



Mesa College Online Course Satisfaction Survey Report

Spring 2011

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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 Spring 2011 semester. This report was created to measure students' perceptions and opinions about elements involved in online courses such as preparation, experiences in the course, technical support received, classroom support and communication, and their 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 regular spring semester prior to the start of data collection in May 2011. Students who dropped the course or never attended were excluded.

Implementation

A pre-notification email was sent to students by the Office of Institutional Research and Planning one week 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 May 2011. In an effort to increase survey response rates, two reminder emails with direct access to the survey were sent to the survey population during the two 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 2010 Online Course Satisfaction survey and collaborated with the Dean of Online and Distributed Learning to develop and confirm the survey questions. The survey instrument contained 28 questions and took approximately 5 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.

For reporting purposes, results are not referred to in question order; rather they 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

Students' 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.

Student Profile

The General Online Population at Mesa College totaled 6,424 students. Two percent of the students did not supply an email address or supplied an invalid email address. Of the 6,296 surveys that were sent to students, 811 surveys were

returned, yielding a 13% response rate. The response rate does not provide statistical representativeness of the population of online students served within Mesa College. However, it is comparable to the previous two years (12% in 2010 and 9% in 2009).

- The majority of students who responded reported their course(s) as fully online (83%; see Table 1).
- Approximately two-thirds of respondents were female (66%) and approximately half were below the age of 30 (55%; see Tables 2 and 3).
- The largest proportion reported their ethnicity as White (50%), 15% were Latino, 14% were Asian/Pacific Islander, 6% were African American, 6% were Filipino and 1% were American Indian/Alaskan Native (see Table 4).

While survey respondents were similar to the general online population in online course format, survey respondents varied in 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 had some college-level experience with online courses during the past two years: 70% had taken a course at SDCCD and 25% had taken a course at another college (see Tables 5 and 6).
- Most respondents (73%) felt they had sufficient information about online course requirements prior to enrolling. Approximately two-thirds of those who rated the helpfulness of the Online Learning Readiness Assessment and Blackboard orientation felt they were helpful (64% and 66%, respectively; see Tables 7-9).

Student Experience in Online Course

- Nearly half of the respondents (47%) enrolled in two or more online courses during Spring 2011. Most students (94%) visited their online course(s) at least a few times a week, and over half (58%) 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 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 (29%; see Table 13).
- The top three reasons offered as the cause of students' online course withdrawal were: that the course was too time consuming (23%), personal reasons (22%), and that there was not enough instructor feedback (20%; see Table 14).

Technical Support

- Over three-quarters of the respondents (77%) agreed that they had a positive experience using the online course tools (see Table 15).
- Fifty-nine percent of the students who responded felt they were able to obtain needed help from the 24/7 Blackboard Helpdesk; however, 12% of the respondents felt that the service was unhelpful (see Table 16).

Classroom Support and Communication

- Most students (89%) referenced the course syllabus for information about course requirements (see Table 17).
- Most respondents preferred a response to questions within 12 or 24 hours (21% and 57%, respectively; see Table 18). Among those students with questions, approximately two-thirds of the respondents (68%) 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%), over three-quarters (78%) did not know where else to go for help with their questions (see Tables 19 and 20).
- Most respondents felt that they could communicate effectively with their classmates (73%) and their instructors (69%); however, 17% of respondents rated communication with their instructors negatively (see Tables 21 and 22). The top method proposed as being effective for communicating with instructors was email (87%), which was selected at more than twice the frequency of the next most popular methods of student-teacher communication: the discussion board (41%) and announcements (35%; see Table 23).

Perception of Online Learning and Future Services

- Most respondents felt that the online format was an effective way to learn and that the number of students in the course was appropriate (74% each) (see Table 24 and 25).
- The majority of respondents (64%) would take another online course rather than a traditional on-campus course if given the choice; however, some respondents (21%) felt it would be unlikely that they would take another online course rather than a traditional on-campus course (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	669	82%	83%	5,587	87%	87%
Partially online only	73	9%	9%	601	9%	9%
Both fully online and partially online	65	8%	8%	236	4%	4%
Total	807	100%	100%	6,424	100%	100%
Unreported	4	0%				
Total	811	100%				

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

	Survey Respondents			General Online Population		
	N	%	Valid %	N	%	Valid %
Male	277	34%	34%	2,623	41%	41%
Female	531	65%	66%	3,801	59%	59%
Total	808	100%	100%	6,424	100%	100%
Unreported	3	0%				
Total	811	100%				

Table 3. 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	0%	0%	13	0%	0%
18 to 24	281	35%	35%	3,067	48%	48%
25 to 29	166	20%	20%	1,468	23%	23%
30 to 39	171	21%	21%	1,187	18%	18%
40 to 49	102	13%	13%	442	7%	7%
50 and above	86	11%	11%	247	4%	4%
Total	810	100%	100%	6,424	100%	100%
Unreported	1	0%				
Total	811	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	45	6%	6%	570	9%	9%
American Indian/Alaskan Native	6	1%	1%	36	1%	1%
Asian/Pacific Islander	111	14%	14%	850	13%	14%
Filipino	47	6%	6%	333	5%	6%
Latino	120	15%	15%	1,423	22%	24%
White	404	50%	50%	2,536	39%	42%
Other	76	9%	9%	296	5%	5%
Total	809	100%	100%	6,044	94%	100%
Unreported	2	0%		380	6%	
Total	811	100%		6,424	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 Spring 2011?

	N	%	Valid %
None	239	29%	30%
One	125	15%	16%
Two	131	16%	16%
Three	75	9%	9%
Four	72	9%	9%
Five	32	4%	4%
More than five	125	15%	16%
Total	799	99%	100%
Unreported	12	1%	
Total	811	100%	

Table 6. How many online courses have you taken at other colleges outside of the SDCCD in the past two years before Spring 2011?

	N	%	Valid %
None	599	74%	75%
One	58	7%	7%
Two	41	5%	5%
Three	23	3%	3%
Four	18	2%	2%
Five	4	0%	1%
More than five	57	7%	7%
Total	800	99%	100%
Unreported	11	1%	
Total	811	100%	

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

	N	%	Valid %
Strongly disagree	32	4%	4%
Disagree	71	9%	10%
Neither agree nor disagree	99	12%	13%
Agree	262	32%	35%
Strongly agree	283	35%	38%
Total	747	92%	100%
Not applicable/Unreported	64	8%	
Total	811	100%	

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

	N	%	Valid %
Very unhelpful	44	5%	12%
Unhelpful	20	2%	5%
Neither helpful nor unhelpful	71	9%	19%
Helpful	118	15%	31%
Very helpful	126	16%	33%
Total	379	47%	100%
Not applicable/Unreported	432	53%	
Total	811	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	33	4%	10%
Unhelpful	13	2%	4%
Neither helpful nor unhelpful	65	8%	20%
Helpful	110	14%	34%
Very helpful	106	13%	32%
Total	327	40%	100%
Not applicable/Unreported	484	60%	
Total	811	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 Spring 2011?

	N	%	Valid %
One	432	53%	53%
Two	207	26%	26%
Three	80	10%	10%
Four	57	7%	7%
Five	14	2%	2%
More than five	18	2%	2%
Total	808	100%	100%
No response	3	0%	
Total	811	100%	

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

	N	%	Valid %
Less than once a month	6	1%	1%
Once a month	3	0%	0%
A few times a month	39	5%	5%
A few times a week	411	51%	52%
Once every day	186	23%	24%
More than once a day	140	17%	18%
Total	785	97%	100%
Unreported	26	3%	
Total	811	100%	

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

	N	%	Valid %
Less than 2 hrs/week	74	9%	9%
2-3 hrs/week	256	32%	33%
4-5 hrs/week	243	30%	31%
6 or more hrs/week	212	26%	27%
Total	785	97%	100%
Unreported	26	3%	
Total	811	100%	

Table 13. Why did you take this online course?

	N	%	Valid %
Apply toward AA/AS degree	200	25%	29%
Apply toward certificate	42	5%	6%
For career development	79	10%	11%
Personal enrichment	61	8%	9%
Transfer to a 4-year university	261	32%	38%
Other	47	6%	7%
Total	690	85%	100%
Unreported	121	15%	
Total	811	100%	

Table 14. If you withdrew from any online classes you enrolled in for Spring 2011 please indicate the reason(s) why you withdrew.

	N	%	% of Cases
The course(s) was too time consuming	49	15%	23%
Personal reasons (health, family, etc.)	47	15%	22%
There was not enough instructor feedback	42	13%	20%
The course(s) did not fit into my personal/work schedule	30	9%	14%
I prefer to take classes in person	27	8%	13%
The course(s) was too difficult	27	8%	13%
I did not need the course(s) (i.e. change of major, transferred, etc.)	25	8%	12%
I had technical difficulties with the computer/web	19	6%	9%
Blackboard was too difficult/problematic	17	5%	8%
The course(s) did not fit into my course schedule	11	3%	5%
Other	26	8%	12%
Total	320	100%	153%

Response Summary for question set

Valid		Missing		Total	
N	%	N	%	N	%
209	26%	602	74%	811	100%

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	42	5%	5%
Disagree	52	6%	7%
Neither agree nor disagree	82	10%	11%
Agree	270	33%	35%
Strongly agree	318	39%	42%
Total	764	94%	100%
Not applicable/Unreported	47	6%	
Total	811	100%	

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

	N	%	Valid %
Very unhelpful	41	5%	15%
Unhelpful	19	2%	7%
Neither helpful nor unhelpful	51	6%	19%
Helpful	68	8%	25%
Very helpful	94	12%	34%
Total	273	34%	100%
Not applicable/Unreported	538	66%	
Total	811	100%	

Classroom Support and Communication

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

	N	%	Valid %
Strongly disagree	23	3%	3%
Disagree	12	1%	2%
Neither agree nor disagree	53	7%	7%
Agree	229	28%	30%
Strongly agree	447	55%	59%
Total	764	94%	100%
Not applicable/Unreported	47	6%	
Total	811	100%	

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

	N	%	Valid %
Up to 12 hours	159	20%	21%
Up to 24 hours	433	53%	57%
Up to 2 days	145	18%	19%
Up to 3 days	12	1%	2%
Other	15	2%	2%
Total	764	94%	100%
Unreported	47	6%	
Total	811	100%	

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

	N	%	Valid %
Strongly disagree	94	12%	13%
Disagree	60	7%	8%
Neither agree nor disagree	80	10%	11%
Agree	252	31%	34%
Strongly agree	253	31%	34%
Total	739	91%	100%
Not applicable/Unreported	72	9%	
Total	811	100%	

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

	N	%	Valid %
No	181	22%	78%
Yes	50	6%	22%
Total	231	28%	100%
Not asked/Unreported	580	72%	
Total	811	100%	

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

	N	%	Valid %
Strongly disagree	35	4%	5%
Disagree	40	5%	5%
Neither agree nor disagree	126	16%	17%
Agree	248	31%	34%
Strongly agree	287	35%	39%
Total	736	91%	100%
Not applicable/Unreported	75	9%	
Total	811	100%	

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

	N	%	Valid %
Strongly disagree	64	8%	8%
Disagree	68	8%	9%
Neither agree nor disagree	84	10%	11%
Agree	220	27%	29%
Strongly agree	321	40%	42%
Total	757	93%	100%
Not applicable/Unreported	54	7%	
Total	811	100%	

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

	N	%	% of Cases
Email	660	43%	87%
Discussion Board	312	20%	41%
Announcements	270	17%	35%
Comments on Assignments	200	13%	26%
Chat/WebConference	80	5%	10%
Other	28	2%	4%
Total	1,550	100%	203%

Response Summary for question set

Valid		Missing		Total	
N	%	N	%	N	%
762	94%	49	6%	811	100%

Perception of Learning and Future Services

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

	N	%	Valid %
Strongly disagree	42	5%	6%
Disagree	58	7%	8%
Neither agree nor disagree	98	12%	13%
Agree	217	27%	29%
Strongly agree	346	43%	45%
Total	761	94%	100%
Not applicable/Unreported	50	6%	
Total	811	100%	

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

	N	%	Valid %
Strongly disagree	18	2%	3%
Disagree	15	2%	2%
Neither agree nor disagree	154	19%	21%
Agree	232	29%	32%
Strongly agree	298	37%	42%
Total	717	88%	100%
Not applicable/Unreported	94	12%	
Total	811	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	87	11%	11%
Unlikely	80	10%	10%
Neither likely nor unlikely	111	14%	14%
Likely	194	24%	25%
Very likely	296	36%	39%
Total	768	95%	100%
Unreported	43	5%	
Total	811	100%	

Appendix A: Survey Instrument

Online Course Student Satisfaction Survey -Spring 2011

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

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

1. If you took any online courses in Spring 2011, please indicate if they were fully online, partially online, or both fully online and partially online courses. **[Online courses are considered *Fully Online* if they are 100% online with no meetings or exams on campus. Online courses are considered *Partially Online* if they have one or more meetings on campus.]**

- Fully online only
- Partially online only
- Both fully online and partially online

2. What is your age?

- Under 18
- 18 to 24
- 25 to 29
- 30 to 39
- 40 to 49
- 50 and above

3. Are you male or female?

- Male
- Female

4. What is your ethnic background?

- African American
- American Indian/Alaskan Native
- Asian/Pacific Islander
- Filipino
- Latino
- White
- Other

5. How many online courses at the San Diego Community College District (City, Mesa, or Miramar Colleges) did you enroll in during Spring 2011?

- One
- Two
- Three
- Four
- Five
- More than five

6. If you withdrew from any online classes you enrolled in for Spring 2011 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: _____

7. How many online courses within the San Diego Community College District (City, Mesa, or Miramar Colleges) have you taken in the past two years before Spring 2011?

- None
- One
- Two
- Three
- Four
- Five
- More than five

8. How many online courses have you taken at other colleges outside of the SDCCD in the past two years before Spring 2011?

- None
- One
- Two
- Three
- Four
- Five
- More than five

If you enrolled in more than one course during Spring 2011, please answer the following questions based on your experience with the online course that is most representative of your overall experience.

9. Why did you take this online course?

- Apply toward AA/AS degree
- Apply toward certificate
- For career development
- Personal enrichment
- Transfer to a 4-year university
- Other, please explain: _____

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

- Less than 2 hrs/week
- 2-3 hrs/week
- 4-5 hrs/week
- 6 or more hrs/week

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

- Less than once a month
- Once a month
- A few times a month
- A few times a week
- Once every day
- More than once a day

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

		Very unhelpful	Unhelpful	Neither helpful nor unhelpful	Helpful	Very helpful	Not applicable
12.	If you completed the Online Learning Readiness Assessment before you took this course, how helpful was it in preparing you to take an online course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	If you attended a Blackboard 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"/>
14.	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
15.	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"/>
16.	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"/>
17.	The number of students enrolled is appropriate for this online course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	I am able to communicate effectively with fellow students in this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	I am able to communicate effectively with my instructor in this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	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"/>
21.	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"/>

22. 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

23. [If Q22=Neither/Disagree/Strongly Disagree] Do you know where else to go for help with your questions?

- No
- Yes, please specify where: _____

24. 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
- Email
- Other, please specify: _____

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

- Up to 12 hours
- Up to 24 hours
- Up to 2 days
- Up to 3 days
- Other, please specify: _____

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?

- Very unlikely
- Unlikely
- Neither likely nor unlikely
- Likely
- Very likely

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

28. What would you change about the course?

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

Appendix B: Student Comments

Question 6: If you withdrew from any online classes you enrolled in for Spring 2011 please indicate the reason(s) why you withdrew. OTHER SPECIFIED

1. after enrolling into the class, one week before it started the teacher had been replaced. so after doing all of my research and preparing for the class and ordering books in order to be prepared to start working I had to try to find a new book that this teacher required. oBut due to complications I was not able to receive my book, which was necessary for me to do my work, due to weather issues in the midwest. This book was the only one that I could afford to buy since I had already spent my money buying the other book that was required by the original teacher.
2. course required software that was outdated and no longer aviable to purchase
3. did not want to pay for matlab, and other services the professor listed
4. Five books for a one unit class was insane.
5. fragmented information - syllabus, on-line discussions,
6. I changed my mind after reading the class objectives
7. I enrolled in an Intermediate Excel class but the teacher would not allow me to use Excel 2010; he insisted I use 2007 which is no longer available. He told me to come to campus to use the school's software which kind of defeats the purpose of an online class. The equivalent PowerPoint class allows students to use either PowerPoint 2007 or 2010.
8. I expected online meant some type of video instruction. Not just going thru a tutorial.
9. i thought it seemed foolish to enroll in a course where i would be tested on my ability to navigate the blackboard system. a course that begins with extra work doesn't bode well for the remainder of the semester.
10. I thought it was a totally online class.
11. I was being harassed in person and felt online testing web sites were deliberately not functional for me which caused me to drop out.
12. I was dropped from a class without notification which disrupted my GI bill pay so I cancelled all of them
13. I was dropped.
14. Instructor was micro managing. Most people who take online classes need a more flexible schedule
15. Money
16. one class was canceled due to low enrolment.
17. one course required an expensive, outdated book
18. Staff was unhelpful in helping me activate my gibill
19. the instructor decided to kick me out because i missed one assignment.
20. The instructor unfair and awful
21. THE INSTRUCTORS ON BOTH OF MY CLASSES, WHERE NOT VARY EXPERINCED, AND NOT TOO GREAT AS TEACHERS, I HAD TO DROP THE CLASSES BECAUSE OF IT.
22. the on line class was full, per division director they requested first year students to drop that class.
23. The structure of one particular course was impossible to follow. The teacher used her own personal website instead of utilizing the blackboard, and I could not find due dates, or any information to complete the course successfully- POLI 102 - The American Political System (Spring 2011) - CRN **** - **** - Miramar
24. there seamed to be a lack of effort on the instructors part and the web site was to confusing to navigate
25. Whenever the instructor did respond to anything, she was too vague. And, it seemed as if she was belittling me.
26. YOU NEED TO MAKE A CONFIRMATION BUTTON FOR ENTERING A TEST. I ENDED UP IN A TEST BY RESEARCHING ASSESSMENTS AND IT WAS TERRIBLE. PLEASE MAKE GETTING INTO A TEST A DELIBERATE ACT LIKE ONLINE PURCHASES. PLEASE REMEDY!

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

1. 8 week course
2. AA and personal growth
3. All of the above
4. Apply toward a teaching credential
5. As a General Education Requirement
6. AS degree and transfer to a 4- year university
7. Because you cancelled my math 104 class a week before the semester
8. Both Apply towards AA/AS and transfer to 4 year
9. bring up gpa
10. complete pre requisites
11. convenience
12. Defer student loan payments from my undergrad and graduate degrees while being a half-time student
13. filler units
14. flexibility online classes offer.
15. flexible schedule
16. For career development and personal enrichment
17. For Real Estate Exam courses
18. Fulfil as full time student
19. Fulfill prerequisite for graduate school application
20. High school credit, pre-college preparation
21. I needed to take this class in order to take higher math level classes
22. I needed units.
23. I work odd hours and don't have time to take classes on campus.
24. lower tuition fee than sdsu
25. Needed 3 units to remain full-time student for insurance purposes
26. needed class for teaching program
27. needed mobility this semester
28. on campus classes were full
29. only class available
30. Pre rec
31. pre reqs
32. pre requisit
33. Pre requisite for grad program
34. Pre requisite requirement for 2nd degree Accelerated Nursing Program at Concordia University
35. Pre-req. for nursing.
36. Pre-requisite for graduate school
37. Prereq for Nursing
38. prerequisite
39. Prerequisite for doctorate program
40. Prerequisite for Master's program
41. Real Estate Certification
42. Review for CPA exam
43. take prerequisites for higher education
44. To finish my IGETC program english requirments
45. To increase GPA, for acceptance into Master's Program
46. to keep full time student status
47. to learn Adobe Illustrator and get MS certtfication

Question 23: Do you know where else to go for help with your questions? YES SPECIFIED

1. 24/7
2. 24/7 desk; professor
3. Ask other students
4. at campus
5. classmates
6. contact instructor or classmates
7. counselor
8. Counselor or Dept. Chair
9. Course: Instructor/Syllabus/General Discussion Board, Technical: Blackboard Help Desk
10. dean
11. Department Chair
12. department office, sdccd student services
13. Depends on the question.
14. Discussion board, though not always helpful
15. discussion boards, other students have been generous to offer assistance
16. email
17. from web sites
18. google
19. Google
20. help desk. instructor email address was incorrect and the contact phone was also incorrect on the class syllabus.
21. I ask my instructor or ask students for help.
22. I was able to get my questions answered by my lab instructor for the most part. Dr **** only responded to 4 questions over the course of 16 weeks enrolled in the course. I would not recommend she be allowed to continue teaching online as she obviously does not have time or care about the success of her online students.
23. My lab teacher
24. My Teacher is very helpful when I need help, he answer the emails all the time.
25. Online help desk, DSPS, Chem dept chair
26. online techs
27. other college economic departments
28. other online educational resources
29. other students
30. Other students or blackboard help
31. other students or contact one of the SDCCD numbers
32. School
33. sdccdonline.net
34. Set up office app
35. Sometimes youtube.com helps when I need more help. For example, excel learning steps are shown on youtube.com for more help.
36. syllabus, or contact other students with questions, if appropriate
37. Technical support
38. To the instructor's office during his/her office hours.
39. to the teacher directly
40. Tutoring center
41. Tutoring Center and private tutor
42. tutoring center!, counseling department...depends what type of question

Question 24: Which methods do you find to be effective for communicating with your instructor?

OTHER SPECIFIED

1. blackboard mail
2. blackboard mail feature
3. Calendar
4. Don't bother contacting the instructors for most online course as they almost never reply. (Have had 2 good instructors.)
5. Emailed the Dr **** two months ago... Still no response.
6. i have tried everything and get an extreamly late response
7. in person
8. in person, or over the phone
9. It would be helpful to be notified via email when someone sends a message through webCT. I have to log on to the site in order to see if I have a message. It would be helpful to get an email notification-similar to Facebook when anything new, either in the discussion post or if someone sends a message to get notification via the student's email account.
10. My instructor does not seem to answer warmly. He is a retired person with a retired attitude.
11. My instructor uses Coast Learning systems, not blackboard
12. My instructor was good about returning phone calls
13. My issues were closer to going in unprepared than anything else
14. my professor was un helpful, and a bit rude.
15. neither never got a response to any questions
16. none
17. None, my chem 152 teacher was completely unavailable
18. None. Instructor doesn't communicate back from any of these mediums
19. office hours
20. On the phone if need be. Depends on the course.
21. or in person
22. or phone if I would have had the instructors phone #
23. phone call for more in depth question/answers
24. she does not respond to messages or emails
25. Stalking - no, but seriously, I have to hunt the professor down all the time in order to get an answer.
26. Telephone
27. video
28. Video recording on how to do the example problems are needed due to a lack of teacher availability.

Question 25: How much time do you feel is acceptable to wait before receiving a response to your questions? OTHER SPECIFIED

1. 1 hour
2. 2 days for 16 wk, 24 hrs for 8 wk courses
3. 24 hrs during the week, more time on the weekends
4. 4 hours
5. a few hours at most
6. couple hours
7. Depends on the length of course and the question. A 8 week class with tests 1-2 times a week needs a faster response then a 16 week class with tests once a week/every other week.
8. I am not sure how many hours
9. If email is submitted Sun-Thur, then I would expect a response in 24 hrs. If email is submitted F-Sat, then 2-3 days is reasonable.
10. immediately
11. there are times when students need answers before a deadline created by the professor, in that case, the timeline should be extended or the professor should be more available
12. Up to 3 hours
13. Up to 6 Hours
14. Within 6hrs during course time (9am- 5pm)
15. within 6-8 hours

Question 27: What elements of the online course were valuable to you?

1. *ease of use
2. #1 benefit is the ability to do the work from home, which is good for the health of the Earth, saves time and money, and frees up another vehicle from the crowded streets of SD.
3. Ability to do class at home.
4. Ability to do coursework on my own time. I have a young child and the flexibility was what enabled me to take the course.
5. Ability to log on when most convenient for my schedule.
6. Ability to not have to go to class at an assigned time.
7. ability to work and study on my own time at my own pace
8. ability to work at my own pace
9. Ability to work at my own pace, saving time traveling, gas and locating parking on campus
10. Ability to work at my own pace. Webinars with the instructor.
11. ability to work independently. ability to work ahead of schedule ability to work ahead of schedule in order to compensate for other events in my life
12. Ability to work it around my family commitments.
13. Ability to work when I wanted and complete as much or as little as I preferred in that course of time.
14. Able to do it at my own time. My online course had videos which helped out a lot.
15. Able to focus on the course according my own schedule.
16. Able to go at your own pace...
17. Able to manage my time and due course work when it best fit my schedule.
18. Able to work when I had time
19. access to all info 24/7 Opinions and help from other students quickly and easily fits my schedule
20. Access to discussion board and ability to interact with other students and instructor. Ability to review material at my pace, especially if video instruction is available including pertinent reading material.
21. Access to other students in discussion boards.
22. Accessibility
23. Accessibility
24. Accessibility. Being able to do the work on my own time rather than having to be in a specific place and time.
25. accountability of having assignments with due dates, interesting discussion board, feedback form teacher, all course and grade info updated on blackboard account page
26. All
27. all of them
28. all of them
29. all the elements were valuable
30. all the online course were valuable for me.
31. Allowed me to be more efficient with my time by working on the course when it was convenient for me.
32. Allowed me to stay home, school work was very flexible with my life.
33. Allowed me to work at convenient times.
34. allows me to be very efficient with time; deadlines are explicit and policies clear
35. Always knowing how to email the instructor.
36. Application, Instructor feedback, Discussion board.
37. As a mom of two toddlers, it was extremely helpful to have the flexibility of working on my classwork when I had the time.
38. As someone who works full time, it's a great way to be able to do work on your own timeframe. I like that you know what you need to do for the week and can schedule your week.
39. Assignment timeframe. More time to work on your assignments.
40. assignments
41. Astring next to new inserts, announcement pop ups

42. At my own pace
43. availability; this course was not available after regular business hours otherwise. Also, the discussion boards allow the classroom feeling, and the instructor offered several means of direct communication, as needed.
44. Available 24 hours a day fit with my schedule.
45. Available 24/7 and the savings of time and money from not having to commute to campus.
46. Be able to do the course on my own time.
47. Be able to study from home
48. Becasue I have a child I do not need to pay for childcare while finishing my education. I get to do school work on my own time which is usually hours that would not be provided by an on campus school.
49. Because I have health issues, the online courses are very helpful to me. And I am and an adult returning to school student, so the reassimilating isn't always easy. The online classes makes this process much easier.
50. being abel to log on at when I have time;after work.
51. Being able to access it anytime day or night.
52. Being able to access the class at my connivence
53. Being able to complete the course on my own time
54. Being able to complete the course throughout the week in conjunction with my work schedule. I do like that each week has a corresponding quiz and discussion question to clarify difficult concepts and assure you are actually working.
55. Being able to complete work on my schedule.
56. Being able to do coursework that fits my own schedule.
57. being able to do from home on my time is amazingly helpful for my work/family schedule. It also allowed me to remain in my "comfort zone" while dealing with some unrelated anxiety issues.
58. Being able to do it on my own time.
59. Being able to do my coursework at a time that suited me. Not having to go to campus and deal with parking was also a large incentive.
60. Being able to do things at your own pace and time.
61. being able to do work on my own schedule
62. Being able to get the class at all, and being able to fit class into my own schedule---at my convenience
63. Being able to learn from home was the most valuable.
64. being able to learn on my own time and having the information accessible 24/7
65. being able to log in when i wanted to
66. Being able to log on when I had spare time.
67. Being able to make my own schedule to finish assignments.
68. being able to manage my time having a part time job and 2 small children
69. Being able to participate on my own schedule
70. Being able to see and read responses from other students.
71. Being able to see comments from other students.
72. Being able to see the schedule of assignments and plan ahead, and work at my own pace.
73. Being able to see when certain assignments were due, by looking at the calendar.
74. being able to study anytime with no time frame
75. Being able to study at and do work at odd hours since I work full time and have kids.
76. Being able to take my own time with weekly due dates, making time management more easier for me. Not feeling the pressure of other people around me.
77. Being able to take the course on my own time. I travel alot so a in class course is hard to get to
78. Being able to use my own time management skills.
79. Being able to work at home, I felt more productive then in class. Also the availability of the information is very key.
80. Being able to work at my own pace and around my schedule.
81. Being able to work at my own pace and learn the material on my own in my own environment.

82. being able to work at my own pace and not have to go on campus
83. Being able to work at my own pace at my own time.
84. being able to work at my own pace due to working full time. Love the convience of online classes
85. Being able to work class around my schedule. Reading assignments at my own pace instead of waiting on others in a busy classroom.
86. Being at home. I am apt manager and raising my 1 year old granddaughter, so i need to be home full time
87. Being in the comfort of my home and less gas used going to camput
88. Blackboard: submitting assignments.
89. calendar, email, syllabus
90. Can do in my own time.
91. Can do on my own time, whenever I would like
92. Can do them at your convenience, study on your own and no wast of time.
93. Can spend more time at home with my kids
94. can study when I want
95. chat rooms, discussions, syllabus etc.
96. Class time flexibility. Announcements were very helpful.
97. Classmates comjunicated and participated
98. clear instructions. good questions on tests.
99. comfortable, flexible time
100. Communication
101. Continued exploration and utilization of blackboard tools. No driving to brick and mortar.
102. convenience
103. convenience
104. convenience
105. convenience
106. convenience
107. convenience
108. Convenience
109. Convenience
110. Convenience
111. Convenience
112. Convenience and flexibility
113. convenience of not needing to come to campus. class and assignment information readily available
114. Convenience to work when I'm available
115. Convenience, email included in the course, the list of assessments, and the course information in one place.
116. convenience, flexible timing, choice of pace.
117. Convenience, I was able to complete the work on my own time.
118. Convenience.
119. Convenience. Able to complete this course work on a weekend letting me use my week time for more difficult subjects
120. convenient
121. Convenient to my time schedule
122. Convenient, saves gas
123. Convenient, you don't have to drive to school if you have full time work.
124. Course materials such as PowerPoint presentations, digital textbooks, and links to reference websites were easily accessible.
125. credit for a course I need for another degree.
126. Developed personal understanding of material presented without instructor bias. Ability to plan time to online course flexibly is convenient as well.
127. Did not have to commute to campus

128. Did not have to spend extra time getting to the college and back. Was able to work when I had free time.
129. Discussion about difficult, sometimes controversial subjects (within reason).
130. discussion board
131. Discussion board
132. Discussion board - If the instructor properly establishes standards for regular utilization. E-mail - the fact it goes also to an associated e-mail makes this the most effective form of direct communication.
133. discussion boards
134. Discussion boards,
135. discussion through board
136. discussion/chapter overviews/immediate grading
137. Discussions with other online students about course material.
138. doing it on my own pace
139. Doing on my own time
140. Dr. **** has been fantastic - the best online instructor I have had. Very involved with the class, in fact more so than some of my on campus classes.
141. Due to work and family obligations, online courses are best for my schedule.
142. Ease of access. My instructor has also been very accommodating when my health has interfered with my ability to complete assignments within the regular time frame. I cannot take on-campus classes so this is really the only option for me at this time.
143. Ease of Blackboard use, 24/7 course availability
144. Ease of communication between students and professor. Organized assignments and due dates.
145. Easily accessible and easy to turn in assignments. Can work at own pace, with specific deadlines in mind.
146. Easy access to the materials.
147. Easy access, no driving involved, teacher was very helpful when I had questions, video presentations were easy to follow, and text book helped with online homework
148. Easy to learn at your own pace
149. Eight-week course with concise expectations. Discussions were valuable.
150. Elements meet my expectation
151. Email
152. Environmental biology is a topic I understand pretty well because of my interest, my instructor has a vested interest in our earth as well.
153. EVERY THING
154. everything
155. everything
156. Everything
157. Everything
158. Everything is very much up front, and you can more or less work at your own pace. I tend knock out the work in concentrated bursts.
159. Everything. The reading material and discussions
160. Excellent Adobe Illustrator book
161. Explain brief
162. EXTREMELY INFORMATIVE
163. face to face interaction between student and instructor.
164. Fit in with my full time work schedule. Go work on the assignments when I had time.
165. Fits into my schedule - can go online anytime day or night.
166. Fits my schedule
167. Fits to my schedule.
168. flexible hours to study
169. flex time
170. Flexability

171. Flexability (study when I had time available) A better outline of what was to be done when for the complete time of the course... chapters to be read by, etc.
172. flexiable time and be able to supervise my kid as well as educating myself. very valuable to me
173. flexibility
174. flexibility
175. Flexibility
176. Flexibility
177. Flexibility and study guides with helpful links and animations
178. Flexibility and time management.
179. flexibility in schedule
180. Flexibility in schedule.
181. Flexibility in time
182. Flexibility of studying at home. Not having to drive or use gas.
183. Flexibility of time
184. Flexibility of time.
185. Flexibility with my schedule is the key component for online courses. I am allowed to be responsible for my own coursework.
186. flexibility with time - discussion boards that prompted communication and group learning within the class - ease of contacting instructor with any questions or comments
187. flexibility, i can complete my tasks at any time
188. flexibility,,,,
189. Flexibility.
190. Flexibility.
191. Flexibility. Ability to work from home
192. flexible
193. Flexible
194. Flexible and saving time
195. Flexible hours
196. Flexible hours
197. flexible schedule
198. flexible schedule, easy access to other students and instructor, saved gas and wear & tear on vehicle, can review video lectures as needed
199. Flexible schedule.
200. Flexible time arrangement.
201. flexible time management
202. flexible time to get to the course
203. flexible w my schedule
204. Freedom to choose when I worked on material
205. Go online whenever I get done with working on or taking a break from other classes. Go online to look at the work for the week, do it offline, then get back in to submit the work.
206. Having google a click away.
207. Having the opportunity to go on line when ever i had the chance to do it was very helpful since I'm a full time mom and worker.
208. Having the syllabus on the course page was very helpful.
209. Having to to communicate with my instructors and getting feedback.
210. How I can work at my own pace. Saves money on gas/travel. Saves time commuting back/forth to school.
211. I am able to schedule my study time and assignment submission around my schedule.
212. I am able to work on my own time, when I choose. I have the ability to work at my own pace, either faster or slower... and when I want.
213. I am currently enrolled at UCSD pursuing my masters and teaching credential. I also teach 8th grade science in the morning, therefore, I am very busy. This online course allowed to work from home instead of having to sit in a class weekly which would have been difficult for me to do.

214. I am not happy with the online course. I'm tired of taking these online courses and not getting anything out of them. I don't remember anything and I feel I need to have a more hands-on approach for learning.
215. I am very busy, so it is essential that I can study and do coursework at my convenience.
216. I appreciated that I was able to work on my own schedule. Instructors that wrote up and included lesson plans in addition to assigning reading were most helpful.
217. I can access it anytime at my own time and terms. I can replay video instructions over and over again if I did not understand it the first few times. I can get help and feedback from classmates and teacher anytime I want. Teacher provided a really straight to the point and helpful powerpts and .docs and videos. Easy and practical to do online classes at the comfort of my home. I do not have to be stressed to meet time to go to campus etc. I cannot rewind the teacher in campus to reinstruct since we are almost always rushing and have no time for answer and questions in campus classess.
218. I can attend class when ever I have time, there is no set schedule. I have more flexibility.
219. I can continue working my employment hours.
220. I can do it on my time
221. I can focus on studying and doing the homework of on-campus courses first, and then I can study online lessons when I have free time.
222. I can get on whenever I have time.
223. I can learn at home.
224. i can still be here for my family and go to school
225. I can study around my work schedule
226. I can study at my own pace. I can study anytime I want. No commute to school, so I can save my time.
227. I can take it when I have the time and not have to stick to course timings.
228. I can work around my work schedule.
229. I can work at anytime of the day and at my own pace.
230. I can work at my own pace.
231. I can work at my own pace. This is very helpful with my busy schedule.
232. I can work from various locations to complete my assignments and that allows my schedule to be open for work.
233. I can't say
234. I choose the time to participate,
235. I could complete assignments, quizzes, and exams at my own pace.
236. I could do it on my free time.
237. I could do it on my time. Whenever it was best for me to read and study for the course without a strict guideline.
238. I could do it whenever I had the time. I didn't have to waste time commuting to and from class.
239. I could do the work based on my own schedule.
240. I could get all my work done in 1 hour of sitting down and it was really easy and not very time consuming.
241. I could particpate after work and sometimes during my lunch hour.
242. I could work at a time that suited me.
243. I could work at my own pace, whenever I had time to work on the assignments/homework. Programming is essentially a solo activity, so it's an ideal subject for an online course. The instructor responded to requests for help in a timely manner.
244. I could work at my own pace. My professors were very responsive to all my questions.
245. I developed better skills on reading and writing.
246. I did not have to travel to a classroom.
247. I do not need to drive to school, which allow me to save time and money. I do not need to study with students whi have a bad attitude.
248. I don't know if I'd call it an element per se, but I do like the fact that I can work at my own pace, when I have time and don't have to be on the road to get to a class.

249. I don't need to purchase parking permit. I don't need to get out of pajamas. I can take care of homelife/issues as they come up throughout the day. Online classes are VERY, VERY important to me.
250. I don't understand this question, but I'm assuming all the elements were available to me.
251. I dropped out of 2 online classes. The one I stayed in was self paced, and I really liked that. Also, it was a general ed class, so I preferred it to not be too in depth, since it was a requirement. My Micro Econ class on the other hand got way to confusing for me, I would have liked it explained to me in person. I felt that I had to find out how to do things after the return and grading of my assignment.
252. I enjoy having flexibility in my schedule of not having to always be in a classroom setting.
253. I enjoy online course because it gives me enough time to work so I can afford to put myself through school.
254. I enjoy the online format because it allows me to be flexible in the time I spend "in class".
255. I enjoyed being able to communicate with other students. I really liked having my grades and progress to check. I thought the overall experience was good for an online class.
256. I find that I learn so much better this way. I wish I could take all my classes online.
257. I get a well rounded learning experience plus I am able to work.
258. I had a week to complete assignments on my own time. I could work during a time I chose and could work around my schedule.
259. I had no time constraints.
260. I HAVE A MORE OPEN TIME FRAME IN LIFE
261. I have a physical disability, so having everything online really benefits me. It's nice to be able to study when it fits my schedule and not have a structured meeting schedule.
262. I have graphic communication classes, so I valued the opportunity to see other student's work, and was able to openly communicate with the students and instructor.
263. I learn better by reading and reviewing the material vs. oral information in class. Class time is somewhat redundant for me especially for computer based classes where you really need to do hands on.
264. I learn more with this course, because I had to do the research, and prepare for the lessons, instead of some one giving it to me
265. I like all the elements that used to teach the classes.
266. I like being able to take the tests and do the assignments whenever I can versus at a set time in a classroom.
267. I like looking at "My Grades", and having them all displayed. I consult the syllabus and other instructions very frequently. Our instructor communicates with us through "Discussions" and "Assignments", which enables her to contact us in a timely manner.
268. I like that I can do my classwork around my very unpredictable work schedule.
269. I like that I can do things according to my schedule. I can study on my own better and faster than in face-to-face classes. Instructors were great and really helpful.
270. I like the flexibility of taking an online course and working at my own pace. I enjoy the discussions and forums through an online course because many students are more likely to voice their opinion rather than raise their hand and speak in front of the class. It provides an avenue for multiple opinions to be discussed and understood.
271. I like the flexibility with online courses and the format is very easy to use.
272. I like the freedom of time to not have to drive in just to take a class.
273. I like working at my own pace. I sometimes work late at night.
274. I liked being able to take the course outside of SD.
275. I liked being able to work on the class even if i was not in San Diego.
276. I liked going at my own pace, often the actual classes move to slow and wound up being disengaged completely. I like having my own hours.
277. I liked the Discussion Board- it really made communication with students much easier. It also help me understand a lot of things that I could not comprehend in the subject we are learning.
278. I liked the material chosen for us. It was highly educative and mind inspiring.

279. I loved how the online courses fit into my work schedule. It was great to be a full-time student while knowing I have plenty of free-time.
280. I really enjoy the discussion boards. I enjoy reading other classmates opinions and being able to respond to one another respectfully like it would be done in an actual class setting.
281. I really like the live class room it was really helpful to go over material in real time. I also like the assignments section. It made it easier to keep on track and have a visual of what assignments were due and what to expect.
282. I think all the element of the online course are valuable, such as the feedback of the teacher.
283. I think that it is a convenience thing for me, and usually the books are pretty good.
284. I think the discussions were very valuable to me in an online class because it gives everyone to get to know the class. And everyone seems to work as a family.
285. I took 4 on line classes this semester and one traditional class. The on line classes allowed me to carry 15 units in my first semester and still have a full, normal life. I plan to take additional classes on line in the fall
286. I took computer courses so it was very helpful
287. I took these Spring 2011 Economics courses (macro and micro) as an undergrad almost 12 years ago, and it turns out I still remember stuff. Not having to buy the book was worth its weight in gold.
288. I value the ability to learn in the comfort of my home
289. I value the flexibility of being able to log into class at times that are convenient for my schedule
290. I was able to balance my school and work time more effectively.
291. I was able to fit it around my schedule and log on when it was convenient for me; no travel time required.
292. I was able to manage my time better.
293. I was able to study on my own time, at my own pace and in my own manner
294. I was able to take two courses from home and saved hours of travel time. This allowed me to take a third class on campus and keep up with my full time job. I tried to take classes that were similar, so the information was integrated. Without the online class situation, I would not have been able to do three classes at a time.
295. I was able to work at my own pace and interpret the course information on my own.
296. I work and there are few classes at night that I need to transfer.
297. I work full time so being able to dictate when I was "in class" was helpful. Scheduling is crucial for students who have full time employment.
298. I work night shift and have much free time in the middle of the night, it is most beneficial for me because I can do my schoolwork at any hour.
299. I'm a DSPS student, so part of me taking this class was as much about learning to take an online class, as it was the class content itself. I needed the class for my degree, but the longer term goal was to become familiar with the online educational process for when/if my ability to get to & from campus is ever compromised. I spend about 4 hours a day on the bus. I figured that that time could be better spent. If I could learn to learn online, that'd save me a lot of time.
300. independence
301. Independent learning, ability to playback lectures, reread lecture and course material, laid-back (home) test environment
302. Instructor assistance
303. instructor help was always professional, quick, and helpful; discussion assignments
304. Instructor notes about the textbook.
305. Instructor's video demonstrations of Adobe Illustrator techniques/tools.
306. Interact with instructors and students on discussion board and emails.
307. It fit into my schedule.
308. It fits into my schedule. I can do it at any time.
309. It fits within my schedule and I can work at my own pace. I work full time, so this is perfect for me.

310. It gave me flexibility and freedom. I had to take another course at the college and it was a traditional class. Since I work full time, I really appreciated being able to do a class online and a class at the school
311. It is helpful to be able to work at your own pace since many of us work full time.
312. It is nice because I can do the work when it is easy for me
313. It is self motivating and enables those who work to attend class during various hours of the day.
314. it let me prioritize my time.
315. It saves time and redundancy. I can read the power points and book then specifically ask for help where needed instead of listening to a lecture that is basically the power points and then reading the power points / book again.
316. It was convenient because I had less travel and could do the work on my own time.
317. It was convenient that everything was just through the internet and i can manage my own time.
318. It was easy to complete homework early or later as necessary. It is also helpful to have the work planned out for you.
319. It was helpful that I could log in to the course whenever I had time, instead of having to go to class every week.
320. It was just very basic overview of music history and listening to it. I liked the simplicity of it.
321. It was valuable to me that I was able to interact with students at a 24/7 bases when necessary.
322. It wasn't that the class was online, I took it because it was expedited. An 8 week course.
323. Just the very fact that the course I need is available online.
324. Knowing that I was able to take the course when I had free time, since I work 9-6.
325. Large time savings of not going to campus
326. Learning how to use functions in computer application I was studying (MS Access).
327. Learning Modules
328. learning modules (when instructors would use them)
329. learning modules.
330. Less driving
331. Love the time availability factor. I can take classes I would not otherwise be able to take. Also love not having to hassle with parking, etc.
332. Loved the course!
333. Make my own schedule. Able to do the work when I feel like it.
334. make my own time
335. Making my own schedule and not having to be in a specific place at a specified time.
336. Materials were prepared ahead of time so it was easy for me to download them all and read through them. The ability to work at my own pace within a structured schedule was a great way for me to learn. The online graphical tools were the best element of this course. It was easy to learn and informative. Moreover, it allowed me to apply what I read to situations that I hadn't thought about.
337. minimal time commitment, can learn at my own pace, quizzes, tests
338. More freedom with time
339. More time to finish course work
340. My professor had video-recorded lessons available. I absolutely loved this! It was the first class I had where an instructor utilized video along with written lessons. My professor did this for ECON 121. I would strongly recommend that all instructors be advised to make video media lessons (along with written lessons) available for online classes.
341. no
342. No commute, not having to deal with parking
343. No set class time; all assignments scheduled at the beginning of the semester; discussion board to problem solve with class mates.
344. none
345. none
346. None
347. None
348. NONE

349. None for this class
350. None the instuction never respond to me about the problems I had with the software being defective. I will be demanding a refund for the course and text book
351. None the teacher covers only 10 of the test from her book, the other 90% of the material comes from i do not know where. The quizzes where made up of you tube videos and if they where not they where made up off questions that we had to research extensivley as if we where writing a research paper and recieved very little attention towards them.
352. None the teachers are too slow and blackboard is not efficient at all
353. None, the entier course has been haywire, almost broke a thousand dollar computer, hasn't worked in the least. The discussions are broken, the links keep dissapearing, and half the time things are broken. the teacher give no way to make up for the grade i've lost while the Java GIVEN BY THE SITE has refused to work, and nearly wiped my entier system.
354. none.
355. None.
356. none. it was too difficult for me to understand
357. Not being able to drive to school. I work full time and am a single mom so my time is very limited. However with an online class it allows me to do my all my work at home when my kids are awake or in bed.
358. Not enough time to attend regular classes
359. Not having to commute in heavy traffic to the campus and pay for and search for a parking space. I save time and money and gas and produce less pollution to the environment. Gas prices will only go up. Extra time saved can be used for studying and doing homework.
360. Not having to deal with the social issues in the classroom.
361. not having to write papers for teachers who have different expectations and there is no way to know what type of paper they want because they just write short paragraph. In real class you can meet with them to discuss it, but online it is not so great.
362. Not sure of this question what it refers to. Can you make this a multiple choice question showing elements please?
363. Notes
364. Notes
365. On your own schedule
366. On your own time. Everything that is in the book is in everything and as long as you read your book your good to go. No taking notes ,remembering this and that, and no female distractions.
367. one assignment a week.
368. One element of online courses that is very valuable to me is that all of the documnts for the class are available in digital format. Professor **** with blas140a and b shows a particularly effective use of the blackboard. All the good and none of the bad. All documents, hw assignments, key terms, powerpoints, movies and other media he presents is available to read, browse, watch and print. He also accepts assignments thru blackboard but does not require assignments to be turned in that way.
369. Online
370. Online course saves time, I can work on my own pace, I can do school and watch my 2 children without stressing out how they are doing while I am in the class.
371. Online courses formatted in a way as the one I took are very helpful because I am the type of person who can learn by organizing study time as I see fit and not in a set location with a vast number of people. The course gave links to different sources which enables a person to understand a concept in different ways.
372. Online tests and quizzes, practice exams, powerpoint slides, videos
373. only that I could work on them anywhere
374. open time to attend and participate at all hours of the day or night.
375. Option to complete lectures and course materials at my leisure.
376. Perhaps communicating to my peers on the discussion board. But everything else was pretty pointless/non-existant.
377. Personal time management, flexible, study at own pace, convenient

378. Powerpoint and other instructions given, quizzes and discussions.
379. powerpoints available to all
380. Professor **** is the very best teacher in the world. She is AWESOME! So helpful and Responsive.
381. Professor responsiveness and course materials.
382. provided lectures, notes, discussions, clear layout of class through syllabus
383. Quizzes and exams
384. Really, nothing. I do not need someone to merely grade my paper after going thru a book's tutorial. If the purpose is to learn, I know whether I am learning or not.
385. Resources Offered. Discussion Forums
386. save driving and parking time
387. Save gas. Don't Have to waste my time in person for easy classes. I spend less time online than I would for an on campus course.
388. Save time and flexible
389. save time, saves gas, study on my own pace and availability especially since I work
390. saving gas on extra days going to mesa
391. Saving gas, Using my computer, working on own time.
392. saving time by not driving to school
393. Schedule being so flexible, can go over the unit as many times as I want.
394. self learning, everyone learns at different speeds
395. self paced study and less hassle from being on campus
396. self timer and self study
397. self-paced
398. self-paced learning. No set time have to be at class.
399. Setting my own schedule
400. So many: not being tied down to a specific time and day, not having to drive and park, less time is wasted. Sometimes the discourse that can happen in a classroom is nice, but typically it is just a distraction. And as a working single mom, I don't know how else I could get all this schooling done.
401. Somewhat flexible schedule and not having to deal with a commute to campus.
402. staying home to work online
403. Stepping through each problem visually, in a clean and very methodical manner is amazing!
404. structured
405. studying from home
406. Syllabus and email.
407. syllabus, discussion board, and online website assignments
408. Syllabus, email
409. talking with other students
410. Teacher and classmate feedback. Online learning tools
411. teacher response
412. test were due during the weekend which helped my schedule
413. tests
414. text book
415. Text information and power point
416. That everything that will be assigned is already posted .
417. That fact that I didn't have to attend class in classroom and was able to work on my own time due to my busy schedule.
418. That I as a mother was able to work at my own pase and when was good for me.
419. That I can do my work on my own pace; I work full-time, and it's hard to make it to campus more than two days a week.
420. That I can go at my own pace and that I don't have to travel to a classroom.
421. That I can study at my own pace. As a working adult, having the opportunity to earn a living while taking a class online is awesome.
422. That I could still enroll in classes while working full time

423. That I could work at my own pace within my own time frame (within the time frame allowed). I didn't have to be physically in a class at a certain time. I could do my work in the middle of the night if I wanted to.
424. That I could work from home
425. That I had time to come home and do my online course, and Still have a job and play my sport.
426. That it is available 24/7 and I can get the work done during the evening hours or early morning before work, as long as I am within the deadlines for the assignment.
427. That many of my professors have let me work at my own pace, and that I did not need to travel physically in order to complete any of the coursework.
428. That the timing of the course assignments was left up to you. You could do 2-3 assignments at once... on one/week, whatever fit your schedule best.
429. The ability to be flexible with my time
430. The ability to choose when you worked on the material.
431. The ability to complete assignments on my own schedule.
432. The ability to complete work on my time schedule.
433. The ability to go at my own pace and the opportunity to complete assignments early and ahead of schedule.
434. the ability to go at my own pace and yet still have deadlines that had to be met.
435. The ability to go at my own pace.
436. The ability to have a more flexible schedule. Plua a lot of practice quizzes are offered online (Sometimes as extra credit)
437. The ability to participate from home (I have two young children and live 40 minutes from campus).
438. The ability to study on my own terms & in my own time. I also liked not having to rush to class or deal with parking. I also just finished a long program at City in Cosmetology, so it was nice to not have to attend classes.
439. The ability to work around my home/work schedule. Saves gas, no parking to deal with. Power-points, videos, web-links are incorporated and can be accessed any-time.
440. The ability to work at my own pace.
441. The ability to work from home and around a busy work schedule.
442. The ability to work on the course on my schedule
443. the ability to work when I have time is amazing
444. The ability to work when it was convenient for me.
445. The accessibility and flexibility of times is what I found more valuable.
446. the actual course was valuable. regardless of the online portion or not
447. the announcements and discussion board
448. The assignments and tests.
449. The assignments were ligned up so I knew what to do and where to go to to complete the assignments.
450. The availability of my course from any location on or off campus and the use of online books.
451. The benefit of not having to attend class since I am a mother of three children.
452. The book and chapter tests were valuable and I definitely learned more about Java but it was something I could accomplish without taking this course.
453. The book that was assigned.
454. the calender
455. The chat room discussions are nice.
456. The choice to work at your on speed.
457. The class available to me when on campus courses were not.
458. The concept of the course.
459. The convenience and the easy access to material and also the class led discussions.
460. The convenience of being able to complete the assignments at your pace. (except for exams)
461. The convenience of being able to take quizzes and fill out discussions at my own time and not have to show up and sit in a classroom. I like working at my own pace, which tends to be a little faster.

462. The convenience of not having to drive to a campus, and the ability to work around my schedule.
463. The convenience of working when it was best for me (around work and other class schedules. My professor was very helpful and responsive to me - essential for a successful experience.
464. The convenience--no need to commute, fight for parking, hike across campus. Plus, since I'm studying Multimedia, the online format goes well with the subject matter.
465. the course acts like a stimulus for my self-study in that subject. And the time is flexible.
466. The course gave me instructions on what textbook to read and access to a website where I could enter homework and take exams. The course gave me deadlines to complete the work.
467. The course material and online guidance with step by step dvd was extremely helpful. I need to be shown how to do it first. Then I can remember how and go from there to expand on how things work.
468. the credits
469. the critiques
470. The detailed nature of an online course: lots of reading and understanding.
471. the discussion board was a great way to feel connected.
472. The discussion board, power points, and homework web site
473. The discussion board.
474. The discussion boards and the e-mail tools were very valuable. also the learning modules and the calander.
475. The discussion posts.
476. The easy accessibility to the course and its assignments, a reliable and trustworthy professor who helps you when in doubt or uncertain and keeps in communication with his/her students, a reliable Blackboard system, among other things.
477. The email, and chapter power points. Quizzes kept me on my toes.
478. The entire course was a farce to begin with. There is no discussion elements, no group activities, no final paper. There was no redeeming value from this course. Simply taking an exam once per week then a final every month makes no sense, it only proves you can look half the answers up using Google and the rest you can just guess.
479. The fact that deadlines tended to be at night, created an opening in scheduling in time where I am not concerned with work or other school.
480. The fact that I can work in such a way where it doesn't conflict with my busy lifestyle.
481. the fact that I could do the assignments when it was convenient to me.
482. The fact that I could turn in my work whenever.
483. the fact that it enables me to work and go to class at the same time and i know that is not just myself
484. The fact that it was a class i need to transfer that was available to fit into my schedule.
485. The fact that it's online. I am very busy and like that I don't have to be somewhere at a set time everyday.
486. The flexibility of scheduling and the interaction with students and the instructor.
487. The flexibility
488. The flexibility and not having to physically attend classes, drive in freeway commute traffic and no fuel expense. I do not like classrooms as my past experiences have been very disruptive from other students popping open soda pop cans, crunching on potato chips, coming in late disrupting the class, talking during tests and while instructor was lecturing.
489. The flexibility of schedule
490. The flexibility of these courses for me as a full time worker is very valuable to me. Also the myitlab software is a great learning tool.
491. the flexibility of completing the work
492. The flexibility was the most valuable aspect. For both courses I took, I was able to schedule reading, studying, etc. into my calendar where they fit.
493. The flexibility was valuable for a working individual such as myself.
494. the flexibility.
495. The flexibility. With my busy life, it was good to know that I could login for class at 12am and not be late or miss class at all.

496. The format in which it was written.
497. the freedom to study at my own pace
498. The freedom to work on school work from home, and to decide the hours I spend on course work. I work full time and my schedule can change frequently so it is hard for me to attend all my person to person classes and I miss out because of that. Also, I can go out my own pace with lectures, and discussions. I thought taking an online math class would be harder for me but it ended up really helping me, since I could work at my own pace and take more time with tougher topics.
499. the health course was a valuable life tool
500. The instructor seems quite knowledgeable and interested in teaching. He offers interesting comments on assignments.
501. The instructor used real world course material.
502. the lessons
503. The many outside links that gave more information on what was in the syllabus for that week.
504. The material learned, the instructor did a very poor job and made this class unenjoyable. She did not actively engage and did no respond to questions asked by students.
505. The materials and the instructor itself. Very helpful!
506. The materials at ESRI were an integral part of the course (not part of blackboard).
507. The most valuable element of the online course is communication with the instructor for any problems that appeared.
508. The most valuable things about an online course are privacy, no distractions, self paced, especially during tests. I can read over the material several times if I need to and can email my instructor if I am having difficulty. Discussions are more through, courteous, and thoughtful.
509. The online class gave me time to do the work and be in class when I wanted to.
510. The only thing that was valuable to me is that I did not have a set day to attend, due to my busy work schedule
511. The powerpoint lectures WITH voice-over were the most helpful during the course, because additional information is layered into the visual aids and instruction.
512. The self help quizzes
513. The skills I built in Photoshop, Illustrator, and the proved to be very enjoyable and useful for various projects.
514. The step by step instructions.
515. The study materials and required books were very valuable
516. the teachers engagement, I actually voted my dreamweaver online teacher as teacher of the year
517. The textbook quizzes were extremely useful, however not all the answers were accurate. The instructor should take the quizzes beforehand to verify that the information is correct.
518. The time
519. The time frame of the assignment and test due
520. the time is flexable, and i have free time to do other things, such as, taking care baby
521. The video instruction and the forum. Also homework and solutions.
522. The videos, and discussion board posts were very informative. I learned and did more work online than the hours I waste driving to sit in a classroom. I prefer doing my own work.
523. The website was easy to understand but the discussion topic was not always posted in the same area so there was some hunting involved. There were also several technical problems.
524. They adjust to my time insted of me adjusting to theirs,
525. This was an online math course. We used the ALEKS learning system. I found it an enjoyable way to learn.
526. This was my first time taking online courses and the overall learning experience was very beneficial.
527. Time
528. Time
529. time - the section "help me solve this problem" (it explains the problem clearly)
530. Time and convenience. It's hard for me to take face to face classes because of my work schedule and schedule of the classes I need.

531. Time convenient. Save a lot of time to go to school and prepare for school. Save money, gas for car.
532. Time flexibility
533. Time Flexibility Virtual/ with gas prices so high, no commute
534. Time flexibility.
535. Time flexibility. Especially, for working and taking care of child.
536. Time frame because I can manage my time wisely and dont need to attend school in person.
537. Time is more valuable
538. time management
539. Time of my leisure
540. time saving
541. time schedule
542. time was easier to manage with two jobs, I could really learn the information
543. Time was very valuable to me.
544. time, great way for me to learn, doing my work on my time
545. Time, no set schedule works well for me beacuse work is always shifting.
546. Time/scheduling for students who work full time, it's nice to be able to go to class late at night or early in the morning or change days as you please. It's also really helpful because the materials are all available to get ahead, so I could even complete the course before it's done if say I am going to be unavailable for a week or something.
547. timing
548. To be able to do my quizzes and tests whenever I'd like. Working full-time and going to class in person is almost impossible for me. I love online courses and feel that I learn a lot from them. I hope Mesa College continues to add more online courses.
549. to get feedback from my instructor
550. Too hard, need better instruction.
551. tutorials
552. Using another homework website, quizzes reflect "given" work from the homework and chapters.
553. Very convenient taking an online course, because I have other classes to attend in my very hectic schedule, therefore, taking an online course gives me more time.
554. very god text.
555. Very valuable..i have 4 boys from 5-15 and are all in soccer, plus 5 yr old still isnt in school, and also my husband is deployed so there is no way possible i would be able to sit in a class. not right now!! i love online coursed..very convinient!!
556. viedos, chats, practice worksheets and quizzes, and study guides.
557. We had the needed resources and time frame to be able to complete all assignments, it was easy to do yet I feel like I learned more than being in a class.
558. Weekly tests and group discussions
559. What was valuable to me was the connvience of being able to go to class anytime. The time I have to study and prepare for tests is better then a face to face classes. I interacted with students online and learned a lot from web links and virtual tours
560. Work is not a stable time frame. Online I work in my available time frame.
561. work on it at anytime
562. work on things on my own pace
563. working at own pace and flexibility with schedule
564. Working on my own time.
565. Works around my full time work schedule.
566. You could work at your own pace and around your other in-class courses. Saving time.
567. you don't have to go on-campus because the proximity is not that near.
568. Zero travel and time flexibility

Question 28: What would you change about the course?

1. 1. Make sure textbook matches current software version. 2. I didn't like the HeadFirst HTML textbook at all.
2. 1) Actually have the professor post supplemental slides/additional information. 2) Make the professor teach instead of just being a grader.
3. 2 out of my 3 instructors were very helpful and answered questions when i needed help. the other one? nothing. didnt provide a discussion board for the course and was very sporadic for quiz due dates. pretty ridiculous. other then that one course, no complaints
4. A feature that allows students to see how much time they have spent online in a specific course.
5. A few of the teachers do not teach, instead they just have weekly quizzes on blackboard and no interaction with the students. This can be very challenging when the subject matter is difficult. I would make it easier for the teachers to teach as maybe there is a difficulty in using the software on their end that inhibits the ability to help students.
6. a little bit more structure.
7. a lot of information, course work, homework not enough time
8. A more detailed syllabus.
9. Ability to create face to face appointment via skype with webcam technology.
10. Absolutely nothing!
11. Accept late work
12. add more online classes
13. Add to online: audio recordings of pronunciation of keywords as encountered
14. Add video lectures. Shouldn't be difficult considering there is probably a professor on campus giving a lecture on the topic of the week.
15. all good
16. Allow for more time to conduct course work.
17. Allow students to finish class early. This course was too slow. Other courses have allowed me to work ahead. Econ 121.
18. amount of assignments given in a timely manner
19. amount of time spent on a 2 unit course, feels like it should be 3 units
20. As my first two online courses, it was a bit overwhelming. I wasn't really prepared and I didn't know what to expect until the first day, so I felt a little unprepared. The whole blackboard system I was unfamiliar with and took about a week to feel comfortable with.
21. Asked for fully online course and found out about a month after the course started that it was not fully online.
22. assignments and calendar on the front page
23. Be able to reply to a comment left bt the instrctor on an assignment.
24. Better outlines by instructor, an instant message, and review section for mid terms and finals...
25. Better powerpoints and less reliance on the book. 90% of the classes I take online at SDCCD have the WORST powerpoints I've ever seen. A powerpoint for a class, which goes along with an informational lecture, can afford to be sparse. One where the powerpoint is the whole lecture should be far more detailed and informative. Also, less reliance on books to help save your students money. I've taught a few courses myself, and saying "read the text" is a terrible way for most students to learn. More interactive video lectures, better powerpoints, etc. can help the learning process. It seems like the professor my classes just uses canned powerpoints from the textbook manufacturer, canned reading lessons, and canned tests. Maybe he/she could put some effort in?
26. Better response time with the instructors
27. better response to me emails for ASL at mesa.
28. Better software
29. Better use of the calendar
30. Blackboard is a non-professional solution, but it works for now. It may be a good idea to obtain quotes from more professional organizations.
31. blackboard is slow, buggy, and has a bad user-interface.

32. Blackboard needs to upgrade to utilize operating systems/browsers that are more universal. More students are using MAC and I personally encountered problems with blackboard running efficiently on Firefox and Safari. The only internet browser that passed all the requirements of Blackboard was Internet Explorer and this browser is less popular and behind the times.
33. book
34. can't think of anything
35. Chat System - Completely terrible to arrange discussions with other students. While a general discussion board helps, it is not a resource for the live assistance some students could get from other students. E-mail Privacy - E-mails even if directed to students only can be read by the instructor. I have not had a need for discrete communication, but few students realize their privacy is not assured. Teaching Standards - Though every teacher is different even on-campus, some teachers cannot communicate and teach effectively online. A CISC 181 course in particular left the bulk of the students feeling lost as the teacher was not communicative or would leave vague e-mail answers. Most of the teaching was self-taught and peer driven.
36. Clearer explanation
37. Closer monitoring of scheduling between the Calendar and the Assignments links.
38. Communication. There is definitely a lack of communication and the course material is so much harder than taking it in a regular class. I took a class online to work and I find that all my free time to all done on my computer, spending hours to do homework that has no direction. Books are not written with correct instructions that apply to homework. Learning from the notes in a classroom where the teacher helps you is how things should be done.
39. contact time
40. Currently, I don't have weekly webinars with the teacher. I like it better when there is a weekly optional webinar to attend. The most effective were ones that covered the assignment for the week. If you could not attend then there was a recording to refer to. What is especially nice about these webinars is that I always came away with something not in the book. Currently working on my own, with no weekly guidance unless posed as a question, I only learn what is in the book as there is no additional discussion.
41. Deadlines to take the first test before being dropped.
42. Deaf Culture-there was no homework, only 3 tests and a book report. This makes it extremely difficult to make up points if you don't do so well on the exams. I did not like that aspect.
43. Different instructor. She made the class VERY difficult and unenjoyable. I would NEVER take her again.
44. Ditch the group discussions. They are not valuable and are a waste of time. Instead of trying to make the class what it is not: an in-person course, take advantage of students learning independently of one another and post more videos or assign more papers.
45. Don't restrict when assignments, tests, and quizzes are released. Students should be able to work at his/her own pace.
46. easier to talk to professor
47. Email notification of emails/important information changed on the course/blackboard. I don't always have time to check it everyday so it'd be nice to know when someone replies to an email I sent or posted something with a time limit (like a class trip scheduled three days in advance)
48. Every so often there are glitches in the website for when submitting something or saving an answer on a question; either it won't submit the assignment or skip the question entirely. I have had this problem several times.
49. Everything there is nothing that made sense. No specific way of learning its like through books at you and asking questions you got from the internet. I took another online course for child development and I loved that one. This one is not worth taking its a waste of time because you end up failing and learn nothing.
50. Everything.
51. Everything.
52. extend the weeks
53. Faster responses from instructor

54. Financial Accounting 116A was perfect. Prof. **** was wonderful. The only thing I would change is not having to submit each answer before going on to the next question. CBTE 180 I received an A so I'm not complaining but I do feel the instructor should have been a bit more present. Many of the students were confused and expressed their frustration on the discussion board. That made me feel a bit uneasy.
55. fix the bugs in the online quiz/exams
56. For a half time student and working a full 40+ hours a week, this course has too much work. Watching videos for up to 2 to 3 hours is hard, not to mention answering essay format questions afterwards.
57. for some classes that require you to find other sources of information rather than rely on the book why not have the online students find them and use those for the essays asked by the teacher in this way the students and instructors both would be getting a broader perspective of things for the class
58. For the instructor to correct assignment in a timely manner. Instead of a week, 3 days.
59. For this course (crn ****) I felt as though the professor didn't understand how to teach an online course. The course materials were all geared toward a class with weekly lectures which unfortunately just doesn't transfer well to the online format.
60. force everyone to do an orientation to the online course. So everyone knows where everything is posted and what is expected.
61. format
62. Frankly, I wouldn't change anything. I am comfortable with the way it is.
63. Give enough time to do the actual test if were given a few chapters we would most likely need more time to go through the test
64. have instructor answer student's questions faster
65. Have some sort of video of teacher lecturing or demonstrating how to do problems, etc.
66. Have the instructor very familiar with the system. The instructor was very ineffective with her ability to use this format, as well as unable to adequately manage the assignments she expected from us. Many students in the class have expressed their frustration and disappointment with the instructor. The problem was not the online format but the instructor. I am also surprised that I have not received an evaluation for this specific course yet. I have for all my other classes. It would be the only way to provide recommendations and feedback
67. Have the option in the beginning...some students can work at their own pace where others need to have deadlines. They should know this about themselves already and be mature about it. Once they answer it they cannot change their answer...that way more ambitious students can work faster than at the instructors rate that considers the "slower" students.
68. Having a small preview, outline from the professor about the course when enrolling for classes.
69. Having everything due on the same day. Having a better way of communicating with the instructor.
70. Having graded assignments posted sooner.
71. Having more classes available.
72. I actually like it the way it is, I cant think of anything in particular that I would change.
73. I am actually very pleased with the online format currently being offered.
74. I am using Aleks but I would like the instructor to monitor our progress more. Aleks has the tools but the instructor is the one who grades us.
75. I can't think of anything. More interaction perhaps.
76. I could've used some video tutorials. My understanding is that there are some available for purchase, but that's outside of my financial reality at the moment. Another recurring issue for me personally is some of these entry level classes that have no prerequisites assume skill levels & tools that I don't have. If it's all online your instructor does not know what the student has to start with.
77. I did not appreciate that I took an online class and was forced to show up for tests. It was not stated when I signed up for the class at registration that this would be the case. It wasn't until after I was enrolled. I needed this class for my Associates and was forced to rearrange an existing schedule to make an appearance for tests.

78. I didn't like that this course used an outside online environment (Coast Learning Systems) because I have another class at Miramar on Blackboard and another on My Math Lab so it was just kind of confusing having all of these different sites. It took some people awhile to even realize that we were supposed to go to a different website. Also, I wasn't able to use the calendar or any Blackboard features to help me organize my classes.
79. I didn't like the ambiguous questions on the test. Many of the true/false questions were unclear. HEAL 190 class
80. I didn't like the online discussions because I am older and I had to communicate with teenagers who didn't know anything about music and the world (also less than when I was young). Also there was no way to make up for a missed test, because the system blocks it after the due date. The book cost is outrageous and contains some mistakes too.
81. I don't do well with online courses
82. I don't have any comment at this time except I had bad experiences with McGraw-Hill web site constantly being out of order and causing me to eventually drop this class as I felt it was deliberate to cause me to fail.
83. I don't like when the instructor uses only test quizzes or goes straight by the book instead of focusing on what they are presenting to you to think about in their engagement and discussions.
84. I don't think I would change anything.
85. I enjoyed this course and the instructor
86. I feel textbook publishers do students a great injustice in releasing endless, insignificant revisions. I used the previous edition of my text with great success in my class. I felt like I was being pushed into buying unnecessary items by needing a text, separate web access to Connect, and possibly an online TEMPORARY version of the text. What a joke!
87. I felt sometimes the quizzes were miss matched with the material we were learning.
88. I felt that the quiz time was about three times more than was needed to cover the few multiple choice questions while the exam time was about half as much as was needed to cover both multiple choice and long essay questions.
89. I find it works for me right now
90. I got in a very bad accident in early February and was flat on my back until two weeks ago asked instructor if I could get incomplete and take course in fall he was very cold and callous very disappointed that a professor could be so rigid..
91. I had two courses, one in which the instructor was unavailable and the other where the instructor was very communicative. Being able to have interaction with the instructor made a huge difference to the overall experience and enhanced my learning.
92. I have had some teachers that were even asking students on how to manage the online systems because they were new to it and I felt that that was a little inappropriate. Maybe more training for staff that are going to teach the online classes?
93. I have loved every online course except for the Film course, in which I feel that the instructor was only looking for people that agree with her interpretation of films and that is not what academic study is about. The test answers were subjective and the test essay responses were unrealistic and she was unable to manipulate the Blackboard program effectively.
94. I have loved my online experiences, they are setup nicely. I have a suggestion for improving the overall learning experience with these classes: The class meets once at the start of the semester, just to get a good in-person orientation, and to really get a feel for the energy of the professor. The one thing that online courses lack is the ability to develop networking and relationships with your peers and professor. I think an initial orientation would go a long way in cultivating these relationships. And then maybe an optional final meeting to discuss the class, progress, and have a discussion about what was learned and what the future brings. Optional because some of us are more serious about our education than others... I'm an entrepreneur, so I'm always looking for intelligent discussions with others who share my interests.
95. I have three courses at Mesa, 2- are awesome, and 1 not really very beneficial. For my Intro to Business, and Business in the Legal Environment, I would change nothing. Instructors are great, supportive, and responsive. However, for my Business Communications course using Aplia the instructor is non-responsive, unavailable, and there is no real learning using Aplia. Any person

- could print the written text and pass with 100% the exams if they choose in other words no real learning just seek and find the correct answer for the quiz. There is no method to determine real learning is taking place, and no activity to reinforce the learning.
96. I know one of the drawbacks to online classes is having "organic" discussions. I'm not sure if it would have been any assistance or even possible, but a video or at least audio chat room might have been an interesting component to certain classes. Most discussion board postings lack true banter that helps when discussing certain topics.
 97. I like online discussion forums for each chapter. There were none set up for this class, but I had them in other classes, and they were very helpful for lesson dialogue between students and instructor. Also, a gallery where students can post .pdf files of their work would be a plus.
 98. I like the format the way it is
 99. I like them just fine
 100. I love the online classes and learn so much from them. I would love to see more of a variety of online classes. I think it would help solve the horrible parking problem at Mesa.
 101. I really appreciate the accessibility of on-line courses, it is of great help to have this option. In this specific case, Anth 102 at Mesa, Prof. **** has made it extremely confusing and difficult... However, my comment is not related to the on-line technology for the class; this is not supposed to be a professor's evaluation. The on-line works great! Ah, I had some trouble finding my way at the beginning of the class as it did not work with Explorer. Later I found out that it was necessary to use Google Chrome, but it was not specified or instructed anywhere. THANKS!
 102. I rely heavily on calendars for almost all of my events. Some of the work that was either required or for extra credit was not always on the calendar. I believe it would be more convenient for students (or, at least, myself) for all the due dates to be on the calendar.
 103. I should have tried harder.
 104. I think all teachers should be consistent with the way they use the blackboard. Some teachers use a third party to run their online class and some of them do not take advantage of the benefits of blackboard dropping all the information in one page, for example the syllabus. I think there should be somebody making sure instructors use the blackboard in a correct uniform way.
 105. I think it would be helpful if students had free access to the program file while participating in the class (for example Dreamweaver CS5 for the duration of the class or even for a nominal fee).
 106. I think my teachers testbank is from a different edition than he assigned us because there were court cases that were on the test from a previous edition and not in my book. I would make sure that the teachers are using the same book as the students. With an online class there's no way of knowing.
 107. I think that more online course should be offered, and some of your instructors should be a little less harsh. For instance your instructor who teaches communication/journalism, she doesn't understand MLA and new computer programs so she expects her students to stay in her backward ways.
 108. I think that one of the online supplements to the textbook was incredibly expensive and was only used once for one project. While the project was interesting, I think it was a poor choice in regards to stewardship of students' incomes. There must be other options for learning online that are more economically viable
 109. I think that the format was planned well
 110. I think the course requirements and assignments could be more detailed and clear. This course is very time-consuming - I spend 15 to 20 hours per week on homework and need to spend more time to complete all of the assignments.
 111. I think the fee to get onto the course is extortion. We should not have to pay \$35.00 to get a password. This is a total scam. I also think we should not have to pay so much for the book. If we are taking on online course we should get a FREE/low cost book.
 112. I think the instructor could have been a lot more clear in the organization of the course as well as what she expected from our discussions. I received 3 out of 5 or 4 out of 5, yet there would be no explanation, therefore no way to improve on the next series of discussions.
 113. I think the message boards are pointless.

114. I think the school should offer more 8 week classes for easier classes. I believe with 100% online, more students could enroll and the teacher would have more time to grade more people without meeting face to face.
115. I think the teacher should respond quicker, not w/in 48 hours. Other else, it's really good.
116. I took 2 accounting courses in which the homework and exams were done on the textbook publishers' website. It wasn't necessary to have a professor at all. The teacher didn't add any value to the class. Sometimes I emailed a question to the teacher but I didn't get helpful answers. This class should be offered as if it were independent study and allow an unlimited number of students to take it.
117. I took CHIC 141A and 141B I liked that the professor for 141A posted a lot of announcements and reminded us of due dates. He also did not have too many things due within a week. I feel that the instructor for 141B needs to post more announcements and reminders because he has way too many things due within a week and its hard to keep up with everything.
118. I was disappointed in my instructor's ability to provide clear and concise information and instructions. She also does not appear to grade fairly/effectively and marks off points without providing feedback or reasoning of any kind.
119. I was happy with my experience.
120. I was not able to pass this math course within the five week time period. I would change this course by allowing extra time to pass this type of course (MTH 015B) if needed.
121. I was not happy that the required text is only available at Mesa College. I have taken other online courses through community colleges where online means EVERYTHING is online. Not having the eVersion of the textbook available meant I had to drive 2 hours to Mesa College to get it. It really takes the convenience out of online education and really emphasizes the "distance" aspect. I'd recommend finding a solution to that. You're welcome.
122. I wish all professors would be more adamant about students using proper grammar. College students should be held to higher standards than those I have witnessed over the last few months of online classes.
123. I wish i could do it in class...
124. I wish it was more user friendly like SDSU's Blackboard or southwestern college.
125. I wish my instructor replied to me sooner. I literally have to email him again 2c weeks later because he doesn't respond.
126. I wish that the instructor was more readily available.
127. I would ask the instructor to make more of an effort to add his own material, recorded lectures, etc., and not just rely on the publisher.
128. I would change a couple of the Professors grading issues. However, I think Webct is a great way to take a class.
129. I would change nothing.
130. I would change the instructor. Nobody who simply puts readings on a syllabus and gives multiple choice exams can call himself a professor. No ancillary readings, next-to-worthless feedback when reaching out for help, and students anxiously talking to each other on message boards trying not to fail. You need to review exactly what "teaching" requirements there are for online courses, because no "teaching" happened here.
131. I would change the time for the test.
132. I would distribute the syllabus BEFORE the frist day of class.
133. I would find ways to encourage more discussion between students and have the teacher be more of a guide in those discussions. In the course I am taking now, I think it would have been better to require each student to comment on the discussions every week, rather than split the students into groups.
134. I would have appreciated to know when signing up for the course if I was required to attend live concert perfromances that conflicted with childcare needs. The reason the online course was ideal for me is because outside of normal working hours childcare is hard to obtain for me while my husband is deployed.
135. I would have students questions responded to within 48 hours unless posted on weekend. Asking questions of instructor should be less intimidating and more of a friendly experience. This would

- make it a better learning experience. About four quizzes we took had questions that did not match answers given in required text. We were told if it made a difference in our grade points would be given back. Due dates should be updated at the beginning of each new semester, not left for students to try and figure out.
136. I would like a little more interaction with one of the professors... he basically just referenced a online class "Couse Compass for Statistics (Pearson Education)" and in the syllabus had what was do when... with no discussion board to access. I would have saved a lot of time had I known all of the recourses available for the problems (computer programs to do the calculations besides Excel, that were available but I wasn't aware of it, until middle of April!
 137. I would like an administrator to monitor these classes because i felt that one of my online courses here at Mesa did not do anything for weeks. The blackboard was empty it felt for weeks like I didn't have an instructor. Online courses are not self pace!!!
 138. I would like an option to sit through an actual lecture in a classroom
 139. I would like easier access to contact professors.
 140. I would like more indepth knowledge. If there was an online video of the course material rather than just a powerpoint slides it is more useful.
 141. I would like more interraction/participation from the instructor
 142. I would like most online courses to have a chat session just in case they need help.
 143. I would like the professor to be more precise when formulating a question for a quiz or exam. A lot of times it so happened that the listed answers for a question were tricky, in that some of them could have been valid answers.
 144. I would like to get solutions for missed problems on tests and midterms.
 145. I would like to have a workshop available where we could come and get answers to questions, or go over problems we were having with the work.
 146. I would make all assignments available at the beginning of the class so that students can complete as many as they have time for over the semester. Quizes or Periodic Exams could be scheduled freely in the same manner- unless the instructor is concerned about cheating. Then, the Exams could be scheduled as usual with students doing their reviews on their own schedule prior to the test. A word bank or memory jogger for exams is also helpful. Having a consistent format for instructors to use and follow would greatly reduce the dual learning curve for each online course. Not all instructors set up their classes the same way which means that we have to waste valuable time hunting for information and in various Blackboard areas vs. having a set format. Lesson plans can be individualized but the overall format should be regid.
 147. I would make it simpler. I am taking accounting and some of the information on the intro course seems like it should be on a more advanced course.
 148. i would make the teacher answer quicker
 149. I would make this a real course. How are you guaranteeing that a student gets the required number of hours for the class to be complete? I literally logged in for 20 minutes each week. My entire time spent in this class was less than 8 hours total. Hardly the 80 hours of a standard course. Again no final paper, no discussions, nothing to challenge a persons though process. Let me also mention that you throw out 3 exams, and then give "extra credit" exams to help validate the fact that the class is dumbed down to begin with. No wonder American is going down the tubes, with a D- education as provided by SDCCD we can only expect a world of ditch diggers with 3rd rate AA degrees. What a shame, shame on this college, shame on these "educators." If you actually read this and want to fix the problem then give me a call ****. I look forward to speaking with a member of the professional staff who can resolve this by burying it in bureaucracy.
 150. I would make upgrade the discussion board to make it more more comfortable for frequent use, specially in the tougher courses.
 151. I would never take a class where a professor tries to micro manage the class schedule. I enjoy the classes that only have a few larger assignments throughout the course and not mini assignments due every week. Also class discussions to "get to know" other classmates seem a little unnecessary.
 152. I would not change a thing

153. I would not change anything to change about the course because it is designed well for the students.
154. i would not have wanted to buy the book, since all of the instructions are on the cd that came with the book. i would have only purchased the cd/website access to save money.
155. I would not take an online course
156. I would recommend giving the students the option to meet the instructor on the first day of class to go over the course outline the syllabus or course content the meeting on campus would NOT be mandatory but could be used for an extra credit opportunity for attendance by the instructor.
157. I would request video example's on how to program certain assignments. Since the class was a visual basic programming class, it is necessary to have an example of how to start, create, and finish a program. Because I didn't have examples I only had finished examples, I was often confused spending up to 29 hours a week trying to program a project, and i asked other students on the message board but they were confused as well, often searching through more than 20 snippets of messages that all had different problems. I would also make add Youtube videos of programing in other projects to the list on the blackboard of certain areas where a student could gain further knowledge of programming.
158. I would require the instructors to repond to emails and discussion board postings. My chem 152 professor did not respond to either which made learning the difficult material and asking questions all together impossible.
159. I would suggest the instructor be more specific about what is expected in the assignments. Often I had to ask questions just to clarify what was expected, and this would delay my work time as I had to wait for the response. The homework assignment did not always mirror what the professor expected as well. For example, in Excel there are many ways to accomplish the same result with different formulas, but if the exact formula wasn't used that the professor desired then I lost points for it. The lack of communication was a very frustrating experience from this class. To drive home the point, there is an "auto sum" formula that sums the specified cells which I used, or you can just enter the formula manually using the equals sign in the formula bar, but both ways give you the same result in every instance. Since I didn't do it the manual way, which wasn't specified, I lost points. This is just one example, and this similar scenario happened several times.
160. I would take in face-to-face. It was a good experience, but DRAM-105 should be taught on-campus.
161. i would upload video lectures
162. I wouldn't change a thing about my Bio107 course! The course and teacher were fantastic. My Chem152 course was awful. The teacher is completely unavailable and offers no help or much needed guidance as requested by many of us over and over in our discussion boards. It would lead me to believe she pretty much forgot about us all together.
163. I wouldn't change anything about the course, the instructor was extremely competent and very professional.
164. I wouldn't change anything about the course. It's good as it is.
165. I wouldn't change anything about the current one I'm taking.
166. I wouldn't change. In my case I would like to get my degree and my life is so busy that I am going so slow and I need a program that helps me to get faster to the point.
167. I'd like to have more sample tests so that you have an idea what to expect before each test/quiz. Granted, not all students would use this but it is very helpful to practice. I use them religiously for my online stats class.
168. I'd rather go to the class because I heard that it's more interactive and less reading compared to the online course. Lessen the reading and give answers to the tests, so I know which problems I missed.
169. I'm pretty content with what was given. So, nothing.
170. I'm taking 3 courses and I didn't have a problem with 2 of them, but my micro soft computer course was some challenging. My instructor takes weeks to answer to our emails or comments we make. I think someone should be monitoring that.

171. I've found some professors of online courses to be ineffective communicators (either too many misspellings, or they take an excessive amount of time to respond). I would prefer if all professors could work on being more clear or prompt, though most already are.
172. if i copy and paste for notes and refernce
173. If the teacher cut me some slack on my timing errors. She needs to know that students make more than 3 errors on their timing and losing points for that isn't fair.
174. Improve instructor performance with specific tasks i.e. provide a study guide for final exam
175. Instructor Involvement Felt Insufficient
176. Instructor took too long to get back to the students. A student would ask a question and not get an answer until Friday and all work was due on sunday but the instructor was not available for questions on the weekends. This makes it very difficult to get the information to understand the class assignments.
177. Instructor was not as engaged as other classes I have completed online. Poor communication.
178. Instructor was overloaded with class on campus and on-line and the course required to many exercises to turn in. Had to spend on the average 20 hours per week on study for a Microsoft Office 2007 class besides online time.
179. It used moodle instead of blackboard, and moddle is terrible. The instructor was virtually non-existent in this course. The whole thing was standardized online, there were almost no writing assignments. I have no idea what the function of the instructor was in this course.
180. It was partial online and partial in class. It was a good balance.
181. It would be helpful if the instructor had actual office hours where the student could have a face to face meeting if needed.
182. It would be nice if there was a way to have the required software "leased" for the semester, instead of having to buy it up front. For example Dreamweaver.
183. It's much more work than on campus classes.
184. Its simple and easy the best combinations other then a BigMac
185. its too unorganized every teacher is different too many different websites to check to do hw
186. Ive taken several classes on-line however two classes I took on-line were American Sign Language and Real Estate, I had trouble with those classes.
187. Just keep doing what your doing. It's great.
188. Just the teachers. With online courses teachers seem to copy and paste the class from a previous one (even if it's not their class), then they upload the previous syllabus (almost always has the wrong dates and references), then they forget about the class. Answering questions in a timely manner would be helpful. There have been instances where I would ask a question about an error in an assignment a week before it is due and I wouldn't receive an answer until a couple days after the assignment was due. I have never had a question about an online class about the material being covered. It has always been about incorrect information that is posted by the teacher.
189. less forced discussion time
190. less strict
191. Less technical difficulties.
192. make it atleast one week longer so that everything wasnt so compressed with time and other deadlines. Also to make assignments due at midnight the day due instead of a random time like 6pm
193. Make it clearer that it is a partially online course. Have instructor be prepared and clear about the course.
194. Make it more friendly to people like myself , who are not as familiar with computers. And make sure everyone in the course exchanges at least emails so we. An figure out problems with out the professor.
195. Make it more uniform in a sense that some of the teachers run their course way different than other teachers. This makes it confusing so sometimes you lose points for a minor difference in teaching styles
196. Make it the instructors repsond within 72 hours and have a method to complain about lack of help or response to the student
197. Make it where we can get more help from our professors. We don't have that now.

198. Make more courses available online every semester
199. make more interactive, have instructor provide actual oral lectures online, since some students learn better by listening, have q&a sessions w/ instructor
200. Make sure instructors are familiar with the online course format
201. make the semester shorter
202. Make the software application available at all campus labs. I am a City College student, and it was not available to me at the City College LRC.
203. Maybe a little more interaction somehow between students and/or teacher.
204. maybe more time for the test taking.
205. Maybe some chapter outlines by the professors on important content. It is hard when studying for an exam to have no clue what is important. With some chapters in my text being 40 pages or more and with multiple chapters per exam, sometimes it was overwhelming to remember everything. Also, my history class was a LOT of essay writing, 9 essays in 16 weeks was a little unexpected.
206. McGraw-Hill's site is terrible with lots of incorrect answers and inconsistency. My instructor knows about this and has asked me to point out the errors. This is her first time teaching through their system so we hope to catch many of these errors to improve the experience of other students.
207. Might be nice to have some video of lectures
208. more "at your own pace"
209. more assignments where we can create free choice designs rather than following the book so often. The books assignments are repetitive
210. more communication from the teacher with better understanding of the course work. Not just posting something on the DB and leaving everyone to guess the what assingment is.
211. More communication with the instructor
212. More communication would be nice.
213. More contact with teachers
214. more currant tutorials
215. More help from the teachers. The course is to massive if you compare with the same on campus.
216. More instruction provided...seems like your teaching yourself through guided reading most of the time.
217. More instructor input
218. More instructor interaction and feedback.
219. More instructors who know the course are able to respond to our questions.
220. More interaction among students
221. More interaction and communication from the professor, especially at the beginning of the class.
222. more interaction between students and the instructor easier access to the course website and easier navigation inside said web site
223. More interaction between the students and oversight from the instructor. The "discussions" were not not frequent and participation from most students was minimal.
224. More involved activities
225. more of a structured time frame, during a week day or week end period.
226. More of the video aids, such as the video tours of the museums or any of the documentaries available were extremely helpful, and would maybe incorporate those more into the course assignments.
227. more online courses
228. more online courses
229. more online sessions with instructor to resolve problems with assignments or further instructions such as via online classroom.
230. More orientation and feedback of the professor
231. more participation in the chatroom
232. more poontingto external learning resources. like videos at lynda.com
233. More PowerPoint and narrated instruction
234. more quickly answer to student
235. more responsive instructors

236. more self-paced. Give everything due at the beginning of term...must be done by end of term...no set schedule.
237. more set time line for due dates in syllabus
238. more structure and posted schedule
239. More structure, or more smaller assignments versus one ore two large ones.
240. more student enrollment
241. More teacher interaction with students. **** and **** were both excellent online instructors and should be an example to these other instructors that can't seem to communicate with students at all.
242. More teachrs need to make their course materials available online, without requiring students to use it. I am also taking education 200 with professor ****. Unlike every other online course I've taken, In her online class, nothing notifies me when an assignment becomes open, so I missed seven discussions before I figured it out. She also locks the discussions each week, so even though I completed the missed discussions, I was unable to submit them to the discussion board. A reliable option needs to be available, which notifies students via email when an assignment becomes available, and a day before it is going to close. Also, blackboard should be accessible on smartphones. Sdsu s is.
243. More technical help. I encountered a problem that took two weeks to fix and even then I kept having problems with loggin in.
244. More time to submit assignments.
245. More timeline updates
246. more tme to take exams and test quiz
247. more tutorials
248. More videos, videos of lectures.
249. Much less assessments, I spent almost as much time retesting than moving forward and learning
250. My biggest frustration came from test score errors in both of the classes that I took. Every time I took a test, I had to alert the instructor that something was wrong with the answer key. She would fix it and my grade would go up an entire letter grade. I wonder what would have happened if I had not questioned my score? Also, it was very frustrating to get a test score back minus any feedback whatsoever. I learn from my mistakes so not knowing which answers I got wrong on a test was very frustrating and I strongly feel that this lessened the quality of my learning experience. It was explained to me that there was the fear of cheating and printing copies of the test, but I feel that this explanation for not getting feedback was completely unreasonable and unfair to me as a student. This issue will be a major factor in my decision to take another online class in the future, especially if it's a difficult subject.
251. My biggest issue was with the new blackboard interface (9.1). Of my three on-line classes one was on the new version. The instructor was not properly trained on it. There have been issues in every area. I do not know I it 9.1 or lack of training, but it has been unnecessarily frustrating.
252. My grade dropped due to software problems and just all around lack of techy computer knowlage, I wish there was some way around that. Fieldtrips!
253. My instructor was unresponsive to emails. I intend to write a formal letter of complaint after completing this course.
254. Need more explanation/ discussion about the chapter. Giving a lot of home work is not a key for student to learn the lesson. Reading is good but it's better if the professor do some discussion about the chapter and that will help to pass the Test.
255. Need more feedback from the instructor. I guess they have health issues to however.
256. no
257. no
258. No changes.
259. No effective interaction environment. For example, the discussion board is unopened.
260. none
261. none
262. none
263. None

- 264. None
- 265. None
- 266. None
- 267. None
- 268. None
- 269. None
- 270. none.
- 271. none.
- 272. Not having the quizzes/tests on the weekends.
- 273. not much at all
- 274. nothing
- 275. nothing
- 276. nothing
- 277. nothing
- 278. nothing
- 279. nothing
- 280. nothing
- 281. nothing
- 282. nothing
- 283. nothing
- 284. nothing
- 285. nothing
- 286. nothing
- 287. nothing
- 288. nothing
- 289. nothing
- 290. nothing
- 291. nothing
- 292. nothing
- 293. nothing
- 294. nothing
- 295. nothing
- 296. nothing
- 297. nothing
- 298. nothing
- 299. nothing
- 300. nothing
- 301. nothing
- 302. nothing
- 303. nothing
- 304. nothing
- 305. nothing
- 306. nothing
- 307. nothing
- 308. Nothing
- 309. Nothing
- 310. Nothing
- 311. Nothing
- 312. Nothing
- 313. Nothing
- 314. Nothing
- 315. Nothing
- 316. Nothing
- 317. Nothing

318. Nothing
319. Nothing
320. Nothing
321. Nothing
322. Nothing
323. Nothing
324. Nothing
325. Nothing
326. Nothing
327. Nothing
328. Nothing
329. Nothing
330. Nothing
331. Nothing
332. Nothing
333. Nothing
334. Nothing
335. Nothing
336. Nothing
337. NOTHING
338. Nothing - it was challenging, the discussions were great, the Professor was prompt with responses.
339. NOTHING ABOUT THE COURSE, HOWEVER THE DISTRICT NEEDS TO ADD A DISCLAIMER ABOUT THE FACT THAT NOT ALL COLLEGES ACCEPT ONLINE CLASSES FOR TRANSFER.
340. nothing at this time.
341. Nothing everything was perfect
342. Nothing I can think of, Everything seemed organized.
343. Nothing it was structured well.
344. Nothing negative comes to mind!
345. Nothing Particular
346. nothing really, its an online class you go into it not expecting all kinds of interaction.
347. Nothing so far; ask me after I get my final grade. That is of course a joke. Last semester I took a blackboard based class and this semester it was slightly different. I was able to understand and learn from each.
348. Nothing speical.
349. Nothing that I can think of at the moment.
350. nothing that I can think of at this moment
351. Nothing that I can think of.
352. Nothing that I can think of.
353. Nothing, all of the on-line courses I have taken have been excellent
354. Nothing, everything was very thorough.
355. Nothing, I enjoyed participating in online courses.
356. Nothing, I find that my online courses are very efficient.
357. nothing, i love it
358. Nothing, I thought it was fine the way it was.
359. Nothing, I was very impressed with how my course was conducted.
360. nothing, i wish i canhave more online clases next semmester
361. Nothing, it was put together well.
362. nothing, it was well constructed
363. Nothing, it was well structured and easily accessible
364. nothing, love it!
365. Nothing, really.

366. Nothing, the course is wonderful and I have no complaints. Every online course I have taken through SDCCD has been a great experience for me.
367. Nothing! It was great!
368. Nothing! Very nice and interesting course! Learned a LOT! :)
369. nothing.
370. nothing.
371. nothing.
372. nothing.
373. Nothing.
374. Nothing.
375. Nothing.
376. Nothing.
377. Nothing.
378. Nothing.
379. Nothing.
380. Nothing.
381. Nothing.
382. Nothing.
383. nothing. Have used it for many classes very comfortable with system and enjoy being able to work my hours
384. Nothing. I absolutely love on line classes
385. Nothing. I like the system. It's easy to use.
386. Nothing. I like the time frame and the peacefule surrounding I place myself in when studying.
387. Nothing. I would make more online classes.
388. Nothing. It's a good course I just didn't put in the hours necessary to complete the course.
389. Nothing. Overall, I have been extremely happy woth Blackboard and the SDCCD omline courses!
390. nothing. The course is perfect.
391. Nothing....
392. NOYING EVERY THING IS GOOD
393. One of my two instructors was absolutely impossible to contact, failed to post assigments in a timely fashion (if at all) and I have only received grades for the first 2 of 12 assignments. There has been no feedback throughout the entire semester and, as I essentially taught the course to myself, I am struggling to understand why in the world I would pay to take a course from a teacher who clearly has no interest in teaching (or, at the very least, in being available to help, should it be requested of them).
394. Online Presentations as a group is kind of ridiculous.
395. online text books being able to search
396. Only fix the technical issues. This has potential to lower my grade.
397. Out of the four online classes I've taken in the past, only one class has the teacher been present and active in discussion. I feel instructors may unintentionally neglect their online class students because there is no face to face or "class time." Providing feedback is a great way to reassure a student's understanding of the material and to boost overall interest in the subject.
398. Perhaps an orientation on campus would help.
399. Possible the material taught. When I brought the chapter to my private tutor (Stanford Grad) he was puzzled by the instructions given. This was a math 46 (algebra) course. In his opinion, it was being taught in such a formal manor that it made it more difficult to easily comprehend.
400. powerpoint is not enough information and cause more money to submit an assignment.
401. Professor had very strict instructions and was rude.
402. Professor seemed lazy. Syllabus was a joke. I was not given positive feedback. No matter how much I tried to do what was asked it didn't seem like it was enough. This was very discouraging.
403. Professor's imput
404. Put an uploading progress bar in the Assignments area. When uploading large documents or video files, I cannot see how much time is left before the file completed uploaded.

405. Quicker grading maybe an automatic system let us know what we missed
406. Recorded lectures.
407. reminders/updates be sent to email addresses instead of logging on to blackboard.
408. Remote support would be nice. For example, if having a problem with a part of the assignment, the instructor could see the problem on the students desktop and advise. Like tech support, only for instructor/student.
409. Require all profs. to use the calendar for due dates, discussion board questions, etc.
410. response from the insructor
411. sample testing to confirm what the instructor is looking for on the testing. sample pages of expectations of formats responses. catalog should communicate the amount the Prof wants the student logged into blackboard,prior to reading the syllabus.
412. See Comment on question #15.
413. Setting up a shorter time frame for an instructor to respond to an email for deadline purposes.
414. Should have more classes online of different subject
415. significantly more organization, less material made available (overwhelming for an introductory course), more clarity about expectations from instructor - which materials will be tested on and which are extraneous, what is due when, etc.
416. Software needed for certain programs is expensive. Trails only last 30 days and the course last 16 weeks. Students should be allowed to borrow a license for software for the length of time the class lasts.
417. software needs for specific courses
418. some instructor need access code to access to the course, i have to buy the book and also the access code, it cost me too much money
419. some of my course are time consuming especially computer class and some discussions I think are not relevant to the course..
420. Some of the online teachers don't respond to the e-mails at all and some it takes a long time to get back to you, so I think that it should be a requirement that they get back to you within 24 hrs. I have also had problems with a particular instructor not letting the students know of syllabus assignment changes and I ended up doing more work then I was supposed to and then she told me after I had already turned it in. Also with this same instructor all of her papers contradicted each other which made it very confusing as to when assignments were due etc. so I think it should be a requirement that the instructors check their instruction and maybe dedicate someone to check them to make sure it all makes sense before the next semester.
421. Someday have recorded lectures to watch partaining to the chapter.
422. Syllabus could maybe be updated, quiz questions could use some review. Would prefer to only have to respond to one learner instead of two most of the time. Quicker/more in depth feedback on assignments. (This is a function of at least two things. Number of students nerolled and a professor who holds at least one full time job elsewhere.)
423. Taking assessment on blackboard was difficult because I had an error and issue with it. Nobody couldn't help and solve it so I had to go to take a test at campus anyway. So, if there is another item to cover for taking test rather than assessment link, that would be helpful when the error occurs.
424. Teacher be more involved in teaching-learning. Students questions are doorway to this quality teaching -learning moments. Teacher should answer and clarify asap when things are hairy in the discussion or when things needed to be clarified so we are not hanging w/ our questions unanswered and left in the air unattended. Teacher can help direct us to resources/websites that can facilitatate learning. Teacher can help make a program where students can classify questions asked so teacher does not have to classify and so it is easier for teacher to answer questions from students instead of answering each and every questions w/c probably would be the same as the other questions just worded differently. So even if student asked individually, teacher can answer generally just by categorizing questions asked per topic.
425. TEACHERS
426. Teachers attitudes
427. Teachers response time.

428. Test question should be selected from the book. Some test or quizzes question seemed abroad and can be answered with different answers.
429. Test-taking should only include problems mentioned in textbooks or items mentioned through course.
430. That the classes would all be taught the same. Because there is two of the same class and one teacher gives the test for two hours and the other teacher only gives twenty minutes for the same test.
431. That the teacher can't change the deadlines unannounced for tests, quizzes or exams.
432. That you are only able to submit your assignment in word.doc as an attachment.
433. The amount of coursework. I feel like the professor overcompensated for it being online by making it harder than it would have been if it was on campus.
434. the amount of time lotted for an exam
435. The approach the professor takes in teaching this class. He is into schematicising. What in the world does this have to do with learning philosophy? Would have loved a more in depth reading from text books versus him using his own information. Did not like this class at all. He taught from a perspective that you should understand info like he does.
436. The Chat Room tool was highly stressful in the early part of the semester. We were required to log on at specified times, and I had a lot of trouble logging in, and therefore missed chats (the instructor was understanding, but it was still stressful).
437. The chat rooms were not very consistant. Some weeks they were working and other weeks it wasnt which made this part of the class very frustrating because our chats were for a grade.
438. The chat rooms/general chats were not really very useful. People didn't seem to participate very much, and discussions weren't very substantive.
439. The cost of materials (books and software) is very high.
440. The course could improve if there were less technical problems. The instructor's response time could have also used some improvement.
441. the deadlines
442. The discussion boards got very monotonous.
443. The fact there wasn't a course calendar, the syllabus's format and length (as well as the clairity), place the assignments (at least their description) in the assignments section, have clearly defined discussion board topics on all types of subjects and topics, clarify all requirements to take the course in addition to the text book, put chapter discussions (mainly based on chapters) in the course materials section
444. The fast pace that the course is on. With other on-campus, it doesn't give me as much time as I need to do the assignments and quizzes.
445. The files used for assignments are prepped for easy application -NOT very real world.
446. The homework assignments are similar to (or possibly more elementary than) high school homework packets, do not contribute to my learning, and are wastes of time. I would specify certain questions to be answered about the articles so that the assignments promote learning, rather than having students simply find and define vocab words, come up with slogans for the article, etc.
447. the instructor
448. The instructor
449. The instructor
450. The Instructor and the Recycled & Poorly organized course which did not follow the flow of the book leading to confusion and we were often quizzed on material that had not been taught in the course at that time.
451. The instructor could be nicer
452. The instructor is too busy with on-campus teaching to do an effective job with the class. She is tardy in getting back to students when questions are asked.
453. The instructor just say read this chapter, read that chapter ... No hepl for what in the book. Saying like that, a boy could say the same thing. The course material is OK, except that the instructor does not follow the flow of the book, causing unnecessary difficulties for normal students. The course is OK, just change the "retired" instructor.

454. The Instructor used to respond late to my questions. I had really hard time with my final project, the teacher was not helpful at all to help me with the project, and since I was not getting any help from the instructor, then I changed my project topic to something else at the last moment.
455. The instructor was very helpful but took a very long time to return assignments. It was like he didn't have time to grade them all. I waited almost four weeks for six assignments to be graded and unknowingly made the same mistakes on three of them because I didn't receive any feedback that I was doing something wrong until I found it on my own on the fourth assignment. That cost me multiple points on those assignments. I ended up with an 89 percent in the course. I wonder if that would have made a difference in my grade. I wrote the instructor about this but was very brief and unhelpful.
456. The instructor's helpfulness and involvement in the course.
457. the instructor's organization of class.
458. There is not enough flexibility for when I can work on assignments and texts. Teachers open assignments or tests only a week or just a couple days before they are due. I have a very busy schedule and I need more flexibility of when I can work on something. I think teachers should open ALL assignments at the beginning of the semester and only close them when they are due. That way people can truly work at their own pace. I sometimes have a lot of extra time to work on school and it would have been nice to get ahead. While other weeks I struggled to finish because I had almost no time for school and was up very late. Assignments need to all be open when the semester starts and just have due dates.
459. The Java Programming class NEEDS lecture video and the instructor needs to respond in a more timely manner considering lab work is due every week.
460. the long amount of exercise
461. the mandatory live chats
462. The math course nothing. but the teacher I attempted to do psychology with was not professional. Unresponsive and actually lied to me and dropped me from the class
463. the navigation could have been better in my econ course. In stats, once again, navigation should have brought me to a page with all of the types of assignments listed. Very easy to feel lost in a site unless navigation is superb.
464. The number of students that I had to respond to on the discussion board was overwhelming. Not understanding if it was necessary to do that caused me to work extra hard to keep up. The discussion board was my least favorite. I didn't have the time to read or respond to other's opinions. The readings and powerpoint were good, but I missed reading the teacher's opinions on things. He never weighed in.
465. The on-line chat discussion system really needs improvement because it takes a few tries before I can log into it.
466. The online format is completely inappropriate for a math course. I didn't cheat, but the temptation was strong and the availability was too easy. Online classes make sense for things that require discussion and reading. History, philosophy, things like that. But Math only has one right answer for any question, and having that answer explained by a teacher rather than a book is invaluable.
467. The option of speaking to your professor on the phone, they should welcome your phone calls.
468. The professor informs you of everything clearly and answers all questions very promptly so I would not change anything.
469. the professor should choose exam, quiz, and hw questions that are similar to the ones in the book. the ones I had were nothing like the book. I am very upset about that. the book is also too hard to understand.
470. The reading load can sometimes be too much on top of the lecture and assignments.
471. The seats in each course.
472. the syllabus initially published by the instructor was outdated; and it was several weeks into the course before the date/corrections were made. some deadlines were Sunday night, and a few were Saturday night. they should have been consistent. either correctly represented in the syllabus, or all Sunday night due dates, which would have made it easily translatable. otherwise, online course was a fantastic option to cover a class otherwise unavailable.
473. the teacher never answer my questions

474. the teacher should interact not just give the assignment and the due date
475. the teacher should reply the questions requested.
476. The teacher takes forever to post grades online.
477. the teacher was very unorganized. i felt many of the items that were on the test were never found in the weekly workload and if they were i never found them and i've taken many online classes and never had as much difficult or dissatisfaction as i've had with this particular course.
478. the teacher.
479. The teacher. Didn't respond to emails that I sent her, didn't respond to any questions that any students posted to her in the discussion board.
480. The teacher. Online courses need to be organized and this class was not. Communication was also an issue. The professor was not clear in her instructions. I imagine more then 50% of the class dropped and I know, from speaking with fellow students, that I am not alone in my displeasure.
481. The teacher. The syllabus. The whole course.
482. The textbook. I didn't feel the textbook was very good as it often skipped steps and needed to be translated by the professor because the terminology was incorrect or out of date.
483. The time frame in which the instructor gives the students to complete an assignment. I would prefer that at the beginning of the week he would tell us everything that is due for that week so the students have time to plan out when they could complete the assignments.
484. The time given to complete exams is too short.
485. The utter lack of communication. I thought the instructor had dropped the course, and I was wondering who I should contact about it, but he resurfaced after month.
486. The way it was graded. It felt like a lot of work, and a lot of the grading was ambiguous and arbitrary.
487. The way that you take the tests and learn the info is a little to systematic. Not for every class, but for more in-depth learning I feel a little more reenforcement is needed to retain the material. Possibly making 2 15 minute assignments per week that quickly run the student through topics discussed.
488. The way the exams are given is not helpful. The online test only allows for one question to be viewed/answered at a time; users can't come back to a question later. If you skip over a question, it is marked incorrect. The online tests for Grossmont-Cuyamaca are much more helpful because they are similar to on-campus tests (questions can be skipped and answered out of order). Also, I don't like that the test results aren't displayed immediately upon completing the test (I have had to wait over a week for test scores). At Grossmont-Cuyamaca, the online test scores are displayed immediately after the test is completed.
489. The weekly Discussions with 5 students in a typing chat like setting does NOT work for me. I think there should be more people involved in the discussion (the whole class) with a moderator/instructor. It should be Audio/video chat, NOT typing in 8 word bites.
490. There are a lot of unknown variables in an online course that can affect your grade, but its just part of taking an online course and there is nothing that can be changed
491. There are not enough online courses. I would like to see online versions of all courses. At the very least, allow each on-campus class to include an online option for distance education students.
492. There is nothing that I would change about the course.
493. There seemed to be no guidance from the teacher. We went over a month with no communication from the instructor at all.
494. There should be an algebra prerequisite, if your not familiar with basic algebra your sunk.
495. There should be some type of video training, there is some expectation that there is a benefit to "online" instruction, yet if all it offers is email/message board discussions, I find that useless.
496. There was little to no interaction with either the instructor nor my fellow classmates. While the tools exist to engage students in discussion, they were not used by the instructor. Although I have not taken online classes in the past two years, I have taken an online certificate program in the last 6 years and understand the capabilities and intensity in which online tools scan be used to engage a class.
497. This class is based solely on quizzes, I do not like this format. I wish there were other projects.

498. This course I took 102 Anthropology and would never take this course again with this professor! The way the professor did things were unprofessional and this person did not give us enough time to do the quizzes or assignments.
499. This course was great, well structured, and set out so one could work around other courses. The whole course was set out from start to end with due dates of tests and assignments. It did help that the Prof. set assignments helping students to navigate the tools of submitting work.
500. This course's instructor was way unorganized and not very communicative. My first SDCCD online courses were with an instructor who was extremely well organized and used the discussion tools masterfully; he set a high bar that other instructors have not matched.
501. This instructor relied on the textbooks materials from the publisher to teach the course. If I wanted this, I would have bought the book myself and saved the money on the course. The instructor needs to teach the material and NOT rely on the textbook material to teach the material. The teacher needs to answer questions within a day otherwise it is difficult to learn the material. The instructor should have smaller assignments that reinforce learning.
502. This specific online class I took, nothing really. My professor **** from PHYE 258 was amazing.
503. This was an online course in name only. We had to attend every class to get class participation credit (without it, you could drop a full grade!). The prof posted ALL materials in one section, instead of using the specific areas for posting syllabus or homework or grades, and everything she posted were documents you had to PRINT. I had so many printouts I could barely keep track. And we had to hand in all homework as hard copies, no uploading our work! She didn't even encourage using the messaging system to contact her or other students. Most other students set themselves as unavailable anyway. The part that was truly online was a group of tutorials at an outside site, ESRI. This professor should be trained in how to use the blackboard system.
504. Time constraints. There was only 45 min for a 50 question test. A little more time would have been better.
505. Time frame that tests/essays are graded and returned.
506. to have more control over the quality time teachers spend in the online classroom, maybe teacher evaluations for each class every quarter, or just verify that they are responding student questions and not procrastinating.
507. Too many grammatical errors in lectures, teacher was not very clear in his assessments, and the questions were rather subjective. This course was not designed to be taught via online (philosophy). Necessary for professor/student interaction and verbal clarification.
508. too much work at time
509. Trying to upload documents and making them into correct format was hard and confusing. I had to ask several people about it. It would be useful for the instructor or blackboard to show you step by step how to format the documents.
510. Under "My tools" I found the "My Progress" to make no sense. Not sure what that is.
511. Unknown
512. using blackboard is difficult to navigate in general
513. Very dissatisfied with the instructor. Very little actual instruction outside of the textbook. Poor assignment choices, erroneous tests, workload unbalanced (over 50% of class points assigned in final three weeks of semester).
514. Video lectures.
515. video notes or permission to sit in on a class; some topics are easier than others to learn online
516. Visual material such as slides, notes and or audiovisual material for students like me that have dyslexia
517. Wanting to see more professor involvement. Participate in discussions as well.
518. was perfect , no changes
519. When asking a question , seems like there is a tone of sarcasm
520. When your in a discussion section and reading one entry, when you close out of that you need to find where you were at again to read the next entry. You loose you place when you close a discussion page and have to scroll a while to find where you left off.

521. Why did question 15 refer to an online discussion board? I never was made aware of such a board before or during the class session. Chat wasn't working. My biggest problem with the course has been the computer-only course environment. All the normal classroom give-and-take, question-answer, and Socratic teaching methods are missing. The students (and most likely the instructor) have no idea what their classmates are having trouble with. There is no specified feedback mechanism to the instructor about what is and isn't working as the class proceeds. This is not a criticism of the instructor, but rather the way that the computer learning courses are conducted. It would be great if along with the lectures/tutorials there were some sort of message board or forum in which the students and instructor could interact, and which would be visible to all the students (just as interchanges in a live lecture are frequently helpful to the entire class.)
522. with on of the classes I took this semester I don't feel the teacher gave enough feedback or answered questions helpfully
523. Work should be assigned before the money back drop date.
524. would not have discussion board mandatory for part of the grade.
525. WOULDN'T TAKE THE **** THING ONLINE!
526. You should allow more students to enroll in online classes.