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# City College/ECC Online Course Satisfaction Survey Report

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## Fall 2014

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Office of Institutional Research and Planning

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## Overview and Purpose

The purpose of this survey project is to collect additional information about students who took City College/ECC online courses in the Fall 2014 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 City College/ECC in the Fall 2014 semester prior to the start of data collection in November. Students who dropped or never attended the course were excluded. Cancelled courses, open entry/exit courses, chemistry labs, and biology labs were also excluded.

### Sample Design

The Online Course Satisfaction survey was administered to a random sample of students at City College/ECC using a random sampling procedure. The sample design is intended to provide representativeness and allow for generalizing the results to the entire student population. The targeted sample size was based on a 95% confidence level with a +/- 5.5% confidence interval.

### Implementation

A pre-notification email was sent to students by the District Office of Institutional Research and Planning prior to data collection informing them about the forthcoming online student satisfaction survey. Students then received an emailed survey invitation with a link to the online survey in November 2014. In an effort to increase survey response rates, three reminder emails with access to the survey were sent to students during the three week data collection. The Office of Online and Distributed Learning posted notifications to Blackboard to inform students about email invitations to the survey.

### Instrumentation and Analytical Plan

The District Office of Institutional Research and Planning collaborated with the Dean of Online and Distributed Learning to develop the online course satisfaction survey in 2012. The 2012 survey instrument was employed in the Fall 2014 data collection. The survey instrument contained 28 items and took approximately five minutes for students to complete. A copy of the survey is provided in Appendix A.

Analyses of demographic items in the Student Profile section include two comparison groups: the survey respondents and the general online student population; each of which are unduplicated. Note that the general online population data were obtained from the SDCCD Information System. Also, note that individual response categories may not total 100% due to rounding.

Results from this survey are grouped into five general dimensions:

- (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 City College/ECC Online Course Satisfaction Survey reports (Spring 2011 and Fall 2012) are provided in the Highlight of Findings.

### Student Profile

In Fall 2014, the General Online Population at City College/ECC totaled 4,111 students. Less than one percent of the City College/ECC students supplied a shared email address or no email address and were excluded. In all, 2,500 students were sampled; of which approximately one percent had previously opted out of receiving future surveys. Of the 2,467 surveys that were sent to students, 305 surveys were completed, yielding a 12% response rate. This is similar to past response rates for this population of students. Of the 300 students who were targeted to survey in the sampling plan, we reached 100% of the desired sample size. Therefore, this response sample provides statistical representativeness which allows for generalizing the results to the entire population of online students served within City College/ECC.

The following is a profile of City College/ECC students.

- The majority of students who responded reported their course(s) as fully online (66%).
- Approximately half of the online students who responded were below the age of 30 (51%) and six out of ten were female (60%).
- Thirty-three percent of the online students reported their ethnicity as White, 27% were Latino, 12% were African American, 11% were Asian/Pacific Islander, 5% were Filipino, 1% were American Indian/Alaskan Native, and 11% categorized themselves as 'Other' ethnicity.

Survey respondents varied in age and ethnicity, compared to the general online population. Respondents ages 30 and over and white students were overrepresented compared to the general online population. Respondents between the ages of 18 and 24 and Latinos were underrepresented compared to the general online population.

## Highlight of the Findings

### Student Preparation for Online Course

- The majority of students had some college-level experience with online courses during the past two years: 73% had taken a course at SDCCD and 27% had taken a course at another college (up from 20% in 2011 and 2012).
- Nearly three quarters of the online students (73%) felt they had sufficient information about online course requirements prior to enrolling. However, fewer students felt the Online Learning Readiness Assessment and Blackboard orientation were helpful (58% each). Between 2011 and 2014, satisfaction with the assessment (68% to 58%) and the orientation decreased (69% to 58%).

## Student Experience in Online Course

- The majority of the students (75%) enrolled in one or two online courses during Fall 2014 (up from 70% in 2011 and down from 77% in 2012). Most students (92%) visited their online course(s) at least a few times a week, and over two thirds of the students (68%) spent four or more hours logged into their online course per week (up from 61% in 2011 and 65% in 2012).
- When asked the reason why they took their online course, students reported a desire to apply the course toward their AA/AS degree (36%) or an intention to transfer to a four-year university (34%).
- The most popular reasons offered as the cause of students' online course withdrawal were as follows: the course did not fit their personal/work schedule (24%), the course was too time consuming (22%), personal reasons (20%), and not enough instructor feedback (19%). Between 2011 and 2014, withdrawal due to students' personal/work schedule (18% to 24%) and lack of instructor feedback increased (13% to 19%).

## Technical Support

- Over three quarters of the students (77%) agreed that they had a positive experience using the online course tools. However, fewer than half of the students (47%) felt they were able to obtain help from the 24/7 Blackboard Helpdesk (down from 61% in 2011 and 51% in 2012).

## Classroom Support and Communication

- Most online students (86%) referenced the course syllabus for information about course requirements. When asked if their instructor responded to their questions within the timeframe stated in the course syllabus, 67% of the online students agreed or strongly agreed. Among those who did not agree (21%) or responded neutrally (11%), 70% did not know where else to go for help with their questions. This is up from 61% in 2011 and 62% in 2012.
- Approximately three out of four online students preferred that instructors respond to their questions within 12 hours (26%) or within 24 hours (52%).
- Most online students felt that they could communicate effectively with classmates (70%) and instructors (72%); however, effective communication with instructors declined from 77% in 2011 and 2012 to 72% in 2014.
- The top methods of communication with instructors were email (80%), course messages (34%), the discussion board (34%), and announcements (31%). Between 2011 and 2014, students became less likely to select email (87% to 80%), the discussion board (46% to 34%), announcements (39% to 31%), and comments on assignments (31% to 22%) as effective methods of student-instructor communication.

## Perception of Online Learning and Future Services

- Many of the online students (70%) felt that the number of students in the course was appropriate (down from 77% in 2011 and 71% in 2012).
- Given the choice, more than half of the online students (59%) felt it would be likely that they would take another online course rather than a traditional on-campus course (down from 66% in 2011 and 2012). Moreover, three out of four online students (74%) felt that the online format was an effective way to learn.

## 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	%	N	%
Fully online only	201	66%	2,598	63%
Partially online only	68	22%	1,238	30%
Both fully online and partially online	34	11%	275	7%
<b>Subtotal</b>	<b>303</b>	<b>100%</b>	<b>4,111</b>	<b>100%</b>
Unreported	2			
<b>Total</b>	<b>305</b>			

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

	Survey Respondents		General Online Population	
	N	%	N	%
Under 18	0	0%	5	0%
18 to 24	84	30%	1,908	46%
25 to 29	59	21%	966	23%
30 to 39	70	25%	768	19%
40 to 49	37	13%	267	6%
50 and above	32	11%	197	5%
<b>Subtotal</b>	<b>282</b>	<b>100%</b>	<b>4,111</b>	<b>100%</b>
Unreported	23			
<b>Total</b>	<b>305</b>			

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

	Survey Respondents		General Online Population	
	N	%	N	%
Female	170	60%	2,379	58%
Male	113	40%	1,732	42%
<b>Subtotal</b>	<b>283</b>	<b>100%</b>	<b>4,111</b>	<b>100%</b>
Unreported	22			
<b>Total</b>	<b>305</b>			

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

	Survey Respondents		General Online Population	
	N	%	N	%
African American	32	12%	505	13%
American Indian/Alaskan Native	3	1%	11	0%
Asian/Pacific Islander	30	11%	335	8%
Filipino	13	5%	169	4%
Latino	76	27%	1,636	40%
White	92	33%	1,126	28%
Other	31	11%	258	6%
<b>Subtotal</b>	<b>277</b>	<b>100%</b>	<b>4,040</b>	<b>100%</b>
Unreported	28		71	
<b>Total</b>	<b>305</b>		<b>4,111</b>	

### 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 2014?

	N	%
None	83	27%
One	62	20%
Two	57	19%
Three	23	8%
Four	25	8%
Five	11	4%
More than five	42	14%
<b>Subtotal</b>	<b>303</b>	<b>100%</b>
Unreported	2	
<b>Total</b>	<b>305</b>	

Table 6. How many online courses have you taken at other colleges outside of the SDCCD in the past two years before Fall 2014?

	N	%
None	222	74%
One	24	8%
Two	23	8%
Three	5	2%
Four	7	2%
Five	2	1%
More than five	19	6%
<b>Subtotal</b>	<b>302</b>	<b>100%</b>
Unreported	3	
<b>Total</b>	<b>305</b>	

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

	N	%
Strongly disagree	19	7%
Disagree	22	8%
Neither agree nor disagree	38	13%
Agree	108	38%
Strongly agree	99	35%
<b>Subtotal</b>	<b>286</b>	<b>100%</b>
Not applicable/Unreported	19	
<b>Total</b>	<b>305</b>	

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

	N	%
Very unhelpful	25	15%
Unhelpful	7	4%
Neither helpful nor unhelpful	39	23%
Helpful	44	26%
Very helpful	55	32%
<b>Subtotal</b>	<b>170</b>	<b>100%</b>
Not applicable/Unreported	135	
<b>Total</b>	<b>305</b>	

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	%
Very unhelpful	26	16%
Unhelpful	6	4%
Neither helpful nor unhelpful	37	23%
Helpful	42	26%
Very helpful	53	32%
<b>Subtotal</b>	<b>164</b>	<b>100%</b>
Not applicable/Unreported	141	
<b>Total</b>	<b>305</b>	

## 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 2014?

	N	%
One	155	51%
Two	74	24%
Three	38	13%
Four	28	9%
Five	6	2%
More than five	2	1%
<b>Subtotal</b>	<b>303</b>	<b>100%</b>
Unreported	2	
<b>Total</b>	<b>305</b>	

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

	N	%
Less than once a month	3	1%
Once a month	2	1%
A few times a month	18	6%
A few times a week	137	47%
Once every day	69	24%
More than once a day	61	21%
<b>Subtotal</b>	<b>290</b>	<b>100%</b>
Unreported	15	
<b>Total</b>	<b>305</b>	

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

	N	%
Less than 2 hrs/week	21	7%
2-3 hrs/week	74	25%
4-5 hrs/week	95	33%
6 or more hrs/week	101	35%
<b>Subtotal</b>	<b>291</b>	<b>100%</b>
Unreported	14	
<b>Total</b>	<b>305</b>	

Table 13. Why did you take this online course?

	N	%
Apply toward AA/AS degree	104	36%
Apply toward certificate	14	5%
For career development	15	5%
Needed the units	23	8%
Personal enrichment	24	8%
Transfer to a 4-year university	96	34%
Other	9	3%
<b>Subtotal</b>	<b>285</b>	<b>100%</b>
Unreported	20	
<b>Total</b>	<b>305</b>	

Table 14. If you withdrew from any online classes you enrolled in for Fall 2014 please indicate the reason(s) why you withdrew.

	N	%
The course(s) did not fit into my personal/work schedule	21	24%
The course(s) was too time consuming	20	22%
Personal reasons (health, family, etc.)	18	20%
There was not enough instructor feedback	17	19%
I prefer to take classes in person	15	17%
The course(s) was too difficult	13	15%
I did not need the course(s) (i.e. change of major, transferred, etc.)	12	13%
I had technical difficulties with the computer/web	10	11%
Blackboard was too difficult/problematic	5	6%
The course(s) did not fit into my course schedule	5	6%
Other	15	17%
<b>Total</b>	<b>151</b>	

## Technical Support

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

	N	%
Strongly disagree	16	6%
Disagree	19	7%
Neither agree nor disagree	32	11%
Agree	106	37%
Strongly agree	116	40%
<b>Subtotal</b>	<b>289</b>	<b>100%</b>
Not applicable/Unreported	16	
<b>Total</b>	<b>305</b>	

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

	N	%
Very unhelpful	23	21%
Unhelpful	6	6%
Neither helpful nor unhelpful	28	26%
Helpful	21	19%
Very helpful	30	28%
<b>Subtotal</b>	<b>108</b>	<b>100%</b>
Not applicable/Unreported	197	
<b>Total</b>	<b>305</b>	

### Classroom Support and Communication

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

	N	%
Strongly disagree	9	3%
Disagree	9	3%
Neither agree nor disagree	20	7%
Agree	103	36%
Strongly agree	142	50%
<b>Subtotal</b>	<b>283</b>	<b>100%</b>
Not applicable/Unreported	22	
<b>Total</b>	<b>305</b>	

Table 18. My instructor responds to my questions within the timeframe stated in the course syllabus.

	N	%
Strongly disagree	43	15%
Disagree	17	6%
Neither agree nor disagree	32	11%
Agree	80	29%
Strongly agree	107	38%
<b>Subtotal</b>	<b>279</b>	<b>100%</b>
Not applicable/Unreported	26	
<b>Total</b>	<b>305</b>	

Table 19. Do you know where else to go for help with your questions?

	N	%
No	64	70%
Yes	28	30%
<b>Subtotal</b>	<b>92</b>	<b>100%</b>
Not asked	213	
<b>Total</b>	<b>305</b>	

Table 20. How much time do you feel is acceptable to wait before receiving a response from your instructor to your questions?

	N	%
Up to 12 hours	74	26%
Up to 24 hours	149	52%
Up to 2 days	54	19%
Up to 3 days	5	2%
Other	6	2%
<b>Subtotal</b>	<b>288</b>	<b>100%</b>
Unreported	17	
<b>Total</b>	<b>305</b>	

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

	N	%
Strongly disagree	18	7%
Disagree	20	7%
Neither agree nor disagree	44	16%
Agree	100	37%
Strongly agree	90	33%
<b>Subtotal</b>	<b>272</b>	<b>100%</b>
Not applicable/Unreported	33	
<b>Total</b>	<b>305</b>	

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

	N	%
Strongly disagree	19	7%
Disagree	25	9%
Neither agree nor disagree	37	13%
Agree	89	31%
Strongly agree	116	41%
<b>Subtotal</b>	<b>286</b>	<b>100%</b>
Not applicable/Unreported	19	
<b>Total</b>	<b>305</b>	

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

	N	%
Email	229	80%
Course Messages	98	34%
Discussion Board	96	34%
Announcements	89	31%
Comments on Assignments	64	22%
Chat/WebConference	23	8%
Other	14	5%
<b>Total</b>	<b>613</b>	

### Perception of Online Learning and Future Services

Table 24. The number of students enrolled is appropriate for this online course.

	N	%
Strongly disagree	9	3%
Disagree	6	2%
Neither agree nor disagree	64	24%
Agree	96	36%
Strongly agree	91	34%
<b>Subtotal</b>	<b>266</b>	<b>100%</b>
Not applicable/Unreported	39	
<b>Total</b>	<b>305</b>	

Table 25. 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	%
Very unlikely	32	11%
Unlikely	36	13%
Neither likely nor unlikely	52	18%
Likely	62	22%
Very likely	106	37%
<b>Subtotal</b>	<b>288</b>	<b>100%</b>
Unreported	17	
<b>Total</b>	<b>305</b>	

Table 26. The online format is an effective way for me to learn.

	<b>N</b>	<b>%</b>
Strongly disagree	17	6%
Disagree	16	6%
Neither agree nor disagree	42	15%
Agree	95	33%
Strongly agree	118	41%
<b>Subtotal</b>	<b>288</b>	<b>100%</b>
Not applicable/Unreported	17	
<b>Total</b>	<b>305</b>	

## Appendix A: Survey Instrument

## Online Course Student Satisfaction Survey -Fall 2014

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

DIRECTIONS: Unless otherwise noted, please select only one answer per question. 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 2014, please indicate if they were fully online, partially online, or both fully online and partially online courses. **[Online courses are considered *Fully Online* if they are 100% online with no meetings or exams on campus. Online courses are considered *Partially Online* if they have one or more meetings on campus.]**
  - Fully online only
  - Partially online only
  - Both fully online and partially online
  
2. How many online courses at the San Diego Community College District (City, Mesa, or Miramar Colleges) did you enroll in during Fall 2014?
  - One
  - Two
  - Three
  - Four
  - Five
  - More than five
  
3. If you withdrew from any online classes you enrolled in for Fall 2014 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 within the San Diego Community College District (City, Mesa, or Miramar Colleges) have you taken in the past two years before Fall 2014?
- None
  - One
  - Two
  - Three
  - Four
  - Five
  - More than five
5. How many online courses have you taken at other colleges outside of the SDCCD in the past two years before Fall 2014?
- None
  - One
  - Two
  - Three
  - Four
  - Five
  - More than five

If you enrolled in more than one online course during Fall 2014, 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

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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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	If you attended a Blackboard orientation either online or on-campus, how helpful was it in preparing you to take an online course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	If you contacted the 24/7 Blackboard Helpdesk, how helpful was it in solving the issue?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate your **level of agreement**.

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

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 2014 please indicate the reason(s) why you withdrew. OTHER SPECIFIED

1. couldn't get the books i needed
2. I already had 18 credits did not want to take more than that
3. I could not afford to buy the books so I withdrew from the classes
4. I could not get my book in time enough to keep up with the homework the instructor was already assigning.
5. I don't like Pearson Education. They are too rigid in expression(1/2 vs .5) and their website puts me to sleep. Aleks is a much superior product and allows you to demonstrate competency to avoid the time commitment of rote memorization. Pearson Education forces the issue regardless of how many answers you get correct consecutively. You can also spend 10 minutes on a problem only to have a small error in expression start you over from the beginning vs. partial credit in real life. I average 1.5 hours to complete a typical college math homework assignment via textbook and pencil and paper. MyMathLab/other pearson education products are targeted at people who require 200-300% more example problems to master a subject and as a result I waste a disproportionate amount of time tediously working through problems. It takes more work to pass a Pearson Education class without learning the subject than it does to master it, but the unlimited ""check answers"" with no reduction in credit make for a perverse incentive structure. The credit for a problem should be reduced to asymptotically approach 0 points with successive attempts. They don't do that because they know their software is too rigid to do so without causing outrage so instead they burn student homework time as a disposable commodity. ""Sapling Learning""(my chem\*\*\* online courseware) does a much better job of managing incentive structure, both Khan Academy and Aleks do a much better job of using student time efficiently by allowing them to escape additional problems via demonstration of mastery through multiple consecutive correct answers, and Khan Academy in particular does an incredible job of ""Gamification"" by breaking the problems down in to small bite sized pieces(this plus lack of deadlines makes it much more friendly for working students who can work in 10 minute chunks through the week equally well as people who like to knock stuff out in 8 hour chunks vs 1 hour a day) where the practice problems are done immediately after the relevant material has been explained in a 3-4 minute(average duration of pop music hit single/youtube video->modern young adult attention span <140 characters TLDR) and catering to millennial vanity by rewording EVERY SINGLE POSITIVE BEHAVIOR with pavlovian reinforcement/classical conditioning/positive reinforcement with little ""skill points"" and meaningless Avatar ""level ups"" in demonstrating MATH AWESOME SKILLZ and at a much more granular level. The Khan Academy website doesn't limit analytics to teachers or ""quarterly earnings reports"" style dry presentation, but instead gives CONSTANT progress monitoring in a very visual and graphic way. Watching Khan Academy videos feels like I'm playing WoW or Fallout 3... Aleks also does a really good job of this via their Pie Chart of course completion so that you can see the immediate tangible impact of every single investment of time and effort you make in the class. Pearson Education is garbage compared to Sapling, Aleks, or Khan Academy. It seems like it was written by a believer in the Prussian Education System in a complete vacuum from the cultural influences which have shaped REAL startups. That is why Pearson is successfully printing money with their ""access codes"". They have a marketing team which is as aggressive as Microsoft in capturing the educational market, and based on what I've seen happen to classes taught by classes previously uninfected by the Pearson Virus, I'm convinced it may even be a multi-level-marketing scheme where educators/teachers are sucked in via some sort of kickback or residual income(perhaps only in reduced grading effort) and possibly referral ""bonuses"" for convincing other teachers to get on the bandwagon. Pearson education is a pox on modern education universally disliked by students because of it's 18th century approach to education using 21st century technologies. PEARSON EDUCATION IS BY FAR THE WORST ONLINE COURSE-WARE FRAMEWORK. IT TAKES ME 300
6. I felt that the Aleks program wasted too much time with repetition that is not analogous to a classroom environment and led to frustration and slow progress

7. it was difficult to keep track with when my other courses were on campus
8. Originally I enrolled in Hist \*\*\* and Hist \*\*\*, but that was too much history for one semester.
9. professor was \*\*\*
10. Technical difficulties with my IT lab
11. The instructor OVERWHELMED us with homework. Not giving us enough time to complete.  
When i asked him he said this was the kind of work i would get inside a classroom I felt he didnt care for our situations I work and go to school . Online helps with the flexibility well usually, THIS PROFESSOR was not a nice and good one.
12. The online classes are too difficult. But I am still attended the class. If I have time, I would like to take class in person.
13. The proffesor didn't care about it.
14. Three of my four professors this semester have been extremely disappointing.
15. Too much group work. I take only classes to do at my own pace,not have to worry about the pace of others.

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

1. Apply toward AS AND Transfer to a 4-year university
2. As a prerequisite for med school
3. Just had a baby, no time to go to school
4. One Class
5. only class available
6. Personal interest, Retake course, & Apply toward AA/AS degree
7. PREREQUISITE
8. Required prerequisite for Ultrasound program
9. Suggested by faculty

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

1. 800 NUMBER, LIVE OPERATOR, EMAIL
2. ask other students or go to the class at the school, find a tutor
3. blackboard help
4. blackboard support or student services
5. classmates or help desk if computer related
6. counsler
7. depends on the question
8. discussion board
9. E-mail
10. email instructor
11. help
12. Help center, tools for success, internet
13. help desk or administration
14. I know there's a center at City College to receive tutoring, but I haven't visited it yet so I'm not familiar with the name
15. Instructor office, Tutorial center
16. lrc
17. math. lab
18. Mesa College Site
19. On campus math lab
20. Online
21. professor's email or office hours
22. syllabus, student board, google.
23. Tech support
24. the student services
25. to instructor or tutoring
26. to the school it self and my counslers
27. Toturing center
28. tutoring lab, friends who maybe able to help

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

OTHER SPECIFIED

1. All that has been used are ""Announcements"" and e-mail in my course.
2. Detailed calendar
3. I don't need communication with an instructor. I'm an autodidact. The only communications I have with instructors fall under the category of ""if the courseware is Pearson and therefore: terrible"" and you can subsequently not easily pass an online class like you breeze through classes in person, then you had better be effective at writing emails that are sympathetic and make you strikingly likable when you need some senselessly rigid rule(school is not life skills training, that's called ""Life"") which is impeding me from learning or demonstrating competency to have an exception made for you.
4. In class
5. In Classroom
6. in person
7. message
8. No effective way!
9. none
10. None, she didn't respond to anything or anyone
11. office hours
12. office hours
13. she is not easy to communicate with
14. The student discussion boards are mostly a waste of time, because so many of the other students are unprepared and clueless.

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. 2-3 hours
2. 4 hours
3. course message at least 5times or 4 times week
4. Less than 3 hours
5. less then 5 hours
6. Varies according to their willingness to bend deadlines. If Zero: 12-24 hours. If super-willing: up to 3 days. Also focusing on the wrong subject which is the instructor(who is largely an extraneous where online classes are concerned<-no offense) The question that should be asked is ""Why is Pearson so terrible and Sapling/Aleks/Khan Academy are so great?

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

1. a new learning experience
2. Ability to hand in assignments at any time. Material is always available to recheck information.
3. ability to work around my schedule. Review videos and lessons after initial viewing.
4. Ability to work on my own schedule.
5. Access
6. Accessibility to complete the work.
7. All of it. This was my first time taking an online course and I have had a very good experience so far.
8. all of the links that are available by my instructor
9. All of them for now.
10. All the assignments were planned ahead so I knew what to focus on. I also liked keeping track of my assignments online.
11. All the elements were valuable.
12. Amount of advice received by instructors but the fact that fellow students feel more comfortable to assist on line that in person
13. An element of the online course I enrolled in that is valuable to me is balance. Although assignments and assessments were usually due in two weeks which was a decent amount of time, yet they were due all in one day. I often had to complete the assignments on the final day the assignments were due because I could not balance my campus classes, which were on the weekdays, with my online class, on a weekday. I would rather have a campus class instead of an online class.
14. asynchronicity
15. Availability any time any day
16. Being able to "go to class" on my own schedule. Other than that, most elements of the course have been frustrating.
17. Being able to access the course materials at my convenience.
18. Being able to be anywhere while working on your schooling.
19. Being able to complete course work anytime during the day.
20. Being able to do it from home in the evening and not compromise my time with my family or work.
21. Being able to do the work at any time
22. Being able to do things at my own pace. Not having to be online on a certain day at a certain time.
23. Being able to do this course on my own time. Learning the material.
24. Being able to learn, complete assignments, and take exams at my own pace.
25. Being able to work and study at your own pace and time available. Good for people who work or/and have a family.
26. being able to work assignments at my own pace.
27. Being able to work at my own pace. Being able to work on my assignments and complete quizzes and tests from home.
28. Being given a deadline but being able to work at my own pace without meeting times.
29. Blackboard and all the content that the professor had available
30. Can take the class whenever it's convenient, source for all class materials so there are no problems with losing handouts etc.
31. clear syllabus, easy to follow along with course, interesting discussion questions

32. Communication.
33. Controlling what time I complete my studies.
34. Convenience
35. Convenience
36. convenience
37. convenience and time
38. Convenience of doing classwork around work and childcare. Professor \*\*\* is extremely valuable with answers to questions in a more than timely manner.
39. Convenience to work on assignments around my family's schedule.
40. Convenience. I work full time.
41. Convenience. Less Distractions. Partial Self Paced.
42. Convenient
43. convenient
44. Convenience time, no parking fees, no gasoline burnt, helping the environment.
45. Dashboard, Calendar tool w/posted due dates
46. Discussion
47. Discussion board and flexible schedule.
48. due dates are at the end of the day instead of morning, so working in the days are possible.
49. Due to my work schedule, the readiness and availability of the coursework.
50. Ease of navigation.
51. Easy access to assignments/guides.
52. ENrolling in online courses allows me to continue to work while going to school.
53. Everything
54. Everything
55. Flexibility
56. flexibility
57. flexibility
58. Flexibility in time
59. Flexibility is the most valuable element of the online course. Another element is using technology giving me the control of my interaction
60. Flexibility with time. I work two jobs so I was usually doing my online work after 9 pm.
61. flexible time
62. flexible time management
63. Flexible, time and space
64. Free time adjustment
65. Go at my own pace
66. Grade book and assignment sheet
67. Great
68. Having all of the lesson plans available in one place.
69. Help of the professor and the assignments very well described
70. homework, pretest
71. How I can view the assignments posted. Also, how prompt my professor replied to my emails and accommodations.
72. I am a busy working mother and online classes are valuable to me because I can be at home while taking the classes
73. I am a single parent. I don't have financial support. Online courses allow me to continue to work, attend to my child, and still continue my education goals.

74. I AVOID WASTE TIME ON PARKING OR DRIVING, AND HAVE TWO WORKS WITH NO PROBLEM
75. I can do homework on my own time. And I don't have to attend a lecture.
76. I can do it at home
77. I can do my work at my leaguer and around my work schedule.
78. I can log in and do homework anytime, day or night
79. I can work in my own schedule
80. I can work the course around my schedule, so can the Professor, it works for everybody.
81. I could learn on my own time!
82. I do everything at my own time
83. i don't have transportation it helps me alot
84. I enjoyed being able to work at my own pace. The only suggestion is to get more interaction from instructor and students
85. I get to work on my time, but I still had to be caught up.
86. I have a variable schedule and work between 50 and 75 hours a week. I travel up to 2 weeks every month. Online definitely fits my turbulent schedule.
87. I like being able to do the work when it is convenient for me rather than having to go to class at a specific time.
88. I liked the example videos they truly help alot. I also like the clarity given.
89. I liked the online course because my professor was able to give me direct links to find answers that pertained to my direct questions.
90. I love being able to do my studies in my own time frame. Blackboard is a great tool to use,
91. I love being able to do my work at my own pace (obviously with some structure and timelines). I prefer online courses because of this. I like to be able to do my work in the comfort of my own home without any distractions.
92. I managed my own time when to take quizzes, turn in comments, assignments
93. I took Math \*\*\* Online, It took alot of time online to do the work each week, it made me focus because there was always new assignments due.
94. I took music \*\*\* and I liked how my professor interacted and responded withing a day if I had questions. Overall it was fairly easy to do and I like online classes. Maybe not for math! But everything else is wonderful
95. I was able to complete the assignments on my own time. The due date for all the assignments are the end of the semester. I don't feel rushed.
96. I was able to go at my own pace.
97. I was able to replay the lecture if I didn't understand the material
98. I was able to work around my schedule.
99. I was able to work when I had time.
100. I work full time so it is convinient
101. In History \*\*\* (Miramar), the videos were a great supplement to what would otherwise have just been reading and writing. In Accounting \*\*\* (Miramar), the link to Pearson's ""MyAccountingLab"" was very useful.
102. integrated calendar to my personal calendar
103. Interaction with both the instructor and classmates
104. It allows me to fit the online instruction into my personal schedule quite easily offering great flexibility. It also allows me to save time and gas by not having to drive to campus to take the class.

105. It was not fair when professor gave you 60 questions for only total of 30 mark. 60 question per quiz is time consuming.
106. It was on my own time..
107. It's very flexible with my schedule! The professor made sure that our assignments weren't too difficult to comprehend for an online course by having videos of lectures she made herself.
108. Most was adequate
109. Msgs,email,announcements, Calendar that showed what's due
110. My online course's blackboard.
111. My own time to do school work & quize.
112. mymathlab
113. n/a
114. No time restraints
115. None
116. None. It was very stressful
117. None. Online courses cheapen the educational experience. They are only a way for colleges to make extra money from undergraduates.
118. None.... Don't know why I would be forced to take an online class with a subject that I struggle with!
119. Not having to actually go to campus find parking.
120. Not having to sit in traffic and the ability to log in and complete assignments day or night. Much more freedom schedule wise...
121. nothing
122. Other students help on homework.
123. power points
124. Power points
125. Programming
126. Proposed Semester Calendar
127. Real Estate \*\*\* with \*\*\* has been the only class I feel like I'm truly learning anything in LIBS \*\*\* professor is happy to tell me what I do wrong but has never taken the time to give me constructive criticism or actually teach me. Same goes for business communications and the other one
128. Reminders from Professor about what would be most effective to study
129. Re-taking certain quiz's was a great benefit; posting grades is convenient and getting an email to my professor was perfect via blackboard.
130. Saving time
131. schedule
132. Schedule flexibility
133. Schedule flexibility, I'm able to complete coursework at my own pace within the deadlines of the course.
134. seeing a different aspect of how to learn the material being able to use your own time to get the assignments done having more freedom when to get them done
135. Self paced
136. Self-paced learning
137. Self-paced work, doing assignments when I had time (within a framework of a week) and late at night.
138. Syllabus

139. taking my time to read the course material and reading the textbook at my own pace and doing my own homework at my pace
140. Taking the course I online.
141. Teacher comments
142. That I didn't have to worry about going to class
143. that in some courses , not all of them, really want to help you with specific attendance hours workshops and tutoring face to face, like in my math class
144. That the course was flexible enough that it could accommodate my full-time work schedule and other commitments, and that I could more or less plan my week out around the online course requirements and deadlines
145. That you save gas on your car
146. The ability to access any information I needed when I wanted.
147. the ability to be self-timed and completed remotely.
148. The ability to complete the schoolwork on my own time from my own home is extremely important to me.
149. The ability to go at my own speed but also staying connected with the class and professor.
150. The ability to go over the assignment multiple amount of times and at my pace gives me the confidence that I am getting all the information needed . If I thought I missed something I'll just watch it again.
151. The appropriately named tabs
152. The chance to put off class for a day if an emergency came up.
153. The convenience
154. The convenience of being online
155. THE CONVENIENCE TO STAY HOME , LESS DRIVING SAVE MONEY, AND MY TIME
156. The discussion board
157. The Discussion Boards were extremely helpful, and educational! Thank You...
158. The examples and videos for each chapter.
159. the examples of how to solve a problem.
160. The fact that it is convenient. I can log on and do my assignments at a convenient time for me.
161. The fact that we had less face to face interaction, and less traditional classroom time.
162. The flexibility of doing the work according to me schedule
163. The flexibility of time
164. The format of the course, it tells you exactly how to answer every post
165. The information learned
166. The instructor feedback and peer interaction.
167. The Math exampls and video
168. The module formatting
169. The powerpoints.
170. The relative freedom in my schedule is the main reason i take courses online.
171. The subjects that we discussed and learned about.
172. The text book.
173. The timeline that is given to finish assignments.
174. The various amount of tools that are made availble
175. The visual of how to do the assignments. Loved the videos.
176. The whole course.
177. There are no scheduling conflicts with work. I can also spend as much or as little time studying as I want.

178. time
179. time and distance
180. time flexibility
181. Time is very flexible
182. Time management and traveling time
183. time management, independence, course structure,
184. Time savings, and availabilty
185. transportation, convience
186. Work at my own pace.
187. work at my own pace;
188. work at own pace, no set class times
189. Work on my own time.
190. Working 40 hours plus per week makes an online course convenient. The time I would spend driving to campus I use to meet my online goals.
191. Working at my own pace at my own hours.
192. Working on my own time
193. works well with schedule
194. Yes D
195. You can complete assignments are your own time, this is very beneficial especially for those who work full time. However, deadlines are strictly necessary in order to stay on track.
196. You can do you homework at home or even take the class at home
197. You can take the class at any time, so it fits into your schedule.
198. you do not have to go to a class room, you can learn when you want to during the week

Question 25: What would you change about the course?

1. A clearer pace set by the instructor. Any kind of actual assistance/teaching by the instructor without having to e-mail and ask specific questions. It is discouraging when running into what could be a common/easy question during homework and then having to e-mail and wait for a response. If the actual instructor (not the online video teacher) were interacting in more ways then sending notifications about test dates and drop dates, it wouldn't make the class so BLAH.
2. a lot of work.
3. ability to take final at home.
4. Access to materials. Make the math exams able to show work and not just answers.
5. Add a place where you can chat with classmates
6. Add more multimedia learning. Prof. \*\*\* had video blogs that were very helpful. I hope other profs. would adapt this method or something like it.
7. Add online tutoring for those taking online math classes.
8. App notifying the instructor when a question comes up
9. Better calendar integration from all the instructors.
10. Better communication between student and professor.
11. Better communication from instructor.
12. Better instruction on how to use the Blackboard site.
13. Blackboard can be a little confusing
14. Clearer assignments and when exactly they are due - Syllabus did not match Assignments on Blackboard.
15. Consistency on the way information is provided to the students. Some instructors are great at organizing the information and communicating with students. Other instructors, not so much.
16. Different instructor that gives more help and better teaching of the course.
17. Different teacher
18. Don't know.
19. Due know this one
20. Email notifications when assignment deadlines are approaching.
21. Enable the students to have access to more a ""facetime"" or ""skype"" method. Like office hours or class reviews for the students to connect with the professor and other class mates about questions. A lot of time you may have questions about something that can't be explained through email but by speaking.
22. ensure that new students completed an orientation in Blackboard in order to avoid feeling confused and falling behind
23. Erase it
24. everthing
25. Everything
26. Everything I download a power point I had to put my password in 5 to 10 times.
27. Everything was great.
28. Feedback has been severely lacking. I like to know how I scored on an assignment before turning in the next one.
29. flexibility on exams
30. For one of my courses it was only exams not really too much communication with the instructor. I think there should also be additional assignments.
31. For several of the courses I have taken some of the instructors have given group work/projects. While this may be fine for classes held in person, many people including myself, take online courses to work at our own pace and do the work when it is convenient for us as individuals. Mainly due to very busy schedules. I do not think it is fair to ask students to try and coordinate with each other outside of an online course. This has held up my progress and affected my grade in several courses.
32. For this particular course I would suggest we do the \*\*\* projects at the beginning or the end consecutively and not space it out through the weeks and entire semester.

33. Getting an actual feedback would be nice at least on the first assignment so you'll know what to expect or correct. We have only 3 weeks left and I got 2 comments all together for the entire class. That's poor communication all around!
34. Getting to the e-textbook via blackboard is cumbersome. Please find a faster way to access it.
35. giving more keyboarding
36. good enough
37. Great course
38. Have less student discussion boards. Many of the students have nothing worthwhile to say, and it's a waste of time looking at their posts. Maybe a private journal, read by just the professor, could be used instead.
39. Have the instructor grade exercises within a week of due date, Current course, Instructor has yet to grade exercises over a month ago submitted.
40. Having the online courses the professor are not teaching and some are not knowledgeable with the materials.
41. having to go back to the course home page, to get to you current assignment
42. Having to go to other programs and use other programs for the course such as cengage mind tap etc. lots of issues with the program's not loading up mainly which didn't allow me to complete assignments on time but then due dates of assignments were pushed back.
43. I am not certain what I would change because this was a good experience for me.
44. I am satisfied with how the online class is right now.
45. I feel that things should be graded in a more timely fashion. It is November 21st and I still have things that I turned in or completed at the end of October that still have not been graded. I think that this is unacceptable. How can a student ascertain how their are doing in a class if their grades are not given to them in a timely manner. I could be failing and not even know it until it is too late to change something that could help me do better.
46. I have developed online courses for both National University and a private art college, Fashion Careers College. My job was to create the shell for the course and instructors would take that shell and fill in specific course information. What I learned from that was that the instructors needed better training on how to use the online course structure. I feel that this applies with this class I am currently enrolled in. The instructor seems knowledgeable and responds to inquiries quickly but the course is set up horribly. I am coincidentally taking this class with two students whom I also share an on campus class with and they both have expressed how confusing the navigation is and how it is difficult to tell when and what assignments are due. I agree with them.
47. I have no suggestions to offer at this time. I'm pretty satisfied with what the course offered. I really like the LABSIM courses and would like to have a similar type of course offered for the online Microsoft Office courses that are offered. The current online Microsoft Office courses require a PC with the appropriate version of Microsoft Office loaded. I have an IMAC and don't have Microsoft Office, which forces me either to drive to the campus and schedule lab time or to buy a PC and Microsoft Office. I haven't taken the Microsoft Office course yet, but it is a requirement for my certificate in Information Technology Management (and I really don't think that class should be a required course for the certificate in my opinion).
48. I really would like to ask instructors to be on time with grading and responding to emails and messages. They often make a mistake unfortunately. Students don't need to be more confused.
49. I think that some professors forget that we are by ourselves most of the time. I really enjoy it when professors provide weekly notes and/or slides. This is more helpful than them just saying ""read the chapter"".
50. I think the course was great, I had a great experience learning at my own pace and I wouldn't change a thing.
51. I took Math \*\*\*. I would Change the professor for his mind is set as if he is teaching on campus and if he thinks that way maybe he should !!!! Online classes should give a bit more flexibility with time for some of us go to work full time and school i think a bit of consideration from the professor would go a long way.
52. I would change nothing about SDCC online courses.

53. I would change the fact that we need to participate in 6 chats because sometimes it's difficult to fit in my schedule
54. I would change the way instructors answer your questions and the way they give work to you, I just had one class where i just did quizzes and nothing else that is not how to teach someone a class i had so many questions and did not get a response at all.
55. I would improve the ui, and make it fully online.
56. I would like to receive emails about deadlines
57. I would like to see more feedback from students.
58. I would like to view my exams after they have been graded so I see the questions I answered incorrectly so I would have a better understanding of the material
59. I would make all the course materials available at the beginning of the semester in a way that allows students to complete the curriculum in a shorter time frame.
60. I would not change anything about the course.
61. I would offer the final online. Coming in for an on-campus final is difficult to accommodate, though of course I will make it work.
62. I would prefer it to be a ""live"" course that meets in person, and not online
63. I would suggest a different math program than Aleks
64. I wouldn't change anything about this particular course, but for online courses in general I would get rid of the option for instructors to assign group projects. Group projects are completely unnecessary and detrimental to an online class where there are no meeting times. In fact I don't think group projects have a place in a college level class in the first place.
65. i wouldn't change really much of anything
66. I'd like to have received full credit for turning my assignments in by the stated deadline instead of being penalized for not turning assignments in early.
67. If I could change anything from the online course I would change the assignment due dates. Instead of having two assignments due in two weeks, I would rather have one assignments due in one week. Therefore, I would not have to rush my assignment on the last day.
68. if is about have an specific computer program, don't make them online for example: in making logos or in graphic design you need specific tools to make the project that the teacher assaying you, or for example in another topic, this programs assaying you a lot more homework then in a normal class, and then I the student can have time to finish my homework from my other courses
69. In any class I think it is appropriate to have a meeting the first of the semester to at least meet the instructor to go over the course in general. I have had two instructors put out YouTube Videos to accomplish this and that was great in replace of an on campus meeting.
70. in one course, nothing, in one I would change the way the weekly lessons were delivered. The information was delivered in PPD by subject, but not broken down by date, so one huge presentation for weeks worth of reading, very frustrating.
71. It seems as if there was more work to do online than if you were in class face to face. I wish classes were online could be completed at your own pace. I also wish we could get questions answered in withing an hour or so instead of days later!
72. Log in for web time tutorials that are given at campus.....for all courses.
73. Make it an actual class with a professor teaching !!!!!
74. make it face to face
75. Make the test available right away to get ahead when possible.
76. Math Lab at Pearson had a lot of technical difficulties and I got behind in class.
77. Maybe meet as a class half way through the semester discussing progress and have a review of what we have learned and what we will learn.
78. MORE CHOICES ONLINE
79. More direct feed back from instructors.
80. More explanation under how to \*\*\*
81. more feed back, more communication, more time sensitive email or
82. More flexible deadlines
83. More help

84. More instructor interaction. Also the quizzes are hard because there is more than one answer to each question and it is difficult to understand
85. more interaction with classmates
86. More interaction with other students so that you can study in person.
87. More interactive learning
88. more time on test, i only get an hour for most of my online test, if i took the same course on campus, I would get at least 90 minutes.
89. Move the submit button away from the save button. When I was writing my response in the space provided it didn't have spell check, I got a lot of points taken off for that, and I couldn't press the tab button to indent.
90. My professor designed the course material in a very interactive way using blackboard. There is nothing I would change
91. My professor disappears for days/weeks at a time and does not reply to emails and leaves the class hanging when it comes to questions we have about the assignments or due dates. I am very frustrated. She also does not grade assignments in a manner that would provide learning for the next assignment. My course is supposed to be an English critical thinking course but it is a Black Studies Course. English is only taught after Black Studies. I am extremely discouraged.
92. n/a
93. n/a
94. N/A
95. N/A
96. n/a
97. N/A
98. N/A
99. N/A
100. n/a
101. Na
102. Necessity to comment on others discussions
103. NO accumulative on campus final. that is WAY too much information to have to remember for one test. I understand that they need to have something on campus so that they know its ""you"" taking the class. But an entire semester's worth of information on one test when it was taken online is crazy. Even having the last half of the chapters on the final makes sense.
104. No comments
105. No, changes
106. NONE
107. None
108. none
109. None.
110. Noon
111. Not a good value - the license fees in addition to registration fees make it very expensive especially without the benefit of an instructor lecturing.
112. Not enough instructor feedback
113. Not much. It really worked out.
114. Not sure
115. nothing
116. nothing
117. Nothing
118. Nothing
119. Nothing
120. nothing
121. nothing
122. Nothing
123. Nothing
124. nothing

125. Nothing
126. Nothing
127. Nothing
128. Nothing
129. Nothing
130. Nothing
131. Nothing
132. Nothing
133. Nothing
134. Nothing
135. Nothing
136. Nothing
137. nothing at all
138. Nothing really
139. nothing really
140. Nothing really but it'd be nice if she posted the powerpoints to the lectures along with the videos.  
Also, it'd be nice if future assignments were posted rather than go at the pace of the class. I like being able to finish all the assignments while I know I have free time so I don't have to worry about it later considering my course/workload.
141. Nothing really, just have more classes added and schedule openings.
142. Nothing really.
143. Nothing! My courses are all going well.
144. Nothing, I know how to use it and it's simple to understand.
145. Nothing, every online course I have taken so far, have been great!
146. Nothing, it's good. I have never done online school so I don't have anything to compare it to.
147. Nothing.
148. Nothing.
149. Nothing.
150. Nothing.
151. Nothing.
152. nothing. it was great
153. One professor has given me no homework and just tests and it is not very good for learning.
154. Out f date Pearson website. I would appreciate some integration with mobile like an app or something. Also, I never met a single classmate whom I could go to if the teacher was unavailable. I felt quite alone. Not a fan of how that Math \*\*\* class at City college was. Will not take math online in the future, but maybe other courses not like, like history of art or something.
155. Pearson was not the best for me. The buttons were so small and hard to see. The layout was very confusing. Lost lots of time trying (and failing) to understand pearson layout. Videos were good. Most of explanations were good. But timed tests meant rushing through very small hard to see buttons in math symbols. Loss lots of test questions because of that. Loss of morale in course after.
156. perhaps a required orientation. It would be cool to chat with the whole class introduce yourself online, therefore if I have any questions I have someone to reach out to questions Id rather ask a classmate about
157. Perhaps some form of live-time (IE-live audio lectures, etc)
158. Profesor \*\*\* took almost two weeks to respond to an inquiry about submitting additional assignhments as I had already used the link provided when submitting original assigned assignments (turned in work early)
159. school should reduced test question at 20 to 30 per quiz, so that you can get time to read the quiz and answer them.
160. Should not be too difficult. The students instructed their own lessons, and worked on their own time.
161. That it was face to face
162. That the material will be more easier.

163. The ability to make changes to go back after submitted information.
164. The amount of time the instructor has to return answers that are asked
165. the fact that it was an online course. The teacher was fine. The fact that it was an online course that I had to take was appalling.
166. The fact that it was online.
167. the math
168. the method how to resolve a problem
169. The only thing I would change is the short term part of one of my particular classes. After a few weeks, I felt sad that it was almost over already! But I understand the need for short term classes. Thank You...
170. The only thing I would like to see is me actual test when I have completed it. There is no way to see what problems I did wrong.
171. The particular course I took at City online this semester was one of the most difficult in terms of dealing with the instructor. All instructors are adamant about timelines and making sure work is in on time, however if you are teaching an online course, I would expect the instructor to be logging in multiple times a day to assist any students with problems/questions. I attempted to reach out to my teacher approximately 4 times this semester and didn't hear back from her until, on average, 3 days later, sometimes a week later. I would just hope that all instructors are courteous to the students and we are to the teachers.
172. The professor \*\*\* didn't respond to a single discussion board post regarding math and didn't post at all beyond the 4th week of class. The professor did not respond to Emails or help what so ever.
173. The professors condescension and his inability to interact effectively with students. He is the only reason that I dropped the class, not the technology.
174. The quality& work load can vary tremendously between instructors.
175. The site had issues with staying active when doing assignments. Have to start work over many times or lost attempts during tests
176. The teacher really needs to pay attention the email since that is the only way of communicating and that aspect has failed this semester in my class.
177. The work load.
178. There are so many problems with the instructor communication that I would try to focus on that.
179. There should be a better way of notifying students whenever they receive a blackboard message/reply to a discussion board (e.g e-mail - even better if it could lead to a phone notification).
180. There was little/ no communication w/ teacher. The Assignments where given at the beginning and no other instructions where given. The Assignments were poorly worded and at times very unclear. Questions regarding the assignments were left unanswered. Grading for assignments/ discussions was late, no feedback or corrective notes where given. I have taken online courses before but this was the worst I have taken.
181. Time
182. Timing of assignments/quizzes due because it often conflicts with my full time work schedule.
183. Too many assignments in one period of time.
184. um the professors would actually educate.
185. Uploading attachments and at least 2 chances to submit if it requires 2 attachments.
186. us of MyITLab software
187. use more visual step by step instructions
188. With this course I would not offer any changes.
189. Would like to hear from the instructor more regularly. There is very little communication, except for the essentials; although, prof. is pleasant when I do hear from her. IT lab needs to be open more.