



Miramar College Online Course Satisfaction Survey Report

Fall 2014

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Overview and Purpose

The purpose of this survey project is to collect additional information about students who took Miramar College online courses in the Fall 2014 semester. This report was created to measure students' perceptions and opinions about elements involved in online courses such as preparation, experiences in the course, technical support, classroom support and communication, and students' perception of learning.

Methodology

Survey Population

To be eligible for the study, a student had to be enrolled in an online course at Miramar College in the Fall 2014 semester prior to the start of data collection in November. Students who dropped or never attended the course were excluded. Cancelled courses, open entry/exit courses, chemistry labs, and biology labs were also excluded.

Sample Design

The Online Course Satisfaction survey was administered to a random sample of students at Miramar College using a random sampling procedure. The sample design is intended to provide representativeness and allow for generalizing the results to the entire student population. The targeted sample size was based on a 95% confidence level with a +/-6% confidence interval.

Implementation

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

Instrumentation and Analytical Plan

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

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

Results from this survey are grouped into five general dimensions:

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

Verbatim responses are listed in Appendix B and are edited with *** only in the case of derogatory language or to protect an individual's identity. Notable trends in student satisfaction from previous Miramar College Online Course Satisfaction Survey reports (Spring 2011 and Fall 2012) are provided in the Highlight of Findings.

Student Profile

In Fall 2014, the General Online Population at Miramar College totaled 3,552 students. Less than one percent of the Miramar College students supplied a shared email address or no email address and were excluded. In all, 2,000 students were sampled; of which approximately two percent had previously opted out of receiving future surveys. Of the 1,962 surveys that were sent to students, 243 surveys were completed, yielding a 12% response rate. This is similar to past response rates for this population of students. Of the 240 students who were targeted to survey in the sampling plan, we reached 100% of the desired sample size. Therefore, this response sample provides statistical representativeness which allows for generalizing the results to the entire population of online students served within Miramar College.

The following is a profile of Miramar College students.

- The majority of students who responded reported their course(s) as fully online (75%).
- Approximately half of the online students who responded were below the age of 30 (52%) and 60% were female.
- Forty-five percent of the online students reported their ethnicity as White, 15% were Latino, 14% were Asian/Pacific Islander, 6% were African American, 6% were Filipino, 2% were American Indian/Alaskan Native, and 11% categorized themselves as 'Other' ethnicity.

Survey respondents varied in age, gender, and ethnicity, compared to the general online population. Respondents ages 40 and over, females, and White students were overrepresented compared to the general online population. Respondents ages 18 to 29, males, and Latinos were underrepresented compared to the general online population.

Highlight of the Findings

Student Preparation for Online Course

- The majority of students had some college-level experience with online courses during the past two years: 72% had taken a course at SDCCD and 21% had taken a course at another college.
- Most online students (74%) felt they had sufficient information about online course requirements prior to enrolling. However, two thirds of the students or fewer felt the Online Learning Readiness Assessment and Blackboard orientation were helpful (62% and 66%, respectively). Satisfaction with the assessment and the orientation decreased from 2011 (67% and 72%, respectively) to 2014 (62% and 66%, respectively).

Student Experience in Online Course

- Over two thirds of the students (68%) enrolled in one or two online courses during Fall 2014. Most of the students (97%) visited their online course(s) at least a few

times a week, and close to two thirds of the students (65%) spent four or more hours logged into their online course per week (up from 56% in 2011 and 62% in 2012).

- When asked the reason why they took their online course, students reported a desire to apply the course toward their AA/AS degree (33%) or an intention to transfer to a four-year university (33%).
- The most popular reasons offered as the cause of students' online course withdrawal were as follows: the course did not fit their personal/work schedule (26%), a preference for in-person classes (20%), and the course was too time consuming (19%). Between 2011 and 2014, withdrawal due to personal reasons (26% to 13%), course difficulty (16% to 11%), and computer/web technical difficulties decreased (7% to 2%). Withdrawal due to students' personal/work schedule (18% to 26%) and preference for in-person classes increased (11% to 20%).

Technical Support

- Over three quarters of the students (79%) agreed that they had a positive experience using the online course tools. However, fewer than half of the students (52%) felt they were able to obtain help from the 24/7 Blackboard Helpdesk (down from 61% in 2011 and 57% in 2012).

Classroom Support and Communication

- Most online students (91%) referenced the course syllabus for information about course requirements. When asked if their instructor responded to their questions within the timeframe stated in the course syllabus, 72% of the online students agreed or strongly agreed (up from 67% in 2011 and 70% in 2012). Among those who did not agree or responded neutrally (28%), three out of four online students (77%) did not know where else to go for help with their questions. This is up from 68% in 2011 and 2012.
- Twenty-two percent of online students preferred that instructors respond to questions within 12 hours and 52% preferred a response within 24 hours.
- Most online students felt that they could communicate effectively with classmates (71%) and instructors (75%). However, effective communication with classmate declined between 2011 and 2014 (78% to 71%).
- The top methods of communication with instructors were email (81%), announcements (38%), course messages (37%), and the discussion board (33%). Between 2011 and 2014, students became less likely to select email (86% to 81%) and the discussion board (41% to 33%) as effective methods of student-instructor communication.

Perception of Online Learning and Future Services

- Many of the online students (74%) felt that the number of students in the course was appropriate (down from 79% in 2011).
- Given the choice, 64% of the online students felt it would be likely that they would take another online course rather than a traditional on-campus course (down from 69% in 2011 and 2012). Moreover, three out of four online students (76%) felt that the online format was an effective way to learn.

Survey Results

Student Profile

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

	Survey Respondents		General Online Population	
	N	%	N	%
Fully online only	179	75%	2,814	79%
Partially online only	38	16%	543	15%
Both fully online and partially online	23	10%	195	5%
Subtotal	240	100%	3,552	100%
Unreported	3			
Total	243			

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

	Survey Respondents		General Online Population	
	N	%	N	%
Under 18	2	1%	3	0%
18 to 24	74	33%	1,636	46%
25 to 29	40	18%	806	23%
30 to 39	45	20%	671	19%
40 to 49	37	16%	258	7%
50 and above	29	13%	178	5%
Subtotal	227	100%	3,552	100%
Unreported	16			
Total	243			

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

	Survey Respondents		General Online Population	
	N	%	N	%
Female	137	60%	1,937	55%
Male	90	40%	1,615	45%
Suntotal	227	100%	3,552	100%
Unreported	16			
Total	243			

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

	Survey Respondents		General Online Population	
	N	%	N	%
African American	14	6%	243	7%
American Indian/Alaskan Native	4	2%	10	0%
Asian/Pacific Islander	32	14%	484	14%
Filipino	14	6%	264	8%
Latino	33	15%	928	27%
White	100	45%	1,286	37%
Other	25	11%	252	7%
Subtotal	222	100%	3,467	100%
Unreported	21		85	
Total	243		3,552	

Student Preparation for Online Course

Table 5. How many online courses within the San Diego Community College District have you taken in the past two years before Fall 2014?

	N	%
None	67	28%
One	36	15%
Two	29	12%
Three	31	13%
Four	14	6%
Five	14	6%
More than five	48	20%
Subtotal	239	100%
Unreported	4	
Total	243	

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

	N	%
None	190	79%
One	11	5%
Two	8	3%
Three	7	3%
Four	5	2%
Five	2	1%
More than five	18	7%
Subtotal	241	100%
Unreported	2	
Total	243	

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

	N	%
Strongly disagree	4	2%
Disagree	19	8%
Neither agree nor disagree	35	16%
Agree	92	41%
Strongly agree	75	33%
Subtotal	225	100%
Not applicable/Unreported	18	
Total	243	

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

	N	%
Very unhelpful	9	7%
Unhelpful	7	6%
Neither helpful nor unhelpful	31	25%
Helpful	47	37%
Very helpful	32	25%
Subtotal	126	100%
Not applicable/Unreported	117	
Total	243	

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

	N	%
Very unhelpful	7	6%
Unhelpful	7	6%
Neither helpful nor unhelpful	28	23%
Helpful	46	38%
Very helpful	34	28%
Subtotal	122	100%
Not applicable/Unreported	121	
Total	243	

Student Experience in Online Course

Table 10. How many online courses at the San Diego Community College District (City, Mesa, or Miramar Colleges) did you enroll in during Fall 2014?

	N	%
One	110	45%
Two	56	23%
Three	44	18%
Four	19	8%
Five	7	3%
More than five	7	3%
Total	243	100%

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

	N	%
Less than once a month	4	2%
Once a month	0	0%
A few times a month	5	2%
A few times a week	142	60%
Once every day	51	22%
More than once a day	35	15%
Subtotal	237	100%
Unreported	6	
Total	243	

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

	N	%
Less than 2 hrs/week	9	4%
2-3 hrs/week	74	31%
4-5 hrs/week	78	33%
6 or more hrs/week	76	32%
Subtotal	237	100%
Unreported	6	
Total	243	

Table 13. Why did you take this online course?

	N	%
Apply toward AA/AS degree	77	33%
Apply toward certificate	14	6%
For career development	26	11%
Needed the units	20	9%
Personal enrichment	12	5%
Transfer to a 4-year university	76	33%
Other	7	3%
Subtotal	232	100%
Unreported	11	
Total	243	

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

	N	%
The course(s) did not fit into my personal/work schedule	14	26%
I prefer to take classes in person	11	20%
The course(s) was too time consuming	10	19%
I did not need the course(s) (i.e. change of major, transferred, etc.)	9	17%
Personal reasons (health, family, etc.)	7	13%
There was not enough instructor feedback	7	13%
The course(s) was too difficult	6	11%
The course(s) did not fit into my course schedule	5	9%
Blackboard was too difficult/problematic	2	4%
I had technical difficulties with the computer/web	1	2%
Other	6	11%
Total	78	

Technical Support

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

	N	%
Strongly disagree	12	5%
Disagree	14	6%
Neither agree nor disagree	22	10%
Agree	91	40%
Strongly agree	90	39%
Subtotal	229	100%
Not applicable/Unreported	14	
Total	243	

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

	N	%
Very unhelpful	9	10%
Unhelpful	7	8%
Neither helpful nor unhelpful	27	30%
Helpful	24	27%
Very helpful	22	25%
Subtotal	89	100%
Not applicable/Unreported	154	
Total	243	

Classroom Support and Communication

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

	N	%
Strongly disagree	7	3%
Disagree	5	2%
Neither agree nor disagree	9	4%
Agree	80	36%
Strongly agree	124	55%
Subtotal	225	100%
Not applicable/Unreported	18	
Total	243	

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

	N	%
Strongly disagree	28	13%
Disagree	14	6%
Neither agree nor disagree	21	9%
Agree	83	37%
Strongly agree	77	35%
Subtotal	223	100%
Not applicable/Unreported	20	
Total	243	

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

	N	%
No	48	77%
Yes	14	23%
Subtotal	62	100%
Not asked/Unreported	181	
Total	243	

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

	N	%
Up to 12 hours	51	22%
Up to 24 hours	121	52%
Up to 2 days	47	20%
Up to 3 days	6	3%
Other	8	3%
Subtotal	233	100%
Unreported	10	
Total	243	

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

	N	%
Strongly disagree	16	7%
Disagree	13	6%
Neither agree nor disagree	34	15%
Agree	84	38%
Strongly agree	73	33%
Subtotal	220	100%
Not applicable/Unreported	23	
Total	243	

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

	N	%
Strongly disagree	17	7%
Disagree	15	7%
Neither agree nor disagree	24	11%
Agree	80	35%
Strongly agree	92	40%
Subtotal	228	100%
Not applicable/Unreported	15	
Total	243	

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

	N	%
Email	183	81%
Announcements	86	38%
Course Messages	83	37%
Discussion Board	75	33%
Comments on Assignments	63	28%
Chat/WebConference	21	9%
Other	8	4%
Total	519	229%

Perception of Online Learning and Future Services

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

	N	%
Strongly disagree	3	1%
Disagree	1	0%
Neither agree nor disagree	51	23%
Agree	75	34%
Strongly agree	88	40%
Subtotal	218	100%
Not applicable/Unreported	25	
Total	243	

Table 25. If you were given the choice between an online course and a face-to-face on-campus course, how likely is it that you would take another online course?

	N	%
Very unlikely	20	9%
Unlikely	22	10%
Neither likely nor unlikely	40	18%
Likely	55	24%
Very likely	90	40%
Subtotal	227	100%
Unreported	16	
Total	243	

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

	N	%
Strongly disagree	14	6%
Disagree	12	5%
Neither agree nor disagree	28	12%
Agree	75	33%
Strongly agree	99	43%
Subtotal	228	100%
Not applicable/Unreported	15	
Total	243	

Appendix A: Survey Instrument

Online Course Student Satisfaction Survey -Fall 2014

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

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

1. If you were enrolled in any online courses at {Add in appropriate college: City College/ECC / Mesa College / Miramar College} in Fall 2014, please indicate if they were fully online, partially online, or both fully online and partially online courses. **[Online courses are considered *Fully Online* if they are 100% online with no meetings or exams on campus. Online courses are considered *Partially Online* if they have one or more meetings on campus.]**
 - Fully online only
 - Partially online only
 - Both fully online and partially online

2. How many online courses at the San Diego Community College District (City, Mesa, or Miramar Colleges) did you enroll in during Fall 2014?
 - One
 - Two
 - Three
 - Four
 - Five
 - More than five

3. If you withdrew from any online classes you enrolled in for Fall 2014 please indicate the reason(s) why you withdrew. **(Select all that apply)**
 - Blackboard was too difficult/problematic
 - I did not need the course(s) (i.e. change of major, transferred, etc.)
 - I had technical difficulties with the computer/web
 - I prefer to take classes in person
 - Personal reasons (health, family, etc.)
 - The course(s) did not fit into my course schedule
 - The course(s) did not fit into my personal/work schedule
 - The course(s) was too difficult
 - The course(s) was too time consuming
 - There was not enough instructor feedback
 - Other, please explain: _____

4. How many online courses within the San Diego Community College District (City, Mesa, or Miramar Colleges) have you taken in the past two years before Fall 2014?
- None
 - One
 - Two
 - Three
 - Four
 - Five
 - More than five
5. How many online courses have you taken at other colleges outside of the SDCCD in the past two years before Fall 2014?
- None
 - One
 - Two
 - Three
 - Four
 - Five
 - More than five

If you enrolled in more than one online course during Fall 2014, please answer the following questions based on your experience with the online course that is most representative of your overall experience at {Add in appropriate college: City College/ECC / Mesa College / Miramar College}.

6. Why did you take this online course?
- Apply toward AA/AS degree
 - Apply toward certificate
 - For career development
 - Personal enrichment
 - Transfer to a 4-year university
 - Needed the units
 - Other, please explain: _____
7. On average, how many hours per week have you spent logged into this online course during the semester?
- Less than 2 hrs/week
 - 2-3 hrs/week
 - 4-5 hrs/week
 - 6 or more hrs/week

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

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

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

		Very unhelpful	Unhelpful	Neither helpful nor unhelpful	Helpful	Very helpful	Not applicable
9.	If you completed the Online Learning Readiness Assessment before you took this course, how helpful was it in assessing your preparation for taking an online course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	If you attended a Blackboard orientation either online or on-campus, how helpful was it in preparing you to take an online course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	If you contacted the 24/7 Blackboard Helpdesk, how helpful was it in solving the issue?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate your **level of agreement**.

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

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

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree
- Not applicable

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

- No
- Yes, please specify where: _____

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

- Announcements
- Chat/WebConference
- Comments on assignments
- Discussion board
- Course Messages
- Email
- Other, please specify: _____

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

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

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

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

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

25. What would you change about the course?

Demographics (Optional)

26. What is your age?

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

27. Are you male or female?

- Male
- Female

28. What is your ethnic background?

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

Thank you for taking the survey!

Appendix B: Student Comments

Question 3: If you withdrew from any online classes you enrolled in for Fall 2014 please indicate the reason(s) why you withdrew. OTHER SPECIFIED

1. Book store didn't have the book needed for the class. Was falling behind with out the book.
2. I could not grasp the material on line.
3. please add more criminal justice classes!!!
4. The course consisted of simply doing mymathlab; that does not teach a student anything
5. The instructor withdrew me the first week
6. There was no structure. *** said you can turn in your homework on the last day of school and I need structure I like deadlines throughout the course plus he wanted us to write a paper every week. I am studying to take my RE license/broker I believe it's not necessary to write papers every week. The point of the class is to get us prepared to take the exam. We will learn more on the job.

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

1. better for my work schedule
2. My registration was so late and I couldnot find available classes .
3. n/a - only took 1 class
4. No other choice. The class was typed as a partially online course.
5. originally registered for on campus, but was canceled due to low enrollment; registered for online after
6. To replace a failing grade
7. Work conflict does not permit in person classes

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

1. Blackboard help desk
2. counseling?
3. course material, syllabus, other students
4. course question instructor, blackboard help for blackboard
5. Discussion board
6. Discussion Board
7. discussion board with other students
8. help desk on blackboard
9. LRC
10. Office hours
11. Online help within Black Board
12. the discussion board on blackboard usually has question and answers from fellow students.
13. The Place, other students, blackboard helpdesk, professor, etc.
14. Zoom online office hours

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

1. After class meeting
2. by phone
3. MyAccounting lab hours
4. None
5. None
6. phone
7. telephone if all else fails
8. There was no effective communication during this class

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

1. 3 Hours, 1 Hour day of due date.
2. about 3-6 hours, to be able to finish the assignment
3. depends on the question. Test questions ASAP
4. Depends, but I think a time frame should be included in the syllabus so there's no confusion.
5. Less than 3 hrs
6. Never responded back
7. On average 2 days. If it is a short term assignment say, given with only 2 days to complete. Questions must be answered much quicker.
8. up to 24 hrs but 12 hours preferred

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

1. A good posting board for assignments and instructions that may have been missed or were not mentioned in class.
2. Accessibility of course
3. Access stability to do work on your own schedule
4. All. It was a very interesting experience
5. As a student at UCSD I need the class schedule to be flexible.
6. Available anytime
7. avoid traffic
8. Being able to be at home and do course work.
9. Being able to be logged when I am able, considering that I am full time employed.
10. Being able to do it all from home.
11. Being able to do it at home
12. Being able to do school at home, I have two young children and I don't have a baby sitter except for 3 days out of the week and those are my work days, I can't afford daycare and I don't always have the money for gas all year long my job is kind of seasonal so in the fall and winter days I don't really work, since I work off commission only
13. Being able to take courses online so I do not have to pay for child care.
14. Being able to take test and chapters at own pace. Seeing the whole assignment book of grades to help keep track of what I haven't completed and have completed.
15. Being able to turn in assignments by scanning them
16. Being able to use my home computer and internet to problem solve difficult questions
17. Being able to work at my own pace toward deadlines with no class meetings.
18. Being able to work from home at night was helpful.
19. Can complete assignments on my own time/schedule. Very convenient
20. Can't computer science information all about google and making tasks easy
21. Clarity of assignments and well informed and strict deadlines.
22. Convenience
23. Convenience of time, calendar
24. Convenience. I work full time.
25. Convenient
26. Convenient as well as my schedule.
27. Course working being due on Sunday.
28. Discussion Board
29. Discussion boards
30. Discussions board
31. Don't have to fight the traffic of parking
32. Don't need to drive a long way to school
33. Ease of scheduling
34. Easy access wherever I go
35. Easy and convenient. No worrying about parking.
36. Easy to use. Ability to contact teacher. Online powerpoints are very beneficial. Fits my busy work schedule.
37. efficiency
38. E-Mail, Discussion Board, Written Assignment submittal, online quizzes tool, My Grades and the instant grading of quizzes, help desk if I have issues with the website
39. Everything
40. Everything
41. fast and convenience
42. feedback from the instructor

43. Fits into my busy work schedule.
44. Fits my schedule
45. fitting into my schedule
46. Flexibility
47. flexibility
48. Flexibility
49. Flexibility of schedule. Hands down.
50. flexibility of time and there's no need to spend extra time on the road during peak hours.
51. flexibility, self-paced learning, positive atmosphere is very supportive, most classes were open during registration.
52. Flexible schedule
53. Flexible time for studying
54. Freedom to do whenever
55. From a learning standpoint almost everything. The concepts i learned were not only invaluable, but extremely relevant to my areas of interest. I simply do not have the speed to be able to complete comprehensive exams at a pace fast enough to be able to complete them on time to get the questions answered in a timely manner. That is not my objective. I am disabled, and not working but I want to be able to do something constructive with my time, even if only a few hours a day. I started taking a medication which slows down thinking per the warnings, and I think this has affected my performance.. There isn't a bone in my body that just wanted to walk away from the hole thing, since I am used to getting good grades. That would kind of be like walking out of a football game when my team was losing, so I decided to just stick with it and hopefully I can continue at the college and make changes that would improve my performance
56. Having all the learning modules for the entire semester. And also the discussion boards/messages were very important for me to communicate with my other classmates.
57. having every assignment due on the day it was suppose to be done and I also liked that the course did not do any changes on the syllabus
58. I am able to get work done while also being home with my child and taking care of household chores, dinner, etc.
59. I believe online resources that most of my online classes have implemented such as Blackboard and various Pearson Mylabs are very helpful.
60. I can do all the work on my time. I wish I could get the next assignment as soon as I am done with the first assignment. That way I could get ahead in the class. I work full time and do all of my school work on my days off. I really enjoyed talk the school. I took *** with ***. If I had a question I would email him and get a response in about 5 minutes. *** was great with communication. :)
61. i can do my homework in my leisure time, and that all my class gave me reasonable time to complete all my homework
62. I can finish on my own time
63. I can kind of go at my own pace. I go to National University and love online classes. I'm a busy person so it works for me.
64. I can pace myself and use my study time in an effective way. Also, Less distractions since it's just me. And I don't have to be part of face-to-face discussions which I'm not a big fan of.
65. I can plan around life and I have motivation to be a self starter
66. I can work on my courses any time of the time during the day.
67. I could do my work when I was free.
68. I could do the assignments at me leisure
69. I could learn at my own pace
70. I could study in my convenience. I could use my dictionary.
71. I enjoyed the fact that school work was right at my finger tips. There is fewer distractions and I feel I learn more of the materials.
72. I got to make my own schedule. I didn't have to worry about being late to class.

73. I had a great text, that really determines how much I will be able to understand
74. I had everything I needed to do what I needed to do. The professor seemed very enthusiastic in her course announcements and gave solid, useful information for us to work with in our assignments and our approach to the assignments.
75. I have more freedom when choosing when to work on assignments
76. I haven't had time to go to a class, so it's more convenient.
77. I learned how to do a few things for my business after living *** of inaccurate instructions.
78. I like being able to work independently and work the hours that I'm available. I like that online, all students join in on discussions, so we get all opinions and I believe students speak more freely, without being stared at as in a classroom setting. Overall, I like the freedom of online classes, yet with guidelines to keep me disciplined.
79. I like how I am able to access every assignment, details, and see grades in convenient and easy to locate links.
80. I like that all expectations are documented, and changes are easily visible. Even if instructions are confusing then I have evidence of unclear instructions.
81. I liked doing things when I had the time to do them rather than attending classes at a specific time.
82. I liked that everything was done at my convenience.
83. I liked the videos. However with the technical nature of a computer class it was still hard to learn. Other classes such as history were easy to accomplish online.
84. I loved that we have all our required things on the computer.
85. I really do not know what ""elements"" this question was referring to. I had the ability to chat with my professor, email the professor and fellow students, take timed quizzes, post and respond to forums on the discussion board, access handouts such as power points, news articles, and excerpts from books, access the SDCCD's library and media on demand. The online course was robust.
86. I was able to continue going to school while working full time. Flexibility with my schedule.
87. I was able to create my own hours which is important due to my work schedule
88. I was able to log on to blackboard on my own time. Whenever it's convenient for me.
89. I work a full time job, so it enables me to not miss time at work
90. I work full time and it's hard to find face-to-face classes that fit in with my work schedule. So online classes work best for me.
91. Info is readily available whenever I need to access it and not having to go to campus as much helps with gas money and time management as I also work full time.
92. information
93. Instructor was eager to assist with questions
94. It allowed me to work the hours available to me because of my work schedule.
95. It is convenient that I can choose when to complete course work. Being able to do school around my work schedule is highly valuable, however I prefer face to face education if my schedule allows it.
96. It is flexible to my hours and with my on campus courses
97. It is structured where I can plan my days and weeks, now I am trying to find part-time employment due to success
98. it saves me gas and mileage with a vehicle which is a big plus.
99. It was convenient to be able to schedule the course around my life instead of the other way around.
100. It's easiness and convenientness
101. Learning how to create documents
102. Love online classes!
103. myITLab - tutorials, demos, ...
104. N/A
105. N/a
106. N/A
107. No campus visit is requirec
108. None, learning via online should be reserved for those who are overseas/etc.

109. None.
110. None. This is my first time taking an online course, and I do not plan on taking another. I much prefer in-class courses, I have come to realize.
111. Not having to go to school in that timeframe
112. nothing
113. One of my online classes was very flexible and accommodated my schedule.
114. Online classes allow me to do the course load when it works for me throughout the week rather than a set time. It allows me to maintain my work schedule.
115. online course gives students flexibility to balance out on campus courses, work, home duties, and academics.
116. Online courses are not viable at all
117. open 24/7
118. pearson
119. Pearson My AccountingLab
120. Practicality of not needing to travel to campus to attend the course.
121. Save time
122. Saved on parking fees. The course forced me to understand more on my own, thus getting a better understanding of the material.
123. Saves time and money.
124. Schedule of assignment due dates, feedback message bubbles from instructor, message board when instructors use it for additional lecture points, chapter outline in PowerPoint slides.
125. schedule versatility
126. Step by step learning tied to exercises and videos that helped learning.
127. Study plan, sample test, & no. of times to complete a question.
128. Syllabus
129. Taking weekly quizzes.
130. That it was at my own pace.
131. That you go on your own pace during the week and not having to waste gas to go to a class that is only an hour and a half long.
132. The ability to check in on it when I am available.
133. The ability to learn material at my own pace, and to provide insightful comments on the discussion threads. In some respects, I prefer this to oral discussions because I am able to provide well thought out comments.
134. The ability to solve a similar question. I found the examples in the online course more closely matched the actual questions than the book, which often gave general or vague descriptions for that question.
135. The accessibility to the course whenever need be
136. The accessibility. I'm able ""to go to class"" when I can find the time between work and my on-campus classes
137. The commute to campus save me time.
138. The discussion boards.
139. The fact that i can it all at home.
140. The fact that I didnt need to be in class a certain time was extremely helpful.
141. The fact that I was able to complete my courses in my pajamas on my sofa and still get it done.
142. The fact that I was able to learn from the comfort of my own home.
143. The fact that the professor was able to explain what is needed every month from each student.
144. The flexibility and the ability to set your own pace.
145. The flexibility to do course work at any time of day.
146. The flexibility to take quizzes and exams when I wanted too. I usually like to take it in the early mornings.
147. The flexibility with my schedule and I can do it from home instead of having to sit in the classroom
148. The flexible schedule

149. The freedom of working on assignments and studying when i could fit it into my schedual.
150. The instructor's willingness and constant offering of his help/services to meet with and assist students. A well laid out syllabus Instant grading of homework, quizzes and exams
151. The self-paced element was valuable for me
152. The specific instructions to follow
153. The time and money I saved from having to travel.
154. The use of the discussion board has been especially helpful.
155. This course was valuable because it taught me to really pay attention to the material.
156. This online course contained nothing of real value. I have taken 3 other online courses so online classes are something I am both familiar and comfortable. Having a class that is 100% doing mymathlab is ineffective to learning and does not teach me what the teacher would like to teach.
157. Time
158. Time
159. time and travel \$
160. time- controllability
161. Time flexibility and some ability to work at my own pace
162. Time management, traveling to school, because I live in east county and I work a full time job
163. time saving, able to get other students perspective and experience in discussing the material.
164. Time, schedule, ability to do work at my own pace when I have the time to spend on an assignment.
165. To do my homework at home because I'm working up to 14 hours a day so no time for campus attending.
166. using some web such as YouTube
167. Video access has been useful
168. was able to work on my own time
169. Work on assignments on my time.
170. Work on your own time

Question 25: What would you change about the course?

1. Accuracy of material in blackboard The experiment and activities portion of the Chemistry *** have some inaccuracies between the text and the assignment. Also the ability to provide the correct answer after finishing an assignment is not there. So, you do not know what questions you got wrong or right. I found the use of these assignments to be frustrating because of accuracy of the assignments and the lack of the correct answer. Also inaccuracies of statements, missing words etc. I would advise students against online classes specifically because of this.
2. As I said before, I would like it if I could start my next assignment after I was done with the first assignment so I could get ahead in class. Over all I am really enjoying the class.
3. at least one or two face-to-face meetings with instructor (one-on-one or class) to answer any specific questions and/or further explain 'stuff'.
4. At this time there is nothing I would change.
5. Because my course requires the midterm and the final to be taken on campus, I think it would much more helpful if there were places at ALL campuses to take the tests. For example, I attend Mesa but my online class is based out of Miramar. I think it would be a lot more helpful if I had the option to take the test at Mesa, rather than have to drive to another campus.
6. CISC *** was the only class I am having difficulty with and it is because the only way to access materials is through the professor's site. It's very inefficient to work with two or more different sites for a class and there was not enough help to actually understand and finish assignments.
7. Communication with the instructor
8. EVERYTHIING. The way assignments are ""published,"" how we are forced to use WebAssign which costs money for semester subscription, the way tests are written so differently from the homework problems and textbook problems we use for practice... the way any sort of study tool is made available to us. All VERY inefficient
9. Everything, the way it's handled and the material is taught. It seems as if I paid to teach myself the entire semester.
10. EVERYTHING. Online courses are a ""means to an end"" style of course and most students just did brain dumps to pass tests and theres no real interaction and immersion. I believe online courses are a scam to enroll more credit hours. i do not believe a person can fully learn from material solely from a book or a computer screen.
11. Faster response/more detailed feed back about submitted work.especially at the beginning of the course. It das not make any sense to grade my work after the half of the semester is over and It is to late for improvement. It es expected from us to submit our work at dead line.the same should be for the instructor to grad and give valueable feedback before the next assignment is due!
12. Final exams should always be online, if applicable.
13. Get rid of teachers that don't grade/answer emails in a timely manner!
14. Had problems with the online learning tools that were used such as MindTap and My Accounting Lab that the instructor couldn't help me with, and seemed as if they didn't even understand how to use the software that they were asking us to use, which seems unprofessional.
15. Have assignments graded in a more timely manner
16. Have someone available in the lab for assistance when help is needed.
17. Having online projects/discussions due on Wednesday when the class is held on Thursday
18. Honestly material, though historically useful was outdated and should be updated.
19. I am not a huge fan of blackboard.
20. I didn't actually like the book very much. But I guess it's meant to be paired with MAL
21. I do not like Blackboard's graphics and user interface (GUI). I cannot download or convert the page in Adobe should I want to archive the professor's comments or work posted by other students. Many of my online learning experiences have been through Blackboard, but I have used other online course learning applications such as Moodle and Sakai, which are easier to access, but more importantly, the webpages can be converted to a pdf file easier than BB.

22. I don't know or work status force us to take the classes on line (we have to)
23. I don't know enough about online courses to know if there needs to be changed
24. I found the textbook to be not very helpful at all and usually look for better explanations elsewhere on the internet
25. I have taken other online classes where the instructor is extremely helpful and willing to answer question and give you feedback in respectful amount of time. That is not the case for the course I am taking now where communication is so difficult with the instructor and feedback is at a minimum. Seem like the instructor doesn't even read your question before he throws a generic solution at you. :(Communication is key for online classes.
26. I just feel that some instruction in a technical class should be be partially in class or should have a lab available for students have issues with material.
27. I think for alot of my online classes , teachers have syllabus with inaccurate dates , just recycled from last semester , and no clarity on assignments , test , due dates, etc ..
28. I think the courses themselves are fine but blackboard seems a little dated. Theres a lot of links to get to your materials and the layout could be more modern.
29. I was taking an accounting class which was extremely difficult to do online. Face to face would have been much better.
30. I wish it has an instructor teaching, we can listen to his/her voice, read his/her writing on the board, we can talk through our microphone.
31. I wish there was a chat area to talk to my classmates
32. I wish there was an easier way to build blackboard to be uniform with other online classes. I understand instructors have to build it themselves and having a template may be easier to have grades and resources easily accessible for both students and instructors
33. I wish there were a bit more interaction, but that's not something that is available with online. I'm still a little old fashioned. I love the online options, but there are still pieces of the classroom experience that I miss sometimes. It's a trade-off: convenience v. interaction.
34. I would add more assignments that did not involve My Accounting Lab.
35. I would change the layout of the course and make it less confusing.
36. I would change the way the notifications work. It would make it easier to just get an email showing me what the professor has posted on blackboard.
37. I would make all the materials available at the begining of the course. The course could be self paced since there hasn't been any needed interaction between students or the instructor. I would have appreciated if I could complete several of the assignments in one sitter as opposed to waiting a full week for the next.
38. I would not have changed anything. It was a great course and I use what I learned in this class in my other classes.
39. I would prefer more moderation and feedback by the teacher. There has been zero feedback on the discussion boards. This is my first online course and I have no idea how I am doing.
40. i would prefer to have a book than just to have it online
41. i would speak to the teachers because some take forever to respond to my messages and it gets very irritating
42. I wouldn't chage nothing.
43. I wouldn't change anything.
44. If there is a new book meaning if theres a new edition and you can only get the new edition the professor should be able to provide the new and old pages to find readings.
45. In the assignment book there was discussion and quizzes that I believe were for another class that accidentally slipped in.
46. In the short term I didnot have time for study
47. Instructor
48. Instructor response shoul be faster.
49. instructors' responsibilities

50. It is mostly reading a book with no instructor input. I liked the courses that have videos from the instructor. But sadly, most classes seem to be pretty dead and I often feel quite disconnected. It is reading a book and answering questions. It requires no effort from the instructor for teaching and only serves to grade assignments.
51. Its just really hard. Its an 8 week class teaching algebra. There is a lot of information that is hard to remember. I think it would be helpful to have access to some sort of notes or tools for our exams.
52. I've had positive online learning experiences with courses taken at SDCCD. I wouldn't know what to change to make it a better educational tool.
53. I've noticed communication with professors in online courses is hit or miss. If a course is fully online, professors should make an effort to be more responsive than they may be when there is a classroom setting available
54. Less timed essays
55. Make sure the instructor uploads assignments on time and gives enough feedback about the submitted assignments
56. Master calender with all due dates posted. Too much confusion with all the teachers using different book sites for homework, Makes it hard to keep track of all the work
57. Maybe more response from instructor on my progress.
58. More flexibility about textbooks, it's too expensive always to pay for new books.
59. More interaction with instructor and fellow students
60. My instructor
61. My only issue is when we respond to a student in discussion and there is ongoing correspondence, we are not notified that a student responded to our comments, we have to actively go back and remember who else we posted to, to see if they responded. I would like to be notified if someone replied to a post of mine on another students thread
62. N/A
63. N/A
64. N/A
65. N/A
66. N/a
67. N/A
68. N/A
69. Nada
70. NEED MORE OF A VARIETY OF CRIMINAL JUSTICE CLASSES!!!
71. No more Blackboard
72. No online class. You really don't learn anything through online classes.
73. No opinion.
74. None
75. None
76. None
77. None
78. not thing come to my mind right now.
79. nothing
80. Nothing
81. Nothing
82. nothing
83. Nothing
84. Nothing
85. Nothing
86. nothing
87. nothing
88. Nothing

89. Nothing
90. Nothing
91. Nothing
92. Nothing
93. Nothing
94. Nothing
95. Nothing
96. Nothing
97. Nothing
98. Nothing
99. nothing
100. Nothing
101. Nothing
102. Nothing
103. Nothing
104. nothing
105. nothing
106. Nothing
107. Nothing
108. Nothing
109. Nothing
110. Nothing
111. Nothing
112. nothing at all but Id change the instructors get back tim to you. because most of the time the online instructors take weeks even months and some of them never even attempt to email you back.
113. Nothing I love it. Maybe a little more extra credit
114. nothing I think it is a great course
115. nothing really but also if the course seems to be more fitting in the classroom but can also handle online work, maybe there could be more hybrid classes
116. Nothing really, I am finding that I need face-to-face interaction.
117. Nothing so far
118. Nothing with the classes themselves, just that more classes were available through sdccd. I can't find some of my classes online that are required in my GE.
119. Nothing!
120. nothing, great course
121. Nothing.
122. Nothing.
123. Nothing.
124. Nothing.
125. Nothing.
126. nothing.
127. nothing.
128. Nothing. The online portion of this course is equivalent to On-Campus courses utilizing Blackboard for homework and assignments.
129. One instructor expected us to do an online group project. This was extremely difficult. Some students were completely inactive in the course until last minute, others participated and then they disappeared. Some groups had way more students than others and the page length of the project was the same. One of the reasons why I enroll in online classes is because I get to work at my own pace and I don't have to rely on anyone else but myself. The class was perfect until the group project came up and it was a majority of our grade. It had to be one of the worse online class experiences that I had.

130. One of the online courses had unclear expectations and I was inexplicably dropped, and therefore unable to contact the instructor as to inquire why.
131. One test submission with no resets is a joke. Blackboard submitted my test when all I was trying to do was move on to the next question.
132. Quizzes to be more similar to test
133. Remove mymathlab and utilize the professor assigning problems he feels is relevant to what he wants to teach.
134. Some of the timeframes because the system or computer would sometimes freeze and had to reboot and therefore lose time to complete the quiz or exam.
135. some teachers are not teaching, they're simply moderating. Posting a textbook and a set of problems is not teaching a class. The slides and posts he makes are rarely helpful, and more often than not the slides are only more problems with no solutions. I am specifically referring to ***
136. Sometimes the professor was harsh with his responses
137. Specifically speaking of the History *** course I took - I would have never taken this course had I known how COMPLETELY unresponsive the professor was. I don't have time to go to his office (as stated I work full time) and he hasn't graded anything for over a month. Don't even really know what my grade is.
138. Study guide for math courses.
139. switch from a paper book to an e-book
140. T
141. The amount of home work on some classes are ridiculous. Some are hard to download.
142. The biggest issue of online courses at SDCCD is certainly the inability to visualize incorrect questions, which represents a great mean when it comes to learning. That needs to change. Also, online courses are made for people who aren't able to participate to on-campus classes for various reasons. They should be, therefore, set up differently. One should be able to get ahead if the case. It's not fair having to wait for the teacher to open some discussion or the like. Discussions should be made public so that if students want to start working on them a month in advance, they are free to do that. Of course, deadlines have to be given and met, but a student must be free to pace himself all the way. What if something happens? What if one has to undergo surgery or unexpectedly leave town? A teacher should consider all these possibilities and act accordingly.
143. the books
144. The course I'm enrolled in is labeled on the class schedule as fully online, but in the syllabus the instructor requires us to meet on one day at the end of the semester to turn in our workbooks. That doesn't seem fully online to me. And although this is not specific to this course, I would make a general change to Blackboard making it so that instructors can't assign group projects, because they simply don't have a place in online courses and college level courses in general.
145. The format of teaching an online course and the text book that was chosen for the class.
146. The homework hints (mini lectures on how to do problems) are very helpful but aren't present nearly enough.
147. The instructors be more flexible with the work we turn in. And give us more opportunities to Make up for a grade or extra credit.
148. The instructions for the assignments are either wrong or missing information therefore can't be done then I email him but don't always receive a response or the response is delayed therefore I can't do the assignment.
149. The instructor has not given us any grades or feedback. I have asked for something and no response. I really hate the class. The instructor is horrible and I have never had this experience in prior SDCCD or SDSU courses since 2002 when I began my educational adventure.
150. The midterm tests were simply too much for me. That doesn't make them wrong. I am an older learner, and a lot happened during this semester that weren't anticipated I used online E-books for the first time and that was a disaster, a physical textbook is much better for me even with online learning. I would never

- use online textbooks again . Of course for me, breaking up exams into smaller segments would be extremely helpful. For someone that is used to doing well, this really hurts.
151. The online course questions should more closely mirror the book. Either book should be corrected to reflect all of the online questions or vice versa. Also, the online occasionally had a glitch that counted wrong a correctly answered question.
 152. The online courses are typically for people employed professionally. So, the syllabus should be more flexible with dates. I was deployed on a fire without internet for 2 weeks and missed some deadlines.
 153. The teacher
 154. The teacher was HORRIBLE about changing things. The syllabus says one thing and I show up to class to a test that is on the syllabus for the next week. She is constantly changing things and gives very little instruction. This is probably my worst grade and it's the class I actually go to in person.
 155. the test format. I like to see all the questions so I can answer the ones I know and go back to the harder ones later.
 156. The variation between professors is very large and I don't feel all professors are very effective at teaching in an online environment. Instead of lecturing a lot of professors just do a power point of exactly whats in the text book and then they give a student 10 links to other websites each week to make up for a lecture which can take a student 20 plus hours a week to actually go through. I feel a professor should provide a lecture like they would in an in person class instead. I think professors who teach online need to be very skilled at effective communication via chat or email. I also feel they should be available for office hours on a specific day during the week that is consistent either online or in person.
 157. Time limits on some exams based on questions
 158. when instructor responds to questions, it would be helpfull to be more concise.
 159. When professor teach online courses they need to have very clear instructions for their students to follow.
 160. Workload.