a certain day that must be given for the class).
237. The entire class is valuable towards graduating
238. The fact that I can change my answer till I get it right and there are constant helps to use.
239. The fact that I can do it at my pace and don't need to commit to being at school certain nights a week.
240. the fact that i can take that class anywhere such as home or at the library.
241. The fact that I can work on school work after work and not have to drive to school
242. The fact that I could work at my own pace.
243. the fact that it is online and i don't have to find a babysitter for my kids or drive the hour to campus.
244. The feedback of other students who looked at what I posted because you get participation points for responding to other students so it forces others to actually pay attention.
245. The flexibility of time management.
246. the flexibility for classwork to be completed around personal and work activities.
247. The flexibility of being able to log in and work on assignments at any hour of the day.
248. The flexibility of completing required assignments and accessing the course.
249. The flexibility of hours when I could do homework/tests.
250. The flexibility of it.
251. The flexibility of taking online courses is tremendous. I am an older adult who works for a living and I was only able to return to school as more courses became available online.
252. The flexible time between my job and school.
253. the helpfulness of how and when assignments are due.
254. The instructional videos and lecture notes. Professor\*\*\*\* has put in a lot of time supplementing the text with his own lecture notes, visuals (instructional aides), and videos he has made from his lecture.
255. The instructional videos were great and also the instant feedback on quizzes and homework problems.

256. The instructor (\*\*\*\* LIB #101)provided 1.links to additional resources 2. excellent use of Blackboard environment 3. extra credit/bonus points opportunities 4. responded to my request for help with interest and good options/ideas
257. the instructors help and also classmates help through discussion. Power points and study guides provided as well by the instructor.Quizzes and test were valuable.
258. The main benefit for me of online courses is the schedule flexibility. Since I work and go to school, I need that.
259. The main thing for me is that it enables me to continue my education while I stay home with my baby.
260. The materials
261. The professor - \*\*\*\* was terrific for CD 280.
262. The programs were easy.
263. the resources
264. The resources that the instructor listed.
265. The simple fact is that I work full time and am a single parent. This is the only way I can further my education. I am so grateful for the online class environment.
266. The students helped me out the most because our professor would not communicate with us.
267. The teachers this semester were all great!!! Being able to reach them all the time was easy and comforting.
268. The time factor is very important to me, as I work best at my own pace. Also it is important to me that the instruction take place on a very flexible schedule.
269. The time flexibility and independence aspect.
270. The time to do my work and tests when I had the time.
271. The way it fitted with my disability; time and construction of most online courses
272. This semester from MiraMar nothing. If we are talking about specific semesters ALL but this one have been great!
273. time
274. Time
275. time convenience
276. Time effectiveness.
277. time efficiency.
278. time flexibility
279. time flexibility
280. Time flexibility
281. Time is very flexible
282. Time schedule
283. Time, I could go onto blackboard whenever I had time.
284. To do the material in my home at my convience
285. tutorials and sample quizzes.
286. Universal Access, going at my own "pace" but still meeting deadlines, time flexibility!
287. very necessity right now since I have health problem that sometimes I get sick, so staying home and able to study is great method for me.
288. we can do homework whenever we have the time
289. Webassign was great
290. website links, videos, tutorials
291. With a full time work schedule of 40+ hours per week, it is extremely convenient to be able to complete the coursework in my own time and not have to jeopardize my job to leave for a set class time.
292. With the unpredictable schedule I have, doing classwork when I have time instead of at a set time was wonderful! The tests are available all month and that was great, too! I liked everything about this particular class...thought-provoking, ease of access, responsiveness of the instructor...all of it!

- 293. Work around my own schedule, what was expected of me was made clear at the beginning of the class and I could check future assignments, reading other student's work was also helpful
- 294. work at own pace
- 295. works well with my work schedule and other classes.

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

1. 1 online class has too much homework and assignment, and that class makes me turn late homework for other classes.
2. A few assignments due daily or weekly rather than a lot of assignments due every 2 weeks.
3. a little less reading
4. A little more leaniency from teachers on the submitting part of the class. It is different for each class so it is easy to get confused.
5. Acct 116A - I spend well over 6 hours every week just doing the homework. It's just too much. The homework assigned is much more time consuming and difficult that the exams!
6. All my courses have multiple choice exams and that is a weak spot for me. Maybe integrate some essay questions??
7. Allow more people into the on-line class
8. Allow more students
9. allow open book test.
10. As I see it, the MAIN reason for taking classes online, is for flexibility. I have a very hectic schedule and I NEED to be able to decide when to start and when to finish an assignment. This is the point of an online class and most teachers will run a class like this and give you full ability to chose when to do something, and pace yourself. I might have NO time to work on school one week and have nothing going on the next week. I need the option to do 2 weeks of assignments in that 1 week that I am available that is why I take online classes. Some teachers are very strict and will only give you a window of a couple days to do a set of assignments and take a test and i simply do not have that kind of availability, and if i can't do it i that couple days I have to take an F. I feel this type of teaching defeats the purpose of taking class online and should simply NOT be allowed at all. At the very LEAST I think that it should be a requirement for all course descriptions to state if a teacher will open a good number of assignment and let us pace ourselves or if they will only open an assignment for a day or 2 and it has to be done then or we get an F. This is VERY important factor in online classes and we have a right to know how a teacher runs things before we sign up, so we know if we even have a chance to succeed before we sign up, and we can decided what teacher will better serve our needs. Also i have had some teachers that out right refused to teach. had no online notes or lectures and said if you need help find a teacher or take a class in person. A teacher that is not willing to actually help or instruct online should not be allowed to run an online class.
11. At Miramar, the online learning is harder than that of SouthWestern College. By that I mean logging in and getting my computer formatted is much more trouble.
12. At the beginning of the course I was very confused as to when assignments were due and how to use the two different websites we were shown. One website I was asked to sign up with (CourseCompass) but the instructions were not clear in instructing me what to do. Since this was my first online class I was overwhelmed and afraid that I had missed the date of the first assignment. There NEEDS to be more clear instructions on getting started. And preferably not a tutorial online that doesn't make much sense to a new user but a clearly written list of instructions.
13. Being able to set up alerts, that emails you or even send you a text or call you saying you have an assignment, or test due on that day by a certain hour.
14. Better acknowledgement of due dates.
15. better professor instruction/participation
16. clarification of the use of online courses
17. Clearly stating, how to start/begin the course for people that are new to online courses.
18. computer lab needs longer hours and weekend hours. book doesn't exactly line up with assignments
19. Coursesmart is a horrid asset that should nopt be used. I droped because of their issues, and wasted nearly 200\$ hoping my issues would be resolved. They were not. HORRIBLE CUSTOMER SUPPORT!!!!!!!!! No refund + No refund on additional purchased subscription waiting to get my "no-



- refund" + more wasted money dropping a class I could not keep up with because of coursesmart's bookshelf printing capabilities = very unhappy ripped-off student.
20. create a scheduling module that shows exactly where we are in the course and what has and hasn't been completed
  21. dedication
  22. Do more research on the class before enrolling.
  23. dont use another website that u have to pay for. such as the trig class
  24. easier access to teacher when questions come up. it would be helpful for instructor to have office hours to better discuss questions
  25. Every time you click on an answer for a multiple choice test, the answer moves down to the next one if you scroll the mouse before you save it first.
  26. everything is ok
  27. Feed back from professor was too slow.
  28. fix the problems Blackboard seemed to have this semester with intensive classes like Desktop Support
  29. For my astronomy class I need to take that in the classroom because it was way to hard for me.
  30. For this particular subject, I would not change anything. It was well planned and thought out. All of the materials were relevent to the subject matter.
  31. Get notes or quizzes from instructor
  32. good course, i would not change anything
  33. Grades seem to take forever to come out.
  34. Hard to say, I have taken many on-line courses, omse with video lecture & some without, but there appears to be an experimental learning curve amongst intructors and what they expect or how it is accomplished in this format. My Poli Sci instructor seemed to have a strong program with definable uses and expectations, which ensures less student anxiety
  35. Have an instructor that would proof read his tests and answers to eliminate html, an instructor that would get tests on line when stated or at least give an explanation of why the weren't, just extending the due date doesn't cut it when you've arranged your schedule to take a 4 hour test on Saturday and the test isn't available when promised.
  36. have at least one on campus meeting to meet instructor and other students
  37. have had problems with blackboard
  38. Have instructors who know what they are teaching about teach the class. Also have the instructors be more available to the students. Also have the instructors give better instructions for assignments before taking away points.
  39. Having questions delivered either all-at-once or if skipped, being able to return to answer later
  40. how spread apart the assignments were. The first half of the semester work was due every other week. The second half it doubled and that was hard because the second half of the semester is harder.
  41. I am a DSPS student. Not being timed is critical to my performance and I know that I make more mistakes and am more stressed when I have to keep an eye on time. I took Music 109 last summer on line and for some reason time was not as much of an issue that in this Health 101 class.
  42. I am satisfied with the course. It is challenging, especially in the amount of time it required and but I cannot fault the course itseif.
  43. I can't think of anything I would change.
  44. I cannot think of anything that needs to be changed.
  45. I could never find a study buddy even though I asked classmates more than once. I would have an optional one hour class per week to answer any questions (not online).
  46. I did not like the way we had to submit our papers in a really confusing html box. we had to do high lighting a re formatting. I feel that there needs to be a change with the way the blackboard system has papers attached.I'm not sure if its just the way our teacher had us send the papers, but there has to be an easier way.

47. I do think more discussion boards or communication with the class would have been better. I feel most online courses I have taken in the technical field do NOT implement the discussion boards and they really should in my opinion to get us all involved.
48. I don't know
49. I don't know
50. I don't like timed test. I do better without a time limit.
51. I feel that my Federal Income Tax class contained material that was a little too difficult not to have in class discussions available.
52. I feel uneasy about only having quizzes and not having homework, I am not sure if I am missing something.
53. I hate group projects online. Many members do nothing and there is NO way to get them to participate. You can't try to talk to them after class, it doesn't matter if you send them emails because they IGNORE them. But it's still marked as due, so you end up doing all the work yourself. Group projects work when you see each other face to face but when it's fully online my experience is that group projects both suck and fail.
54. I have no ideas
55. I have taken several online courses with mixed success. I enjoy online courses but have a few things I would like to see changed for this particular learning environment. 1) I would prefer if the instructors followed the assigned book more closely vs. outside sources. I spend so much time reading the book but find that the test is more focused on the outside reading material. Books are expensive.\*\* 2) Also, I would prefer if all tests were due by Sunday Evening 11:59 p.m. I have 12-14 hour days Mon-Thurs (with night classes on campus from 6-9:30 each night) and the only time I have (online) is Fri/Sat/Sun most of which is after dinner. Evenings and Late Nights are great for studying for me as I get more done in less time - no phone ringing, visitors (UPS), or temptation to go run errands. - A solid schedule for all classes would be preferable vs. a quiz on Monday one week.. the a quiz on Thurs the next. It's crazy. How can you plan a long term schedule like that? Example: My Final for my Real Estate class was moved up one day - of which I was on the road up to Cal Poly to get my daughter's car. We had WiFi on Saturday in the hotel.. not while I was on the road Friday! Our exams were usually due Sat or Sunday. Move it up a day when our travel and hotel reservations had been made in advance? Crazy! 3) Also\*\*\* Online worked well for a Cinema as Art and Communications class at Mesa until, that is, 30% of the required film viewing list was unavailable via Net Flix, Blockbuster, Hollywood Video or the SD Public Library. Rather than update the list (Snow White had been pulled back into the vault by Disney) the instructor said "borrow it from a friend" as if I have friends who would lend out a "vaulted" copy. If something happens to it (VCR Eats it) How would I replace it? If it's "in the vault" there's no DVD copy avail. Yet, the grade is given based on films viewed and commented on. All Online Classes should have verification of the text or supplies required before the add drop deadline. If the supplies aren't available, the list should be able to be changed to accommodate. I'm sure that troops in Iraq can't just go grab a copy of Snow White at the drop of a hat. If it's not readily avail, it shouldn't be required for the grade. 4) It would also be great if the online instructors were automatically notified of a student's DSPS status. It's difficult to scan and email the DSPS letter once it's in hard copy format. There are few, if any, scanners available at the campus - if I were on campus during regular business hours - which I'm not - which is the reason I'm taking online courses. 5) I would like to see if the PIACE Tutoring Center can offer Trained Tutors or Mentors who could assist with online students. Sometimes I don't want to bother the instructor for a simple question that a tutor could help me with. Is online tutoring at Miramar possible? Thanks!
56. I just wish the instructors were a little more helpful. I emailed the teacher a week or 2 prior to the class to ask what book we would be using and instead of simply giving the name he told me to call the bookstore because the online system was not allowing me to see the edition of the book. With the effort he took to write back the email he could have just given me the title and edition. It was my first online class and You can view the syllabus until the first day of the class.

57. I like the half time format with two chapters a week.
58. I like to have more casual interaction time with classmates and instructors. chat rooms and e-mails are not the same.
59. i liked the course just as it is
60. I probably would have liked a little orientation before the actual class began. Lets say the instructor and all the students meet at least the first week, and then go off on our own. I think that would have been very helpful for me.
61. I regret it for taking it. lack of support and info
62. I take a lot of online courses. The amount of time required is substantial.
63. I think everything was great so far.
64. I think having specific deadlines would make it more structured, but the type of class it is makes it easy to complete, comprehend and retain all of the available information.
65. I think I would definitely take another online course, I just feel the content for my first one may have been too difficult. I would also take more advantage of the online tutorial as blackboard was somewhat difficult for me to navigate. The format could be more simple.
66. I think that it's confusing having online courses from 3 different campuses. They are all online, so shouldn't they all just be SDCCD courses?
67. I think the blackboard should be a little user friendly. It took me a few minutes to figure it all out and I have AS in Computer Programming so I would hate to think what others went through in the beginning of the class.
68. I think there are some things that need to be changed. 1 hour for a 20 question multiple choice...I think it should have been 20 minutes for 20 multiple choice. Also, maybe more indepth assignments to hand in for marking.
69. I think this would be better as an in-person class, just due to some of the more difficult aspects of it.
70. I took two courses. I enjoy my child development 175 class. nothing to change there. but when it comes to my anthropology 102 class i would want to change how she has broken down the deadline and want the assignments due once a week instead of them being a group of them due at once.
71. I understand that some of the professors use the same format/documents from their online class of the previous semester, but it creates a very confusing environment when the professors forget to update all of the dates on assignments, etc. I also don't like how the extra-credit options are based in San Diego--I am 600 miles away at the moment.
72. I want to take personal growth class or some in campus of miramar or online miramar college only but it is not available and miramar college.
73. I wasn't happy with how long it took the instructor to repond to the classes questions. The first three weeks were MASS confusion as to what was going on. Hated the fact I had to log on to blackboard AND another external website as well. If this was to happen with 3 online classes I would have 6 different sites to go to to keep track of what is going on...
74. I will put more discussion to involve students.
75. I wish the final exam was also online.
76. I wish there was a broadcast of the teacher's lecture because reading all the books and notes sometimes gets difficult to understand.
77. I would change the instructor. She never reponds back and if she does it's weeks past when the work is due and she makes one feel they are an inconvenience for asking questions
78. I would change the professor because he rarely participated and helped the class. The students were very helpful and they were just as frustrated as I was. We felt like we were teaching ourselves and we never experience such poor teaching methods. Everyone felt like this was the worst online class we ever took. We were so disappointed. We tried bringing it up with the dean and chairman of the math department, but nothing was still being done. I can go on about my experience this semester, but I'm fed up with it and I'm pretty sure I explained myself well enough to the students.
79. I would enroll in the course and attend classes regular.

80. I would give less points for group assignments, because often one or two people out of the group do all the work, and other members enjoy the benefits
81. I would have liked more of the course to be available from the beginning. I had a lot more available time at the beginning of the semester, but I was only able to complete up to the first exam.
82. I would have the test save my answers automatically.
83. I would have video lectures added.
84. I would improve the Calendar and insert a tickler or reminder. I find it very difficult to keep due dates to assignments straight. Some professors are not very good at announcing due dates or informing students when items are due. That is my only negative experience with online courses (that professors fail to keep and organize a good calendar).
85. I would increase the amount of credits I was earning for the amount of hours I was putting into the class. It was ridiculous, 1 credit for 5-8hours of work per week.
86. I would like the course to have deadlines for assignments as soon as the class has started. The class I took had an end date for assignments of May for about 3 weeks after the course started. This left a lot of confusion.
87. I would like the instructors to post grades faster to assignments (not including the weekly review and timed quizzes since those were automatically calculated).
88. I would like the teacher to be easier to communicate with.
89. I would like to be able to log in and get the syllabus and text book requirements before the first day of class. Also, the textbooks are too expensive. I took a math course and planned on reviewing the text book a little bit before the course started, but it was nearly \$200 and non-refundable if open. You can not log in to the course before the first day to get the syllabus and text book requirements, so I was afraid to open the book and had a hard time the first week trying to review and do the current work. I fell behind and had to drop the class.
90. I would like to have the courses based on research and knowledge than on quizzes and multiple choice exams because I won't remember any of those on the job.
91. I would like to see more lecture material, perhaps in a form of a pod cast. I think it is important to be taught and not just read from a textbook
92. I would LOVE more interaction with the instructor on a weekly basis
93. I would make me smarter so I could get a better grade.
94. I would make the one I took partially online, fully online. I'm 46 and fully online courses are a great way to fit them into my busy schedule and still allow me to get a degree.
95. I would never take the course taught by this instructor, on-line or other wise.
96. I would not change anything.
97. I would not use the Pearson Education's myitlab ever again. It is clunky, has unrealistic requirements, and is generally not reliable in terms of support for the user. In addition, it is a most frustrating experience for those who use it.
98. I would rather see the professor. Easier to learn
99. I would totally eliminate group projects. The logistics are far too difficult for myself and most of the other students to accomplish well because of job and family schedules. That's one main reason we take online courses. Also, there are always students in my online classes who are in other states or other countries and it's difficult coordinating group projects with them.
100. I wouldn't change anything
101. I wouldn't be involved in a "group" - I like to work independently and not have to depend on another person (stranger) for a part of my grade
102. I wouldn't change anything.
103. I wouldn't take it online
104. I'm not sure if this is a professor issue or Blackboard issue, but virtually every time I take a quiz the computer marks between 2-4 of my questions wrong. I tell my teacher and he agrees they were marked wrong erroneously and gives me full credit.

105. I've enrolled in 4 online classes now, dropped 1. The common theme to all of them is just poor navigation of the materials/webct. Its a chore to just figure out what you are supposed to be doing and when it is due. With so much information in multiple places, its near-impossible to keep track of updates. There really needs to be an information architect/ usability guru to help these professors. In their defense, one of my prof's seems to understand the limitations of WebCT and is great w/ using the announcement section to keep things focused. Although this works, its more of a patch than an actual solution.
106. I've taken many other online courses through Walden University where I earned an MBA. In the online courses with San Diego Community College, the instructors I've encountered (2 online classes so far) have provided no valuable feedback in the discussions. The instructor of my current online class (Child Dev 103) simply does not post ANY comments in the discussion area at all. This is a real shame. The instructor should be reading student post, challenging students to be critical thinkers, asking questions of the students posts and making their own comments. I'm really disappointed in the overall involvement of the online instructors in the discussion area of the online courses. This should really be addressed by administrators.
107. If it was more personal, it would be better. The idea of a face-to-face interaction is for the personal expeirece. Online classes do not have that connection. Plus, I think a lot of people would rather take online classes because there is no personal connection given. Also, I think I do better taking an online math class than a face-to-face interaction math class.
108. if the teacher helped out alittle better
109. In my opinion, microecon should be taught on campus with lecture. Otherwise, the only other aspect I found challenging was the links. There were a few of the same links but not all of them took you to the same place, so missing some papers and supplemental information was easy to do.
110. instructor
111. Instructor response time
112. Instructors needs to communicate with students better
113. It have me to take more course per semester. I work full time job, took two course on campus and two online course. It help me finish my degree on my plan.
114. It is a remedial course being required for all students in certain tracks at the 100 level. The work is busywork; it takes an extraordinarily excessive amount of time for no valid reason. We do 8-12 hours of work a week that recycles 1 hour of content over and over. This is extremely basic material that should be covered in a remedial class, not in even a 100-level class. It is a waste of the students' time and is extremely frustrating. Also, a great deal of the course content seems to be aimed at the middle school level -- games and puzzles on the book publisher's course website that are embarrassing to have to do as a college student. If they were intelligently written, intelligently designed, or didn't contain so many terribly immature jokes and attempted winks at popular culture, they might be an effective learning aid. As it is, they are somewhat like torture.
115. It suits me great the way it is.
116. It would be much easier to plan ahead if the assignments were given actual due dates, instead of saying that they are due on a Sunday in week 10, 12 14, etc.
117. IT. They are awful...
118. It's very dry the teacher givers too much unnecessary reading
119. Just to have the teacher post exactly what they are looking for in your responses.
120. knowledge
121. Less assignments. Online classes take most of the time assigned to study. Not happy with that.
122. Less homework an tests.
123. less papers
124. make it load faster
125. Make it mandatory for all assignments and assessments to be posted (but not necessarily available to take) at the start of class.
126. more chance for extra credit

127. More classes available online
128. more explanation on problems marked wrong, even being given the right answer so i could go back and try to understand
129. More feedback from the Professor. Perhaps an opportunity for an online tutorial (with a whiteboard) e.g., to work through math problems in real time.
130. More handouts from the instructor. Instructor simply posts on the calendar to read a chapter from the text book and then he tests on it. If we had questions, he would probably answer them, but its mostly up to us to learn it, which defeats the purpose of a "learning course". If all we had to do was read, then I would buy the text book, read it and then CLEP the exam.
131. more helpful instructor
132. more instruction
133. more instructor or assistant instructor at cbte room at mesa college. the assistants get very busy helping student plus doing their own work that they tend to be very impatient even frustrated at times when assisting student like me if i could not grasp the lesson right away.
134. More interaction
135. more interaction with professor
136. More interaction. Class meeting via text or virtual more then once a week and more participation by other classmates. Participation points by posting not easy with math course if you have no questions or answers
137. More learning modules, not just a few chapters
138. More practice work, I feel there needs to be more excersizes before the work and quizzes.
139. More prompt responses from the instructors.
140. More teacher interaction with the class and feedback.
141. more test time
142. My dissatisfaction is largely over how the individual instructor runs this particular course. He seems to have trouble organizing lesson modules in an easy-to-follow layout. Perhaps more training for instructors or easy-to-use templates would help with this.
143. My instructor never participated in the class. He would not respond to emails or discussion questions. He would post HW and tests very late. Halfway through the semester there were still no grades posted to blackboard.
144. My instructor put in little to no time interacting with students online. He never participated in the discussion boards. Instructors need to be engaged in online courses and be responsive to students' emails, just as they would be if they were teaching the class face to face.
145. My time on tests. Sometimes i can't get the time to read all of them.
146. n/a
147. n/a
148. N/A
149. Need more listening and more powerpoint lecture.
150. no
151. no e-books.
152. No time limit on the tests
153. No timed tests
154. none
155. none
156. none
157. none
158. none
159. None
160. none at this moment
161. Not as much of an requirement to log into the site.
162. Not being able to submit the test again if it fail for a technical reason.

163. not much
164. not much
165. Not much
166. Not much. I liked my professor a lot and he was very helpful and encouraging.
167. Not too much. Maybe send more announcements to those enrolled reminding them of their assignments that they won't find in the learning module.
168. nothing
169. nothing
170. nothing
171. nothing
172. nothing
173. nothing
174. nothing
175. nothing
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 about this class...I liked everything!
193. Nothing I can think of.
194. NOTHING OTHER THAN EXPANDING COURSE OPTION.
195. Nothing, except that sometimes the website would not be functional(ie won't be able to log in). It hurts because sometimes, you are almost close to your assignment due date.
196. Nothing, I enjoy the subject but felt I would not get what I wanted out of the class. I felt I would benefit more if I took the class on campus.
197. Nothing, I feel like I am actually learning in this course. I earned my teaching credential on-line and found the assignments not connected to the material and the assessments were to easy so I didn't bother doing the readings.
198. nothing, I really liked the way is organized
199. Nothing, I think the curriculum is fine as it is.
200. Nothing, very well instructed which lent to the class environment being very open and supportive.
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. Maybe accept more participants?
218. Nothing. The coursework was just the right amount, the assignments varied in format and expectation.
219. Nothing. I do enjoy on campus classes. I get a lot out of face to face learning. This works better for me now with my baby though.
220. Nothing. I love online classes,they fit my schedule.
221. Nothing. It was a very organized, straight forward class. (Business Math, \*\*\*\*)
222. Nothing. My instructor is completely knowledgeable and very helpful . Makes it easy to understand.
223. Nothing. My teacher was very efficient.
224. Of the 3 that I took, 1 of them I withdrew from due to lack of instructor feedback. I was able to complete the assignments with no problems, but didnt feel like I was learning anything.
225. Oh, I wish that I could have gone to the Hour Glass Facility for the extra credit assignment of getting out blood pressure and HDL/LDL levels checked.
226. One of my teachers takes at least two days to respond to a question. Its frustrating when I set aside my time to finish the homework then take the quiz, but a question I had that needed to be answered was not done so in a timely manner.
227. one of the online course has lack of online activities. More quizzes or any type of activities would be helpful.
228. one online course this semester (\*\*\*\*< Bus #119) DID NOT HAVE 1. instructor who provided requested information about acessibility or about location of assignments on Blackboard 1. NO accessible utilities available at Alpia web site - this was unknown until after semester started as course info unavailable from instructor til first day !!! MAKE SURE THAT Blackboard and any Provider Site are accessible - Make sure that this information is available in course description details before student signs-up
229. organization if material
230. Organization. Each professor has their own way of customizing WebCT and often you have to search for assignments or other files (i.e. syllabus) in different folders. It can be confusing and time consuming.
231. Professor involvement (it was minimal), especially in managing online discussions
232. Ridiculous costs for eBook that won't even allow you to print properly.
233. Slightly longer deadlines.
234. Some courses and teachers are very organized. Some are very dis-organized which makes it difficult. I'm taking business communications 151 (CRN \*\*\*\*)-very dis-organized. Teachers has information all over the place. I think the teachers need to attend a training class and follow a format that is consistent. Class BUSE150 (CRN \*\*\*\*) was very organized and easy to understand what was needed to achieve work in the class.
235. Some instructors are not that available to students. Sometimes they don't really seem interested in teaching the course and you can tell that the course material has just been recycled over and over again.
236. Some of the course' instructors lack involvement and dedication with regards to helping the student s succeed. Also seems as though some instructors struggle with effective communication via the web.
237. Some of the links were very difficult to open or printing would be difficult to do.



238. Some of the tasks were very difficult to perform correctly due to the sensitivity and picky-ness of the program. Some times the program was slow to run or open.
239. Sometimes it is a little difficult to find assignments in blackboard because all the instructors I have place them in different areas.
240. Split 101 into two courses.
241. standard format for the way each professor makes their class look and function, some are user friendly others are not
242. Students would have to pass a basic writing evaluation prior to being allowed to enroll in an online class.
243. Take into account that everyone interpets words differently; specify the instructions in multiple semantics.
244. Technical difficulties and lack of understanding from Professors about these difficulties, especially when it affects our grades.
245. The amount of work. It's a lot of work.
246. The chapters were divided into three and the quizzes and assignments for each third was due weeks later. I think it would have been best if they were due at the end of each week. This class made it too easy to procrastinate.
247. The class was very disorganized for the first four weeks. Students did not know which assignments were required, textbooks were scarce, and the website that was used for our assignments was not very intuitive.
248. the cost of the textbooks. :(
249. The course load was very large- it seems that the instructors overload the students with assignments in order to make up for it being an "online" course. This is my experience from being in the classroom vs taking an online course.
250. The course that I am taking online through Miramar College is a music class that is primarily taught through a book. It is integral for students to HEAR what the terminology means, not only READ it. It is very possible to incorporate this into an online course.
251. The due dates for material. The amount of material due each week was a bit much took 6-12 hours a week.
252. The excessive amount of homework given. Seems like more work than a normal on-campus class was assigned to make up for the fact that it was an online class.
253. the fact that teachers don't check their emails every day.
254. The format on the blackboard. I know that fellow students had a hard time locating our Mid-term & Final exam on blackboard!
255. The instructor was unrelenting when it comes to family emergencies. So perhaps just because the class is online doesn't mean that a family emergency shouldn't accepted as a reason to miss class.
256. the instructor was very unorganized - and was not clear with the instructions - i was not the only one who need continual clarification
257. the instructor! he was not organized and didn't communicate well or in a timely manner.
258. The instructor! I was not happy with this instructor (CRN \*\*\*\* - \*\*\*\*). A lot of the material he posted had many spelling errors, the content he asked us to study wouldn't be something you would apply in everyday life. He refers to chapters as "modules" which made it confusing for a lot of the students. Much of the way he communiated was very confusing. Tests had mistakes. Not very profession the way he speaks to the studes. The list goes on.
259. The instructor. Never available, disappeared for weeks at a time, hasn't provided any academic support so far.
260. The key is the change of the instructor who is or isn't familiar with the online tools.
261. The layout is bad, and the teacher seems a bit clueless about how to work in the system
262. The online course needs to be structured and organized so that information is accurate, updated, and presented in the correct order. I found the instructor's syllabus, online quizzes, modules (chapters), and course content to be confusing, unorganized, and misleading.

263. The online course that I withdrew from I would change to be more like others I have taken, MORE instructor involvement, more activities to be graded. This course had only exams and homework on another site, that was hard, without any source to get help, there was no communication with instructor or students, just the homework which counted very little, and exams that counted a lot. Too hard.
264. The only thing would be how some professors are not quick to return your email and how they give non-specific replies to questions. Also, how technical support is limited to pop-up answers first before you actually get the feed back you really need.
265. The only things I would change are consistent for all the online courses I have taken; and that is that for some reason the instructors who teach these classes seem to have a lot of typos what they write. Other than that, I love it.
266. The professor interaction was minimal, there were issues with tests. Most issues I have with the course are based on the professor.
267. The professor's input (Business Law) was either none or very minimal. Questions on tests where ambiguous and technical help when there was a problem with posting was none, when asked the instructor he was short and did not follow through.
268. The professors have to communicate with the student. If I was in a classroom asking a question I would have an answer.
269. The site seemed a little unorganized, and a few times I got frustrated because the links would not work.
270. The teacher was horrible and uncommunicative. I was dropped without warning, without notice. The students emailed and taught the material to themselves since the teacher was not responsive.
271. The Tests and quizzes should be available anytime. If i have the time now to complete something I already studied, I should be able to take the tests and quizzes for it. My free time might not be available when the instructor, although reading has already been assigned, ALLOWS me to take the quizzes and exams.
272. The tests often had wrong answers in Blackboard Web. I had to contact the professor to correct the problems with the tests. The tests should be keyed with the correct answers so that the student doesn't have to take the time to contact the professor to correct the issues.
273. The time in which professors graded assignments, they should set a timeline for the students and stick to it.
274. the time period of when you get a reply back through email. also how the course is so time consuming.
275. The timing of some of the due dates. Being an single mom and working mom doesnt leave me much of a time gap for me to always turn in all my work at a timely matter.
276. There is too much information crammed into once course, there should be 101a and 101b scenario. Right now I am camming through the work to get the assignments completed on time but I will go back after the course is over and re-work all of the exercises so that I really learn how to do the functions.
277. There were group assignments that were very uneffective, due to not being able to get in contact with others in the group (members weren't responding to emails). So, I believe the group assignments were pointless and ineffective. Also, Reminders when assignment due dates were coming up would have been helpful, as well as more info on the one big film assignment.
278. Things were hard to get started in the beginning.
279. This particular online course has been a pretty bad experience. From the beginning of the semester, the instructor didn't know the information that we needed in order to log on to the online course. I dislike mybizlab since it tends to record incorrect grades. I don't like reading the textbook online either (and paying \$50 for that is a rip off!) since it's in a tiny little box on the screen. There is no interaction or discussing between students in this course, either, which is really a shame. That's such an important part of the learning process.

280. This semester I would change due dates always being on the weekend and test and quizzes being longer than if I attended class 4 days a week. Tests being open in a timely manner or at least close to the time instructor stated they would be! And course materials match the level of the class rather than be more advanced than the level it is! And I am ONLY speaking of this semester ALL other semesters have been great!
281. too many quizzes and the timeline for taking the weekly quiz was too difficult to meet, some of these classes FORCE you to do work on the weekend by ONLY allowing access to tests on the weekends-very bad timing for me
282. too many websites to use...
283. Try to explain where to find things a little more.
284. understanding quizzes and applications. To many technical malfunctions choose one answer and rotates to another option prior to being saved giving wrong answer
285. Video lectures
286. Weekly posting of "discussions" isn't really a valuable learning format.
287. Well, I would like to be able to communicate more with the professors, and to have more help on large online exams that encompasses a lot of chapter material. I found it difficult to know how to perform well on a 100 question 2 hr online example and not have a proper study guide. like I would in a classroom. Teachers should consider having video lectures online along with discussion material.
288. When people post new messages to discussions, you are able to click the "# New Messages" and see all the new messages at once, but once you have 'read' all the new messages, you have to reopen them one by one. I would like to see a feature to have all messages posted on a page and one can scroll down the page, without having to click new links each time.
289. woud like to see interactive class where instructor will explain the subject in the interactive class
290. Would like more hands-on materials such as simulations, etc. in lieu of researching websites & the learning modules (albeit helpful).
291. Would like more instructor-led teaching. Maybe webcasts or audio instruction rather than self-teaching.
292. Would rather see final given online versus in the middle of the work day on campus. Most students take online courses because they work and taking time off for a test in the middle of the work day is not always easy.
293. You can't skip questions and come back on a lot of the questions. When taking tests, if I'm unsure of an answer, I'll skip it and come back to it.

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 a chapter 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. Opening 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 would have been more helpful if the teacher ever responded to emails - never receive responses.