SAN DIEGO
MESACOLLEGE

Mesa College
Online Course Satisfaction
Survey Report

Fall 2012

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Overview and Purpose

The purpose of this survey project is to collect additional information about students who took Mesa College online courses in the Fall 2012 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, classroom support and communication, and students' perception of learning.

Methodology

Survey Population

To be eligible for the study, a student had to be enrolled in an online course at Mesa College in the fall semester prior to the start of data collection in November 2012. Students who dropped or never attended the course were excluded. Cancelled courses, open entry/exit courses, chemistry labs, and biology labs were also excluded.

Implementation

A pre-notification email was sent to students by the Office of Institutional Research and Planning prior to data collection informing them about the forthcoming online student satisfaction survey. Students subsequently received an emailed survey invitation with a link to the online survey in November 2012. In an effort to increase survey response rates, three reminder emails with direct access to the survey were sent to the survey population during the three week data collection. Online and Distributed Learning posted notifications to Blackboard to inform students about email invitations to the survey.

Instrumentation and Analytical Plan

The Office of Institutional Research and Planning referenced the previous 2011 Online Course Satisfaction survey and collaborated with the Dean of Online and Distributed Learning to develop and confirm the 2012 survey questions. The survey instrument contained 28 questions and took approximately five minutes for students to complete. A copy of the survey is provided in Appendix A.

Analyses of demographic questions in the Student Profile include two comparison groups: the survey respondents and the general online student population; each of which are unduplicated. Note that individual response categories may not total 100% due to rounding.

Results from this survey are clustered into five general areas:

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

Verbatim responses are listed in Appendix B and are edited with *** only in the case of derogatory language or to protect an individual's identity. Notable trends in student satisfaction from previous Mesa College Online Course Satisfaction Survey reports (2010 and 2011) are also provided in the Highlight of Findings.

Student Profile

In Fall 2012, the General Online Population at Mesa College totaled 5,113 students. Approximately one percent of the students supplied a shared email address, an invalid email address, or no email address and were excluded. Approximately two percent of the students had previously opted out of receiving future surveys and were also excluded. Of the 4,970 surveys that were sent to students, 714 surveys were returned, yielding a 14% response rate. The response rate does not provide statistical representativeness of the population of online students served within Mesa College. However, it is higher than previous years (13% in 2011, 12% in 2010, and 9% in 2009).

- The majority of students who responded reported their course(s) as fully online (82%; see Table 1).

- The majority of respondents were below the age of 30 (61%) and approximately two-thirds were female (68%; see Tables 2 and 3).

- The largest proportion reported their ethnicity as White (44%), 20% were Latino, 14% were Asian/Pacific Islander, 6% were African American, 4% were Filipino, and 1% were American Indian/Alaskan Native (see Table 4).

Survey respondents varied somewhat in course format, gender, age, and ethnicity compared to the general online population at Mesa College. Therefore, satisfaction is only generalizable to those students who participated in the survey.

Highlight of the Findings

Student Preparation for Online Course

- The majority of students who responded to the 2012 survey had some college-level experience with online courses during the past two years: 58% had taken a course at SDCCD and 25% had taken a course at another college (see Tables 5 and 6). While the percentage of respondents who had recently taken a course at another college remained steady between 2010 and 2012 (25%-26%), the percentage of students who had recently taken an online course at SDCCD decreased from 71% to 58%.

- Many 2012 respondents (76%) felt they had sufficient information about online course requirements prior to enrolling (see Table 7). However, fewer than two-thirds of those who rated the Online Learning Readiness Assessment and Blackboard orientation felt they were helpful (60% and 59%, respectively; see Tables 8-9), and satisfaction with the assessment and the orientation decreased from 2010 (66% and 63%, respectively).

Student Experience in Online Course

- Over three-quarters of the respondents (79%) enrolled in one or two online courses during Fall 2012. Most students (96%) visited their online course(s) at least a few times a week, and 60% spent four or more hours logged into their online course per week (see Tables 10-12).

- When asked the reason why they took their online course, students who responded in 2012 most often reported an intention to transfer to a four-year university (38%) or a desire to apply the course toward their AA/AS degree (28%; see Table 13).

- The top reasons offered as the cause of students' online course withdrawal were: the course was too time consuming (22%), the course did not fit into their personal/work schedule (22%), the student prefers to take classes in person (19%), and the course was too difficult (18%; see Table 14). Withdrawal due to a preference for in-person classes increased from 11% in 2010 to 19% in 2012.

Technical Support

- Over three-quarters of the 2012 respondents (78%) agreed that they had a positive experience using the online course tools (see Table 15).

- Approximately half of the students who responded in 2012 (52%) felt they were able to obtain needed help from the 24/7 Blackboard Helpdesk; however, about one-quarter of the respondents were unsure (24%) and one-quarter of the respondents (24%) felt that the service was unhelpful (see Table 16).

Classroom Support and Communication

- Most 2012 respondents (89%) referenced the course syllabus for information about course requirements (see Table 17).

- The majority of the 2012 respondents preferred a response to questions within 12 or 24 hours (21% and 53%, respectively; see Table 18). Among those students with questions, two out of three (67%) felt that their instructors responded within the timeframe stated in the course syllabus. However, among those respondents who responded neutrally (11%) or did not feel that their instructors responded in a timely fashion (21%), 63% did not know where to go for help with their questions (see Tables 19 and 20).

- While the majority of the 2012 respondents felt that they could communicate effectively with their classmates and their instructors (70% and 74%, respectively; see Tables 21 and 22), satisfaction with classmate communication in particular decreased from 2010 to 2012 (79% to 70%). The top method proposed as being effective for communicating with instructors was email (77%). Other popular methods of student-teacher communication were the discussion board and announcements (43% and 41%, respectively; see Table 23).

Perception of Online Learning and Future Services

- Most 2012 respondents felt that the online format was an effective way to learn and that the number of students in the course was appropriate (75% and 71%, respectively; see Table 24 and 25); however, satisfaction with the number of students in the course declined between 2010 and 2012 (76% to 71%).

- The majority of the 2012 respondents (66%) would take another online course rather than a traditional on-campus course if given the choice; however, some respondents (18%) felt it would be unlikely that they would take another online course rather than a traditional on-campus course and some were unsure (16%; see Table 26).

Survey Results

Student Profile

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

	Survey Respondents			General Online Population		
	N	**%**	**Valid %**	**N**	**%**	**Valid %**
Fully online only	579	81%	82%	4,511	88%	88%
Partially online only	60	8%	8%	449	9%	9%
Both fully online and partially online	70	10%	10%	153	3%	3%
Total	**709**	**99%**	**100%**	**5,113**	**100%**	**100%**
Unreported	5	1%				
Total	**714**	**100%**				

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

	Survey Respondents			General Online Population		
	N	**%**	**Valid %**	**N**	**%**	**Valid %**
Under 18	4	1%	1%	5	0%	0%
18 to 24	258	36%	39%	2,462	48%	48%
25 to 29	143	20%	21%	1,163	23%	23%
30 to 39	137	19%	20%	889	17%	17%
40 to 49	75	11%	11%	356	7%	7%
50 and above	53	7%	8%	238	5%	5%
Total	**670**	**94%**	**100%**	**5,113**	**100%**	**100%**
Unreported	44	6%	0%			
Total	**714**	**100%**	**100%**			

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

	Survey Respondents			General Online Population		
	N	**%**	**Valid %**	**N**	**%**	**Valid %**
Male	215	30%	32%	2,053	40%	40%
Female	449	63%	68%	3,059	60%	60%
Total	**664**	**93%**	**100%**	**5,112**	**100%**	**100%**
Unreported	50	7%	0%	1	0%	
Total	**714**	**100%**	**100%**	**5,113**	**100%**	

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

	Survey Respondents			General Online Population		
	N	%	Valid %	N	%	Valid %
African American	42	6%	6%	393	8%	8%
American Indian/Alaskan Native	4	1%	1%	19	0%	0%
Asian/Pacific Islander	95	13%	14%	645	13%	13%
Filipino	25	4%	4%	245	5%	5%
Latino	130	18%	20%	1,353	26%	27%
White	291	41%	44%	1,992	39%	40%
Other	69	10%	11%	291	6%	6%
Total	**656**	**92%**	**100%**	**4,938**	**97%**	**100%**
Unreported	58	8%	0%	175	3%	
Total	**714**	**100%**	**100%**	**5,113**	**100%**	

Student Preparation for Online Course

Table 5. How many online courses within the San Diego Community College District have you taken in the past two years before Fall 2012?

	N	%	Valid %
None	288	40%	41%
One	94	13%	13%
Two	85	12%	12%
Three	59	8%	8%
Four	48	7%	7%
Five	30	4%	4%
More than five	97	14%	14%
Total	**701**	**98%**	**100%**
Unreported	13	2%	
Total	**714**	**100%**	

Table 6. How many online courses have you taken at other colleges outside of the SDCCD in the past two years before Fall 2012?

	N	%	Valid %
None	531	74%	76%
One	63	9%	9%
Two	34	5%	5%
Three	21	3%	3%
Four	13	2%	2%
Five	4	1%	1%
More than five	37	5%	5%
Total	**703**	**98%**	**100%**
Unreported	11	2%	
Total	**714**	**100%**	

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

	N	%	Valid %
Strongly disagree	42	6%	6%
Disagree	50	7%	7%
Neither agree nor disagree	71	10%	11%
Agree	288	40%	43%
Strongly agree	219	31%	33%
Total	**670**	**94%**	**100%**
Not applicable/Unreported	44	6%	
Total	**714**	**100%**	

Table 8. If you completed the Online Learning Readiness Assessment before you took this course, how helpful was it in assessing your preparation for taking an online course?

	N	%	Valid %
Very unhelpful	42	6%	12%
Unhelpful	20	3%	5%
Neither helpful nor unhelpful	84	12%	23%
Helpful	127	18%	35%
Very helpful	91	13%	25%
Total	**364**	**51%**	**100%**
Not applicable/Unreported	350	49%	
Total	**714**	**100%**	

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

	N	%	Valid %
Very unhelpful	44	6%	14%
Unhelpful	15	2%	5%
Neither helpful nor unhelpful	74	10%	23%
Helpful	109	15%	34%
Very helpful	80	11%	25%
Total	**322**	**45%**	**100%**
Not applicable/Unreported	392	55%	
Total	**714**	**100%**	

Student Experience in Online Course

Table 10. How many online courses at the San Diego Community College District (City, Mesa, or Miramar Colleges) did you enroll in during Fall 2012?

	N	%	Valid %
One	353	49%	50%
Two	204	29%	29%
Three	82	11%	12%
Four	50	7%	7%
Five	12	2%	2%
More than five	12	2%	2%
Total	**713**	**100%**	**100%**
Unreported	1	0%	
Total	**714**	**100%**	

Table 11. On average, how often have you visited this online course during the semester?

	N	%	Valid %
Less than once a month	6	1%	1%
Once a month	5	1%	1%
A few times a month	14	2%	2%
A few times a week	379	53%	56%
Once every day	145	20%	22%
More than once a day	124	17%	18%
Total	**673**	**94%**	**100%**
Unreported	41	6%	
Total	**714**	**100%**	

Table 12. On average, how many hours per week have you spent logged into this online course during the semester?

	N	%	Valid %
Less than 2 hrs/week	65	9%	10%
2-3 hrs/week	199	28%	30%
4-5 hrs/week	216	30%	32%
6 or more hrs/week	190	27%	28%
Total	**670**	**94%**	**100%**
Unreported	44	6%	
Total	**714**	**100%**	

Table 13. Why did you take this online course?

	N	%	Valid %
Apply toward AA/AS degree	180	25%	28%
Apply toward certificate	29	4%	4%
For career development	61	9%	9%
Needed the units	34	5%	5%
Personal enrichment	68	10%	10%
Transfer to a 4-year university	248	35%	38%
Other	28	4%	4%
Total	**648**	**91%**	**100%**
Unreported	66	9%	
Total	**714**	**100%**	

Table 14. If you withdrew from any online classes you enrolled in for Fall 2012 please indicate the reason(s) why you withdrew.

	N	%	% of Cases
The course(s) was too time consuming	34	14%	22%
The course(s) did not fit into my personal/work schedule	33	14%	22%
I prefer to take classes in person	29	12%	19%
The course(s) was too difficult	27	11%	18%
I did not need the course(s) (i.e. change of major, transferred, etc.)	25	11%	16%
Personal reasons (health, family, etc.)	25	11%	16%
There was not enough instructor feedback	24	10%	16%
I had technical difficulties with the computer/web	13	5%	9%
Blackboard was too difficult/ problematic	7	3%	5%
The course(s) did not fit into my course schedule	7	3%	5%
Other	14	6%	9%
Total	**238**	**100%**	**157%**

Technical Support

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

	N	%	Valid %
Strongly disagree	49	7%	7%
Disagree	38	5%	6%
Neither agree nor disagree	63	9%	9%
Agree	244	34%	36%
Strongly agree	282	39%	42%
Total	**676**	**95%**	**100%**
Not applicable/Unreported	38	5%	
Total	**714**	**100%**	

Table 16. If you contacted the 24/7 Blackboard Helpdesk, how helpful was it in solving the issue?

	N	%	Valid %
Very unhelpful	45	6%	18%
Unhelpful	16	2%	6%
Neither helpful nor unhelpful	60	8%	24%
Helpful	74	10%	29%
Very helpful	58	8%	23%
Total	**253**	**35%**	**100%**
Not applicable/Unreported	461	65%	
Total	**714**	**100%**	

Classroom Support and Communication

Table 17. I refer to the course syllabus for information about course requirements.

	N	%	Valid %
Strongly disagree	28	4%	4%
Disagree	14	2%	2%
Neither agree nor disagree	36	5%	5%
Agree	254	36%	38%
Strongly agree	341	48%	51%
Total	**673**	**94%**	**100%**
Not applicable/Unreported	41	6%	
Total	**714**	**100%**	

Table 18. How much time do you feel is acceptable to wait before receiving a response from your instructor to your questions?

	N	%	Valid %
Up to 12 hours	146	20%	21%
Up to 24 hours	359	50%	53%
Up to 2 days	136	19%	20%
Up to 3 days	21	3%	3%
Other	20	3%	3%
Total	**682**	**96%**	**100%**
Unreported	32	4%	
Total	**714**	**100%**	

Table 19. My instructor responds to my questions within the timeframe stated in the course syllabus.

	N	%	Valid %
Strongly disagree	86	12%	13%
Disagree	55	8%	8%
Neither agree nor disagree	73	10%	11%
Agree	205	29%	31%
Strongly agree	233	33%	36%
Total	**652**	**91%**	**100%**
Not applicable/Unreported	62	9%	
Total	**714**	**100%**	

Table 20. Do you know where else to go for help with your questions?

	N	%	Valid %
No	134	19%	63%
Yes	79	11%	37%
Total	**213**	**30%**	**100%**
Not asked/Unreported	501	70%	
Total	**714**	**100%**	

Table 21. I am able to communicate effectively with fellow students in this course.

	N	%	Valid %
Strongly disagree	33	5%	5%
Disagree	53	7%	8%
Neither agree nor disagree	109	15%	17%
Agree	254	36%	40%
Strongly agree	193	27%	30%
Total	**642**	**90%**	**100%**
Not applicable/Unreported	72	10%	
Total	**714**	**100%**	

Table 22. I am able to communicate effectively with my instructor in this course.

	N	%	Valid %
Strongly disagree	59	8%	9%
Disagree	44	6%	6%
Neither agree nor disagree	72	10%	11%
Agree	237	33%	35%
Strongly agree	265	37%	39%
Total	**677**	**95%**	**100%**
Not applicable/Unreported	37	5%	
Total	**714**	**100%**	

Table 23. Which methods do you find to be effective for communicating with your instructor?

	N	%	% of Cases
Email	519	33%	77%
Discussion Board	286	18%	43%
Announcements	274	17%	41%
Course Messages	224	14%	33%
Comments on Assignments	197	12%	29%
Chat/WebConference	66	4%	10%
Other	30	2%	4%
Total	**1,596**	**100%**	**238%**

Perception of Online Learning and Future Services

Table 24. The online format is an effective way for me to learn.

	N	%	Valid %
Strongly disagree	56	8%	8%
Disagree	34	5%	5%
Neither agree nor disagree	82	11%	12%
Agree	214	30%	32%
Strongly agree	290	41%	43%
Total	**676**	**95%**	**100%**
Not applicable/Unreported	38	5%	
Total	**714**	**100%**	

Table 25. The number of students enrolled is appropriate for this online course.

	N	%	Valid %
Strongly disagree	23	3%	4%
Disagree	18	3%	3%
Neither agree nor disagree	140	20%	22%
Agree	226	32%	35%
Strongly agree	233	33%	36%
Total	**640**	**90%**	**100%**
Not applicable/Unreported	74	10%	
Total	**714**	**100%**	

Table 26. If you were given the choice between an online course and a face-to-face on-campus course, how likely is it that you would take another online course?

	N	%	Valid %
Very unlikely	80	11%	12%
Unlikely	41	6%	6%
Neither likely nor unlikely	109	15%	16%
Likely	173	24%	26%
Very likely	274	38%	40%
Total	**677**	**95%**	**100%**
Unreported	37	5%	
Total	**714**	**100%**	

Appendix A: Survey Instrument

Online Course Student Satisfaction Survey -Fall 2012

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

DIRECTIONS: Unless otherwise noted, please select only <u>one</u> answer per question. Please do **NOT** hit "back" on your web browser to return to a previous screen. Select [NEXT] to move to the next screen and [PREV] to go to the previous screen.

1. If you were enrolled in any online courses at {Add in appropriate college: City College/ECC / Mesa College / Miramar College} in Fall 2012, please indicate if they were fully online, partially online, or both fully online and partially online courses. **[Online courses are considered *Fully Online* if they are 100% online with <u>no</u> meetings or exams on campus. Online courses are considered *Partially Online* if they have one or more meetings on campus.]**

    Fully online only

    Partially online only

    Both fully online and partially online

2. How many online courses at the San Diego Community College District (City, Mesa, or Miramar Colleges) did you enroll in <u>during Fall 2012</u>?

    One

    Two

    Three

    Four

    Five

    More than five

3. If you withdrew from any online classes you enrolled in for Fall 2012 please indicate the reason(s) why you withdrew. **(Select all that apply)**

    Blackboard was too difficult/problematic

    I did not need the course(s) (i.e. change of major, transferred, etc.)

    I had technical difficulties with the computer/web

    I prefer to take classes in person

    Personal reasons (health, family, etc.)

    The course(s) did not fit into my course schedule

    The course(s) did not fit into my personal/work schedule

    The course(s) was too difficult

    The course(s) was too time consuming

    There was not enough instructor feedback

    Other, please explain: _____

4. How many online courses <u>within</u> the San Diego Community College District (City, Mesa, or Miramar Colleges) have you taken in the past two years <u>before</u> Fall 2012?

    None

    One

    Two

    Three

    Four

    Five

    More than five

5. How many online courses have you taken <u>at other colleges</u> outside of the SDCCD in the past two years <u>before</u> Fall 2012?

    None

    One

    Two

    Three

    Four

    Five

    More than five

If you enrolled in more than one online course during Fall 2012, please answer the following questions based on your experience with the online course that is most representative of your overall experience at {Add in appropriate college: City College/ECC / Mesa College / Miramar College}.

6. Why did you take this online course?

    Apply toward AA/AS degree

    Apply toward certificate

    For career development

    Personal enrichment

    Transfer to a 4-year university

    Needed the units

    Other, please explain: _____

7. On average, how many hours per week have you spent 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

8. On average, how often have you visited 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
9.	If you completed the Online Learning Readiness Assessment before you took this course, how helpful was it in assessing your preparation for taking an online course?						
10.	If you attended a Blackboard orientation either online or on-campus, how helpful was it in preparing you to take an online course?						
11.	If you contacted the 24/7 Blackboard Helpdesk, how helpful was it in solving the issue?						

Please indicate your **level of agreement**.

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

19. My instructor responds to my questions within the timeframe stated in the course syllabus.

      Strongly disagree

      Disagree

      Neither agree nor disagree

      Agree

      Strongly agree

      Not applicable

20. [If Q19=Neither/Disagree/Strongly Disagree] Do you know where else to go for help with your questions?

      No

      Yes, please specify where: _____

21. Which methods do you find to be effective for communicating with your instructor**? (Select all that apply)**

      Announcements

      Chat/WebConference

      Comments on assignments

      Discussion board

      Course Messages

      Email

      Other, please specify: _____

22. How much time do you feel is acceptable to wait before receiving a response from your instructor to your questions?

      Up to 12 hours

      Up to 24 hours

      Up to 2 days

      Up to 3 days

      Other, please specify: _____

23. 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

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

25. What would you change about the course?

Demographics (Optional)

26. What is your age?

        Under 18

        18 to 24

        25 to 29

        30 to 39

        40 to 49

        50 and above

27. Are you male or female?

        Male

        Female

28. What is your ethnic background?

        African American

        American Indian/Alaskan Native

        Asian/Pacific Islander

        Filipino

        Latino

        White

        Other

Thank you for taking the survey!

Appendix B: Student Comments

Question 3: If you withdrew from any online classes you enrolled in for Fall 2012 please indicate the reason(s) why you withdrew. OTHER SPECIFIED

1. I did not care for the way the teacher designed the class. She asked us to participate in a discussion but I found it tedious and not helpful. I think she was trying to add value, but in reality the online class doesn't need a teacher. We end up learning the material without her input.
2. I didn't think i could handle 15 units
3. I was not aware I had to buy the book and some pin, it was misleading being i am on a budget. Teachers should have to inform students if they will have to pay an additional cost for the book pincode.
4. Instructor was totally disorganized. Class was listed as fully online but instructor wanted me to drive out to Miramar for class meetings.
5. Instructors leadership, guidance was nonexistent
6. issues with purchasing the book in a timely manner from abroad
7. it was an accelerated class and I couldn't keep up. It was also poorly organized.
8. required books were too expensive and couln't log in without an access code.
9. The instructions just to enter the class were not enough time to comply with during holiday rush, by the time I got to bookstore on a Friday staff had closed bookstore before 6pm, The text kit was $99 for a 1 unit class and too expensive new with no used book kit available.
10. The instructor was disparaging to students in the public forums
11. The purchased textbook was useless because it was used & did not have a required online workbook code.
12. the teacher dropped me because i did not log in often enough even though the bulk of the coursework was on other sites.
13. They never answer email, and became rude with the student. Was advise to drop class if student was complaining.
14. undue extra charges from pearson mylab after paying sdccd for the class was a little confusing

Question 6: Why did you take this online course? OTHER SPECIFIED

1. AA and transfer to 4 yr.
2. Advanced degree
3. An experience... Also all the classes I needed were unavailable.
4. AS degree and transfer to 4 year university
5. bad counselor advice
6. Boost my GPA
7. class not available in classroom
8. Corequisite for the Teaching Credential program
9. deciding interest in fields
10. Didn't know it was online. Only option for the class I needed
11. For General Education credits for License reqirment.
12. Fulfill prerequisites for the Radiologic Technology program
13. I like being able to go to school in my pajamas, while I drink beer and smoke cigars...
14. I like it.
15. I only enrolled in one online course during Fall 2012.
16. In person class was full
17. MASTER'S PROGRAM PREPARATION
18. Math Prep
19. math review before spring math classes
20. Needed for graduate school
21. needed refresher after long time away.
22. Post-baccalaureat work to apply to graduate school
23. PRE-REQS FOR MEDICAL SCHOOL
24. prerequisite to another prerequisite
25. refresher math
26. To see if I have what it takes to do online courses
27. Undecided - either AS or transfer
28. Wrong class

Question 20: Do you know where else to go for help with your questions? YES SPECIFIED

1. 24/7 help desk online on blackboard
2. After awhile I did my own research
3. black board web site
4. Blackboard Help
5. Blackboard Help Center
6. blackboard help, publisher help, instructor, other students
7. Blackboard, ***
8. Book or online.
9. Campus office during office hours
10. College website
11. computer lab
12. Could ask other students by posting questions in Blackboard, look up questions through google, reference my textbook and course notes for answers, etc.
13. Counselor
14. counselor, but still no help.
15. Dean of students
16. dicussion board with students
17. Discussion board
18. Discussion board
19. Discussion board, but students rarely respond.
20. Discussion Boards
21. Either the website help section or the instructor.
22. email
23. Email
24. email instructor
25. email the other students who taken or are taking the course
26. Email the teacher
27. emails between students
28. Fellow Students and online support
29. find instructor on campus
30. Frequently Asked Questions
31. Friends, professors, helpdesks....
32. Google
33. Google
34. google
35. Google
36. have had to use the internet as many items in the course were not in the required course book
37. Help desk
38. help desk
39. help desk for technical difficulties
40. Help Desk, Other Students
41. help student line city website
42. I had to contact administration and the dean of the department
43. I prefer to emil to the professor for my question.
44. instructor office
45. Instrustor email address or 24 hour blackboard hotline
46. internet
47. internet
48. Internet
49. Internet, text books
50. Interwebs
51. Library or an online resource such as: arcgis.com

52. library, tutoring center
53. LRC, but it is closed when I need help. I work full time.
54. My book, google
55. my textbook or unfortunately, the internet
56. office or class
57. On line
58. online search
59. On-site Mesa College
60. Other GIS instructors...fellow students
61. Other online resources
62. Other university websites.
63. Participation in this survey helps us all know how to be more helpful in the future. I feel being dropped before feedback from the student is unfair. Problem solving timelyness before a punitive drop by the Instructor is questionable teaching ethics. Was the student's grades adversely affected by a dropped class?
64. peers, tutoring
65. SDCCD Online Technical Support. I can click the banner at the top of Blackboard's login page which will take me to the Online Learning Pathways page which has a link to the Help Desk. If I am able to login to Blackboard all I have to do is click "Help" at the top of the webpage. They have FAQ's, Live Chat, Online Trouble Tickets, and a phone number. The phone number is 866-271-8794.
66. Since my instrutor was not capable of communicating with me, I had to consult either textbooks or online sources. She had no message link at the website for students to contact her directly. Every other online class I have had had that capability. I tried three different email accounts, including the edu one, but for some reason none of her replies (save two) got through to my personal email account. I contacted my provider and they claimed the issue was not at my end. I provided her my home phone and pleaded with her to call me whenever I had diffuculties with an assignment, but she never once did this simple solution to the communications issue. I remain furious about this whole experience. It is inexcusable for an instructor and student to not communicate. She showed no initiative whatsoever to assist me, nor did she ever confirm that her email accounts were in working order. I even tried to leave voicemail at a number provided me by Mesa, but that did not functuion properly, either. Somrthing was seriously wrong here, and I do not believe it was any of my doing...
67. student tutor service
68. tech support
69. technicial support
70. The book
71. the dept head ***
72. the Internet
73. the message board
74. Tutoring
75. tutoring center
76. Tutoring Center
77. Tutoring Center
78. usually student discussion helps
79. Various resources listed in class website

Question 21: Which methods do you find to be effective for communicating with your instructor?
OTHER SPECIFIED

1. Actually talking to them
2. Emailed my insructor 5 and 6 times with no response. Over a 4 week period!!
3. face to face
4. I would contact her via discussion board and emails, and she doesn't respond.
5. I'd like to chat but couldn't access it
6. In a class room
7. In person
8. Instructor utilized email randomly, and responses were often unorganized, short and rude.
9. My instructor took so long to respond to my questions, I gave up asking her anything.
10. Neither of the above. Tried email, private messages on the blackboard and on the discussion boards and received no responses.
11. none
12. none
13. none of the above
14. None. The instructor NEVER replied to my emails.
15. None. There is no good way of contacting them because they change their mind, and post different due dates in different places.
16. Office Hours
17. Office phone
18. Only communication through blackboard e-mail was allowed
19. Phone Call
20. Several emails before a response
21. telephone
22. Text for notifications
23. The instructor should answer emails, if only to suggest a method choice by the instructor to communicate with the student.
24. The response from either professor was very seldom compared to the amounts of my questions and concerns !! ***.
25. there was NO effective communicating with one particular instructor.
26. unable to get a response from my instructor to my emails
27. Very very bad communication, teacher practically doesn't exist
28. Was provided with the professors cell # on syllabus
29. wish i could have told instructor to give me some sample of assignment format or he could have done the same not until am already 3/4 of a chapter
30. Would not know, they don't answer any emails or take time.

Question 22: How much time do you feel is acceptable to wait before receiving a response from your instructor to your questions? OTHER SPECIFIED

1. 10 minutes
2. 3hourse depends
3. 4 hours
4. 4-6 Hours
5. 6 to 12 hours, depending on when I send a message (morning/afternoon)
6. 8 hours or less
7. BUSE *** 2-5 days or never
8. Depends on the time frame of the selected assignments.
9. Depends, if a weekend or holiday; I understand, it's a weekend or holiday fore teachers, too. But I've always had a response within 24 hrs otherwise...
10. few hours
11. I would like an answer within an hour, but I guess that's asking for too much. One day would be acceptable, but my instructor could take a week or more. She also didn't work on weekends when many of us are doing our assignments. After all, many of us take online classes because we are busy on weekdays. We need help on weekends!
12. it depend.. During the week w/i a 12 hour period, weekend w/i a 24 hour period and near midterms & exams w/i hours
13. It would very, depending on the issue at hand
14. one week
15. Preferably less than 6 because deadlines and problems on the website can occur.
16. same day within a specific time frame.
17. The instructors should be checking every weekday at least once.
18. up to 4 hours
19. within 3 hours. I am trying to pass the course and the instructor should be available quickly. Not only that I am looking for a good grade but I am paying my hard earned dollars for a quick response.
20. Within a few hours

Question 24: What elements of the online course were valuable to you?

1. 1. Able to do class work after work and when I have time. 2. I had to withdraw from this course once before because I became too ill to attend class. I did not have to worry if I got the flu this winter. 3. Lots of available practice examples through Connect.
2. 1. Textbook to read and study. 2. Practice quizzes. 3. Course syllabus. 4. Chapter quizzes.
3. 24/7 access to my class.
4. A teacher who actually grades your work. Some online courses have allowed students to severely plagiarize. In other words, the teacher must make the class meaningful...not just program certain things on Blackboard and be done.   Most professors (75%) have been very good at treating the online class like a real class. But for those other 25%, there should be a bit of schooling for them.
5. Ability to complete assignments at own pace
6. Ability to do things at my own pace in my own time
7. Ability to have a full lecture about a subject given by the instructor.
8. Ability to make my own schedule and go at my own pace. In a classroom, we are often hindered by a teacher's need to be inclusive in making a schedule that works for everyone. Sometimes that is just frustratingly overkill.
9. Ability to take courses at home, and save the transportation, parking, etc. costs
10. Ability to work on assignments on my schedule- (after work and weekends)
11. Ability to work remotely.
12. Able to complete on own time. Able to take the course while traveling.
13. Able to do course work/assignments when I had time. It worked well with my schedule.
14. able to do it on my own time
15. Able to recieve instruction all hours of the day.
16. Able to work on my schedule
17. Able to work on school when I am available
18. Above all, the convenience was valuable. Being able to personally arrange my study times was a definite plus. I also appreciated that the proposed schedule for the course was followed exactly. Face-to-face teachers often make adjustments to the schedule, which I have found to be disadvantageous given my tight schedule.
19. Absolutely none. I learned nothing, however I am already successful in the field so I should have learned concepts that would reassure what I am already doing. I only learned far off theories about child development.
20. accessability, flexibility
21. Accessibility during all hours, work on my own schedule
22. *** was good for reviewing concepts but falls short of learning new concepts since there isnt any video review.
23. all
24. all
25. all
26. all
27. all
28. all
29. All aspects of my online courses have been valuable to me. IBlackboard is not perfect, but it is well enough to work on comfortably. I have learned a great deal working with my online classes and I was worried that I may not before I started.
30. all of it played a role
31. All of it, I really like and enjoy taking the online courses and I wish that there were alot more of them offered.
32. All was very helpful.
33. Allows for flexibility and better time management when I am taking 16+ units. It allows me to prioritize and get everything done since online I do it on my own time.

34. Allows the time I need for a very demanding job to do the homework on my time frame. I did not feel rushed, and was able to ask questions when necessary.
35. Almost all the data needed to do projects is online -ESRI online courses
36. an instant response to math problems if correct or incorrect and an explanation.
37. announcements
38. Assignments were well explained and the instructor is good help.
39. Assignments with clear instructions.
40. Availability any time
41. basic accounting
42. Being able to attend classes on my schedule
43. Being able to check the website and do the work when was convenient for me.
44. Being able to choose when you work on assignments
45. Being able to do my assignments around my full-time job.
46. Being able to do my work at any time during the week! Directions for projects that included examples were there and necessary for success in an online class.
47. Being able to do the work and assignments when convenient for me. Not having to physically be on campus. Convenience and comfort of being at home
48. being able to do things at my own time
49. Being able to either ask the students or instructor with a question I would have.
50. Being able to get immediate feedback and not having to worry about office time or scheduling an appointment. Being able to participate in group discussion on my own time.
51. Being able to look at lessons over and over again and print them out.
52. Being able to take a class on my schedule
53. Being able to take the entire class at home. I did not have to waste time driving to school and sitting through a lecture then driving home. I can work on the class any time of the day that works for me and I am able to work at my own pace more than in a on-campus course.
54. Being able to work from home. I work full time and need personal time. Going to class online allows me to have a great balance in my life.
55. Being able to work full time while in a class.
56. Being able to work on assignments ahead of schedule, or on my own time.
57. Being able to work on my course work on my own time is extremely valuable to me as a student who has a full time job.
58. Being able to work on the class whenever you need to.
59. Being able to work on the course whenever I had time.
60. Being home with kids.
61. Blackboard gave me the opportunity to connect with the class on a regular basis & submit projects as they were completed (even at midnight). The classes instructed by Professor *** were terrific! I would highly recommend her classes and format to any student!
62. can use it when i have time
63. Class discussions
64. Clear deadlines and consistency
65. communication and exercises
66. communication and meetings
67. Communication with the instructor
68. constant temperature checks along the way which tested the knowledge I have gained since the last quiz.
69. convenience
70. convenience
71. convenience
72. convenience
73. convenience
74. convenience
75. convenience
76. Convenience of choosing time of day or night to log on and work on requirements.

77. convenience of logging in from home and not having to find child care for my 3 kids
78. convenience to syudy at home. ability to get into the course.
79. convenience with regards to time
80. Convenience. E-books and other relevant articles posted.
81. Could complete the coursework on the weekends.
82. Didn't have a set time to be in class. not parking problems
83. discussion board
84. discussion board
85. discussion board
86. discussion board
87. Discussion board, calendar
88. discussion board, instructor emails
89. Discussion board. Private message/email with instructor
90. Discussion Board. Videos. Weighted grade in gradebook so you can see where you stand in the class.
91. Discussion boards
92. discussion boards because you are able to effectively communicate with the instructor and students
93. discussion part & a quick response from the instructor
94. discussion threads
95. Discussions
96. Discussions
97. Do not know since I did not take the course.
98. Don't have to drive to campus and pay for parking.
99. Early communication
100. Ease, convenience
101. Easiness
102. Easy access
103. Easy and convenient.
104. Easy grading
105. Easy schedule
106. Easy to access
107. Easy to manage. The online courses that I took were organized.
108. Easy to understand what is expect to receive a good grade. Easy communication with instructor.
109. Every single one
110. everything
111. everything
112. everything
113. everything
114. Everything was useful
115. examples
116. EXPLANATION
117. extra time and easy to come back agian
118. Extremely accessible when on travel
119. Fit my schedule. Easy to follow.
120. Flexable hours to view and complete course assignments.
121. Flexibility
122. Flexibility
123. flexibility
124. Flexibility
125. Flexibility
126. Flexibility
127. flexibility
128. Flexibility

129. flexibility
130. Flexibility
131. Flexibility
132. Flexibility
133. flexibility
134. Flexibility
135. Flexibility
136. Flexibility
137. Flexibility and ability to work while enrolled.
138. Flexibility and great pace between assignment due dates
139. Flexibility because I work full time
140. Flexibility in schedule. Reduce travel time. Minimal contact with other students.
141. flexibility -No parking concerns - work at my own pace
142. Flexibility of accessing course in relation to my work/life schedule.
143. Flexibility of time to take the class its self. Working full time this is ideal.
144. flexibility, I have children I care for full-time.
145. Flexibility, no travel or parking required
146. Flexibility. Going at your own pace. Being able to review things as long as needed to understand the material.
147. Flexibility. Syllabus.
148. Flexible hours and self directed reading schedules.
149. Flexible schedule
150. Flexible schedule
151. Flexible Schedule, Easy to access course materials because it is all digital
152. Flexible timing
153. Flexible with schedule.
154. Flexiblilty with schedule.
155. For *** Multimedia, not much. I'm simply grateful I survived the dreadful experience. However *** Multimedia was a pleasure.
156. For my math course, the examples given are excellent and really help me solve each problem.
157. For this particular course-- this instructor was INCREDIBLE about getting course work graded and back to you quickly. We had A LOT of papers due in this class, and he didn't waste any time in correcting and returning what you had submitted. I felt like Prof. *** was extremely approachable and wanted to see us succeed-- so he would go the extra mile to help us understand how things needed to look or certain formats & stuff.
158. Forum was easy to talk to other students and get help through them/help others.
159. free time
160. Freed up time for work and other studies.
161. Freedom to learn in my style
162. Freedom to sign on on my time
163. Freedom with my time
164. Freedom,Save time,Learn as many times as I can
165. General mix of synchronous and asynchronous activities.
166. Get to the material faster and avoid the delays in class by people asking stupid questions.
167. Grades posted
168. haaving flexibvle work schedule
169. Having a flexible schedule is important to me, so the online course is great for that. Also, it mimics the work environment I'm pursuing.
170. Having notes for the quizzes so you understand concepts instead of just try and memorize everything.
171. Having the time and working around my schedule
172. homework
173. How easy it was to access to my online course.

174. I am a working adult. I've found that nearly all instructors at San Diego Community College District have no idea what that's like. The online class format offers flexibility with regard to attendance. Without this flexibility, I've found it very hard to attend traditional classes at SDCCD.
175. I am able to work on the assignments and project on my time. No rushing from work to get to class.
176. I am older so it is better for me not having to put up with the extremely social atmosphere of the classroom. I can concentrate on what is more important to me and that is the information.
177. I am still able to work and I am more self-sufficient in learning the material.
178. I appreciate the convenience of completing assignments when it's convenient for me
179. I believe that both courses I took this semester were lacking in study material (need more lectures, videos, white papers, quiz's, etc..). I also felt that in order for students to continue to use online services you must have a standard portal and process for accessing and learning the material. My ECON *** class was much different then my BUS*** in regards to learning material and user interface. I also felt very disconnected from the class and instructor in both classes which hasn't always been the case in other online courses.
180. I can attend my course at my convenient time.
181. I can do it at my house , when I want.
182. I can do the work when i have time.
183. I can go at my own pace.
184. I can take the class according to my own schedule. I don't have to drive then park on campus. Saves a lot of money and time.
185. I can understand each words from professor's video with subtitle.
186. I can work at my own pace and on my own schedule.
187. I can work on my own time
188. I could balance school and work.
189. I could complete it at my convenience.
190. I could complete work on my own pace.
191. I could do it at home
192. I could do it on my own time
193. I could do it on my own time.
194. I could manage my online class time.
195. I could plan my completion of the work around my schedule and not have to waste the time commuting to campus.
196. I could work at home
197. i could work from home
198. I could work on my own time.
199. I don't have a car, so not needing to find transportation was valuable
200. I don't understand the question, and I won't respond to it.
201. I don't understand the question.
202. I enjoy being able to learn at my own pace at my own time.
203. I enjoy online courses because it works with my full time work schedule.
204. I enjoyed being in charge of my overall schedule, so long as work was turned in by the deadline. The dedication to ensure I stay on top of the syllabus and reading without any added outer influence to remind me was very satisfying in the end because I knew that I wanted this and made it happen.
205. I find it is convenient for me taking online class and I have more time to review the assignment.
206. I found my all online course was extremely well planned out. The absence of lecture was not felt because the text was very readable (and even was an enjoyable read!) and was a good substitute for lecture.
207. I found the course materials were of great value to me. It enhanced my overall understanding of Cultural Studies (Chicana/o) of American History in a unique perspective.

208. I found the format more useful than I originally thought. I thought the instructor provided useful feedback and was always helpful concerning questions and feedback. Also, I was very appreciative for the the online class allowed me to juggle my job and coursework.
209. I had a decent amount of time to do do the reading and the assignments. I also much better prefer the timeframe I have to do exams online rather than in person. It helps my exam anxiety.
210. I have had very bad experience with all the online course that I have taken so far.
211. I have severe anxiety, so online is much easier for me as I'm more comfortable discussing things. Also, as a salaried manager in the hospitality industry, setting specific time aside to attend a class, is nearly impossible.
212. I learned a lot via the textbook and appreciate the selection of text.
213. I like a lot about the online courses. It left my schedule open and i could complete my homework and assignments from where ever i wanted to.
214. I like being able to work at my own pace at home
215. I like being able to work full time and to do school work on the weekends or evenings to fit my schedule.
216. I like it and it's better and easy for me.
217. I like not having to go in or participate at a set time daily. I have a very hectic schedule and need more flexibility.
218. I like that the course is strictly on my time.
219. I like that you lear at your own pace. Everything is at home and you save gas money!
220. I like the convenience of online courses.
221. I like the discussion boards I think it was a good way to communicate with our classmates.
222. I like the fact that people get to see other students' comments and voice their own opinions about a certain topic of discussions.
223. I like the hybrid courses, which including both lecture and online.
224. I liked having my time be flexible with my work schedule. I loved all of my courses the subjects were involved and I felt that I learned a lot. I felt that the assignments were just right for what we needed to learn and that the classes were well organized, except BUSE ***.
225. I liked how my instructor, *** had practice tests, vocabulary flash cards, and powerpoints on blackboard for me to use in order to get better understanding of what the book was talking about.
226. I liked that I could re watch the lectures if I needed to. Regular classes should record their lectures and post them online.
227. I liked that I was able to do the work from home and learn AT&T own pace
228. I liked the combination of being able to study and complete assignments on my own schedule and scheduled on-site testing. On-site testing, as opposed to at-home testing, encouraged me to really master the material.
229. I liked the flexibility in time management that the online course allowed.
230. I liked the quizzes, homework and the discussion questions we had.
231. I love that i can do the work at my own leisure. I don't even have to get out of bed if i don't want. I can turn in assignments at anytime of the day or night which is nice considering I am up all night.
232. I loved being able to do the work on my own time.
233. I loved that it gave me the freedom to fit it in with my busy schedule. I am attending school full time AND working the normal 40 hour work-week, so without online classes I would have suffered either financial or educational setbacks.
234. I only had problems with my online accounting course, I really didn't find anything of value from that course.
235. I really liked that my instructor had no due dates, everything just had to be completed by the end of the semester. Not so that I can put off doing the work, but so I can work at my own pace. Also, personally I find learning online is a little more difficult (I learn better listening to a teacher talk), so when he gave chances to re-do assignments and quizzes for a better grade it was awesome. *** made it a very easy going while being able to learn and retain the material.
236. I think being able to discuss things with other students is very valuable to me.
237. I took advantage of the basic elements that were provited on the blackboard for the class.

238. i very like blackboard and the response zone
239. I was able to do assignments at my own speed.
240. I was able to work at my own pace. I have two kids and i did course work on my time.
241. I was on bed rest so it was the only way I was able to take classes.
242. I work and attend school both full time. I don't have time to take more classes especially due to the tax cuts and so little classes offered with no flexibility in time and schedule. Online is the best option for me. I can work on weekends And at night in the comfort of my home around my busy schedule.
243. I work full time and am able to avoid night classes
244. I work full-time so it was great that I was able to take these classes online, with a great accreditation so I can get my associates and transfer.
245. I'm free and I can do other my duties.
246. Independent study
247. information, group discussion, instructor professional communications ***
248. Instructor was very responsive to student questions and is proactive with letting students know due dates for all work that needs to be completed.
249. Is acceptable to do it at home
250. It easier to work with, being that I'm a stay at home mom.
251. It fit with my busy work and class schedule.
252. it helps me be at home with my kids instead of in a classroom
253. it is nice that you are able to do stuff on your own time in a sense.
254. It is nice to be able to complete the work when I have free time. I am able to fit the course into my schedule more easily because it is online and I can do the work when I have time, not just durring class time.
255. It is very convenient for me to take the course online because of my current circumstances.
256. It is very flexible for me in time wise, also the online course can save my trip to the campus.
257. It makes my work schedule easier.
258. It was a nice course to take online with a great instructor who provided us with assistance as if we were together in person. Good class.
259. It was all simple and to the point.
260. It was nice to be able to work at a pace that was convenient for me at the time.
261. It was nice to have the lecture powerpoints online so I could use them to study before a test
262. It was open
263. It was very difficult to find this class at all enjoyable. The professor never returned emails and was very lacking in communication. Also the material was not par for this class and didn't follow thw study materials. This was my first on line class and will be my last! I have been able to maintain a 3.9 GPA until this class. It has been a very difficult process with communication and assistance or any other help. I'm still in awe that the professor has NOT responded to ANY of my 5 emails over the last 4 weeks! I would like to know where to file a complaint for an online class also. That information should be available.
264. It's easier to arrange time to work
265. It's nice to be self paced.
266. It's on your own time
267. Learning at my own pace and time within the instructor's set schedule and requirements.
268. Learning how to develop web class with a live account
269. made it easier to schedule my classes because I didn't have to worry about all the time slots
270. managing time with personal schedule, course material always available
271. Material was condensed and simplified, I appreciated the weekly notes the professor would send,
272. Math courses seem to work well in an online vehicle, at least for me. Other courses would be much better suited with a traditional in-class experience, i.e. psychology, history, etc. (liberal arts) As a first time user, I thought the *** course was ideal.
273. messaging my instructor
274. More flexibility of study schedule. Not having to travel to campus, parking and strict class meeting times.

275. My decision to take an online course depends on the subject. Some material is much better learned face to face. The assignments in this ANTH *** course were very informative and educational, and the teacher was very responsive and interactive.
276. my pace
277. My time is very valuable, I have had many face to face classes that were a waste of my time. It is too bad because it was for my BA and I feel that I learned very little. This was at SDSU.
278. n/a
279. Nice to be able to work from home.
280. no complaints
281. No designated time to be logged on. I can go at my own pace.
282. No driving/parking; time flexibility
283. no restricted schedule
284. None
285. none
286. NONE
287. none
288. None
289. none
290. None
291. None
292. None
293. None
294. None of the on-campus courses fit into my schedule
295. None, I hated it.
296. None. Like I said, the professor never replied to a single one of my emails. I did not pass the class because the professor seemed completely uninterested on helping me whatsoever.
297. Not being on campus.
298. Not have to showing up to school personally, and being able to gain time for myself.
299. Not having to attend a class in person.
300. not having to conmute.
301. not having to drive to mesa college for class.
302. Not having to drive to school. having material/lecture notes posted; and being able to come back to them again and again.
303. Not having to go on the Mesa college campus.
304. Not having to go to school.
305. Not having to travel to a classroom. Being able to participate on my own schedule.
306. Not having to travel. Getting to be comfortable and not have the rules of a classroom setting. Getting to go at my own pace.
307. not looking for PARKING!!!!!!!!!!!
308. not many were elements were valuable i really had desired to try and wrap up my AA but there weren't options to take it face to face by the time i enrolled
309. Obviously, I don't have to leave my home to study so you save a lot of time commuting back and forth from campus. I never realized how inefficient the lectures are. Most instructors just repeat what's in the textbook. The choice of textbook is important, but the online tools that the publisher provides is equally important. My teachers did not seem familiar with the online educational materials; it seemed like they only read the textbook so they couldn't answer any questions about the online resources. Strange.
310. on my own time
311. One class the instructor was very helpful. She was always there to engage in discussions. She made herself available to communicate with. The other instructor never replied to email in a timely manner (just because you announce it takes a long time to answer does not give you carte blanche for answering at all. We expect professionalism from instructors too.)

312. Online courses allow me to fit my education in to my schedule. In addition, being afforded the opportunity to work ahead in the course allowed me to work forward and then focus on career training.
313. Online courses fit my personal schedule the best. I can go to work and not worry about staying late and missing class, because online courses allow me to work at my own pace.
314. Online lrc with database help with some of the courses but the database is hard to manuever but you cans find the information if persistent
315. Online tests
316. Open time frame to work on any given day and saving time and money by not driving and parking at dchiol
317. Organization
318. own speed own time
319. Professor responses to inquiries and attentions
320. Professor's responses.
321. Reading my economics book was the only valuable source of information.
322. Repitition of exercises and immediate feedback.
323. resources
324. Save on gas, commuting. On my schedule, do when I have time.
325. Save time and improve my study ability
326. Saves time and money for parking.
327. Schedule
328. Schedule flexibility. No parking problems.
329. schedule freedom and no micromanagement of class time
330. Scheduling is the most valued element.
331. scheduling, timing and accessibility
332. Seeing how other students responded to the question/projects by using different methods/strategies. Reading the feedbacks from other students about my posts helps me improve and think outside of the box. The notes were printable or can be saved on the computer. Being able to view different links the professor recommended = great references for the future.
333. Seeing my grades throughout the semester to see where I stand.
334. self-pace
335. Self-paced work.
336. Semi-self-paced
337. SINCE MY VAN WAS STOLEN IT IS VERY EASY NOT TO WORRY ABOUT TAKING OVER 4 BUSES ARRIVING TO CAMPUS...
338. Some online courses have no deadlines which is great because I can choose my own pace. Others have weekly assignments due which is good because it keeps an easy consistent pace. It's really all about convenience.
339. staying at home
340. Students helping each other and the professor provides us with all the tools we need to succeed
341. Studying at a self motivated pace.
342. Taking tests when I was ready for them and not having to take the bus to school.
343. Tests and quizes. Easily accesible course information, syllabus, other documents, grades etc...
344. that i can learn stuff at the time i can
345. That I can log in whenever I want instead of attending scheduled periods (classes) on campus
346. That I could do my course work around my work schedule and still do well and be able to have classes.
347. that i could participate when my schedule allowed.
348. That I was able to do the assignments on my own time and you get out of it mostly what you put in.
349. That I'm able to take on my time dues to busy work schedule
350. That the time is slightly flexible.
351. The ability to ask questions for the instructor at any time.

352. The ability to complete the assignments according to my schedule.
353. The ability to go over the material as often as I like as opposed to missing key information during lectures because of note taking .
354. The ability to pick and choose which days I want to ""go to class"".
355. The ability to see all my grades for my assignments was helpful.
356. The ability to set my own hours.
357. the ability to study and take the online tests in my free time
358. The ability to time learning to the rest of my schedule, also the usefulness of skipping the traffic problems.
359. the ability to work on my own schedule
360. The Ability to work on the classwork at midnight or later. not being on a set daily schedule
361. The accessibility of the instructor. The way that the links an all assignments were laid out helped.
362. The accessibility of the things for the course
363. The applia.com tools to review content.
364. the assignments list was helpful in that i didnt miss any assignments.
365. The availability
366. the book
367. The Book and The organization within the On Line Course. It was very Organize.
368. The book was sort of helpful, but there was not a lot of direction as to what was required. The syllabus was so long it was a bit confusing.
369. The class is extraordinarily well structured. One of the best online course formats I have taken so far. From readings and quizzes, to lectures, assignments and exams, everything has followed the syllabus and calender precisely from the first day, making it very easy as an online student to schedule my coursework. In addition the information is comprehensive and well presented, the lectures read very much like a face-to-face classroom lecture.
370. The clear outline of expectations Quick response from instructors Easy format
371. the conferencing sessions were nice.
372. The Connect program was very useful. It helped me sift through all the reading and pick out the key points.
373. The convenience of being able to take a course without the travel involved, and at the times that fit my busy schedule.
374. The convenience of doing the work when I can.
375. The convenience of not showing up to class everyday. I work full time, so its nice being able to work and still attend class on my own time.
376. The convenience of working at any hours of the day.
377. The convenient to learn at home.
378. the convience of test availability during a whole week
379. the course information
380. The course notes and recommended textbook were interesting and informative.
381. The course was an 8 week course, which I finished in a weekend. I only took it to raise my GPA and be able to have more time to focus on a more difficult course, such as organic chemistry. It saved me a lot of time and I was still able to learn something I liked!
382. The different films that were shown.
383. The different modules.
384. the discussion board
385. the discussion board
386. The discussion board allowed students to participate and converse. Regardless if it was an assignment given to us to take part of discussions, I thought it was brilliant in allowing people to interact with one another.
387. The discussion boards
388. The Discussions
389. The discussions between the students over a specific material.

390. The ease and organization of how chapters and sections were presented in order to study for them.
391. The ease of not having to deal with parking, or finding a seat in class, or adhering to time frames.
392. The elements that were valuable to me was that it was an IT course.
393. The Elluminate system used for the drama class is a much better way to handle discussions.
394. The fact I can do the work when my schedule allows fit
395. The fact that I can access the course from any computer is very helpful and convenient.
396. The fact that I was not needed to go to campus. Illness or full time job requirements were, then, unobtrusive to my learning experience and I could go as quickly through the material as I chose to take care of personal responsabilities. I was also able to independantly learn the curriculum with no pressures of making it to a face-to-face class on time, etc.
397. the fact that i'm able to access the course anytime i want.
398. The fact that it is accessible 24/7
399. The fact that it was online was the biggest value to me.
400. The fact that the course information was always there. By this, I mean that there was no paper with the course requirements which i could loose.
401. The feedback from the instructor.
402. The flexibility it allowed me in terms of my schedule.
403. The flexibility it has for students with full-time jobs, the online lectures with on-screen demonstrations, and the discussion board where one can seek advice from other students.
404. The flexibility of schedule
405. The flexibility of the course for a full time working student.
406. The flexibility to work according to my schedule. I can listen to lectures multiple times if needed and I also get instant results on quizzes and tests.
407. The flexible hours and dialog with other students was a big help.
408. The free time I had, the availability of using notes.
409. The freedom to prepare for and take tests; definitely helped with test anxiety. The freedom to be in a very quite room in my home without class distractions. Cant think of more at the moment but online classes are very helpful to my type of personality with learning.
410. The instructor is very effective in explaining mathematical concepts in a manner that everybody can understand (even the mathematically inept, like myself) and if a student doesn't understand, the instructor was very helpful in working with the student until they understood.
411. The Instructors make it feel like is a one on one session; the fact that i don't have to slow down the class if i have to stop to review something again; the avenues of communication we are given if a question comes up.
412. The instructors quick response to issues as well as communicating with other students without having to worry about fear of approaching peers.
413. The knowledge I gained on my own about my subject. Having help from other students when the teacher is not responding quickly enough.
414. The learning expierence.
415. The material, the understanding and encouragement from the instructor.
416. The McGraw Hill FlashCards were valuable.
417. The notes AND THE POWER POINTS
418. The online blackboard lectures.
419. The online classes worked around my hectic schedule
420. The online lecture was very useful in that we could see what the teacher needed to show us and get our questions answered live. I also liked the fact that we could work at our own pace... THIS HELPED ME TREMENDOUSLY as my schedule is insane!!!!!
421. The online math course I took was very difficult to navigate and keep up with. It had no way of announcing assignments opening or due dates or anything,
422. The only good thing is that I can pick when I want to do assignments before the due date
423. The opportunity to finish the class, even though I had to be overseas.
424. the organization

425. The professor was passionate about this course, and was easy to access if we needed any help or had questions.
426. the professors and the ability to study at my own time(midnight lol) and pace.
427. The questions on the homework helped prepare me for the tests and quizzes. The textbook for the course is very well organized and insightful. It has appropriate charts, diagrams and other visuals which are very helpful in understanding the material. The course is well organized and the time periods given to complete the assignments are appropriate. Overall, taking this online course has been a very positive experience. Thank you.
428. the readings
429. the research needed for assignment completion
430. The schedule flexibility is the critical aspect for me, and the efficiency; I feel that some lecture courses waste my time, as they do not add enough to the textbook material I have already read and understand.
431. The set schedule of assignments made it easy to work around other classes and work.
432. The study plan for the math class. Very helpful.
433. The syllabus of the course
434. The teacher was understanding and helpful with assignments. Also, the teacher was very kind, positive, and upbeat.
435. The teachers examples web/ utube videos, and mostly reading
436. The textbooks and MyITlab
437. the updated syllabus and the ability to contact the instructor and receive her feedback promptly
438. The valuable element of the online was that I could do my homework anytime in a day.
439. The variety of learning tools besides the e-text.
440. The videos and online lectures with audio from the instructor were extremely helpful and beneficial to my learning. Also, the few large projects were valuable and the reading from the textbook.
441. The videos the instructor provided within the course were very helpful and it was great to be able to access these whenever needed.
442. The website and the way the assignments were set up.
443. The whole program was outstanding
444. THERE IS A LOT OF INFORMATION AVAILABE
445. There was no traveling time to school and I could access the material when ever I had time available.
446. think different
447. This format allowed me to focus on my own learning experience without helping others or waiting for them to be helped. In person classes waste a lot of time and energy because of parking issues, and they add a lot of stress to my life because of the strict schedules. Online classes allow me to have more interaction with my instructor- normally I don't get as much teacher attention as I would like because I'm a good student who gets passed over because of the number of others who are struggling.
448. Time
449. Time
450. Time
451. Time
452. Time
453. time and availability
454. time and schedule
455. Time efficiency
456. Time efficiency and flexability
457. time flexibility
458. time flexibility
459. time flexibility
460. time flexibility
461. time flexibility, logging on from any computer to complete assignments

462. time flexible
463. time management
464. time management
465. time management
466. time management
467. Time management due to busy work schedule and access ability
468. Time management, and priority setting with homework
469. Time! Could do on my own time and save money trying to park on campus!
470. To get my assignments and have a due date to turn it in. I like to not have the distraction of a classroom with the classes I have taken on line.
471. To make my own schedule for school during work
472. trig.
473. unsure of the question being asked.
474. Use of blackboard and communicating through it to fellow students and my instructor.
475. using computer well
476. very organized and descriptive as far as syllabus and assignments
477. video instruction clips
478. watching my grade and communication skills
479. What's so valuable is the way we can keep contact with the instructor from the online course and other students and how we have discussions while we work at home.
480. With a young child, mostly the freedom and flexibility to not need a babysitter every week! Otherwise I love in-person classes.
481. with an online course I can work easily around my other committments, such as work and family
482. Work at my schedule and saves on transportation. I would not be able to go to school if it was in a classroom.
483. Work on my own time
484. Working at my own pace and time.
485. working at my pace and time
486. working at your own availability
487. Working at your own pace. Ability to do the work when time permits rather than a fixed scheduled time. The only element I would like to see change is the ability to use an iPad - to be able to attach a file to the assignment, or have the ability to attach it as an e-mail. This would seem an IT element more than a course element. I had no success working with the help desk in this regard.
488. Working on my own time
489. Works around my schedule, the comfort of being home and not having to drive & find parking.
490. Works around your schedule
491. You can study when you have a time.

Question 25: What would you change about the course?

1. 1. Not change the website during the middle of the course... By doing this it created numerous glitches to where students could not do assignments or quizzes for days but were still penalized for being late. Grades were incorrect almost all semester due to the glitches. Also, the homework almost never helped for quizzes and tests (pretty much 4 questions over and over 350 times and did not once see it on the test). 2. Professor should use blackboard and not his own personal site which has been changed numerous times throughout the semester. We were basically used as QA testers for his next semester. 3. Videos were all over the place and professor jumped from subject to subject a lot.
2. A better calendar format, a cheaper book and that can be bought/sold used.
3. A couple assignments were only available for 24 hours, which I found unfair for an online course since some students specifically take the course to have freedom from strict time constraints like that.
4. Accountability for instructors and communication with instructors
5. Actually learning the materials.
6. Add more guidance in what is required, and the instructor should be more accessible. Since no work product was required, except a written report, I could not tell if I was on the right track with what I was learning.
7. All messages posted in blackboard should be forwarded to users personal email address
8. allow more students to enroll
9. ALLOWING STUDENTS CONFERENCE DISCUSSIONS
10. Amount of time given for quiz and exams... Too short
11. An actual lecture
12. Aside from Blackboard, material, etc. are located in too many other areas of the internet. I would prefer for all tools and materials be kept in Blackboard.
13. Automatic reminders for important deadlines.
14. be able to see classmates scores to see how my scores compare to the rest of the class. Art classes would like to see other students work so as to compare my work to thiers.
15. Because of the large number of students who end up not participating in these classes, I think that online classes should allow more students to register for them, or at least make the wait-list for them longer. There do not seem to be as many students as there should be in my online classes, while face to face classes are bogged down with so many students that I can't get any attention from the teachers.
16. Being allowed to work forward in this course to better plan my future education in coordination with my career.
17. Better explanation of the material.
18. Better Organization and better display of due dates for porjects and quizes, possibly in the grades section or in the syllabus. Due dates are key to attending an online course.
19. Better response back time from professor. At least 2 attempts taking quizzes. More specific details on sections of the book about the lesson that professor is teaching.
20. Better response times and a Mobile APP on Windows Phone
21. Better, clearer instructions.
22. Blackboard is not ""windows friendly"" - with so many user interfaces based on the MS Windows layouts, Blackboard should update their user interface to be more ""windows friendly"" - this will make it easier to work with.
23. Blackboard sometimes runs slowly during web conferences or lectures. I would also ask that all lectured be taped and distributed so any classes missed can be viewed at a later date.
24. Calendar needs updating.
25. Can't think of anything to change about it.
26. certain instructors are way more available on-line than others, for all on line instructors to participate in the course as well
27. Chemistry was not a good idea to take online. The subject is too complex
28. Choose instructors that are effective and communicative.

29. Consistency/organization
30. Definitely would have *** the group project... Not just ***, but brought back to life and *** again. Group projects for online courses are the *** thing anyone has ever come up with. It does NOT work, especially on a time frame-- because some of us end up with classmates who either dropped and you don't know it, or they just don't check their messages or email.
31. Didn't even have lectures that I could find. Learned it all on my own.
32. Difficulties
33. Discuss more easily
34. Doesn't seem as rigorous.
35. Don't time the tests
36. Drop the discussions; they were not helpful. I've taken about 15 online courses and every one required discussions. Usually you have to post by a deadline, but everyone waits until the last minutes to post something so you don't really have time to respond. It's really silly. We don't need the teacher especially for classes like accounting, computer science, economics, real estate -- the online tools provided by the textbook publishers were adequate for learning the material.
37. Due date is on a strict time on a Sunday night? Teachers responses to graded papers were a generic template describing the grade of a paper. If I spend 5-6 hours writing a paper and get a grade back of 4, without any actual written feedback of my mistakes, what is the point of writing the paper? I had to email the instructor several times to get a response about what was good and bad. One paper which was timed, was graded as pass/ no pass. I did not pass, no reason why from the instructor at all.
38. Each week we have discussion topics on which we must comment, a quiz and an optional extra credit/practice quiz. It would have been easier if those assignments had a consistant due date. For example, all quizes due Saturday by midnight, inital discussion statement due Tuedsay by midnight, 2 interactive comments due Friday by midnight etc. I missed a few assignments that needed to be completed online because one week they were due at 10pm and the next week they were due at 5pm. The instructor does clearly state the times that the assignments are due, but the schedule varies each week. It is hard to keep on top of it. It is easier to get into a routine with an inclass room class because you know all assignments will be due at the beginning of your scheduled class days (ie tue, thur).
39. Easier connection with and better direction from the instructor, and the workload was quite heavy
40. easier layout
41. electrical/ site problems communications
42. Eliminate ambiguous or very subjective questions and assignments. If non-textbook non-quiz assignments are needed, use material from more advanced courses and use objective questions and answers.
43. Eliminate password requirements for quizzes. I'm sure there was a reason for them, but they impeded my progress on occasion.
44. Eliminate timed tests, just submit a due date. Timed exams are stressful.
45. email attachment
46. Email response. Sometimes my teacher took awhile to respond
47. english
48. essays were too long for time period. To complete a quiz, reading, assessments, videos, and an essay each week was simply too much. I believe essays would be better, more concise, legible and cut out he useless rsundent information when essays are limited to 3-5 pages unread of 5-7. Otherwise with the I formation from articles provided, it is hard to write a 7 page paper on a 2 page article. It would save the teacher and students time to avoid all the repitition and nonsense.
49. Everything
50. Everything! A way to communicate instantly at times with the professors. A chat time frame and also a way to view exams to use them as a learning tool after they are taken. A way to have a disscussion period for any one in the class to attend at certain times for Q and A before tests, quizzes, etc. This class was absolutely awful! In the 4 semesters I have been enrolled in this

school, I have never experienced anything so negative or upsetting. This professor and class has really had a negative effect on my learning experience.

51. Face to face interaction with the professors, so that maybe they could be nicer instead of rude and critical like my Health Education professor ***.

52. Face to face only

53. Fast replies- More interactive sessions

54. Faster response from teacher

55. Faster response times from teachers. Also, I would suggest taking an educational course before you are able to use the blackboard. Also, having someone check your Java. My assignments were telling me they were completed and then never recorded in blackboard

56. Figure out how much work each course needs. Some loads for some classes were a bit unreasonable.

57. For *** and any of *** classes, I would have Mesa insist she have the option of a direct message link for students at the class website. Because of some technical difficulties, she was never (other than on two occasions) able to reply. Why she did not simply use those established links is beyond me. I could never have any of my questions answered, and this seriously effected my work. Even mail sent to her edu address went unanswered. All she claimed was the problem must have been at my end. It was not, as COX cable and the Blackboard techies assured me. *** had everyone send mail to her Yahoo account. Every other person I know with a Yahoo account can reply to my emails just fine. I even provided her with my personal phone number to call and assist me, but she never once had the initiative to do so. It is as if she simply could not be bothered to assist this me, a student. The *** is, I want to take a *** course for spring, and she is the instructor. I hope to God someone in control at Mesa will insist that her class website have a message link. This class dis not have one, save for the first week, as I sure seem to recall sending one initial query to her via it. After the first week it no longer appeared in the menu. This course was very trying, and I really did not need the added frustration she caused...

58. For my BUSE *** Communications course with *** I would change the access points for discussions. The way it was set up made me have to go through a lot of hoops to get where I needed to be every time I logged in. I felt it could have been better organized in the blackboard setting. Because we couldn't access our discussions directly from the left menu bar delivery of more precise information as to where we would find our discussions would have been nice. Many students sent out the question "" Does anyone know where our discussions are taking place?"" for the first 3 weeks of class and I don't recal hearing back about it from the teacher. I found it on accident inside the learning module, and even then it wasn't clearly marked.

59. For my work to be graded faster

60. For one of the courses (completely online) the instructor did not respond several times. This was a bit frustrating because the only way to communicate was through email.

61. for professor to be more available

62. For professors who aren't tech savvy or are disorganized, I would give them a basic course in how computers are supposed to make life easier---not more confusing.   ***! Some professors can really mess up a seemingly simple thing when they get their hands on Blackboard. Definitely weed them out and train them on organization. For instance, one professor creates a new link in the main menu every time he posts something (which usually is formatted wrong, so you can't meaningfully access it anyway without an hours worth of self-formatting) even though there's already a link for that topic. It's *** and a severe time waster. Please help!

63. Free books for students, no student health fee for online courses, more teachers assisting the students with online questions, more student grants, higher quality and focus on kindness, positivity, enjoyment, what is more important than quality right? School should be fun and make people enjoy learning.

64. Get rid of Connect through an outside website. Class NEEDS to be accessible on blackboard only!

65. Group interaction. I am taking the course online to be flexible not to be held back by other students. I have had several group interactions in class and online and I feel like I can not move forward. If I do keep working, I am doing all the work. This is unfair. I know the instructors

can see who is doing the work, but it still feels unfair.   I would suggest that Blackboard put something in place to alert the student that they have a message in the message area. It would be helpful when a student has a large course load to know the message is there rather than hunt for it in all the courses that are being taken.   One course I have taken has a lab site connected with text book. All homework, quizzes and exam were taken on this site. The drawback is that I was never able to see what questions I answered incorrectly on the quizzes or exams. The response from the instructor was because the text was used internationally and the questions and answers had be hidden. I thought this was a big disadvantage as I did not know what my weaknesses were for studying for the exams after the quiz. The instructor tried to inform me of the general areas I missed, but I wanted the details, I have paid for the textbook and the class, I should be able to learn from my mistakes.

66. Have 1 less movie during the exam week.
67. Have a tourist guided video so people know what to expect.
68. have a weekly meeting
69. Have the tech people stop sending emails that state ""problem solved"" when nothing has been solved, or even investigated...
70. have work due at midnight and not 10 am the next day
71. Having a more responsive professor who doesn't posts hw a week before it's due but maybe more. No lecture notes for certain chapters, and very bad with responses.
72. Having taken previous online course I find that having video lesson material made in advance can help learning and reviewing material. I found myself going to Youtube many times to review material or help with clearer explanations.
73. Homework format and number of questions on daabz
74. I am taking a Business Communications course where participation is most of the grade. The course has projects for group participation which is hard to acheive because everyone are on different schedules. If I participate and give my comments sometimes group members will not respond in a timely manner for me to receive my participation credit. It is real hard to pass the class and learn anything. This is just my opiniion. It seems to me that in a group participation course it is not fair the student has no control of what her/his participation is credible and left up to the instructor to decided the students fate of pass or fail.
75. I did not like the fact that we had absolutely no lecture. I felt like I was completely self taught. It seems a bit unfair that I'm basically just paying someone to grade my homework.
76. I did not like the lack of involvement of the professor. I know the professor is most likely busy teaching and possibly working another job, but regardless I feel like its unacceptable to not answer a student's questions for an online course until 1-2 weeks later or even not at all. Discussion boards on articles that the students must talk about every week is positive but I believe the Professor should also make a few discussion board comments as well, so that we the students get a more authoritative input.
77. I dislike when the focus of the course is a textbook, including exercises/coursework. I prefer more conceptional and creative methods, which the hybrid classes permitted and were more flexible.
78. I don't like assignments being due on Friday, it be better if they were due on Sunday.
79. I feel like the lessons in the book were no congruent with the quizzes, tests and discussions required in the course. I would like more instruction directly dedicated to questions that will be on quizzes.
80. I feel that how many hours you log into the actual blackboard site should not be enough to drop you from a course if all of your course work is done outside of blackboard or teachers should create the assignments in blackboard. If I'm on the book site for 4 hours reading the book and doing the assignment, it shouldn't matter that it only took me 20 minutes to upload the work I feel that some teachers become too concerned with the blackboard time although they assign things from other sites as well.
81. I feel that the greatest point of on-line classes is to allow people to complete all assignments when convenient for them and self pacing. One of my classes had very strict deadlines for when each assignment and test was due which I felt only took away from the greatest advantage of an

online course. I think all online courses should have very flexible due dates for assignments up until the final deadline for assignments.   I understand that having to grade a large number of assignments at once can be overwhelming but many inline courses especially the one I took have mostly multiple choice questions and other assignments that are completely automatically graded by the system and the instructor didn't really do much of anything. In this case, I think it is appropriate to not insist on assignment deadlines, especially in an online course. I highly value having complete flexibility on when to complete assignments. Due to my schedule, I may not have a chance to complete full assignments for 2 weeks, and then be able to catch up in the next weeks no problem and having strict deadlines prevents me from being able to do this.

82. I felt the course was very effective as it was.
83. I hate teachers who give a ""self-paced course"" where they just give you a total of 5+ exams to be completed at any time during the course. I don't feel students benefit or learn from this type of online course. We need discussion, homework, etc to make sure we fully understand the material. I have take at least 20 online classes at SDCCD and I love the format, but I can't stand lazy teachers who think it's okay to just give exams with know other way to warn points to improve your grade. I don't think it should be allowed what-so-ever!
84. I have no idea
85. I have three courses right now. One of them has poor instructor feedback. The other two are terrific in this same exact light. For the one poor on feedback, I would give him [the instructor] a heart.
86. I need immediate help.
87. I really enjoyed the book we used and found it informative- I would not change anything.
88. I really enjoyed this class. I wouldn't change anything.
89. I think *** has a great outline for the course and presents great learning materials and assignments.
90. I think it was great!!!! Instructor was helpful:)
91. I think it would be a good idea to send a copy of announcements to students emails because during this course I did not alway log on everyday and when I did it did not always log on after the instructor posted something on the announcements board
92. I think many of the people taking online courses is because they have to. Maybe they have kids, or a job, etc. Sometimes it was kind of hard for me to meet certain deadlines and the period for turning in an assignment would pass and I'd loose my chance. If deadlines could remain open, and just some points be taken out for being late, or something along those lines, I believe it would be beneficial.
93. I think more math examples and formulas in the course content might have been helpful.
94. I understand the course is of history enrichment, but I would change the amount of reading assignments per week since the readings assigned were too many considering students do have other classes and reading 100 or more pages per week added to any other class it very overwhelming. Another change could be adding the option to skip a question(s) on the online tests and be able to go back and answer such question(s) before submitting the tests.
95. I was quite happy with the way it was, didn't notice any problems.
96. I wish instructors graded online work a little faster.
97. I wish instructors would provide their own powerpoint or word document of their ""lecture"" from each chapter. I find it helpful to be taught the material from a different perspective rather than the book and to see the instructor's interpretation/point of view.
98. I wish it weren't so expensive to access. You have to pay tuition to take the class, then you have to pay an additional fee to access it from a 3rd party website which is a new concept to me and which I really disliked. However, I understood why it's important for an online class. It makes me mad when teachers who DON'T teach online do this. It makes them seem too lazy to assign their own homework so they have a company do it for them.
99. I wish there was a little tutorial on how to work the blackboard site. I mean, I missed out on the first few discussion assignments and it hurt my grade because I didn't know about it. And it wasn't linked into the assignments link--so I thought there was no such assignment.
100. I wish we used the discussion panel a little more.

101. I would add a little more flexibility again to the time that things are due, especially during the week. Many people take online course because they are working and as such, devote their entire weekends to study. Some professors do not deem this appropriate.
102. I would add more core courses online and more 8 week courses
103. I would ask for more announcements and reminders from teachers. There can never be too many.
104. I would change the BB settings for this course. I would want the next course data to become available after I turn in the assignment, rather than waiting for a grade that can be easily resubmitted and changed. I would also make substitute instructors available for instances where the regular instructor is out of town for more than a week.
105. I would change the discussion board, I dont like that I have to grade other peoples work I have enough to do in my day. I have two jobs and I am a single parent the last thing I want to do is grade someone elses work. Isn't there an instructor for that? Maybe not.
106. I would change the instructor.
107. I would change the time limit on when the assignment is due for this course.
108. I would eliminate group projects. It is too difficult to coordinate via online interaction.
109. I would give more advance time for tests, homework, quizzes, etc.
110. I would have a option to receive an email sent to the student's personal email account when an email in blackboard is received by the professor or other students. Not everyone knows to check blackboards email and are more likely to check it if they receive the notification in their personal email account.
111. I would have found it very helpful to be able to receive notifications on my personal e-mail when new assignments, messages, or announcements were posted on blackboard (just to have the ability to opt into or out of such a setting would be great)
112. I would have it be more regulated. Assignments would be posted the same time every week, and graded in a timely manner. Rules and instructions would be clear and easy to understand, and all posted in one central location.
113. I would have liked the assignments to be available longer than just a few days. Even if assignments overlap I think a week to do them would be better.
114. I would have more announcements for example if a test is due at the end of the week, have an announcement almost like a reminder.
115. I would have one page with all assigments , quiz test and their due dates somewhere in the placess students acces regularly
116. I would have some way of announcing when assignments are open and when they are due. Like sending an email like blackboard.
117. I would have somebody to control and check on the amount of material given to students by the teachers, as sometimes teachers take advantage of the lack of feedback from the student by giving large amount of material within a short amount if time
118. I would have the instructors make video lectures where you can actually see their faces. It would certainly make online classes feel more legitimate.
119. I would like one face-to-face meeting opportunity.
120. I would like the time allowed to take the course online quizes were longer than 30 minutes.
121. I would like there to be some sort of back up when sending in assigments. There was technical difficulties during the course frequently and somehow an assignment was ""misplaced"" by the system or something and the teacher would not let me make it up. Also in the beginning of the course many of the students were confused and tryed to contact the teacher and she replied to us ""that we are online students and to use google and the internet to find answers"". I did not think that this was good way to handle confused students. Also the tests given were very difficult and often when I found the right answers they were not on the multiple choice. I contacted the teacher about this and she responded saying I should have gone over the 80+ difficult questions in the less the 1.5 hour time slot given and then contact her and still complete the test. I feel that many times my teacher did not respond correctly. I am taking *** Anthropology with Professor ***. The only thing I feel was handled well by her was resonding to emails. She did respond quickly for the most part which I do appreciate.

122. I would like to have due date for all assignments on Sat, and not spread out throughout the week.
123. I would like to see an historical photo analysis and or historical painting analysis to the assignment sections of the online course.
124. I would like to see and know what all of the assignments for the semester will be very early on in the course because I'd like to input every and all due dates in my calendar so I can plan out my schedules accordingly. I don't like to have to check what new assignments are each week because sometimes I forget to check and there are a lot of work that given week.
125. I would like to see more support from some of the instructors, it would be nice to see them get back to the students sooner then 2 or 3 days and it would be nice if they offered more time for the students to be able to come in and see them if they are having problems, many of them will not set up appointments for just one student they will only see them if the student shows up at their scheduled office times and that is impossible for some of the students to do because of the limited office hours that the instructors have.
126. I would make a chat and make the teacher engage the students more. Seems distant and like she just said ok I am done time to collect my paychecks.
127. I would make it a little more organized, but otherwise I've gained a lot out of it, I really liked the book and the practice quizzes were a great help for the exams
128. I would make it where you can find your comments and posts on the discussion boards easier.
129. I would make the blackboard interface easier to use by making certain things standardized (i.e. where the instructors put certain course material)
130. I would make this course partially in the classroom.
131. I would not change anything about the course.
132. I would not change anything because it might be helpful to someone else the way it is set up.
133. I would not change anything.
134. I would not change the course.
135. I would not have a time limit on the exams.
136. I would permit students to see discussions after the due date, even they could not add any comments.
137. I would probably fire the professor.
138. I would require more of the instructors. The syllabus was poorly constructed, full of errors and typos. I have one email to the instructor for which I have received no response in weeks.
139. I would require more student interaction within the discussion board.
140. I would require that teachers mark the calendars that are available. Online courses can be confusing and disorientating with just announcements. Sometimes the syllabus is recycled and not up to date. I would like to see test and due dates all planned in an updated calendar. Dates would be crystal clear.
141. I would take away the code word that some professors ask to validate the attention to the video. Sometimes, there are problems with QuickTime and the code is not able appear and the istructor take points away for that.
142. I wouldn't change anything
143. I wouldn't change anything. The instructor is highly organized, had very clear objectives, well prepared lecture material, and clear and punctual communication. I am taking another online class and hope that it is as organized and well prepared as this course. I really enjoyed this course.
144. I wouldn't change anything. The website is easy to navigate, the instructor gave ample time to complete exams and extra credit, and as long as you read the book, the course was easy enough.
145. I wouldn't haven't changed anything. It has been a tough class in some areas, but everything was as effecient as they could've been.
146. If my schedule would permit I would most likely take on-site courses even though I feel their is opportunity for the courses to improve and in turn enhance your learning capabilities through online teaching.
147. If this was a higher level course, I would think the students (including myself) would benefit from a webcam or voice chatting discussion since Health is a subject that is very personal and different for every person.

148. In hindsight, I would say that instructor involvement during the course could be better. As it was, there was next to no contact by the instructor. Just a ""How's it going ?. Do you have any questions?"" would be sufficient...specifically, I have emailed my instructor twice with no response, once two weeks ago and again one week ago, and phone calls don't get through either
149. In this particular course I would open up a general discussion area for more interactive learning.
150. Instructor graded a bit faster.
151. Instructor response time.
152. Instructors to take time with there students. Give them the same attention they give student in the class roon
153. It is just a personal preference of mine to take a face-to-face class, I learn more and benefit from talking to my instructor.
154. It needs more time than I was expected .
155. It was a lot of work and I feel like I couldn't learn all that I wanted to because I had a lot of work . The book chosen for this course has long chapters and isn't that great.
156. It was very dry and half the quiz questions were not from the information provided in blackboard. The statistics were also outdated from 2009.
157. It would be nice if the instructor had some lectures or examples of her own to emphasize the material. The only information was from the alternate website where access had to be purchased.
158. It would have been nice if there were reminders about when things were due.
159. I've had a positive experience with 4 out of the 5 online classes I've taken at Mesa. The one Stats class was dropped because it moved a bit fast for me and the instructor has not replied to two of my emails asking for help.
160. less busy work
161. less class work and more emphasis on tests with more test preview and preparation
162. Less homework
163. Less reading more activities.
164. Make everything Due on Sunday suppose to Saturday.
165. Make it easier to understand and more interaction between teacher and classmates
166. Make it shorter. I am taking a one credit course and it just seems way too long.
167. make sure book information and costs are up front so you drop if you cant afford it
168. Make sure instructors were adament about making annoucements when homework is due. Sometimes, things slip people's minds.
169. make the courses more easy to understand
170. Make the instuctor available for questions (several weeks to get back to students is highly unprofessional). Testing should be done in a comprehensive manner as well. After reading over 150 pages while taking notes and studying all online lecture notes, I was very surprised by the exam. A midterm exam should not consist of 30 questions, requiring mostly one word responses of obscure vocabulary terms, not pertaining to the main concepts of the course materials. It seemed as though this professor was lazy, not interested in responding to student questions or testing in a way that would require him to actually read exam responses.
171. Making the assignments more varied and challenging.
172. Mandatory, online webinars. The webinars would be recorded and would be required to be viewed at the students discretion. The live version would allow for real-time question and answer sessions.
173. Maybe an extra credit opportunity for in-person discussions in order to help the information assigned sink in
174. Maybe having all of the assignments being due on Sunday's instead of throughout the week. Its hard to get online sometimes in the middle of the week.
175. maybe more personable
176. Meeting up with people Ive never met to have them try food I've made as an assignment.
177. more active java programming instructor
178. More available field trip dates.
179. More classes available online
180. More detailed on assignment and exam instructions.

181. More discussion questions, or articles.
182. More feed back or instruction from the teacher rather than just relying on input of other students.
183. More homework problems for the math course.
184. more instructor communication.
185. More Instructor involvement.
186. More interaction with instructor and other students.
187. More interaction with teacher
188. More leadership from the instructor; it seemed he could care less. Omit just ""one word"" answers from the instructor when emailing the instr a question.
189. More multimedia
190. More one on one help from the instructor.
191. More online classes need to be more freedom giving. That's why I took an online class..
192. More online lectures and are videotaped and can be watched during the leisure time. I also feel that for this particular course the exams were too long. 2 hour time limit plus an essay. In a traditional classroom exams would not be this long because the class period is not long enough.
193. More organization
194. More organization.
195. more prompt grading and instructor response to questions
196. more teacher involvement
197. more time limit on the weekend quizzes because 30minutes is too short specially if there is a problem solving question.
198. More time on test and quizes
199. More video lectures and in depth chapters
200. More writing.
201. Most students working full time spend time on courses during the weekend. Consider due date for assignments on Late Saturday or Sunday vice during the week.
202. Mostly everything especially the group work.
203. My advise is that online instructors do a lectures online thru blackboard on internal ""chat"" system.
204. My math professor was unhelpful. He was not timely responding to my concerns and he did not double check that mymathlab graded our tests properly
205. My opinion on my philosophy course is aimed more at my professor. In a science that is so opinion based, I wish he would give more reasons behind his opinion and why he disagreed with my opinions. It was just a bit frustrating.
206. My professor kept changing the site at inconvenient times, so we weren't able to complete assignments according to schedule. Inconvenient because I procrastinate, mostly, but still.
207. n/a
208. n/a
209. n/a
210. N/A
211. N/A
212. N/A
213. N/A
214. need more material
215. Needs alert system of things due!
216. No in class final
217. No midterm
218. No professor dropping out halfway towards corse
219. no thing.
220. none
221. none
222. none
223. none
224. none

225. none
226. None
227. None
228. None
229. none, the instructor is great. He responds to questions both on the discussion board and emails. He is very helpful and provide all the necessary quidance a student needs to be successful in his class.
230. none.
231. None.
232. None.
233. None.
234. None.
235. Not a thing, very well laid out.
236. not enough interaction with the teacher. we only had a few tests. in another class i had, we had weekly assignments. i feel that would have kept my interest in the class.
237. Not having mandatory class discussion online.
238. Not much - BUSN *** is very well organized and I learned a lot.
239. Not really much i would change. Maybe more office time of virtual chatrooms.
240. not short term
241. Not yet.
242. nothing
243. nothing
244. nothing
245. nothing
246. nothing
247. nothing
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296. Nothing
297. Nothing
298. Nothing
299. Nothing
300. Nothing
301. Nothing
302. Nothing
303. NOTHING
304. nothing about course, just the college itself.
305. Nothing at this time
306. Nothing at this time.
307. Nothing everything was perfect,
308. Nothing immediately comes to mind.
309. Nothing it was perfect
310. Nothing much.
311. Nothing really, I had a very pleasant experience with the online course I took.
312. Nothing really.
313. Nothing really. All seems to work out good.
314. Nothing really. It's online and allows me to have a flexible schedule.
315. Nothing really. Some test questions seemed too hard - they were not covered adequately in course material for the way they were presented in the exam.
316. nothing!
317. Nothing!
318. nothing! my teacher is awesome!
319. Nothing, course is pretty good.
320. Nothing, I actually quite enjoyed it.
321. Nothing, I thought the course I took was fine.
322. Nothing, it was good
323. Nothing, it was great. There was enough material and enough time to complete the material. Material learned was very applicatable. I felt I learned enough through the assignments to expand on my own outside of this course. Great Instructor, very helpful all the time. I would take another course online.
324. Nothing, it's fine the way it is!
325. Nothing, *** is a great professor

326. Nothing, maybe improve on live sessions
327. Nothing, offer more classes, please.
328. nothing.
329. nothing.
330. Nothing.
331. Nothing.
332. Nothing.
333. Nothing.
334. Nothing.
335. Nothing.
336. Nothing.
337. Nothing.
338. Nothing.
339. Nothing.
340. Nothing.
341. Nothing.
342. Nothing.
343. Nothing.
344. Nothing.
345. Nothing. I enjoyed it a lot and I learned a lot.
346. Nothing. I enjoyed my classes, they were well organized, and the professors were available for questions.
347. Nothing. I had very positive experiences with my online courses.
348. Nothing. I have loved all of my online courses, even though each instructor has followed different formats.
349. Nothing. It was a great experience.
350. nothing. a homework section or forfmat
351. Nothing. Not too much work, and not too little. I definitely feel like I am earning my 3 credits while not being overwhelmed.
352. Nothing. The two courses I have taken this semester are setup really well.
353. NOTHING...
354. Nothing...I am real fond of this instructor's style of teaching that I wish to enroll in his classes again in the future
355. nothing...I believe this is a great course given by a very competent professor!
356. Offer a list of helpful extra assignments that are not graded. But for purely self learning.
357. Offer more classes on line. A great alternative for summer classes to allow students to continue to take classes with minimum overhead.
358. Offering classroom beginner's typing if a drop occurs on a deadline framework that is evaluated as unfair to student.
359. ok so far
360. On some of the quizzes it would have been helpful to get a little more feedback
361. One issue I have considered is the fact that there was little instructor commentary on the material. Aside from the occasional remark pertaining to the coursework, I was left wondering how the instructor would have explained and/or supplemented the material herself in a face-to-face setting. Although we received weekly e-mails that reminded us of any upcoming deadlines, I feel that these e-mails could have perhaps offered some commentary on that week's material e.g. suggestions for further reading or supplemental advice. One of my other instructors recorded ""tutorials"" in which she recorded herself talking while doing a few examples.
362. One of my classes has a weekly instruction video I wish all online instructors did this.
363. One of my processors stopped responding to my messages. Something kept happening while taking the test that was not my fault and he stopped responding. I didn't enjoy that.
364. One optional face to face meeting at the beguining of the semester to meet the instructor and fellow students

365. One thing I would change about the course would be less writing assignments. For an art history class, there was a lot of writing involved.
366. only thing I would do different next time is try the smart phone app to keep better track of deadlines
367. Outline of the website used. Confusing set up
368. Personal Growth - *** - excellent communication, 24 or less   Business Communications - *** - poor communication - slow to respond to messages
369. Please have a MUCH better orientation (via the instructor) for learning HOW to access the variety of NON-integrated tools (go to MyITLab for this; THEN go to the e-text by clicking THIS; to take a quiz go HERE), this was NOT explained clearly.
370. Possible add a few more pracitce qiuzes for each section to allow more practice before each exam.
371. post all material at the beginning of the course so I could get ahead if i want to.
372. Post the writing assignments sooner with earlier due dates so they're not so close to midterm and final
373. Professor *** has been VERY difficult to work with. His communication is terrible and his emails are difficult to decode and seldom addresses the points of the message fully and effectively.
374. professor should grade assignments on time and post grades sooner
375. Professor was rude and hardly ever answered my emails, and when she did answer them it took over a week.
376. Quarter system, semesters are too long.
377. Recommend using ning.com, has nice features that are helpful for an online course. Similar to blackboard.
378. reduce the assignments in a way the instructor is able to give feedback/grade within a week
379. Reduce weekly requirements. Focus on the course objectives, not emphasize course attendance or control.
380. Requires many hours to study
381. Response time to student questions
382. Safety advisories for field trips (like the imperative to bring adequate water to a desert) should be better communicated and emphasized to students.
383. Shorten the course from eight weeks.
384. Some instructors are great, while others do not respond at all to questions and are usually vague when they do.
385. Some instructors need to give students more feedback or simply answer questions.
386. Some of my courses have the teacher doing video explaining the assignments. I feel that it was very helpful and made it so I learned what I was supposed to learn. The teachers that don't do this should consider it because it does help so much more with online learning. I can see what they are talking about and I don't have to keep contacting the other students or instructor if I don't understand. The videos help explain like you were in the class.
387. some of the response from instructors is not always adequate. syllabus dates are not updated for current semester. some instructors do not reply in a timely manner or at all.
388. Some Professor need to respond sponer
389. Some web conference ie. skype.
390. Something little but would be a huge stress reliever, I'd include a completion status bar at the top or bottom of the page for quizzes and exams so students wouldn't have to keep scrolling up and down to see if a question was missed. I have seen it for some courses but I think it should be implemented for all courses and all quizzes/exams. A percentage status bar would be nice but I think a linear bar at the bottom or top of the page showing answers that were completed/saved would be a nice stress reliever. Some of the quizzes and exams have a ton of questions and also a time limit. Having the security that all problems have been completed during the testing could not only relieve any stress but give security to the student that they are on track with completing the testing and it could save the seconds used scrolling back and forth. Also, if a link could also be implemented for each question so that any missed questioned can be easy to get to by the

click a mouse as opposed to scrolling to find it. It's all about time and relieving any unneeded stress to help all students ;)

391. Sometimes it wouldn't work completely making it difficult to get homework or quizzes done.

392. Sometimes teachers ask for some Third Party online subscription(like My Bizlab, My Chem lab etc) its expensive. I would change that and request teachers to do same thing on Blackboard. After taking those subscription Blackboard is useless, after that I only used Blackboard to see my grades.

393. Sometimes the answers in mymathlab is off by a few decimal points marking my answer wrong. I woulf make answers a little more flexible. Maybe showing your work you should be able to get some credit

394. Stop having more than 1 website to log in to for the 1 class. Many teachers seem to use multiple sites, one even created his own and had us log in to 2 of his self created sites.

395. Syllabus before enrolling to see workload and assignment due dates

396. Teacher is completely none existant!!! Needs actual in person office hours and needs an actual email outside of blackboard

397. Teacher response time

398. Teacher was less than competent and often rude. It seemed like I was taking a class from someone less intelligent than me. Often times there would be misspellings and things of that nature.

399. Teachers need to respond faster and grade faster. The courses need to be organized in a less confusing manner.

400. testing and the modular effect

401. That the class not be self-taught: this instructor required everything to be learned from the book. I would have liked detailed power points.

402. the ability to have all attendees of the online lectures to speak at the same time--currently its one at a time.

403. The blackboard needs to be user friendly: discussions boards, etc

404. The blackboard system itself has flaws with applets, and confusing terminology when starting tests/quizzes that the instructors are unable to modify. I am unable to edit a comment after I post in a message board, and I dislike that. The home page/my institution does not properly display alerts or to-do notifications.

405. The book requirement

406. the chat is not user friendly enough, there were many instances where it didn't work or required disabling all of my firewalls which is absurd. taking an online course with MESA is not nearly as interactive enough as it should be or as I expected it to be. There should be open learning sessions where the teacher engages all students by teaching the chapter over a chatroom at a certain time every week. instead, your online course is basically just a SELF-taught class, I am completely teaching myself because there is NO instruction from the teacher whatsoever which is ridiculous. students read the chapter and submit assignments after teaching themselves the chapter, and yes we can ask the teacher questions, but waiting 3-30 days for the teacher to get back to you is absolutely insane and no learning can take place with such a structure. my online class was a complete dissapointment. it should be totally restructured so that some actual classtime is scheduled, or AT LEAST the teacher should be REQUIRED to offer atleast 8 hours of office hours per week and not a meesly 1 hour, which is again ridiculous. A teacher who can't even commit one full workday to a class isn't worth anything to me and neither was my learning experience with Mesa online, unfortunately, I'm really dissapointed.

407. The chemistry omline was a bit confusin for me to many places to go too

408. The clarity of what is expected of assignments

409. The cost of books seems more for online courses, it would be nice to have them lower. Also it would be nice to have an image of the instructor, to put a face to a name.

410. The course I took was pointless as I could have done the same thing by subscribing directly to the online math tutorial.

411. The course is fine but I do miss in class discussions. Often other students bring up interesting situations or topics.

412. the course syllabus was a mess. not clear and the instructor had a lot of content on the web site from 2010. I would have expected this to be updated. Many assignments had due dates listed in 2010, which caused confusion. Overall I was unhappy with the experience.
413. The difficulty.
414. the fact that there are no allowances for computer problems. Mine crashed and then the one I used indicated there was a virus in the blackboard program and it shut me down in the middle of an exam with no RETAKE! Bad!
415. The format of how the teachers downloads show up. It looked like there was only 1 download when there were a lot more.
416. The format of the course it all should be uniform, teachers should have the same format to make it easier on students. It is hard to figure each teachers format.
417. the forum format
418. The grade tab to be uniformly neat and up to date. Also, the all professors' response guidelines; some don't respond at all
419. The homework, tests, and quizzes are all multiple choice. Although the questions are very appropriate for learning, some open response assignments where the students gets feedback from the instructor would be helpful.
420. The instructor
421. The instructor grading assignments in a timely manner. I am still awaiting grades for things turned in 11/4
422. The instructor is very unorganized. He does not post assignments on time and expects us to turn in on the same date. I do not feel like he has good lecture for an online class and the tests are very confusing. I have taken an online class prior and had no complaints. I was very satisfied. However this instructor did a poor job teaching this online class.
423. the instructor required too much homework weekly in addition to quizes wikis and other projects many week 6-8 hrs of homework for this course
424. The instructor should be much more available to respond to questions. My current instructor never responded to any of my questions.
425. The instructor should meet her stated obligations. First of all she should have the syllabus on-line the first day of class or send an e-mail to all students stating when they should expect it. She should live up to her other obligations such as reviewing the homework and posting the grades within the time period she stated in the syllabus. She should not take a week or more to answer an e-mail on more that one occassion. She should test that the links to exams work before she posts them. etc. etc. etc. If my taking another on-.line course was based on the communication and feedback from the instructor at my Mesa on-line course, I would probably never take another on-line course. My primary campus is Miramar.
426. The instructor, and blackboard is an awful means for a class. I've still been finding new assignments and links.
427. The instructor.To start with his lectures are out dated, his kids constantly interrupt his videos. He does a poor job of explaining concepts or gives a basic explanation of a concept then on a test throws something way out from left field. He's not very helpful when approached. Constantly changing formats. He doesn't use the schools format. His class is completely unfair, he states in his syllabus that his approach is a different way to learn and that he really wants people to walk away understanding the material. He really wants is to stand up infront of a class of young students slap a ruler around mock and laugh when at us when we can't keep up.
428. The instructors response time
429. the load of work. Too much more to do than on campus class
430. The major thing I would change about the course is the work load, although I'm sure all that was given would normaly be effective. I felt like there was to much work expected to be done in a week for this one class. I am a student who cares a full load per semester and could not keep up with the work load of this coarse along with the other for class I have. While my CISC online class I had fewer problems keeping up as what was expect to be due every week was much less but still very effective in teach the material.

431. the manitory requirement to response to the students QUESTIONS and CONERNS ABOUT ASSIGNMENTS THAT ARE DUE and WHERE TO ACTUALLY LOCATED THE QUETIONS THAT ARE SUPPOSE TO BE DONE and FINALLY FOR THE PROFESSORS TO HAVE THAT OPEN and ACCESSIBLE TO THE STUDENTS !! ED.
432. The one downfall is that you can't ask for help and get an immediate answer, but that is to be excpected. They still have office hours like any teacher and plenty of ways to get in touch with them.
433. The online book. It was awful. I rather have a conventional book
434. The online experience would be greatly enhanced if there were greater instructor participation. Having lectures online would be fantastic. But even without that, even when the instructor provides examples or participates in the discussion threads, these comments are very useful.
435. The only extra credit offered was during the week when I was at work. I feel in order to be fair, the extra credit should be offered at varying times to accommodate those with 40+ hr work weeks.
436. The only thing that is troublesome about online courses is the teacher's organization and use of blackboard.
437. The point system. I got 90 or above on all assignments but will recieve a b in the class.
438. The professor did a great job with this course. Although it was strictly online, it was very interesting and I learned a lot!
439. The professor is very hard to reach, and the course materials were lacking. I would prefer to see videos or audio teaching the material, not just notes. It's pretty unclear how you're supposed to learn the concepts if you don't understand the class notes or book.
440. the professor should be more helpful. His answers to my questions were not relevant and helpful at all.
441. The professor was super unorganized. Syllabus got switched, test/quizzes/homework links were not posted on time. It was hard to get a response from the teacher in a timely manner. I would probably never take a class with her again. I work full time and take classes and having a highly unorganized teacher makes it nearly impossible to get things done on time, let alone have time to study and prepare. She is a very intelligent professor and does have a lot to offer, so hopefully this was just a busy this semester and the un-organization will change.
442. The syllabus and structure of the course have a lot of artifacts from other semesters. It is confusing to have the wrong dates, etc and have to ask numerous times.
443. The teacher because she changed deadline dates and never answered questions previous to the deadline of what i asked
444. the teacher didn't provide any interaction between quizzes and only gave 90 minutes for 80 questions on exams. she was very robotic
445. The tests were far too easy.
446. The time of tests and quizzes are short and for some student like me ,who English is not their first language, it's a big problem.
447. The use of the word, ""normative"".
448. There needs to be more tutorials.
449. There needs to be someone to ask questions (preferably an instructor) that responds to questions. I have only had trouble this semester though with one particular instructor. In the past, the instructor was very helpful.
450. There should be scheduled time available for students to get help face to face. Some things are just difficult to learn by oneself. In my case Visual Basic Programming, the last two assignments are really putting me on the verge of tears.
451. There were a lot of problems downloading the Java player that was used to run the program.
452. There were too many unscheduled assessments.
453. This course was great!   Professor *** is well organized, responsive, positive and encouraging. The assignments were planed ahead and available. It is a challenging class however, professor *** was always available through messaging, discussion board, and assignment reviews, to assist and give advise.
454. This course? Nothing.

455. This particular course, Geology ***, was listed as online. However, it should have been partially online, which did not work for me. An orientation, a field trip, and several on campus meetings. This was the first online class that had mandatory meetings and really conflicted with my work schedule. Also, there were chapter quizzes that were not made known needed to be completed. Up until the last week of class, I thought they were optional for test preparation.
456. This particular instructors setup was a little differently then the basic outline of the site, example; assignments are normally and assumed to be found under the assignments tab, instead they were listed under discussions because they were to be done in discussions, making it feel a little tricky and that things were possibly being missed or over looked.
457. This was one of the worst online classes I've taken. The book was awful and the quizzes had a lot of questions that were not from the correct chapter. I've taken other online classes before and learned a lot and enjoyed them, but this one was quite bad.
458. To also have a book from the class on-line
459. To be more interactive
460. To give extra time on homework and put updates when we dont have Class meetings
461. Too much material to cover
462. Too much to read..
463. try not to outsource teachers from pearson my lab, maybe introduce a live video web classroom/conference I seem to enjoy the learning experience when it's a bit more communal, learning from the participation of the other students, i guess thats why i was able to fail less misearably in the partially online class versus the completely online class. ultimately i need to work on myself........
464. Update grades for assignments.
465. Video lectures might help
466. Video tutorials for lessons, Chat rooms, Better discussion thread format (threads are very cluttered) It would be nicer if it was in an easier to view format so you can read multiple threads without having to go to an entirely new page
467. view on macs
468. We literally had to read the whole textbook. In an on campus class you would never do that. Teacher could have narrowed down the material.
469. Website layout and navigation.
470. When entering answers, sometimes I'm incorrect even though the answer is right.
471. when taking multiple online courses it would be helpful to know when primary discussions are usually due, i.e some instructors it's Wednesday others Thursday just for time management purposes.
472. Work load
473. Workload was very heavy
474. would add a Webinar from the Instructor or a Video or Audio from her feedback.
475. Would have liked a live discussion