



City College Online Course Satisfaction Survey Report

Spring 2010

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Overview and Purpose

The purpose of this survey project is to collect additional information about students who took online courses in the spring 2010 semester. This report was created to measure students' perceptions and opinions about elements involved in online courses such as preparation, experiences in the course, technical support received, communication with the instructor and classmates, learning, and future needs.

Methodology

Survey Population

To be eligible for the study a student had to be enrolled in an online course at City College as of first census in the 2010 regular spring semester. Students who dropped the course or never attended were excluded.

Implementation

The data collection methodology for the online course satisfaction survey was an online survey. A pre-notification email was sent to students one week prior to data collection informing them of the forthcoming online student satisfaction survey. Students received a survey invitation sent by the Office of Institutional Research and Planning in April 2010. Students were instructed to access the survey directly from a URL link in the email invitation. Students were allowed access to the survey for approximately two weeks. In an effort to increase survey response rates, two reminder emails with direct access to the survey were sent to the survey population. Additionally, Online and Distributed Learning posted notifications to inform students to check their emails for an invitation to the survey. A notification was posted to the Blackboard and pop-up notifications were posted as students logged into their online courses.

Instrumentation

The Office of Institutional Research and Planning referenced the previous 2009 Online Course Satisfaction survey and collaborated with the Dean of Online and Distributed Learning to develop and confirm the survey questions. The survey instrument contained 25 questions and took approximately 4 to 5 minutes for students to complete. The survey contained 11 single response questions using Likert scales of helpfulness and agreement, 10 single response categorical questions, 2 multiple response questions, and 2 open-ended questions in which a student could provide verbatim responses. Several categorical questions allowed a student to provide a verbatim response in lieu of a categorical response. A copy of the survey is provided in Appendix A.

Analytical Plan

Analyses of demographic questions in the Student Profile include two comparison groups: the survey respondents and the general online student population. Responses to demographic questions in the satisfaction survey are compared to demographic information provided by the general online student population in their college applications. Analyses of remaining questions are provided for survey respondents only and are grouped into themes to elicit further comparison. Data tables are provided in Appendix B ordered by theme; students' responses to the open-ended questions are provided verbatim in

Appendix C. Please note that within the tables, *Percents* include all students who completed a survey. *Valid Percents* include only those students who responded to the question and do not include question nonresponse or responses of 'Not Applicable'. Most of the narrative utilizes data from *Valid Percents*; however, in questions with a large proportion of nonresponse and/or not applicable, *Percents* are also noted. Also note that individual response categories may not total 100% due to rounding.

Student Profile

The General Online Population at City College totaled 3,787 students. Three percent of the students did not supply an email address or supplied an invalid email address. Of the 3,683 surveys that were sent to students, 500 surveys were returned, yielding a 14% response rate. The response rate does not provide statistical representativeness of the population of online students served within City College. However, it is within the range of survey response rates of the SDCCD online student population over the last three years (9% in 2009, 18% in 2008, 13% in 2007). The generalizability of the data was determined via a comparison of the survey respondents to the general online student population using four characteristics: online format of courses taken, age, gender and ethnicity.

- When asked if the online course(s) taken in spring 2010 was fully online, partially online, or both fully online and partially online, the majority of students who responded reported their course(s) as online only (74%). (See Table 1.) Survey respondents enrolled in fully online courses were overrepresented compared to the general online population (64%).
- The greatest percentage of students who responded to the survey were between the ages of 18 to 24 (32%), followed by students 30 to 39 (24%) and 25 to 29 (18%). (See Table 2.) Respondents between the ages of 18 to 24 (32%) and 25 to 29 (18%) were underrepresented compared to the general online population (41% and 23%, respectively). Respondents between the ages of 40 to 49 (16%) were overrepresented compared to the general online population (10%).
- The majority of respondents reported their gender as female (71%). (See Table 3.) Female respondents were overrepresented compared to the general online population (60%).
- The greatest percentage of the respondents reported their ethnicity as White (41%), 23% were Latino, 13% were African American, 11% were Asian/Pacific Islander, 7% reported 'other', 4% were Filipino and less than 1% were American Indian/Alaskan Native. (See Table 4.) The ethnic groups of students who responded were representative of the general online population.

Survey respondents varied somewhat in age, gender and online course format compared to the general online population at City College but were similar to the general online population in terms of ethnicity. Thus, the group of students who completed surveys provided limited representativeness for generalizing the results to the entire population.

The Findings

For reporting purposes, results are not referred to in question order; rather they are clustered into 6 general areas:

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

Student Preparation for Online Course

- When asked if they had previously taken an online course at SDCCD in the past two years, among students who responded, 70% reported that they had taken a course at SDCCD. (See Table 5.) Approximately one in five respondents (19%) reported that they had taken an online course at another college in the past two years. (See Table 6.)
- Most respondents (70%) felt they had sufficient information about online course requirements prior to enrolling (38% agreed and 32% strongly agreed). Eighteen percent rated the sufficiency of information neutrally. (See Table 7.)
- When asked how helpful the Online Learning Readiness Assessment was, 210 (42%) of the respondents who completed surveys did not respond or responded 'not applicable'. (See Table 8.) Among those who did respond with the level of help they received, 70% felt the Online Learning Readiness Assessment was helpful and 18% rated its' helpfulness neutrally.
- When asked how helpful the WebCT orientation was in preparation for an online course, 229 (46%) of the respondents who completed surveys did not respond or responded 'not applicable'. Among those who did respond with the level of help they received, 72% felt the WebCT orientation helpful and 18% rated its' helpfulness neutrally. (See Table 9.)

Student Experience in Online Course

- Approximately half of respondents (51%) reported they enrolled in two or more online courses during spring 2010. (See Table 10.)
- Among specific reasons offered as the cause of students' online course withdrawal, a course that was too time consuming or an unnecessary course (19% each) were mentioned most frequently. (See Table 11.) Personal reasons (18%), conflicting work/personal schedule (15%), preference for traditional on-campus classes (15%), and course difficulty (15%) were also frequently mentioned reasons for students' online course withdrawal.
- Over half of the respondents (54%) reported visiting their online course a few times a week and 41% reported visiting their online course once or more a day. (See Table 12.)
- Sixty-one percent of respondents spent 4 or more hours logged into their online course per week and 39% spent 3 or fewer hours logged into their online course per week. (See Table 13.)
- When asked the reason why they took their online course, students who responded most often reported an intention to transfer to a four-year college

(37%) or a desire to apply the course toward their AA/AS degree (36%). (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.)
- When asked if the respondents were able to obtain needed help from Technical Support, 163 of the respondents who completed surveys (33%) did not respond or responded 'not applicable'. Among those who did respond, 63% agreed that they were able to obtain the help they needed and 26% remained neutral. (See Table 16.)

Communication

- Approximately three in four respondents (76%) agreed that they could communicate effectively with their classmates and 15% of respondents rated communication with their classmates neutrally. (See Table 17.)
- Over three quarters of the respondents (78%) agreed that they were able to communicate effectively with their instructors, and 14% of the respondents were dissatisfied with their instructor-student communication. (See Table 18.)

Perception of Online Learning

- The majority of respondents (70%) agreed that the number of students in the course was appropriate, while 26% had no opinion on the matter. (See Table 19.)
- Three in four of the respondents (75%) agreed that the online format was an effective way to learn. (See Table 20.)
- The majority of respondents (76%) reported enjoyment of the online learning method. (See Table 21.)

Future Services

- Sixty-four percent of respondents would be likely to take another online course rather than a traditional on-campus course if given the choice. (See Table 22.) However, one in five of the respondents (21%) felt it would be unlikely that they would take another online course rather than a traditional on-campus course, and 15% were undecided.
- Among potential services or support mentioned as beneficial, counseling and tutoring were mentioned most frequently (39% and 37%, respectively). (See Table 23.) Over one-quarter of respondents (27%) noted that they had no need for additional services or support.

Student Comments

Students' comments to the open-ended questions are listed in Appendix C. Comments are listed verbatim and are edited with **** only in the case of derogatory language or to protect an individual's identity.

Appendix A: Survey Instrument

Online Course Student Satisfaction Survey - Spring 2010

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

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

1. If you took any online courses in Spring 2010, please indicate if they were fully online, partially online, or both fully online and partially online courses. **[Online courses are considered *Fully Online* if they are 100% online with no meetings or exams on campus. Online courses are considered *Partially Online* if they have one or more meetings on campus.]**
 - Fully online only
 - Partially online only
 - Both fully online and partially online

2. What is your age?
 - Under 18
 - 18 to 24
 - 25 to 29
 - 30 to 39
 - 40 to 49
 - 50 and above

3. Are you male or female?
 - Male
 - Female

4. What is your ethnic background?
 - African American
 - American Indian/Alaskan Native
 - Asian/Pacific Islander
 - Filipino
 - Latino
 - White
 - Other

5. How many online courses at the San Diego Community College District (City, Mesa, or Miramar Colleges) did you enroll in during Spring 2010?
 - One
 - Two
 - Three
 - Four
 - Five
 - More than five

6. If you withdrew from any online classes you enrolled in for Spring 2010 please indicate the reason(s) why you withdrew. **(Select all that apply)**
- I did not need the course(s) (i.e. change of major, transferred, etc.)
 - The course(s) did not fit into my course schedule
 - The course(s) did not fit into my personal/work schedule
 - Personal reasons (health, family, etc.)
 - The course(s) was too difficult
 - The course(s) was too time consuming
 - There was not enough instructor feedback
 - Blackboard was too difficult/problematic
 - I had technical difficulties with the computer/web
 - I prefer to take classes in person
 - Other, please explain: _____
7. How many online courses within the San Diego Community College District (City, Mesa, or Miramar Colleges) have you taken in the past two years before Spring 2010?
- None
 - One
 - Two
 - Three
 - Four
 - Five
 - More than five
8. How many online courses have you taken at other colleges outside of the SDCCD in the past two years before Spring 2010?
- None
 - One
 - Two
 - Three
 - Four
 - Five
 - More than five

If you enrolled in more than one course during Spring 2010, please answer the following questions based on your experience with the online course that is most representative of your overall experience.

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

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

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

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

		Very unhelpful	Unhelpful	Neither helpful nor unhelpful	Helpful	Very helpful	Not applicable
12.	If you completed the Online Learning Readiness Assessment before you took this course, how helpful was it in preparing you to take an online course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	If you attended a Blackboard/WebCT orientation either online or on-campus, how helpful was it in preparing you to take an online course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate your **level of agreement**.

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

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

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

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

24. What would you change about the course you took?

25. What additional online services or support would be beneficial? **(Select all that apply)**

- Counseling
- Orientation
- Placement Testing for English and Math
- Technical support
- Financial aid
- Library
- Tutoring
- No need for additional services or support
- Other, please specify: _____

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

Appendix B: Tables

City College Online Course Satisfaction Report

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

	Survey Respondents			General Online Population		
	N	%	Valid %	N	%	Valid %
Fully online only	367	73%	74%	2,437	64%	64%
Partially online only	81	16%	16%	1,092	29%	29%
Both fully online and partially online	50	10%	10%	258	7%	7%
Total	498	100%	100%	3,787	100%	100%
No response	2	0%				
Total	500	100%				

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

	Survey Respondents			General Online Population		
	N	%	Valid %	N	%	Valid %
Under 18	3	1%	1%	11	0%	0%
18 to 24	160	32%	32%	1,540	41%	41%
25 to 29	89	18%	18%	877	23%	23%
30 to 39	121	24%	24%	765	20%	20%
40 to 49	80	16%	16%	372	10%	10%
50 and above	47	9%	9%	222	6%	6%
Total	500	100%	100%	3,787	100%	100%

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

	Survey Respondents			General Online Population		
	N	%	Valid %	N	%	Valid %
Male	146	29%	29%	1,502	40%	40%
Female	354	71%	71%	2,285	60%	60%
Total	500	100%	100%	3,787	100%	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	66	13%	13%	565	15%	16%
American Indian/Alaskan Native	2	0%	0%	36	1%	1%
Asian/Pacific Islander	54	11%	11%	346	9%	10%
Filipino	22	4%	4%	153	4%	4%
Latino	113	23%	23%	903	24%	26%
White	206	41%	41%	1,258	33%	37%
Other	35	7%	7%	177	5%	5%
Total	498	100%	100%	3,438	91%	100%
No response	2	0%		349	9%	
Total	500	100%		3,787	100%	

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

	N	%	Valid %
None	147	29%	30%
One	71	14%	14%
Two	80	16%	16%
Three	47	9%	10%
Four	46	9%	9%
Five	10	2%	2%
More than five	93	19%	19%
Total	494	99%	100%
No response	6	1%	
Total	500	100%	

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

	N	%	Valid %
None	398	80%	81%
One	25	5%	5%
Two	25	5%	5%
Three	12	2%	2%
Four	13	3%	3%
Five	2	0%	0%
More than five	17	3%	3%
Total	492	98%	100%
No response	8	2%	
Total	500	100%	

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

	N	%	Valid %
Strongly disagree	26	5%	5%
Disagree	30	6%	6%
Neither agree nor disagree	84	17%	18%
Agree	181	36%	38%
Strongly agree	153	31%	32%
Total	474	95%	100%
No response/Not applicable	26	5%	
Total	500	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	23	5%	8%
Unhelpful	12	2%	4%
Neither helpful nor unhelpful	52	10%	18%
Helpful	111	22%	38%
Very helpful	92	18%	32%
Total	290	58%	100%
No response/Not applicable	210	42%	
Total	500	100%	

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

	N	%	Valid %
Very unhelpful	15	3%	6%
Unhelpful	11	2%	4%
Neither helpful nor unhelpful	49	10%	18%
Helpful	108	22%	40%
Very helpful	88	18%	32%
Total	271	54%	100%
No response/Not applicable	229	46%	
Total	500	100%	

Table 10. How many online courses at the San Diego Community College District (City, Mesa, or Miramar Colleges) did you enroll in during Spring 2010?

	N	%	Valid %
One	243	49%	49%
Two	127	25%	25%
Three	56	11%	11%
Four	41	8%	8%
Five	19	4%	4%
More than five	13	3%	3%
Total	499	100%	100%
No response	1	0%	
Total	500	100%	

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

	N	%	% of Cases
I did not need the course(s) (i.e. change of major, transferred, etc.)	27	13%	19%
The course(s) did not fit into my course schedule	12	6%	8%
The course(s) did not fit into my personal/work schedule	22	11%	15%
Personal reasons (health, family, etc.)	26	13%	18%
The course(s) was too difficult	21	10%	15%
The course(s) was too time consuming	27	13%	19%
There was not enough instructor feedback	18	9%	13%
Blackboard was too	9	4%	6%
I had technical difficulties with the computer/web	12	6%	8%
I prefer to take classes in person	22	11%	15%
Other	12	6%	8%
Total	208	100%	145%

Response Summary for question set

Valid		Missing		Total	
N	%	N	%	N	%
143	29%	357	71%	500	100%

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

	N	%	Valid %
Less than once a month	7	1%	1%
Once a month	1	0%	0%
A few times a month	17	3%	3%
A few times a week	266	53%	54%
Once every day	108	22%	22%
More than once a day	94	19%	19%
Total	493	99%	100%
No response	7	1%	
Total	500	100%	

Table 13. 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	33	7%	7%
2-3 hrs/week	159	32%	32%
4-5 hrs/week	153	31%	31%
6 or more hrs/week	146	29%	30%
Total	491	98%	100%
No response	9	2%	
Total	500	100%	

Table 14. Why did you take this online course?

	N	%	Valid %
Personal enrichment	35	7%	8%
Apply toward AA/AS degree	162	32%	36%
Apply toward certificate	24	5%	5%
For career development	44	9%	10%
Transfer to a 4-year university	167	33%	37%
Other	17	3%	4%
Total	449	90%	100%
No response	51	10%	
Total	500	100%	

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	21	4%	4%
Disagree	31	6%	6%
Neither agree nor disagree	58	12%	12%
Agree	177	35%	37%
Strongly agree	195	39%	40%
Total	482	96%	100%
No response/Not applicable	18	4%	
Total	500	100%	

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

	N	%	Valid %
Strongly disagree	17	3%	5%
Disagree	18	4%	5%
Neither agree nor disagree	89	18%	26%
Agree	112	22%	33%
Strongly agree	101	20%	30%
Total	337	67%	100%
No response/Not applicable	163	33%	
Total	500	100%	

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

	N	%	Valid %
Strongly disagree	18	4%	4%
Disagree	21	4%	5%
Neither agree nor disagree	71	14%	15%
Agree	184	37%	40%
Strongly agree	167	33%	36%
Total	461	92%	100%
No response/Not applicable	39	8%	
Total	500	100%	

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

	N	%	Valid %
Strongly disagree	36	7%	8%
Disagree	27	5%	6%
Neither agree nor disagree	43	9%	9%
Agree	144	29%	30%
Strongly agree	230	46%	48%
Total	480	96%	100%
No response/Not applicable	20	4%	
Total	500	100%	

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

	N	%	Valid %
Strongly disagree	9	2%	2%
Disagree	10	2%	2%
Neither agree nor disagree	113	23%	26%
Agree	146	29%	33%
Strongly agree	161	32%	37%
Total	439	88%	100%
No response/Not applicable	61	12%	
Total	500	100%	

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

	N	%	Valid %
Strongly disagree	26	5%	5%
Disagree	36	7%	7%
Neither agree nor disagree	58	12%	12%
Agree	161	32%	33%
Strongly agree	200	40%	42%
Total	481	96%	100%
No response/Not applicable	19	4%	
Total	500	100%	

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

	N	%	Valid %
Strongly disagree	29	6%	6%
Disagree	32	6%	7%
Neither agree nor disagree	59	12%	12%
Agree	132	26%	28%
Strongly agree	228	46%	48%
Total	480	96%	100%
No response	20	4%	
Total	500	100%	

Table 22. If you were given the choice between an online course and a face-to-face on-campus course, how likely is it that you would take another online course?

	N	%	Valid %
Very unlikely	60	12%	12%
Unlikely	44	9%	9%
Neither likely nor unlikely	73	15%	15%
Likely	114	23%	24%
Very likely	193	39%	40%
Total	484	97%	100%
No response	16	3%	
Total	500	100%	

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

	N	%	% of Cases
Counseling	171	18%	39%
Orientation	68	7%	15%
Placement Testing for English and	109	11%	25%
Technical support	70	7%	16%
Financial aid	123	13%	28%
Library	107	11%	24%
Tutoring	164	17%	37%
No need for additional services or support	117	12%	27%
Other	31	3%	7%
Total	960	100%	218%

Response Summary for question set

Valid		Missing		Total	
N	%	N	%	N	%
440	88.0%	60	12.0%	500	100.0%

Appendix C: Student Comments

Question 6: If you withdrew from any online classes you enrolled in for Spring 2010 please indicate the reason(s) why you withdrew. OTHER SPECIFIED

1. Couldn't afford the book in time
2. i decided to stop going to math lab when the instructor was rude to me and made fun of me in front of a colleague of hers. her name is **** and she encouraged a hostile enviroment in the math lab center. she allowed her employees to verbally complain about how stupid and lazy students are in the math center in front of the students. i have never been more embarassed or belittled in public by a teacher and when she sarcastically mimicked my question to her colleague in front of me with the obvious undertone that i was lazy. professor **** is never at the center to witness the unethical treatment by the math center teachers.
3. I did not have enough money to take the class.
4. I felt the course was poorly structed. It jumped from one theme to an other leaving gaps in information to better understand the course.
5. Instructor's exam policy and syllabus
6. same material every week, all personality tests
7. Syllabus was inaccurate and there were no defined goals for students to achieve. Course objectives were vague. Instructor failed to follow through with his reponsibilities (i.e. students had to remind him to post the midterm exam, set up the discussion board, etc.) Quality of instruction was not there.
8. Test did not reflect the practice tests or the study material. Also, tests did not supply enough information to graph corrcetly. Instructor stated he would check questions but never did. He also stated for the question that was blank on the test, he would give credit, but never did. He was a terrible instructor. If there were more like him, I would never take another class at your college. I should have went to ratemyprofessor.com prior to enrolling. HIGHLY UNSATISFIED!!!
9. The cost of the textbook for Economics 121 was overpriced.
10. The instructor was arrogant.
11. The spanish lab course- The lab could never find the appropriate materials when asked so this course was completely of no assistance towards my class There is no actual on line the course is dependent upon the lab desk warmer to locate the appropriate materials
12. The teacher's give monotone speeches and are uninteresting.

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

1. AA/AS degree, transfer 4-year university
2. advance my career, apply towards an AA, once I am capable of returning to work...that is the biggest factor due to my disabilities.
3. all of the above
4. Applied toward my AA and for some Certificates
5. as a refresher course to get into a class required for my major
6. convenient , i work 40 hours a week
7. convenient and I work
8. Graduate school preparation
9. It's a requirement for my major
10. NOT ENROLLED
11. Personal and possibly a career
12. pre- requisites for nursing degree
13. Prerequisite for graduate program
14. prerequisites for higher education
15. Repeated Admin course originally taken @extension studies
16. Thought work schedule will be okay but things went the other way around.
17. To get to 150 total college units. Then I'll need only 1 year exp to obtain CPA

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

1. 1) Flexible scheduling 2) No transportation necessary 3) Ability to PDF problem questions for comment and analysis
2. a less stringent schedule and exponentially less homework assigned.
3. Ability to do from where ever I am
4. Ability to work at my own pace, and on weekends. Calendar and announcements features are helpful
5. Ability to work on my own pace and according to my own schedule.
6. Access and scheduling. I'm pretty much a self learner, so being able to learn when I can is helpful.
7. access to information that the profesor found, and would help student for better understanding.
8. Access to T330 made my class extremely manageable when i got stuck it gave me confidence that i could go somewhere and get the help i needed to compete and complete these courses
9. Accessibility to the course at all hours.
10. Accessibility, self-paced learning, and overall convenience.
11. Again the spanish lab course had no instructor and no materials available
12. all
13. all elements
14. All of it.
15. All of my classes were based online and I really enjoy it.
16. Always checking the email!
17. Any credits I might have earned.
18. Assesmet tool
19. available on "my time"
20. being able to choose if you work with a group or not. In other online classes they make you work in a group, but it is hard because the reason for online classes is that you can work on stuff in your own time!
21. Being able to complete assignments at any part in the day.
22. Being able to deal with schoolwork anywhere, anytime is very helpful.
23. Being able to do the homework questions as many times as I needed to.
24. Being able to do the work on my own time.
25. Being able to email and get a fast response from the teacher.
26. Being able to fit the course around my schedule rather than having to dedicate a specific time each day to it.
27. Being able to go online on my time and schedule.
28. being able to interact with the teacher.
29. being able to log in and do the work on my own time
30. being able to log on and complete my work at times convenient for me.
31. being able to make my own schedule
32. Being able to reach the professor quickly by email.
33. Being able to set my own hours to do work on-line is the most helpful. Not having to fight traffic and parking at school is also a huge help. Last semester (Fall 2009) and this semester (Spring 2010) I have been pregnant and it would not have been possible for me to attend school either of these semesters if it was not for the on-line classes. They will also be helpful to me in the future when I need to watch my son.
34. being able to stay at home with my children
35. Being able to study around the rest of my life....and being able to take classes I can not physically get to
36. Being able to submit assignments and take the quizzes in the late hours.
37. Being able to talk to eveyone

38. Being able to work at my own pace so that I could get the work done before or shortly after the due date depending on my schedule.
39. Being able to work on my homework where ever I was at.
40. Being able to work with your schedule. Not having to drive to campus and worry about parking.
41. CBTE 120
42. CBTE courses at SDCC
43. class notes in pdf. it was very convenient to put them on a flash drive and carry them around and be able to access them at various computers whenever i wanted. as opposed to carrying around a large book. i was able to access them throughout the day/week at my convenience.
44. clear instructions
45. communication with the instructors, technical support, the ability to learn and work online....
46. Convenience
47. convenience and flexibility
48. Convenience to my busy time schedule. Materials available online, and email access to fellow students and instructor.
49. Convenience with my work schedule.
50. Convenience, flexibility, shorter time period
51. convenient
52. convenient & easy
53. Convienance!! With a full time job and a baby I love this!
54. Could stay at home and learn!!
55. Discussion
56. Discussion Board and other student questions
57. discussion board, calendar, assessment, mail
58. Discussion board, e-mail, link to online resources
59. Discussions and feedback from the instructor.
60. Doing it on my schedule
61. Ease of access. Practicality.
62. ease of use; timing according to my schedule; quick access to syllabus, materials, assignments
63. Easy - no driving to and from class
64. emailing the prof. all course work layed out prior.
65. Enabled me to to access my courses no matter what time of day or night.I work 2 full time jobs and would not have had the time to attend classes on campus.
66. everything
67. everything
68. Everything about it was valuable, I have no complaints!!
69. everything I needed was availableto help me.
70. Everything was valuable to me. One of the reason is that I have a good professor. He answers to our questions by email quickly. He helps us, and that makes us feel better about this online course.
71. Everything...
72. Evry thing that ineeded.
73. experiences
74. Felxibility of schedule, all information in one place.
75. Flexibility; however, for some reason, the innstructors of these two on-line classes changed the testing dates to what ever fit their schedules. My past experiences was more acceptable due to my personal schedule.
76. fit with my schedules
77. Flexability
78. Flexibility. Convinient. Chalenging
79. flexibility
80. flexibility

81. flexibility
82. Flexibility
83. flexibility and availability.
84. Flexibility and convenience. It allowed me to log in at any time suitable to me since I work full-time. The online resources were more than adequate.
85. flexibility in time
86. Flexibility of attendance.
87. flexibility of hours, ability to stay home with my family
88. Flexibility, I'm able to manage my time better than having to be on campus, and it saves time. I'm more disciplined learning the material.
89. Flexibility, schedule, pace.
90. Flexibility, the ability to go at my own pace (if the instructor structured it that way), on my own schedule.
91. flexibility.
92. flexible hours, participate on my schedule
93. Flexible hours.
94. Flexible time, feeling comfortable (no presentatin), very convinient (I can log in wherever I want
95. Flexible timing.
96. Flexible with schedule to do tests, labs, etc. No need to drive to campus.
97. For Math being able to do the work online cause I could logon at anytime anywhere and do my work. There were examples and I was able to communicate with my instructor.
98. Freedom to login whenever I'm available, and the discussions with the other students are good. I think people are more likely to say what they're really thinking, in this format.
99. Gaining knowlege about Economic analyssis, market status, increasin and decreasing returns, etc....
100. Going at my own pace, around my schedule. Also, the professor was able to answer questions in a timely manner.
101. Good
102. great for satisfying pre-req courses, easy to fit into an already busy schedule
103. Having discussion board.
104. having the experience.
105. I am able to ask questions and get answers in appropriate time frame. Since this is a history class, we read mainly, so I don't feel I need to come to the campus to learn.
106. I am able to complete my online course when it is convenient for me.
107. i am able to do the work when i can
108. I appreciated the flexibility.
109. I can accomplish the tasks at any time prior to the due date.
110. I can do homework from home.
111. I can do it on my time and don't have to worry about getting to classes on campus.I like the way the course is taught and the test are given once a week. It is easier to keep up with the studing instead of taking a test every three or four chapters. You get beeter understanding and can concentrate on the one chapter. I think it helps your grad and learning.
112. I can do it whenever I want, able to work around my schedule.
113. i can finish as fast i can.
114. I can go back over things as many times as I want and with A.D.D. that is very important.
115. i can go into the online course whenever i can
116. I can studies any time
117. I can study anytime I want.
118. I can work at my own speed. i work full time and it is hard to be able to make it to a class on campus because of my work schedule.

119. I can work on the class when I have time. I have a full-time job so most of the stuff I accomplish on the weekends.
120. I could do my work at my own pace.
121. I could learn at my own convenience.
122. I could learn in the comfort of my own home and on my own time. Test scores are made available after completing a test, so I don't have to wait for them.
123. I could submit homework easier, and it is environmentally conservative than having to use paper
124. I could work on my time.
125. I don't have set hours or days that I work and am on call most of the week, so the convenience was wonderful.
126. I don't have to go to class
127. I enjoy the convenience of taking an online course.
128. I enjoy the discussions with classmates and instructor.
129. I enjoyed the convenience of it. (It saved on transportation time, and allowed a more flexible schedule).
130. I find it is helpful for discussions and grades.
131. I found taking an online course to me helpful because I was able to do the work on my own time and although it was a fast paced course, I was able to learn a lot from it. The instructor gave feedback every time an assignment was turned in and I was able to improve based on the critics given. Some people choose not to take online courses because they believe they will not have enough information to complete it and the instructor will not be available to answer your questions, but I think if more people give it a chance before assuming, they will learn that all the resources needed are there for them.
132. I found that I was able to be in the comfort of my home or even at work during lunch and being able to work on homework helps alot. It says on gas.
133. I had moved out to Falbrook, from North Park, and was not financially prepared for gas prices and travel time. Online courses helped me to help myself!
134. I had to take it - not enough time in the day to take another face to face class with my busy schedule
135. I have a work related injury which resulted in mobility issues and the partial on-line computer classes makes it easier. Having to go into a classroom setting would be too painful on a day to day basis.
136. I have taken two classes here at City College that were partially online. Communicating with the profesors has been difficult. I enjoy face-to-face communication over any other.
137. I have to balance school and work, so the convenience of being able to do the work when it was suitable for me was valuable.
138. I have two young children, so not having to drive on campus. I can do the course work at my leisure.
139. I learned at my own pace in the peace of my house. All the tools were great, links to library and other sources, and the advantage to save everything I need on my pc fast.
140. I like how I'm able to choose when/where I do my homework / lessons.
141. i like taking classes online.
142. I like the fact that you can log in at your own time. Each problem has its explanation and it even guides you through the problem if you are not able to do it on your own.
143. i like the flexabliity
144. I like the flexibility of learning on my own time during the day
145. I like the time saving, the pace myself.
146. I liked that we could post our rough draft work online and receive constructive criticism. Also that we could post questions and they would be answered relatively quick.
147. I liked the ability to work on your on pace.
148. I only enjoyed the convienence to do my work when I want.

149. I really do enjoy the excel class, the book was very beneficial and made it simple for me to understand. I really did enjoy this class
150. I really love the opportunit to take online courses as I am a widowed single mother who works full time. The professor does not use Blackboard, but the text website learning module is great.
151. I took an online math course and the program MathXL greatly helped me understand the material.
152. I was able to do the work at a faster pace. I was able to do the work in the time I had available which might be off hours to most.
153. I was able to get a hold of my instructor and she responded very quickly. I am taking child development 101 with **** and she is a great teacher, the material is easy to understand.
154. I was able to learn new things in Microsoft Office 2007 as well refresh myself in areas I forgot.
155. I was able to work ahead and at my own pace.
156. I was able to work fit the class into my schedule.
157. I work 40 hours a week, so being able to do my schoolwork in the comfort of my home is extremely valuable to me.
158. I work 40+ a week and am a mother of 3 preschool aged children. Time and access to education are valuable to me. Having the ability to take a course online provides me access to education (anytime, anywhere) that I would not otherwise have if SDCCD had strictly traditional face to face offerings. The SDCCD Blackboard system is very easy to navigate and the procedures are easy to follow. If every instructor is committed to the success of their students, online is the way to go!
159. I work full time so the flexibility which is inherent to online courses is very valuable to me. I also enjoy being able to work at my own pace without being slowed down by the classroom environment.
160. I've had extremely varied experiences with online courses. In general the thing that makes online courses most valuable to me is the ability to work on my own time. I also feel that online classes give allow me to communicate with the instructors better.
161. Independence, time is not constrained during the day.
162. instant grades
163. Instruction at home
164. Introduction to Archaeology is necessary for my transfer requirements and the online course was the only offering this semester. The knowledge within the course is important for my major as I am transferring to a university this fall.
165. ironclad deadlines, immediate results on assessments, comments being linked directly associated assignments
166. It goes according to my schedule.
167. It is very convenient to enrich my enthusiastic discovery to learn from new techniques. I have been very happy to participate in different subject online courses that I have been taking at SDCCD. Therefore, I feel that continuing to study online would be endless to my life.
168. it is very convenient for my busy schedule!
169. It is very important since I have health issue.
170. It saved time
171. It seems that it goes faster.
172. It teaches me on how to learn the computer more.I learned alot.Just learning the little techniques.
173. It was easy to understand.
174. It was online. It did not have to report.
175. It was only half semester and I didnt have to spend all my time at school.
176. It was required to submit a PowerPoint presentation and I had to self-teach myself, I spent many happy and curious hours exploring all the fun options. I now feel I am an intermediate-advanced user. Also, requiring us to use Access to build a database is exciting to me. Makes us read and read to really comprehend the steps, which are very, very interesting to me. I'm a bit slow with comprehension due to a certain pain prescription, so on-line gives me a whole week to absorb,

- analyze and submit what I have learned and submit my work for a grade. I enjoy this class very much. I wish there was a certification class being offered after RM206 this summer 2010.
177. It will be more valuable if the instructor will be more sympathetic to the students. I've taken 2 online classes in one semester before and I felt so stressed out with this one online class I have this semester.
 178. It worked great around my schedule
 179. It's very flexible
 180. Its easy to turn in homework.
 181. lab and instructors
 182. lack of travel time, saving gas & parking
 183. learn independent
 184. lesson tools
 185. Lots of feedback and interaction with other students.
 186. making my own schedule
 187. Managing my own time when taking the course
 188. Materials are available online so it's much easier to get the necessary information for the weekly assignments.
 189. Math refresher. Able to learn at my own pace and time. Able to immediately apply formulas and concepts to the homework.
 190. my computer course
 191. My course was a MyMathLab StatsLab. I thought the "How to" portion of the online course was very valuable.
 192. My Math Lab
 193. My primary reason for taking an online class rather than a regular class was convenience. The parking situation at City is very annoying and I've already got two AAs. I've proven myself in a classroom environment and since I am trying to take it easy this semester, an online class that revolves around my schedule was most convenient and desired.
 194. My teacher answered every e-mail right on time and she was very helpful.
 195. No need to go to campus, can work on courses any time.
 196. no need to travel
 197. none
 198. none
 199. none
 200. none
 201. none
 202. none I HATE IT
 203. None of the elements were valuable, when I put my artwork on line, I got little reaction when I showed my artwork in person I got an overwhelming response. It takes expensive equipment to produce artwork online and it is not cost effective. Photo images required for the online course are not effective as they would be in person.
 204. None. I only took the on-line course because of the section cutbacks that left too few options to make a good schedule.
 205. Not being on campus
 206. Not driving to the City Campus which is pretty far.
 207. Not sure what this question is asking
 208. Nothing. The teacher doesn't give any info or feedback. I hate this class and wish I never took it.
 209. ONLINE DISCUSSIONS AND TEST WORKSHEETS
 210. Online lectures were extremely helpful, when I did not fully understand the reading. My professor always replies back to me in a timely manner as well.
 211. Online quizzes and assignments.
 212. online textbook

213. Organized format and tools on blackboard ie; syllabus, calendar, course content. very easy to follow along.
214. Over all a great learning experience.
215. probably seeing the grades get posted immediately
216. quick, easy, and convenient
217. Reading
218. response from instructor and fellow classmates.
219. SAM was the most helpful, Blackboard have all the information needed.
220. Save my time
221. save time,
222. Schedule freedom
223. seeing in writing what the other students are thinking
224. seeing the professor's lectures in print versus taking notes in class.(none of my good comments are applicable to the math center which is horrible)
225. Self-paced learning, fits my schedule
226. Several elements, like the syllabus, homework assignments, grades, emailing and chat, the learning modules. The online class is easy to maneuver in and is user friendly.
227. simply the ease to work at my own pace
228. since i work a crazy full time schedule + have kids, the ability to attend to learning at anytime was great.
229. Since I work full-time the flexibility is great. It was also valuable that the classes were open and able to accommodate me since I registered late.
230. Stress free. i do not have to rush to meet a time in like what happens in an inclass course. I can proceed at my own time. If I did not understand something I can stop the video or moving on to study it further and try to understand it. In class if I did not understand something I feel like I cannot stop and ask bec. all the students want to do is leave early and I maybe hindering that.
231. Student interaction.
232. study guides
233. syllabus
234. talking to other students and the teacher
235. That I can attend at any hour of the day.
236. That I can work on my assignments on my own time.
237. That I could study when I had a chance. I work full time and that flexibility was valuable to me
238. That it really helps me learn easier by doing the work @ my own pace on my own time
239. that the time was effective, and I had the chance to do my homework while I had 2 jobs, full and part-time jobs. the teachers were great and eager to answer any email you send them.
240. The ability to arrange the time needed for my coursework around my schedule and the elimination of travel to and from the college.
241. The ability to complete this class according to my personal schedule.
242. The ability to focus on the course at my desired time.
243. The ability to get online at anytime and do the work.
244. the ability to make my own hours.
245. The ability to pause and rewind lessons I did not understand the first time around. The ability to go at my own pace while learning.
246. the ability to perform classwork in a comfortable environment free from the usual distractions of a classroom. Taking assessments online is 100% more productive without chairs squeaking or car alarms going off constantly.
247. The ability to pick up/leave off whenever I want. Learning from the comfort and privacy of my own home. Being self motivated, I can cover a lot more material in a 2 to 3 hour period on my own rather than sitting in a class room with breaks and consideration for other students questions and socializing.

248. The ability to review the online textbook.
249. the ability to study and work from home
250. the ability to study at will.
251. The ability to study when I wanted to.
252. The ability to take as much time as I need and to reference material as needed.
253. The ability to work on my own schedule without going to campus.
254. The ability to work when it fits my schedule best.
255. The accessibility of the online tools was most valuable.
256. The assignments are simple but effective for learning. They are completed in a fair amount of time.
257. the assignments with flexible deadline
258. the availability to the class at any time
259. The blackboard web online orientation. Its accessibility
260. The calender application is extremely helpful with organization.
261. the computer center very helpfull
262. The course I am taking is Math. I liked the ideal that the system gave me a detail example of the question and I did not have to feel like I was taking time from other students that may have been more advance then I was.
263. The Course Study and slide shows were helpful.
264. The discussion board was very helpful. I was able to communicate with other students, obtain help and get feedback. I learned a lot from it. The mail element was very helpful as well; it made communicating with my instructor easy, efficient, and fast. The powerpoints that reviewed each chapter were also very useful.
265. the discussion boards
266. The Discussion forum was very useful -Software used to enter all symbols in Math and also the videos that the professor was able to post was very useful
267. The element of time and flexibility
268. The elements of online classes is that it fits into my schedule.
269. The elements of the online course that were valuable to me was the online chat box with peers and emailing the professors for questions, help, and advice.
270. The elements to impulse me to take online curses what that I do not have a expesific schedule and the communication with my teacher during the course it is successful. I'm talking of my child development teacher.
271. The examples on how to resolve exercises
272. The fact that everything fits my schedule, deadlines are given prior to starting the semester.
273. The fact that everything needed for assignments is literally just a click away.
274. The fact that I can access information easily from my mobile phone or PC was one of the greatest benefit I recieved from taking an online course. Whether it be the slide show lecture, or the practical quiz, I was able to do these things where ever I was In. That to me was vey astonishing.
275. The fact that I could sign on any time of day or night.
276. The fact that it's online.
277. The fact that lectures were posted on webct and that we didn't just rely on the textbook.
278. The flexibility to learnand review material any time, any place is very useful for me due to my work and fmaily obligations.
279. the flexibility
280. The flexibility
281. the flexibility for time, less work, easy to use
282. The flexibility of doing the work at my own pace and maintaining my own schedule.
283. The flexibility of the courses.
284. the flexibility of time. being able to do the class work when I had the time to do it was very useful.
285. the flexibility; the format
286. The flexibility.

287. the format of the syllabus along with the way the assignments are formatted.
288. the freedom of my time
289. The freedom to do work at my own pace while minding critical deadlines.
290. the helpful hints
291. The instructor videos, the glossary, the discussion board
292. The intricate instructions are very specific and I do not have to guess what the turnout will be.
293. the mail, the grades were there immediately
294. The order and instruction (syllabus)
295. The organization of everything; the assignments, tests and learning modules. It's pretty easy to follow if the teacher organized it well.
296. The organization of the website, online lessons, online test-taking, and availability to email instructor within the course.
297. The professor answered my questions immediately. I had never taken an online course before so I didn't know what to expect.
298. The Professors- ****(Black Studies 140A) and ****(Health 101) were great. They know how to teach in the online format very well.
299. The quality of instruction, the originality of materials presented, the excellent communication the instructor made possible, not only with her but with other students.
300. The quickest of the professors replies really helped. The discussion online also made me feel like I had support from a class even though we never met.
301. The quizzes were very helpful.
302. The quizzes were easy to find.
303. The schedule being so flexible. I work and go to school, so I can do these classes on lunch breaks or the weekend.
304. The schedule flexibility. Though I think it should be more flexible. I also like that I do not have to spend time in transit to class when I can just log-in from home.
305. The step by step Text book.
306. The structure of the course materials - Weekly Modules, immediately graded quizzes and tests and having Syllabus available at all times
307. The teacher let us do the whole class at our own pace and released everything. I was able to finish early and not have to wait for teacher to release.
308. the teacher's study guide and homework/tests schedule
309. The time I have to spend in the course
310. The time I was able to be here for my family and take care of my home rather than time spent driving to school parking and sitting in class
311. the tools that they give you to use make it easy to navigate around the site.
312. the valuable all the information that I need to do well my assignments for these course.
313. The variety of ways ****, my professor, and the math lab program allow me to contact him when I need assistance.
314. The way I could at time chat with students or instructors if help was needed
315. The webct format was very helpful. It was very organized and easy to navigate
316. The whole experience.
317. This allows me to go to school from home and spend time with the children due to my husband works out of town 4 days out of the week so I'm the only adult at home.
318. This semester..none.
319. time
320. Time and space flexibility. Being able to go as fast or slow over the material as I needed. One of my classes had all of the tests available to take on the first day of class, and the due dates were paced about every two weeks. I liked this because I could get ahead if I wanted to, but the due dates helped keep me from getting behind. Also, the instructor set a good pace so it wasn't a struggle to keep up.

- 321. time flexibility
- 322. Time flexibility
- 323. Time flexibility.
- 324. time management. the video examples were very helpful resources accessible powerpoints and slides to review at your leisure
- 325. Time management, I work full time and attend school full time. Any time I can save benefits me, and online classes have been a huge time saver.
- 326. Time management.
- 327. Time management. Being able to come home late from work and work on my assignments.
- 328. Time scheduling, self-directed to an extent
- 329. Time Spending
- 330. Time-flexibility -can take online and on camouses courses at the same time
- 331. time, flexible
- 332. Time.
- 333. Timing, I am able to be online at anytime of the day.
- 334. To be able to communicate with the instructor and other students.
- 335. unlimited resources, and tutorial video
- 336. Video tutorials provided for the Digital Media course w/ ****; they were superb. Quick email and discussion replies from instructors. Dedication of the instructors to convey materials in an effective manner.
- 337. Videos, Examples, "Help me solve its",
- 338. What was very valuable to me is that I can take the class on my time because being disabled as long as I have my computer and can get online I can get to my class or lessons at me own pace without having to miss a on campus class because my back went out or my asthma acted up.
- 339. Whenever I go to the Lab, the staff that work in the lab is very knowledgeable and helpful.
- 340. Work around my schedule.
- 341. work at my own pav\ce
- 342. Work on my own time.
- 343. working at home and at the computer lab
- 344. working at my own pace
- 345. working at my own pace
- 346. working at my own pace although we have time lines when homework is due
- 347. Working from home, which is in a different city.
- 348. working on course work when I had time.
- 349. working on the material that fits my schedule.
- 350. working with my kids schedule
- 351. Written documentation for everything. No confusion about what was passed in class.
- 352. You can work on a problem as many times as you like. It gives you a guide on how to solve and also gives you similiar problems.
- 353. you get to do it at home
- 354. YOU GET TO LEARN AT YOUR OWN PACE AND NOT FEEL RUSHED.

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

1. 095 Keyboarding at City College has a program which when installed on my PC froze. It was an issue since I was forced to go to the IT Lab to do work. Even though the staff at the IT Lab could not help me with the problems I encountered on my PC, were great in every other way and I was able to get the work done. City College has a great IT Lab staff.
2. a lot
3. A lot of the students in the class did not participate in discussions. Of a class with 45 students, only a dozen or so would participate.
4. A one hour class at the IT Center to help get through Chapter Assignments.
5. actually, nothing
6. Allow the user to customize the home page they see when they take a course online, allowing them to construct a more easily navigable outline to decrease the time searching for certain areas.
7. As I am taken a good amount of on-line classes now, I can say that the only thing I would change about a particular course is the instructor. They really make all the difference in an organized on-line class as instructions need to be very clear on what they expect. Some instructors do not use all the tools they are capable of using or are not effective at getting their message across. If the instructor is good, I would not change a thing.
8. Being able to open more than one window within blackboard at one time.
9. Being able to return to answer questions skipped
10. Better access to the instructor.
11. Buying the book was unnecessary, as the text was online once I logged in. That was a waste of money.
12. change sometimes the chat because it don't worked very well.
13. Communication Way
14. Confusion with techi-vocab and "surprises" that I learned to ignore, which is THE Last thing I Want To Do
15. Consistancing with making test available.
16. deadlines,instructor communication,grading system,
17. decrease the amount of reading
18. different instructor
19. different text - lessons were really boring, had to pay attention
20. Discussion Board
21. Do more research before enrolling in it,
22. Do not heavily rely on exams offered as a software. The professor should tailor the exam based on the lectures given online and the book material instead of online practices. (**** Econ 120 and Econ 121)
23. e-mail updates and reminders. It is easy to overlook assignments without prompting simply because of the nature of the course.
24. Easier format to find course due dates. The instructor oftens uploads documents he/she saved from past semester and forgets to update them
25. everything its way too hard online
26. Everything was clearly stated.
27. Expenses to buy needed material
28. Extended early morning and/or weekend on-campus computer lab hours; better written textbooks. The currently used online computer textbooks simply instruct the student on steps to follow, without explaining "why"; this is a fundamental difference between teacher vs. online courses.
29. For Instructors to be a little more efficient in submitting grades.
30. For my major, Info. Systems I'd prefer a more brick and mortor setting where face-to-face interaction is possible.
31. For one of them, I would minimize the pressure of the abundance of assignments due.

32. From technical perspective, i would fix the problem with java script, which sometimes causes the program to crash and force the users to log out. This was a greater problem to those of us who were taking a test and was forced to logout in the midst of it. I would add more interactive lectures , in which students can see the material they are learning more vividly.
33. get rid of ****'s guide what a total waste for purchase this guide for a code, wish you people would call me this matter.
34. Going to the campus to take the final examine.
35. Had several computer issues with the 140 Law class. For several days, the content window wouldn't allow for submitting assignments on time and indicated the assignment date was missed. The biggest issue was having a 60 question test with only 90 minutes to complete – no time to review your answers. The textbook was easy to understand and digest , but the biggest issue was terminology used by the Professor in the tests– not even close to the textbook contents. Had to look up words to comprehend the question. We are not lawyers!! The 141 CHIL course was great but the instructor only had the test open on the weekends for 2 days. Initially, it was not available till a Friday night, 11:30 PM till Sunday night, 11:30 PM!! What lousy timing for anyone to have a leisure weekend and have no access to the Internet or a computer to take the tests! I feel the test should be available for a longer length of time for those who work. I might as well been in a classroom on the weekends. The 200 Data Communication – well, that's another story!!! I have never been so offended in my life! The Instructor accused 98% of the students of plagiarism! Such a strong accusation!! There was only one site available for the assignment(which was initially incorrect). Of course we had the same information! The instructions were to summary the web site information, not recreate a site, which we did! Some may have copied and pasted the text, but not everyone should have been condemned for his lax of offering more on the subject. I write magazine and movie reviews and am able to write a summary without coping someone else's text. There was a furious battle of insulting E-mails from the students to the Instructor and each other , without the Instructor trying to stop or suppress it. It went on for days before the Instructor offered the class another chance to resubmit the assignment! Very distracting! If it wasn't for the 50 points that I would have loss, as a general principle, I would protest and not re-do the work. The 190 Java class was challenging! The notes and files from the Professor were so extinctive – enough for only one course per semester, that you might have missed reading something that was vital! I had a few questions to develop the foundation of course but there were no tutors on campus to assist! A campus tutor is needed for Java!
36. Has been explained above
37. have more comunication and resources for help
38. Having to go to campus for the final exam
39. I actually would not take the online course again unless I really had to. There was too many papers due at the same time and it was slighly anoying trying to contact the Prof re: work.
40. I am also taking sociology 101 with **** and she is by far the most confusing instructor I have ever had. It was so great because she was so kind to provide a FREE online book. However, she assigns articles that are so hard to understand. I don't know if anyone even understands what we are doing. She corrects my grammar more than she does my actual work. Which is extra confusing because I already took English I didn't know that I enrolled in it again. Most of the articles seem more like an instruction manual than an actual article. I would never take another online course offered by her again. I would take one with Professor **** though.
41. I believe there should have been an on-campus option for this course. I will finish with an A grade in the online course, but I do not feel it provides the best forum for intensive discussion of topics within this field. I much prefer in-classroom instruction.
42. I believe we could have video and podcast as well to help in our learning
43. I do not like the tests. In regular classes an individual can have a better feel for what may appear on a test, whereas an online class an individual may study a lot harder, with worse results because the individual has no feel for what could potentially be on the test. Also, a less critical professor

- would help, not all professors should be allowed to become online professors because I feel they may not be suited for helping the students out properly.
44. I don't think it is important to have a quiz every week. Students are reading the book and doing the assignments.
 45. I enjoyed the class.
 46. I feel that I have learned as much or more in my online classes versus my in person classes. The only changes I would make are continued improvement to the course interface online, and expanded browser support (i.e., google chrome)
 47. I feel the teacher should make students site stuff from the book as a requirement when answering questions, so people would have more in depth conversations and more learning would go on.
 48. I felt it wasn't challenging enough. There weren't any discussions between students. I would prefer classroom chats or discussion topics.
 49. I had some issues with the tests. Blackboard Web had the wrong answers and I had to contact the professor to correct them. The tests should be keyed with the correct answers and this is not something that the student should have to take the time to point out to the professor.
 50. I had some technical difficulty with the Blackboard System throughout the semester. In FireFox, the system always said I was currently logged in the first three times I tried. In Google Chrome, I lost five minutes on a quiz because the pop-up didn't open even though I've set pop-up blocker to allow pop-ups from this domain. One of my courses was very confusing initially because the introductory material wasn't visible. Perhaps there could be a required check for professors to perform before their online workspaces go live.
 51. I had to retake a course I took 20 years ago to apply for a Chil Dev. Site Directors Permit
 52. I have liked it just fine.
 53. I just don't like online classes.
 54. I liked the format.
 55. I need more motivation. maybe time restrictions on when work needs to be turned in.
 56. I prefer a classroom/lecture setting.
 57. I prefer face to face.
 58. I procrastinate so the only thing I would change is my habits
 59. I really enjoyed the music 111 course that I took online. I can't think of anything that I'd change.
 60. I really wouldn't change things, but improve on them. The things I would improve on have more to do with the technology, such as information input. I'm taking a math class and if for example I'm taking a test and make a keystroke mistake, I end up getting the question wrong. It can be fixed by the instructor but can be a little annoying.
 61. I should have taken it in a classroom environment.
 62. I think it lived up to my expectations. Nothing that I can think of.
 63. I think that all teachers should include video lectures from their sessions with other students that are face to face for more guidance for the course and the material.
 64. I think the teachers need to be more available and quicker to answer questions. I have had issues arise where I need a question answered by a professor in order to finish an assignment and they don't get back to me for 2-3 days or more. The professors I have had are also slow at grading assignments, and sometimes do not grade them at all.
 65. I took two courses. One was much more interactive than the other. One of the requirements of the more active class was required responses to students' posts.
 66. I wish it was compatible w/ GoogleChrome
 67. I wish the professor was more involved with the course. He pretty much directed the students to the web module, requires us to come on campus for the final (although it's a "fully" online class) and is short in his responses.
 68. I would add as an option email notifications for upcoming quizzes.
 69. I would allow more learning modules to be accessed at any one time instead of only being able to access one or two a week.

70. I would change nothing, it was effective.
71. I would change the mid term(essay) for a multiple choice test, that covers all the material that was studied so far.
72. I would CLEARLY and EASILY identify due dates and offer a tickler reminder for upcoming assignments and exams. This course did a VERY POOR attempt to communicate when items were due and letting me manage my schedule accordingly.
73. I would eliminate the online portion of the course. Response time is not good online and clarity is not as present as it is in a classroom.
74. I would give more time for exams.
75. I would have all professors follow the same layout for all courses. Some professors are very organized while others manage their course differently(disorganized). That makes it confusing sometimes navagting from one course to the other.
76. I would have all teachers use the courses and categories uniformly. It was confusing one teacher used the calendar, one didn't. I would have all teachers use calendar more and completely. I would have my professor email if I messed up. I almost felt there was no professor. Since I had to go out of town suddenly and couldn't take the HUGE book and had a test, having the test section on line would have been helpful. I was in an area w/o cell service mostly and would have to drive 20 miles to log in. As adult learner my needs and schedule were a bit different from an unemployed full time student..
77. I would have delayed the term paper deadline until at least three weeks after the midterm
78. I would have my professor communicate more with the students on status of grades.
79. I would like a hybrid course. There is value in face to face education.
80. I would like exams to be open for 5 days a week. When I signed up for this class I had planned on doing the majority of my class work on Thursdays and Fridays because I have little free time Monday-Wednesday. Unfortunately the exams for my class are only open Monday-Wednesday.
81. I would like my Instructors to have more online office hours especially for online courses, so that way we can communicate each other.
82. I would like to change the Syllabus of CBTE 127... I rather have one with more detail about what is expected from the student. Sometimes it seems lacking needed information. But,I enjoy following the Syllabus of CBTE 114 and CBTE 120
83. I would like to get notifications for all my classes on things that are due each week.
84. I would like to have an instructor that is available to answer questions and concerns in a timely fashion. If an instructor is out sick or on medical leave it would help if they would let their students know. Even better maybe have someone fill in at least to reply to emails and discussion issues.
85. I would make it easier to understand for the technology chalanged like my self, I still dont understand what my over all grade was.
86. I would make sure that the syllabus actually applies fully to the class. In my online classes the instructors have never actually gone along with the things requirements/rules mentioned in the syllabus.
87. i would not change a thing. i just made a mistake of taking the most difficult subject for me online.
88. I would not change it. I had no problems.
89. I would offer more online classes.
90. I would prefer to take courses in the classroom.
91. I would say there was no change needed
92. I would try to attend personal workshops/tutoring offered thru the course.
93. I wouldn't change anything at all. My instructor is a very professional and attantive person (****)
94. I wouldn't change anything significant about it...I did find that submitting answers in an online format was very, very different from doing the same in a regular class setting...I felt like this detracted from what I was able to learn throughout the course...however, I don't see any way the interface could have been better designed to alleviate that.
95. I wouldn't change anything.

96. I wouldn't change anything.
97. I wouldn't make participating in the discussion board mandatory.
98. I wouldn't change anything because if we needed help with anything we knew there was tutoring to go to or we could ask the teacher and she would reply to us a.s.a.p
99. I'd actually prefer that the course be more self paced. Some of the deadlines are pretty tight for an online course (most of the deadlines are 3 days, all of which are week days, for example. Since so many students are non-traditional students who take online courses specifically because they can schedule around them, it's most helpful to make deadlines a week long, with 2 weekend days included.
100. I'd like more group discussions. This class has no student-to-student interaction. It's all exams and homework. If group discussions were structured and moderated properly, it would force more intense study and since debate and discussion helps the learning process, the class grade average would probably increase.
101. I'll try to take it on campus. Subject is very important and need much attention and teacher's support.
102. I'm currently enrolled
103. I'm not sure what I would change, I really liked the courses.
104. I'm not sure why assignments have to be converted to rtf format.
105. I've had no problems so I wouldn't change a thing.
106. I've taken 5 online courses total now. I think there are some instructors that seriously need some training on how to use Blackboard and how to be more organized. I think it's unacceptable for the schedule to change without notice, and a schedule of assignments and tests should be required. **** shouldn't be allowed to teach anymore online courses without proper training.
107. If I could change something of the course I will change the teachers that have a poor communications with their students such as my teacher of health that I had last semester. She does not answer the message or she did so late. This was so frustrated to me because I did not get a good grade in this class also because she said the quiz will be in some chapters and finally she changes a chapter. If you send a message to let her know; she did not respond.
108. if it's too hard
109. In a previous question, I said I would be neither likely nor unlikely to choose an online class if presented with the choice between that and a face-to-face class. I said this because I have discovered that, although I have done well with the math I have taken online, I prefer to take it face-to-face. For me, math takes less time when I participate in a class lecture than figuring out the steps myself with a book. If presented with a choice, I would happily take American History or Psychology online again, but the math I would take in person. One other thing is that I have had some teachers who did not seem to check up on and respond quickly to the online class questions. That was a difficult situation, especially when we were unsure how to proceed with one of the assignments due.
110. In math 116, the answers are very strict. The on-line program doesn't seem to be able to measure the student's grasp of an algebraic concept or procedure for solving a problem which is more valuable than "correctly" answering a computer question. Also, the computer must be able to give credit for minor typos when it is unclear what format the answer should take.
111. increasing the level of written feedback in posts/essays, other than just the exams for grading purposes.
112. Instruction should be more in-sync with the book and homework. I have had homework, quiz and test questions that were not covered in the instruction.
113. Instructor **** I had for Business Communications was teaching too many courses and had no time for relevant feedback so I withdrew because I felt I wasn't learning what the course objectives were. There should be a limit on the number of on-line courses one teacher can teach.
114. instructor availability/communication
115. Instructor need to respond in timely matter

116. Instructor's Bio and syllabus
117. it helps me to take next level course.
118. It moves too fast for me.
119. It should be in a CBT format, Professor should be available with set times for question, e-mail would also help.
120. It was very time-consuming. Much more time-consuming than a face-to-face course.
121. It would be nice if each section had less problems for homework. Other than that it is very easy.
122. It would be nice to have pop up reminders for assignments (if they don't already).
123. just the speed that the teachers take to grade the work, sometimes it leaves you in the dark about your progress. Other than that there's nothing wrong with the site's format.
124. Knowing about tools available to mark the textbook that is online, hi-lighting or made side notes. I am not aware if this is available -
125. Less discussion, and more links to pertinent websites.
126. Less reading per week
127. Make it easier to find the instructor's email, office hours, and other contact info. In Blackboard, the instructor's email address is just one of many on an alphabetical list, and the only other source of contact info is the syllabus.
128. Make it more simpler and the books more self explanatory.
129. Make more classes available online or not necessarily only in class methods. Ie, drafting can be done at home and sent into class. Same with GIS courses and interior design courses. Maybe drop off assignments but make class mostly online.
130. Make the instructor give feedback. It's the best way to learn. Learning g from your mistakes.
131. Math online was somewhat dry, I would like it to be more interactive so students log in more often and not feel they are on their own.
132. Maybe a little more explanation of exactly what is required on homework assignments. More feedback.
133. Maybe include a video instruction as well.
134. Maybe lil bit more teacher interaction
135. Maybe the ability to have us notified when we receive an assignment online.
136. maybe the assignments and homework.
137. Meet face to face 2 times a week
138. More challenging in terms of assignments
139. More communication with the professor
140. more detail of what was expected
141. More explanation from like by video.
142. More feed back from instructor!
143. more feed back from professors
144. More instructor feed back, and faster return on grades, only for the courses that require instructor grading
145. More instructor involvement.
146. more interaction
147. More interaction/discussion among students
148. More opportunities to take tests and longer time to complete them.
149. More study tips on study plans.
150. Most likely the design/arrangements of certain things on the website.
151. My assignments never get graded
152. My only problem with the course is a lack of teacher involvement.
153. My particular online teacher, ****, was very MIA during the course. He never updated any announcements after the syllabus was posted the first day. It would take him up to 3 weeks to respond to a posted question on the discussion board, and there were hardly any to begin with. And he rarely returned emails unless they were sent multiple times to him. I was really disgusted that he

was just laying back and collecting a paycheck without really putting any effort into the course. I plan on writing the dean about it. Thats unacceptable. My previous online class teachers were much better. Involved and timely.

154. my sociology instructor wrote the textbook. i would like to see more instructors use this method or have less expensive textbooks for their courses.
155. n/a
156. N/A
157. N/A
158. No
159. no changes
160. no commet
161. No tests over spring break!
162. No timed test, sometimes it makes you rush
163. none
164. none
165. none
166. none
167. none
168. None
169. None
170. None but this is the first semester where I had problem with Blackboard.
171. None for those classes I've taken online.
172. None, other than more courses offered.
173. None.
174. Not a thing, both courses worked together well in fact
175. Not a thing!
176. Not a thing.
177. Not a thing. This course was excellent. Perhaps offer others with similar scope and level of interesting topics, or have this instructor become the Dean of Deans to be able to transform our community into something more like her class, communicative, excellent, challenging, great!
178. Not be on a timed test.
179. not having a certain amount of hours you have to be logged in and doing the work each week, I take online classes because of my busy schedule there shouldn't be a minimum amount of time required to be logged in each week just as long as the work is submitted on time.
180. not much
181. not so many assignments. we had 4 things due a week and 3 big tests and a book report. It was hard for me to get everthing done because i work all day and take other classes!
182. nothing
183. nothing
184. nothing
185. nothing
186. nothing
187. nothing
188. nothing
189. nothing
190. nothing
191. nothing
192. nothing
193. nothing
194. nothing
195. nothing

- 196. nothing
- 197. nothing
- 198. nothing
- 199. nothing
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- 211. nothing
- 212. nothing
- 213. nothing
- 214. nothing
- 215. Nothing
- 216. Nothing
- 217. Nothing
- 218. Nothing
- 219. Nothing
- 220. Nothing
- 221. Nothing
- 222. Nothing
- 223. Nothing
- 224. Nothing
- 225. Nothing
- 226. Nothing
- 227. Nothing
- 228. Nothing
- 229. Nothing
- 230. Nothing
- 231. NOTHING
- 232. nothing i enjoyed them both very much
- 233. nothing is very good the format is now
- 234. nothing it was realy good just the way it was
- 235. Nothing really.
- 236. Nothing, everything is fine.
- 237. Nothing, I enjoy the course layout.
- 238. Nothing, I truley enjoyed the course.
- 239. nothing, I wouldn't take course I know I need one on one help with.
- 240. Nothing, it is fine as it is.
- 241. nothing, the teacher is very helpful and interactive, the format works for me
- 242. Nothing!
- 243. Nothing!
- 244. Nothing! It was a very interesting and fun class. The pace was perfect and I learned so much.
- 245. nothing.
- 246. nothing.

247. Nothing.
248. Nothing.
249. Nothing.
250. Nothing.
251. Nothing.
252. Nothing.
253. Nothing.
254. Nothing.
255. Nothing.
256. Nothing.
257. Nothing.
258. NOTHING.
259. Nothing. I am enjoying the class very much.
260. Nothing. I just prefer a traditional brick-and-mortar setting.
261. Nothing. I would add many more courses to the online system. This is important for people who have disabilities .
262. Nothing. The instructor is great and very helpful. The course format is easy to follow.
263. Nothing. This particular course was one of the smoothest I have taken.
264. nothng
265. nothing
266. online classes were available years ago!
267. only on teacher side
268. organization of maaterial
269. Overall...I think it should be a guideline for instructors to have to use a modular approach...this seems to work best, as you know exactly what to expect and within what time frame.....many instructors overload you with last minute assignments and between the blindside and the time factors it causes students to miss assignments and fail miserably
270. Perhaps get extra time to turn in work because we have other classes too.
271. Probably nothing. It is fine as is.
272. Professor **** is a great teacher and she is very involved. I would not change anything about her class.
273. Provide more videos to practice the related subjects are from instructors or author with succinct explanations. The most important of online course learning is how to avoid the technical problems to make less hassle for students.
274. require the professor to respond timely. require the professor to input grades on a regular basis. It seems that because this is an online course that they can get away with "hiding" behind the program w/out having to get grades to students. I don't know where I stand. She doesn't reply to emails or discussions.
275. some instructor don't know what they are doing, specially in city college. they can hardly answer any questions online, and in person many times they had trouble when helping me, they were not familiar with the program/online work the student was doing. At Miramar college-Access 2007, the book did not line up with my it lab, and the book was useless to me & other students too.
276. Some instructors do not seem to use blackboard fully. One instructor for the Drama Cannonized theater classes did things very well. Most of this revolves around the discussion boards. If it is not set up right, finding responses to your posts is incredibly difficult. This is my single complaint in the last 4 years of using blackboard.
277. some of the work online
278. Take the final on-line too.
279. teacher office hours
280. Technical issue.
281. The amount of work.

282. The assignments are not always under the assignment task bar. Sometimes they can be a little hard to find. Annoying.
283. The blackboard system is not mac friendly. Every single time I login, I get a pop-up about java not working, because I use safari as my internet browser. I would also like to get email alerts, when something is due in this class. It's helpful if I can't (or forgot to) login to the class for some reason. I also had a really bad experience with a math course I took online, because the lecture videos were straight from the manufacturer of the text (not the teacher) and there was no guidance as to what to study.
284. The book did not sufficient instructions or directions to compensate for the complete lack of instruction from the professor.
285. the box where it announces the due date for assignments: I would add the subject what is due
.....
286. The content, but I suppose that's subjective. I just feel as though I'm not really learning anything even though I completed all the assignments and passed the tests. I don't feel that any information I was offered, or anything we were required to do, will have any sort of significant effect on my career down the road. It seems like a filler course that "sounds" prestigious or interesting, but really isn't. What is the point of such a course if it only requires me to waste my money and time on useless information? The only GOOD thing about the course is it gives me something to put in my portfolio. But seriously. All that time spent and the reading done, all for one lousy portfolio piece? Doesn't seem to make much sense to me.
287. The course was an introductory course but I was required to know information that exceeded the introductory level.
288. The design of the discussion board. It needs to be clearer who I am addressing in the discussion board
289. The discussion topics are not always relevant to the course material.
290. the due time for turn in the homework
291. The fact that the teacher can randomly decide to have us have class on campus w/out being concerned with people living out of town, taking the online course because of being unable to be in class due to work or other courses, or having children & no childcare.
292. the home work and the time on the quize.
293. The hours I put into study time.
294. The hours that the lab is open. I would have liked to do some of my work in the computer lab to take advantage of a personal contact for help. My work hours did not allow for this.
295. the insrtuctor I think he was lazy and the tech problems I feel it jepordize my learning and timming for assignments being turned in..
296. The instructor
297. The instructor could have been more helpful. I miss the personal lectures. Also, the pace of the class is very unforgiving.
298. The instructor is over worked, I have received no feedback for over a month and have received no grade an assignment for over a month.
299. The instructor made us use econlab which was very frustrating. He did not communitcate with us at all. So having a new teacher for this course would be best. (econ 120 - ****)
300. The new blackboard format makes attachments take to long for professors to download. I am no longer able to submit attachments for any of my classes for this reason which makes formatting the assignments take twice as long. The HTML creator does not apply all formatting options specified in Word and I am forced to reapply formatting options for the document. This may seem like a minor issue but can be a huge waste of time depending on the assignment and the professors formatting requirements.
301. the online assignments and assessments are huge that we don't have such work on campus. this consumes a lot of time, and energy.
302. The online book was not very user friendly

303. The online math classes are a pain, if you accidentally miss a bracket the answer is wrong...face to face math classes are better. but other classes are fine.
304. The online portion of the course didn't give the "How to" when a problem can be evaluated by your Ti83, even though the textbook does show you how to use the calculator to solve certain problems.
305. The picture options on the quizzes and tests that don't seem to respond when I click on them.
306. The price of the books, how much you have to learn for people who have used computers in highschool and else where the CISC 181 is easy not really much of a challenge
307. The professor
308. The professor is a ****, so probably that.
309. The professor.
310. The requirements to submit papers in the computer classes. I am taking those courses to learn how to operate and use my computer more efficiently. I have enough papers to write in my other classes. Also the instructions on how to submit assignments and test results through Blackboard should be explained differently so that they can be easier to understand and comprehend.
311. The SAM disk was totally a change on my course. This was a new task for me and difficult to understand the procedures to do the tests, exams, and then saved it to your disk drive, and send it to your instructor.
312. The teacher is using My math lab, for all student interaction. I feel blackboard is much easier and clear about how to find information. The math lab is great for lessons, but not anything else. The calendar ****, the discussion board ****, and the grades are not clear. Which is really silly to use since Blackboard is so user friendly.
313. The teacher relies on the book and the powerpoint slides from the book. If I was in the classroom, the teacher would have notes and instructional material to present. The teachers are being lazy by not giving us notes besides the book material. The teacher should be required to grade material quicker.
314. The teachers are sometimes hard to communicate with when you do not understand something about the material, or how they are asking for the homework to show.
315. The time management and not to apply in the course late.
316. There is not much that I would change about the online classes that I am taking, just that I would like to be able to use my grant money to get the books that I need if I am taking a onlune class from another school.
317. There is nothing that I can think about at this time that I would change.
318. There should be a feedback page or forum as a way to evaluate a course, the delivery of instruction, the instructor, etc. that is viewable by prospective students. I had a great experience last Fall with an online class at Miramar (Instructor ****). If there was a way to promote an instructor who has done well to show their commitment to students, I would like to see a venue to do that. This Spring 2010, I took a class at City with an instructor (****) who was NOT engaged in the course and nonresponsive to students. Having no instructor accountability and lack of quality instruction was very discouraging. His Student Learning Objectives (SLO) were vague, syllabus inaccurate, and methods of evaluation not clearly defined. We had gone for weeks with no activity in the discussion board (after week 4) with no guidance or comments from the instructor. Instructor had a corrupted file linked to one of the Learning Modules, which he did not replace. Students also had to remind the instructor that he had forgotten to post the midterm exam. Feedback was never given to students on homework submissions. All these were unnecessary burden on students and clearly, these issues all point back to the instructor and not a reflection of the online program as a whole. Additional training provided to these instructors on developing their syllabus and establishing SLOs, as well as increased measures of instructor's accountability/performance appraisal are two areas that need improvement.
319. There would be more writing involved. Not just two scripts, but more of the development of storyline and characters with a script at the end. I think it would be better if we had opinions from the class as a whole and not just the instructor.

320. this is only about the class not about the system of doing classes online. I think should be a little bit more work to keep the student busy.
321. This specific course has a monthly test that covers three chapters with 50 questions in 50 minutes. I'm typically a 3.8 to 4.0 student and these tests were hugely frustrating for me. Each chapter is full of a myriad of stats and details and some of the questions on the test were on little pie-chart data and simply impossible to memorize. I've NEVER struggled with tests as I have with these, and to be honest, I never would have enrolled in the class if I knew this was the format.
322. To be available on WebCT.
323. To have a meeting the first or last day of the class to meet the teacher and the other students
324. To have a vocabulary at the front of each course for that course
325. Too many assignments given by the instructor, causing assignments and feedback to come at a time when it was no longer valuable or useful.
326. Too much busy work
327. Too much homework, and inadequate explanations about which problems we were to work.
328. two of the 3 courses I took did not have online chats with the prof. I would have appreciated having them. Also, I wouldve wanted to have everything layed out when at times it wasnt.
329. Watching more videos to help see the actual steps from start to end, like using YouTube films in Moduel 11. Also, directing us to ARMA, of which I'm a member and enjoy what they offer, it's all very interesting.
330. web system used, particularly mymathlab was confusing, complicated, and there was NO instructor feedback, other than go log on before I drop you, everyday.
331. Well, the fact that the whole class for Math and Digital Media is online. I don't feel that it can be done successfully for a person who already struggles in these areas. If you are really good in math and highly motivated by it, then I feel a full online class could work for you, but not the struggling student. BIG MISTAKE!
332. What i would change about the courses i took was the SAM in Access almost everyone i talked to that was a student did not like that program it was complicated
333. When we purchased our textbooks and pass codes to get into the course portal, we were not informed that the text book would only be online. This is a disadvantage since the final is open "book" but CLOSED LAPTOPS. I think this is an unfair strategy that will put many students including myself at a disadvantage for successfully completing the course.
334. Wished Desktop Publishing Essentials was more inline with catalog synopsis. Didn't realize it was scaled down to a InDesign Tutorial. Not what I was sold on, so I feel deceived. Instructor seems to lack motivation to teach the course as well in its current state. Very sad.
335. With the exception of the graphic design classes I've taken, I've felt like the professors needed to be either more involved in the classes, or better trained in operating the blackboard system. I've had a lot of issues with professors not properly updating their course materials or saying they had some issue with the blackboard system that affected some aspect of the class (tests, grades, etc.) I'd also like to know that someone is auditing the online classes, as again, with the exception of graphic design classes, the instructors do not seem to take the teaching of these classes very seriously.
336. Would have liked to meet the instructor and other students just once.
337. would take a normal face to face class 2x's a week instead of once a week and partially online

Question 25: What additional online services or support would be beneficial? OTHER SPECIFIED

1. abilit to use something like caldave or icaldav to sync online calss calandaer with my calandar on my computer so i can set reminders of when assignments are due.
2. all classes online!
3. all online courses should have an online textbook
4. Always the cutting edge technology available!
5. Better strategy from professors for Final Exams
6. Bookstore Link
7. chat rooms and or whiteboard type applications that help students work on group projects simultaneously.
8. Curriculum that dealt with the subject on the appropriate level (Introductory)
9. Everything is great so far and my online course experience has been excellent. Perhaps skype or communicating on IM with professor or TA? Perhaps, but do not know how this might work.
10. Foreign language courses should be partially offered online (w/exams and quizzes on campus).
11. Forget online, Pleeeeeeeease lengthen library hours. Access to the library on the weekends would be a dramatic benefit to students.
12. I found the outsourced technical support inadequate, while the SDCC tech person was *extremely* helpful.
13. In math, there are dozens of great calculators on-line. Specifically, TI-nSpire CAS software is downloadable to one's computer and is excellent.
14. Make it so attachments can be loaded and downloaded quickly. The HTML Creator is not fully functional.
15. MORE INSTRUCTOR INTERACTION
16. More online classes.
17. Online chating for quick questions regarding transferring and SDCC programs
18. Online instructor
19. open longer
20. Orientation is good and technical support is good but teacher aid is better.
21. Oversight/review of course by instructor's superior and an email for student concerns/complaints
22. Professor performance surveys
23. Secondary assignments for those that are missed and/or extra credit assignments...also, allowing people to deal with ALL school registration requirements online....right now you can register for online classes but you have to go all the way to the school for any departmental services IE financial aid, DSPS, Counseling, Registrars office, Admissions, etc... this destroys the whole premise of "distance education"
24. teacher aide to step in when the teacher does not reply
25. the book on line. Note from teacher once and a while.
26. the courses are great but you can't depend on professor's contacting you back if there is a problem. They want you to come to their night classes if you need help? I'm not kidding!
27. the online services and support seem to be available
28. tickler (more than just the flat calender format)
29. to have better material & train instructors better.
30. video support of what we read. Sometimes after reading I feel I don't understand what I just read, but if I saw a video with audio it could help clarify my confusions.
31. You need instructors who are engaged and interested. Some of them are really sub-par, like my current Java teacher. He couldn't care less if you learn how to program correctly, he just wants obedient students. That is a serious failure. I am your biggest fan of online courses and this guy has me questioning the value of time spent for such a little return on my investment.