SAN DIEGO
MESA COLLEGE

Mesa College
Online Course Satisfaction
Survey Report

Fall 2014

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Overview and Purpose

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

Methodology

Survey Population

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

Sample Design

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

Implementation

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

Instrumentation and Analytical Plan

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

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

Results from this survey are grouped into five general dimensions:

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

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

Student Profile

In Fall 2014, the General Online Population at Mesa College totaled 5,573 students. Less than one percent of the Mesa College students supplied a shared email address or no email address and were excluded. In all, 2,500 students were sampled; of which approximately two percent had previously opted out of receiving future surveys. Of the 2,453 surveys that were sent to students, 299 surveys were completed, yielding a 12% response rate. This is similar to past response rates for this population of students. Of the 300 students who were targeted to survey in the sampling plan, we reached approximately 100% of the desired sample size. Therefore, this response sample provides statistical representativeness which allows for generalizing the results to the entire population of online students served within Mesa College.

The following is a profile of Mesa College students.

- The majority of students who responded reported their course(s) as fully online (78%).

- Over half of the online students who responded were below the age of 30 (57%) and two thirds were female (67%).

- Thirty-six percent of the online students reported their ethnicity as White, 22% were Latino, 16% were Asian/Pacific Islander, 9% were African American, 4% were Filipino, 1% were American Indian/Alaskan Native, and 11% categorized themselves as 'Other' ethnicity.

Survey respondents varied in age, gender, and ethnicity, compared to the general online population. Respondents ages 40 and over and females were overrepresented compared to the general online population. Respondents ages 18 to 24, males, and Latinos were underrepresented compared to the general online population.

Highlight of the Findings

Student Preparation for Online Course

- The majority of students had some college-level experience with online courses during the past two years: 71% had taken a course at SDCCD (similar to 70% in 2011 and up from 58% in 2012) and 26% had taken a course at another college.

- Most online students (77%) felt they had sufficient information about online course requirements prior to enrolling. However, fewer than two thirds of the students felt the Online Learning Readiness Assessment and Blackboard orientation were helpful (59% and 63%, respectively). Satisfaction with the assessment decreased from 2011 to 2014 (64% to 59%).

Student Experience in Online Course

- Three quarters of the students (75%) enrolled in one or two online courses during Fall 2014. Most of the students (95%) visited their online course(s) at least a few times a week, and close to two thirds of the students (62%) spent four or more hours logged into their online course per week.

- When asked the reason why they took their online course, students reported an intention to transfer to a four-year university (32%) or a desire to apply the course toward their AA/AS degree (30%).

- The most popular reasons offered as the cause of students' online course withdrawal were as follows: the course was too time consuming (27%), the course did not fit their personal/work schedule (21%), personal reasons (18%), preference for in-person classes (17%), and the course was too difficult (17%). Between 2011 and 2014, withdrawal due to students' personal/work schedule increased (14% to 21%) and withdrawal due to lack of instructor feedback decreased (20% to 15%).

Technical Support

- Over three quarters of the students (77%) agreed that they had a positive experience using the online course tools. However, fewer than half of the students (47%) felt they were able to obtain help from the 24/7 Blackboard Helpdesk (down from 59% in 2011 and 52% in 2012).

Classroom Support and Communication

- Most online students (88%) referenced the course syllabus for information about course requirements. When asked if their instructor responded to their questions within the timeframe stated in the course syllabus, 70% of the online students agreed or strongly agreed. Among those who did not agree or responded neutrally (30%), 60% did not know where else to go for help with their questions. This is down from 78% in 2011 and from 63% in 2012.

- Just over half of online students preferred that instructors respond to their questions within 24 hours (51%) and about one quarter of students preferred responses within 12 hours (23%).

- Most online students felt that they could communicate effectively with classmates (68%) and instructors (72%); However, effective communication with classmates declined from 2011 and 2012 (73% and 70%, respectively) to 2014 (68%).

- The top methods of communication with instructors were email (80%), the discussion board (40%), course messages (38%), and announcements (37%). Between 2011 and 2014, students became less likely to select email (87% to 80%) as an effective method of student-instructor communication.

Perception of Online Learning and Future Services

- Many of the online students (66%) felt that the number of students in the course was appropriate (down from 74% in 2011 and 71% in 2012).

- Given the choice, more than half of the online students (60%) felt it would be likely that they would take another online course rather than a traditional on-campus course. Moreover, nearly three out of four online students (73%) felt that the online format was an effective way to learn.

Survey Results

Student Profile

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

	Survey Respondents		General Online Population	
	N	**%**	**N**	**%**
Fully online only	233	78%	4,806	86%
Partially online only	27	9%	552	10%
Both fully online and partially online	39	13%	215	4%
Total	**299**	**100%**	**5,573**	**100%**

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

	Survey Respondents		General Online Population	
	N	**%**	**N**	**%**
Under 18	2	1%	8	0%
18 to 24	88	32%	2,776	50%
25 to 29	67	24%	1,260	23%
30 to 39	56	20%	961	17%
40 to 49	31	11%	353	6%
50 and above	33	12%	215	4%
Subtotal	**277**	**100%**	**5,573**	**100%**
Unreported	22			
Total	**299**			

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

	Survey Respondents		General Online Population	
	N	**%**	**N**	**%**
Female	186	67%	3,317	60%
Male	92	33%	2,256	40%
Subtotal	**278**	**100%**	**5,573**	**100%**
Unreported	21			
Total	**299**			

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

	Survey Respondents		General Online Population	
	N	%	N	%
African American	26	9%	458	8%
American Indian/Alaskan Native	4	1%	18	0%
Asian/Pacific Islander	44	16%	663	12%
Filipino	10	4%	268	5%
Latino	61	22%	1,668	31%
White	101	36%	1,988	36%
Other	31	11%	389	7%
Subtotal	**277**	**100%**	**5,452**	**100%**
Unreported	22		121	
Total	**299**		**5,573**	

Student Preparation for Online Course

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

	N	%
None	85	29%
One	42	14%
Two	44	15%
Three	39	13%
Four	26	9%
Five	19	6%
More than five	43	14%
Subtotal	**298**	**100%**
Unreported	1	
Total	**299**	

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

	N	%
None	219	73%
One	26	9%
Two	19	6%
Three	6	2%
Four	11	4%
Five	4	1%
More than five	13	4%
Subtotal	**298**	**100%**
Unreported	1	
Total	**299**	

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

	N	%
Strongly disagree	12	4%
Disagree	26	9%
Neither agree nor disagree	28	10%
Agree	123	44%
Strongly agree	92	33%
Total	**281**	**100%**

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

	N	%
Very unhelpful	14	8%
Unhelpful	8	5%
Neither helpful nor unhelpful	46	28%
Helpful	55	33%
Very helpful	43	26%
Subtotal	**166**	**100%**
Not applicable/Unreported	133	
Total	**299**	

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

	N	%
Very unhelpful	11	7%
Unhelpful	4	3%
Neither helpful nor unhelpful	43	28%
Helpful	64	42%
Very helpful	32	21%
Subtotal	**154**	**100%**
Not applicable/Unreported	145	
Total	**299**	

Student Experience in Online Course

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

	N	%
One	144	48%
Two	81	27%
Three	40	13%
Four	21	7%
Five	7	2%
More than five	6	2%
Total	**299**	**100%**

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

	N	%
Less than once a month	7	2%
Once a month	0	0%
A few times a month	7	2%
A few times a week	162	56%
Once every day	67	23%
More than once a day	46	16%
Subtotal	**289**	**100%**
Unreported	10	
Total	**299**	

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

	N	%
Less than 2 hrs/week	26	9%
2-3 hrs/week	83	29%
4-5 hrs/week	87	30%
6 or more hrs/week	94	32%
Subtotal	**290**	**100%**
Unreported	9	
Total	**299**	

Table 13. Why did you take this online course?

	N	%	%
Apply toward AA/AS degree	84	28%	30%
Apply toward certificate	20	7%	7%
For career development	33	11%	12%
Needed the units	17	6%	6%
Personal enrichment	27	9%	10%
Transfer to a 4-year university	89	30%	32%
Other	6	2%	2%
Subtotal	**276**	**92%**	**100%**
Unreported	23	8%	
Total	**299**	**100%**	

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

	N	%
The course(s) was too time consuming	25	27%
The course(s) did not fit into my personal/work schedule	19	21%
Personal reasons (health, family, etc.)	17	18%
The course(s) was too difficult	16	17%
I prefer to take classes in person	16	17%
I did not need the course(s) (i.e. change of major, transferred, etc.)	14	15%
There was not enough instructor feedback	14	15%
I had technical difficulties with the computer/web	12	13%
Blackboard was too difficult/ problematic	7	8%
The course(s) did not fit into my course schedule	4	4%
Other	10	11%
Total	**154**	

Technical Support

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

	N	%
Strongly disagree	19	7%
Disagree	25	9%
Neither agree nor disagree	20	7%
Agree	114	40%
Strongly agree	106	37%
Subtotal	**284**	**100%**
Not applicable/Unreported	15	
Total	**299**	

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

	N	%
Very unhelpful	7	8%
Unhelpful	8	9%
Neither helpful nor unhelpful	34	37%
Helpful	23	25%
Very helpful	20	22%
Subtotal	**92**	**100%**
Not applicable/Unreported	207	
Total	**299**	

Classroom Support and Communication

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

	N	%
Strongly disagree	9	3%
Disagree	5	2%
Neither agree nor disagree	21	7%
Agree	107	38%
Strongly agree	140	50%
Subtotal	**282**	**100%**
Not applicable/Unreported	17	
Total	**299**	

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

	N	%
Strongly disagree	36	13%
Disagree	13	5%
Neither agree nor disagree	34	12%
Agree	104	38%
Strongly agree	86	32%
Subtotal	**273**	**100%**
Not applicable/Unreported	26	
Total	**299**	

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

	N	%
No	49	60%
Yes	32	40%
Subtotal	**81**	**100%**
Not asked/Unreported	218	
Total	**299**	

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

	N	%
Up to 12 hours	66	23%
Up to 24 hours	146	51%
Up to 2 days	56	20%
Up to 3 days	9	3%
Other	9	3%
Subtotal	**286**	**100%**
Unreported	13	
Total	**299**	

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

	N	%
Strongly disagree	14	5%
Disagree	25	9%
Neither agree nor disagree	47	18%
Agree	93	35%
Strongly agree	89	33%
Subtotal	**268**	**100%**
Not applicable/Unreported	31	
Total	**299**	

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

	N	%
Strongly disagree	20	7%
Disagree	26	9%
Neither agree nor disagree	33	12%
Agree	94	34%
Strongly agree	107	38%
Subtotal	**280**	**100%**
Not applicable/Unreported	19	
Total	**299**	

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

	N	%
Email	228	80%
Discussion Board	114	40%
Announcements	104	37%
Course Messages	108	38%
Comments on Assignments	83	29%
Chat/WebConference	27	10%
Other	12	4%
Total	**676**	

Perception of Online Learning and Future Services

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

	N	%
Strongly disagree	7	3%
Disagree	6	2%
Neither agree nor disagree	78	30%
Agree	86	33%
Strongly agree	86	33%
Subtotal	**263**	**100%**
Not applicable/Unreported	36	
Total	**299**	

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

	N	%
Very unlikely	35	12%
Unlikely	23	8%
Neither likely nor unlikely	56	20%
Likely	65	23%
Very likely	105	37%
Subtotal	**284**	**100%**
Unreported	15	
Total	**299**	

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

	N	%
Strongly disagree	20	7%
Disagree	19	7%
Neither agree nor disagree	38	13%
Agree	96	34%
Strongly agree	110	39%
Subtotal	**283**	**100%**
Not applicable/Unreported	16	
Total	**299**	

Appendix A: Survey Instrument

Online Course Student Satisfaction Survey -Fall 2014

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

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

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

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

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

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

3. If you withdrew from any online classes you enrolled in for Fall 2014 please indicate the reason(s) why you withdrew. **(Select all that apply)**

> Blackboard was too difficult/problematic
>
> I did not need the course(s) (i.e. change of major, transferred, etc.)
>
> I had technical difficulties with the computer/web
>
> I prefer to take classes in person
>
> Personal reasons (health, family, etc.)
>
> The course(s) did not fit into my course schedule
>
> The course(s) did not fit into my personal/work schedule
>
> The course(s) was too difficult
>
> The course(s) was too time consuming
>
> There was not enough instructor feedback
>
> Other, please explain: _____

4. How many online courses <u>within</u> the San Diego Community College District (City, Mesa, or Miramar Colleges) have you taken in the past two years <u>before</u> Fall 2014?

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

5. How many online courses have you taken <u>at other colleges</u> outside of the SDCCD in the past two years <u>before</u> Fall 2014?

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

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

6. Why did you take this online course?

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

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

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

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

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

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

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

Please indicate your **level of agreement**.

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

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

        Strongly disagree

        Disagree

        Neither agree nor disagree

        Agree

        Strongly agree

        Not applicable

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

        No

        Yes, please specify where: _____

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

        Announcements

        Chat/WebConference

        Comments on assignments

        Discussion board

        Course Messages

        Email

        Other, please specify: _____

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

        Up to 12 hours

        Up to 24 hours

        Up to 2 days

        Up to 3 days

        Other, please specify: _____

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

        Very unlikely

        Unlikely

        Neither likely nor unlikely

        Likely

        Very likely

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

25. What would you change about the course?

Demographics (Optional)

26. What is your age?

        Under 18

        18 to 24

        25 to 29

        30 to 39

        40 to 49

        50 and above

27. Are you male or female?

        Male

        Female

28. What is your ethnic background?

        African American

        American Indian/Alaskan Native

        Asian/Pacific Islander

        Filipino

        Latino

        White

        Other

Thank you for taking the survey!

Appendix B: Student Comments

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

1. Could not afford my books
2. Could not get the software materials which are not available at the bookstore
3. Currently enrolled to much adware and malware and viruses
4. I got dropped because i did not meet the 8 hours requirement in one week, even though i COMPLETELY mad up for it the next week. The instructor did not even dignify with a reply to let me know why was it so strict when the course was a math refresher at your ""own"" pace, i guess it was a the instructor's pace, maybe you need to change the description of the course.
5. I took Economics online and I didn't keep up with the work because there was no deadline until the last day of school. I prefer deadlines throughout the semester that way it I must complete the work. Plus RE *** expected a paper each week and I'm taking the course so I can pass the RE license and broker exams. I believe it's the instructor's job to make sure I pass the exam not write papers that really don't matter to the RE licensee. I will gain experience at work. I want the instructor to get me ready for the exam and I notice that he is the only one teaching the course next semester so I'm disappointed I don't have choices.
6. I was struggling with some of my disabilities and reached out to my professors. In one professor opinion; I had ""basically dropped his class already."" He discouraged me from continuing the course. Despite only having missed 2,5 weeks of work and fact that he offered several opportunities for extra credit. He judged my intentions and will to learn. I was treated with contempt and felt humiliated.
7. Instructor (Professor ***) dropped me ""involuntary withdrawal"" complaint filed through San Diego City College Student Services (Math ***). Dropped after two weeks even though I registered on MyMathLab and completed on assignment. Upon request for DSPS accommodation the next day he engaged in retaliatory action (Involuntary Withdrawal). Incompetent Instructor should not be allow to teach online (***)
8. It was also poorly organized.
9. not well organized
10. The course structure did not fit

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

1. Enrolled in only one course.
2. Health reasons made on-campus classes difficult/impossible
3. Other classes filled up
4. Prerequisit to apply to a graduate program
5. Pre-requisite for Doctoral Physical Therapy School
6. These classes offered online only this semester.

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

1. Blackboard, Google, other students & Instructor
2. book
3. Call the helpline
4. Campus tutor center
5. Classmates
6. email teacher
7. FAQ or Help Desk
8. fellow students
9. For class - The professor, students or online links. Tech support - online link
10. friends who have taken the class
11. google
12. google
13. Instructor
14. Instructor phone
15. Mesa website or phone number
16. MyITLab
17. Office Hours on campus
18. online course help on blackboard
19. Other students are more help than my Anthropology teacher, ***
20. Peers
21. Q&A Forum online with other students
22. School
23. Student learning centre
24. student services.   it help desk. dsps.
25. There's a campus number
26. tutoring
27. Tutoring
28. Tutoring Center
29. Tutoring center, outside tutor, online forums
30. Tutors, teacher not helpful at all
31. when drooped from class you loose all instructor info
32. yes

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

1. Email, discussion board is how i have communicated with my professor, but sometimes take up to 4-5 days to respond and when we have only a week to complete assignments, this is not sufficient at all
2. I haven't really tried to cummuncate - I need to with one class so I will try.
3. In person is best.
4. None with *** - She doesn't respond for weeks
5. None, as the instructor has never replied to my emails.
6. None, difficult to get in touch
7. None. She never answers any method of communication.
8. only by phone instructor mistreat by Email
9. phone call
10. sometimes a verbal conversation would be helpful
11. Telephone
12. telephone

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

1. 1 business day.
2. 1.5 days
3. 18 hours
4. Depends. Response time should be faster closer to due assignments, like 24hrs. Otherwise, 2 days.
5. If the class is %100 onlie, and the instructor doesn't actually grade any work or do much more than send a few generic E-mails, then thier should be no excuse as to why it takes more than 24 hours for a responce
6. It depends. If it's important than 24 hrs. If it's a general question then 2 days.
7. less than 6 hours
8. less than an hour due to assignment time constraints
9. Same day, 1-3hrs max

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

1. *The assignmnents can be turned in at any time before the due date. *The ability to work on assignments at any time. *The money saving aspect
2. Ability to learn the material in my way given a very hectic life.
3. Ability to login when convenient for me. Don't have to leave home, drive to school, park, etc. Saves time.
4. Ability to manage my own time/schedule.
5. ability to set a time when available to work on it
6. ability to work on the class at any time of the day
7. Able to go at my own pace.   Access to more resources.   More reasonable expectations.
8. Able to work around my schedule. Don't have to waste time going to any sort of classroom or campus. DO NOT HAVE TO BUY A PARKING PERMIT.
9. Able to work from home or other places outside of campus
10. Accessibility
11. Accessibility, works around my work schedule
12. All
13. All of the flex ability with time management and the convenience of learning for home or where ever you have inter net
14. All of them.
15. All. Was unable to get my books for either class.
16. Being able to log on at any time in the day or night to complete assignments.
17. Being able to chill at home in *** and learn something cool.
18. being able to do everything from home; not having to drive/take a bus to campus;
19. Being able to do it at your pace when its convenient
20. Being able to tackle the course from home.
21. Being able to take this course at my pace during my schedule.
22. Being able to work at my own pace toward deadlines without having class meetings.
23. Being able to work full time and attend to my class work in my own free time.
24. Being able to work on the assignments anytime and view lecture materials anytime (including repeating the lecture videos as needed),
25. Blackboard
26. Blackboard
27. Blackboard features, chat interaction, helpful links, customer service. Competent instructors excluding Professor *** (San Diego City College) MATH ***
28. Blackboard, email and discussion boards. Also, powerpoint presentations, links to various other sites provided by my professor to help with project material.
29. Calendar was able to organize when tests/assignments were available and due.
30. Can work at my own pace and ahead of schedule. Early in the semester, don't have to hassle with parking.
31. Comfort in my own home
32. Connect
33. conveniance
34. convenience
35. convenience
36. convenience
37. Convenience
38. Convenience
39. Convenience, chat with other students
40. Convenience. This saves time. Technology provides what I need. E-mail provides communication with the instructor. Lots of tools from the internet were provided. Excellent video lecture on design from instructor. Good advice from instructor on how to approach the course.
41. Convienience, easy access and constant contact with the teacher.

42. Convinence. I can access the class online when it's convent for me and my schedule. I simply have to have my assignments completed by a deadline. That's valuable for me since I also work.
43. course email
44. Didn't have to walk to school, or drive and spend gas.   Can study at my own pace.
45. Discussion
46. discussion board
47. Discussion board, ability to view grades and the accessibility of all course materials at my leisure
48. Discussions
49. Doesn't conflicts with my work schedule.
50. Easy access to all the course materials.
51. everything about the course was valuable to me
52. Everything I needed was available online for me to learn.
53. everything was there posted and ready to do
54. Faster ceedback and flexible schedule
55. Fits into my busy work schedule.
56. flexibility
57. Flexibility
58. flexibility
59. flexibility
60. Flexibility of time
61. flexibility regarding work schedule, lots of resources at your fingertips with the internet
62. Flexibility, because I have to work.
63. Flexible schedule
64. Flexible schedule.
65. Flexible schedule.
66. Flexible schedule. I could do class at 5am or 11pm
67. Flexible test/quiz schedules
68. flexible time schedule
69. Flexible with schedule
70. Flexible. I work on the assignments at my own schedule.
71. For this semester, the only valuable element was the fact that it is convenience of not having to go to a physical class.
72. Freedom to work around my schedule and other on campus classes.
73. Having a teacher that has a good syllabus and communicates weekly is essential. I'm taking 2 courses right now and the instructors are completely different. One of them communicates very well and is a true instructor or teacher that actually gets involved with her students while the other is in my opinion is completely useless - she acts more like a observer then a teacher. *** is my accounting teacher ""ACCT ***"" and she is very involved with her students. I get emails from her about every chapter and her syllabus is well thought out and helpful. The class is not easy by any means but I feel like there's actually a teacher for the class. On the other hand *** for my ""CISC***"" class is non-existent. They syllabus is lame and no weekly information of any sort to guide and help students or even to give the illusion that there's a teacher present. I think online classes work if you have a teacher that actually chooses to get involved with his/her class and students. Otherwise it's a waste of every ones time and money. ***
74. Having everything in Course Content folders with visible due dates. Easy to find.
75. Having to prepare for assignments and tests throughout the course with assigned readings helped me ""self-teach"" and learn on my own time and pace, which is valuable to me. Also, having all assignments posted on the calendar on Blackboard is incredibly helpful.
76. I am able to schedule my class work around my work/family schedule
77. I am able to take a class that i need in order to graduate and still work my 40 hour a week job to pay my rent and bills.

78. I appreciate the full week plan being put out on Monday so I know everything I need to get done ahead of time.
79. I can access whenever I have time even weekends. l loved it
80. I can do the class around my own schedule at my own pace
81. I can fulfill the course requirements around my own schedule, without having to drive to campus or spend time in a classroom each week. It's much more effective for me to do the readings and assess my learning online at a time that works best for me.
82. I can make it fit into my work schedule.
83. I can participate at my convenience and the deadlines are more plausible for my schedule.
84. I can study on my own time
85. I can work at my own pace. I can be flexible with my schedule. I can time manage based on the assignments due.
86. I could make my own schedule.
87. I could stay home with my baby and save on child care
88. I could work and do the course at my leisure
89. I could work at my own pace and turn in work prior to the deadline.
90. I did not have to make my schedule work with this class.   All tests were open book, and I did not have to put very much effort into receiving and A. Perfect for getting useless classes out of the way.
91. i get to be on my own time
92. I get to plan when I work on it. I get to teach myself.
93. I have taken online courses at years ago before and this is by far the most user friendly online course I have ever used! Very please.
94. I like the ability to move ahead and finish the class before the end of the semester. Also love that I can complete the class online.
95. I like the abilty to self pace, and not have to worry about a set scheduel
96. I like to take online courses that I may be faster than the average student at learning or that I feel comfortable learning without one on one contact
97. I liked the calendar, it was helpful with reminding me what was due week by week.
98. I love the ability to self study.
99. I love to be able to take courses online and not have to drive to the campus (I used to go to Mesa and parking was unbearably bad).   Also, I am old and the social aspect is not necessary; I only want the information. And I get that.   I can communicate fine virtually via email and discussion board.
100. I made the course work with the time I had available.
101. I take the bus to school, so not having to deal with public transit is a big plus. Additionally, I like being able to study at my own pace. I'm not a big fan of classrooms - they're too cold, too uncomfortable, and the lights are painful on my eyes. Doing my school work at home is vastly superior.
102. I value the timely response to questions and/or feedback from my instructors. I might have a questions or need clarification about an assignment. Once my questions was answered, I was able to move forward with the assignment. I appreciate the timely response.
103. I was able to be flexible with my schedule and fit the class around my time. I was able to learn the curriculum at my pace rather than too fast or too slow.
104. I was able to control the pacing for the information, and being able to practice on problems over and over again was very helpful.
105. I was able to maintain a schedule that suited my needs
106. I work full time, so taking courses online doesn't interfere with my work schedule.
107. I work full-time so it is very difficult for me to go to a class, but online I can work around my work schedule.
108. instruction
109. instructor feedback
110. Instructor giving examples of what he expects for a writing assignment Well laid out syllabus Timely feedback Timely answering all questions

111. Instructor's commitment to weekly lectures and always urging students to ask for help if needed. Well laid out lessons.
112. Interactive assignments.
113. It allows me to work around by work and other activities schedule.
114. It is convenient accessing my required work according to my schedule.
115. It was a good refresher. But there was no instruction an way too much work for one unit. I put in average 10+ hours a week and failed to meet the 90% passing requirement.
116. It was nice having a flexible schedule
117. It was the only class still available.
118. It was valuable to have the flexibility to do the work when I could.
119. Its convenient, I can do the online class from the convenience of my home and at my time. I can also study around my work schedule.
120. l like the flexible timeline, as I can do the course work at my own pace while still meeting the required deadlines.
121. Learning Modules
122. My itlab
123. none
124. None
125. None there's no support for students online
126. None, classes in person is the way to go. Online classes should be only when necessary.
127. None. I still had to go to the school to get tutoring because math has been to hard to learn online. To even ask a question is hard.
128. Nothing, I do not like the online course I have taken. The teacher for Cultural Nutrition,***, was very bad
129. Nothing. The subject was hard already and I felt like I had to just teach myself. And I'm a very hands on person but u didn't feel my teacher was involved enough.
130. On my own time.
131. Open book for quizzes and exams. Flexible schedule.
132. PowerPoints and definitely the videos!!!
133. quick and easy for some of the courses.
134. Schedule
135. Scheduling
136. Scheduling
137. self timing and ability to work from home
138. Set my own schedule
139. Simnet
140. Somewhat convenient, however I looked for classes for the CIS*** course in class but there were only a couple, so I kind of had to take it online.
141. Study At my own pace
142. The 24 hour access.
143. the ability to do it as my schedule permits without outside distractions or a long commute
144. The ability to do work around my schedule. Being able to balance raising kids, work and everything else I do makes online classes my only option currently
145. the ability to learn how to use InDesign, Illustrator, and Photoshop
146. The ability to move at my pace. THe ability to use online tools, the infinite knowledge that the internet provides.
147. the ability to view the lessons online and submit and resubmit after teacher's feedback.
148. The ability to work at my own pace, set my own schedule, and work ahead.
149. The assignments and discussion boards.
150. The assignments. The program was just to difficult to maneuver. Since I was only taking the course put of interest, I just have up.

151. The autonomy of time management.
152. The bi-weekly discussion question. The IProfile 3-day diet analysis was great but I think it should have been longer.
153. the connection
154. the convenience
155. The convenience of an online course was the most valuable element to me
156. The discussion board
157. The discussion board
158. The Discussion Board and replies to the fellow students.
159. The discussion board is valuable. It's difficult to have a good conversation, though, as we're all checking in at different times. I'd much rather meet, phone or chat.
160. The discussion boards
161. The ease of doing coursework, readings, and assessments in my own time was very important to me.
162. The ease of when I could do my work.
163. The ease to do class work that fit my schedule
164. The face-to-face classes did not fit my schedule
165. the fact that i can work around my schedule
166. The flexibility of ""attending"" when it was convenient for me.
167. The flexibility of schedule.
168. The flexibility of the time spent studying for the course.
169. The flexibility to work and learn at my own pace with my schedule.
170. The freedom to complete the course at my pace, within the given deadlines.
171. The homework.
172. the information provided
173. The instructions were very clear on assignments.
174. The learning experience and understanding the course content.
175. The online lectures and tests
176. The only element of the course which was valuable to me, both the past courses, and the most recent, was that I could make time for 3 extra units, 5 in the other two, that I could not have possibly had made for class time. It was nice being able to ""go to class"" on my own time. But that works both ways!
177. The possibility to study any time 24h/7
178. The power points slices were helpful.
179. The scheduling
180. The tutorials and the instructor notes
181. The way Instructor grade me, so I knew what I was doing or not doing right. If the course follow the syllabus
182. There is no time constraint when to study. It was very valuable to me as a working professional.
183. There were a lot of links to pages that were helpful.
184. Time
185. Time
186. Time compatible for my schedule
187. Time flexibility
188. time flexibility. In some cases, being able to work when i can, makes all the difference.
189. Time flexibility. No need to commute to a class.
190. Time management, no parking, easy quiz grading and feedback.
191. time saving
192. tutorials
193. very well explained, emails
194. Video Lectures, with quizzes.
195. Visual aids were extremely helpful. Chat sessions were very effective for immediate responses.
196. Worked when I was able to

197. You are able to take the course on your own time within the time restraints given by the professor.
198. You can do it at your own time and pace
199. You learn more online than you do in class

Question 25: What would you change about the course?

1. 80% should be plenty to pass!
2. ability to do some exercises on line
3. Add easier layouts to view assignment easier. The panelview gets a little confusing.
4. Add the possibility to see the other students working on the same course we are working on at the time I'm logged in, and the possibility to chat with them and ask questions.
5. an opportunity to see some fossils would have been really cool so maybe a field trip or a single class where students who wanted to could come to campus one day and hold some fossils.
6. Any way to increase flexibility in the timing to complete assignments and exams is helpful. I take online courses for the flexibility and prefer self-pacing over a period of time to shorter time windows when life may make it hard for me to get to classwork or even a computer.
7. As far as the Math courses, I would not change a thing. The most recent course, Music ***, I would change by making in a face-to-face class. Art is a personal experience, and it involves personal relationships and intimate conversation in order to convey and perceive properly. I think putting Art classes online demerits the subject, and cheats the students of the full experience. No offense to Math.
8. Better Blackboard
9. Better communication. Discussion board responses due later than the Discussion board entry. Students post at the last minute which can make it hard for me to respond because I'm not always up after 10 to respond to all of the last minute entries
10. better instructions that match the book online and the printed instructors instructions
11. better instructors who actually care about the courses they are teaching
12. Blackboard is too cluttered.
13. C++ needs an online simulator. It's confusing to learn about OOP and Classes, but cannot use them in assignments.
14. Coursework everyday
15. Discussion board display.
16. Discussion board needs better navigation and filtering tools. Quiz should show explanation for missed questions. Only shows for correct answers. Overall navigation needs to be improved. A good example of an online system is the University of Phoenix
17. Do not offer math online. Especially a refresher course where people will have a lot of questions.
18. e-book price too high
19. Effective communication w/ instructor. Better response time
20. Eng *** with *** was poorly managed by instructor.
21. Everything. She is very unhelpful
22. Everything. Statistics *** was the worst class I have ever taken. The teacher uses programs that are old and clunky. The programs make the class cost more than a face to face class. The teacher does not appear to be even care about what the students learn. The syllabus is horrid and very unstructured (random sizing, colors, fonts, etc.). Links that the teacher post do not work. Broken English for homework/test questions. Overall I wish I dropped this class prior to the drop deadline.
23. Exam's time due date time restrictions
24. Faster responses from the instructor to questions. More interaction between the students. There was no interaction between the students. We had introductions at the beginning but I don't know who remains in the class.
25. For Accounting ***, have everything done on either the Pearson website or blackboard, but not both.
26. For fully online course, I wish that I could access audio or visual online lectures.
27. Get a more user friendly on line program!!!!
28. Get rid of the instructor that is rude and does not want to answer questions,
29. Give an option to complete a BA degree online from Sdccd.
30. Great course and responsible professors.
31. have open groups or days with specific tutoring available, not have to wait for long time to ask a question

32. Have quizzes be more similar to the test and providing a study guide so students know what to focus on.
33. Having chats. Cause I didn't see one chat notification.
34. how long it takes for teachers to grade assignments or post grades. also the time of quizzes should be longer
35. I am not sure. I need more experience with online courses to suggest changes. Everything seems very efficient.
36. I can not think of any thing I would change. I wish I could key board more effectively.
37. I do not believe it is necessary to curve the grades in an online class since tests are open book/notes/Internet. I also believe that a shorter time limit should be placed on tests and quizzes to actually test one's knowledge instead of having plenty of time to look up answers. This will make the class more effective in learning the material
38. I do not like the procedures to copy and paste. It is much easier to right click, left click than; it is to remember the key commands.
39. I feel that the instructor does not effectively communicate with the students in her class as a whole. we should have a weekly discussion forum following each quiz as there a lot of confusion or ambiguities behind the questions.
40. I have one instructor that won't answer questions if you work ahead. I find that highly unacceptable.
41. I have two course right now. The instructors are completely opposite. One is very organized and has everything laid out for the whole semester in advance. The other is very disorganized and although he does have a syllabus, he changes it as he goes. His lessons are always posted late, but our due times are not moved to accommodate the late posting of assignments. This is bothersome to me. I am a planner and would prefer everything spelled out at the beginning so I know what to expect. Aside from that problem which seems to be my own problem, I have learned an extreme amount from both instructors and I am happy that I took both courses.
42. I prefer face-to-face.
43. I simply did not like the online format of taking a course. I appreciate lectures and not having to learn absolutely everything on my own.
44. I very much enjoyed the course.
45. I wished blackboard's interface would be more organized. The color contrast of the layout is a bit bland, should be able to change different colors making it a better experience for students.
46. I would appreciate it if some professors provided better instructions and a clear weekly schedule that will enhance learning in an organized method. Lecture videos a really helpful.
47. i would change some of the things on the websites
48. I would change the fact that sometime homework and other assignments are due before the week end (sunday night at 11:59 pm). This is a problem for me considering I am a full time student and work full time at the age of 19. I simply cannot seem to fit in all my home work from 3 other classes and go home after work to do another 4 hours which have to be due by a thursday or saturday night. I simply just need a bit more time.
49. I would change the formatting, it can be a bit hard to read. Also the book can be very slow and sometimes logs you out
50. I would change the time frame of work assignment, with a open time frame and the amount of homework, with more video lecture and less assignment like the class.
51. I would find it valuable at times to have open group conversations that were live...this could be via video or just audio.
52. I would have a physical textbook available instead of an only online textbook
53. I would have an open forum so I can communicate with my classmates. And if my instructor could reply to my email and give better and broader feedback on my assignments/ and projects that would be helpful. Plus, grading assignments in a timely fashion would be nice. And no being late on putting up the details of the next assignment to work on would be helpful. Also updating the syllabus and tutorials is needed. We are using CS6. The tutorials show an older version of the software.

54. I would have either the instructor or software program, or both, construct a daily study plan that meets my needs and levels based on the assessment results. This would have provided a structure for my studying as well as the ability to formulate study time expectations for the course-load.
55. I would have preferred a study guide for the exams. The questions were a little out of the blue.
56. I would have the test be available/easier to access on other nodes. I have difficulty with lag on the timed tests as well as opening the ""links"" for the tests.
57. I would like more detailed information about the instructors background or experience. Instructors should be transparent illustrating student ratings, as opposed to obtaining it from a website (www.ratemyprofessor.com)- *** CSID***
58. I would like the teacher to actually answer my questions. I also would use a completely different publisher than Pearson Publishing and Mymathlab. They are absolutely terrible.
59. I would like to get grades as posted on the syllabus of the course, and not one month of waiting to get grades.
60. I would like to have an instructor. I took an online class with another college. They had a video recording of the weekly lecture. So It was like being in class. They also had a week web conferencing were you could interact with your instructor and ask questions in real time.
61. I would make it so that when an instructor is emailed or messages on blackboard, that said email or message would notify the instructor in stead of waiting for 24 hrs before the response.
62. I would never let *** teach an online class again. All she does is yell at students and does not actually teach or help.
63. I would not change anything about the course.
64. I would perfer that the teacher made it easier to contact other students within the course because a study group would have benefited me greatly.
65. I would post all the assignments at the beginning of the semester, rather than at the beginning of each week to allow student to complete them early if they wish, and to be better able to manage their workload schedule.
66. I wouldn't change anything about the course per se, but it would be Very helpful to please have a tutor available in the tutoring center for online class help - we had only 1 this semester, they didn't have one for awhile and someone they did have that could help, their hours they worked were incredibly minimal and far between and was never able to get help from them.
67. I would've liked more straight forward and helpful answers from the teacher instead of ""refer to the syllabus"" which wasn't always clear in itself.
68. If the class is listed as a self paced refresher course, a required time commitment should not be applied. I was kicked from the class for not adhearing to a specific amount of hours for each week, not how much work was done but hours i spent logged onto the program during a SELF PACED REFRESHER COURSE as stated on reg-e
69. I'm currently enrolled at Math *** , online. Professor *** is the least carrying teacher I have met. From the way he writes his syllabus, it comes off that he simply doesn't care. There are no make ups, no late assignments accepted, doesn't drop the lowest score, his tests are hard and very lengthy, and the worst is the final. It must be taken at mesa college, and you must receive a 60 to pass the course. While I fully understand commitments, the main reason people take online classes is because they can not commit to the schedule of an in seat class, yet there is no margin for error. Also the only date in which you can take the final at Mesa college is Dec 15th. No times have been given, and you can not take the test early. I guess I have to miss a day of work, and or another class due to the teachers unwillingness to budge.
70. In Regards to ACT ***: I felt this course required way too much attention. There were links to the LearnSmart sessions which took about 2 hours and were due each week. In addition the weekly homework assignments took an average of 4 hours. Plus there were weekly quizzes and discussions. I understand that it is a 4 unit class but in comparison to my other online courses, I would estimate this course took about 3-4x longer each week. In the beginning of the semester I had some computer freezing issues on the first test and the teacher was very unwilling to let me make it up. He said since on his end it

said I had the test window open for the full length of time he couldn't allow me to retake...but my mouse was frozen and I couldn't do anything.

71. Instead of listing the class schedule in the catalog as TBA list the actual date the assignments would be due. This would determined if this class is suited around my work schedule/activities schedule.

72. It lacks into regarding how each lesson can be useful in real life. Early lessons are OK, but later lessons leave lots of room for improvement. Learning from the book is OK so far as it goes, but it is clear from the assignments that we are learning from the book at an introductory level, whereas the homework is at the advance level, The professors tutorials are helpful, but even after submitting a successful homework, I know that I do not fully understand the processes that got me to a successful homework conclusion. I will require a great amount of personal study with other books and perhaps courses in order to feel confident in this Java programming language skill. The section on programming with arrays is way to compressed, at least for me.

73. It would be great to receive email reminders about upcoming course deadlines/requirements (e.g. ""Don't forget your quiz tomorrow!"" or ""24 hours until Assignment #1 is due!"").

74. Knowledge of teacher in how to use the online format and set up deadlines

75. Less structured deadlines

76. Lower the price of books or give book to us online.

77. Make an online course available for ACCT *** and make the course available on every semester.

78. Make available all SIMNET chapter information.

79. Make it more structured like a face-to-face on-campus course.

80. Make it shorter.

81. Make the interaction between students and the instructor consistent regardless of the course or teacher.

82. Making the classes partially online, that is, having a once-a-week class meeting where it's easy to ask questions and feel like you're able to keep up well with the material, not feeling all alone wondering if you understand things on your own,

83. Making the organization

84. Material more organized.

85. Materials need to be more readily available

86. Maybe, less conjested due dates, having assignments more spread out, but its not that big of a deal.

87. Messages going through email not just through blackboard

88. More clearity of the assiments

89. More detail about assignments

90. More engagement from the professor and/or students. Unless there was a question asked, there was no preface or any involvement with the students to raise more understanding about the course material. Weeks can go by without any communication between the instructor and students aside from computer generated messages stating that an assignment has been posted. It would be helpful if there was a weekly message or open forum regarding quizzes/projects/hw for students who did not completely grasp concepts.

91. more flexible hours to communicate with my instructor

92. More input from the teacher

93. more manageable amount of reading

94. More obvious notifications regarding announcements or messages. Too many irrelevant notifications in BlackBoard.

95. more Simnet access and bonus assignments

96. My college success class had a group presentation assignment. Group projects do not have a place in online courses where there is no requirement to meet with others, and they don't have a place in college level courses to begin with. I would make it so that instructors can't assign group projects on Blackboard. Some people take these online courses from out of state, and it can be detrimental for students to have to rely on other students for their grade in a group project.

97. My teacher was terrible. I essentially paid mesa and paid for the book to read it and learn by myself. There was zero instruction by the professor

98. N/A
99. N/a
100. n/a
101. N/a
102. N/A
103. N/A
104. N/a
105. n/a
106. n/a
107. n/a
108. N/A
109. No comment.Have the professor;s check their blackboard E-mails more often.
110. not enough instruction in some of the courses that may need it like managerial accounting.
111. nothing
112. Nothing
113. Nothing
114. Nothing
115. Nothing
116. nothing
117. nothing
118. nothing
119. Nothing
120. nothing
121. Nothing
122. Nothing
123. Nothing
124. Nothing
125. Nothing
126. Nothing
127. Nothing
128. Nothing
129. nothing
130. nothing
131. Nothing - my Professor is very organized, provides very good feedback and great links to other sites to get good subject material.
132. Nothing at all. I like the way it is set up
133. Nothing everything worked out as it should
134. Nothing I can think of.
135. Nothing love it!
136. Nothing much.
137. Nothing! Dr. *** is awesome! I've never been so confident about chemistry until now!
138. Nothing, but feel like some of the other classes I have taken my help if there are active on-line chats at various times for interaction
139. Nothing, every online course I have taken so far, have been great!
140. Nothing, it was great and well paced.
141. Nothing.
142. Nothing.
143. Nothing.
144. Nothing.
145. Nothing.
146. Nothing. Like the instructors and the material is easy to access and use.

147. Nothing. Online classes are perfect for busy professionals.
148. Offer all courses that pertain to specific degrees (i.e. some business courses are only offered once a year and makes planning gree requirements a challenge).
149. Once I got the hang of how to use the blackboard, I was ok. It was a little challenging at first to understand what I needed to do. I would like maybe some video instruction, lectures. I feel a little like I'm just on my own learning out of the text and that I'm missing the additions an instructor would make an a classroom.
150. Perhaps having an on-campus meeting three or four times per semester to clear up any questions. However, the instructor does have a class time that students can attend if they have any questions.
151. Please take a look at the ratemyprofessor web site. It may help you see what teachers should be teaching online and which ones shouldn't. *** ***
152. Professor
153. Professor response. Clarity.
154. Professor. I also wish i took this class on campus rather than online. It was difficult for me because I had so many questions but could not get answers quickly
155. See #16
156. some busy work is assigned that I do not think aided in learning the material
157. Some online teachers are harder than others. Those who have demanding schedules, with forced class participation via forums and awkward mid week due dates, seem to me, to missing the freedom of online classes.
158. the amount of work
159. The classes sometimes feel too easy, maybe change the course syllabus to be the exact same as the in school classes? (I dont know if they already are)
160. The description: Make sure students know that just because it says at your ""own"" pace, it does not mean you won't reinforce YOUR pace.
161. the fact that it's so expensive to take, costing more than the book would have for an on-campus course, is ridiculous, I've already paid to take the class, I shouldn't have to pay this much for the right to access the required materials
162. The format on the class website was incredibly unclear.
163. The inactivity logging out time is too short!
164. The instructor
165. The instructor doesn't provide assignments/tests that require us to read/know the material
166. The instructor I have for my current course is great, she communicates if she's behind in grading, responds to questions in a timely manner. She also posts the entire workload in advance, so I can work ahead when I have free time. Some of my previous courses were a disaster because instructors didn't post assignments on time, or took vacation without telling the class and questions went unanswered for weeks.
167. the material on homework could be more specific, some classes could be more lenient to homework
168. The organization was confusing. Well I think the TBA when the course was going to be oriented I would change, the scattered mess getting the textbooks the end of the second week of class, the late orientation in registering with the e-pearsons online simulation, spending hours just trying to solve one simple problem that when i ask the instructor he's like tough it out and find it where in class room probably just get answered, the disconnect with the tutoring center our tutor had old data trying to help us solve problems on newer applications and problem sets
169. the required textbook was worthless! i had to pay 70 dollars for an ebook of the professors notes?! not professional notes either
170. The response time of emails to professors
171. The teacher
172. The teacher.
173. The tests. I don't like how the instruction puts one question per page because we lose valuable seconds just switching from question to question and we don't have the ability to go backwards.

174. The time the work was due
175. The way the teachers communicate with student poor communication has definitely affected my education!
176. THE WAY THIS COURSE PARTICULARLY WAS SETUP IS VERY CONFUSING AND FAR TOO COMPLICATED. I HAVE TAKEN MANY ONLINE COURSE AND THIS WAS THE WORST BY FAR.
177. There is no leeway if you are even a few minutes late with an assignment. Sometimes I feel like the instructors are unreasonable with grading some of the assignments because they weren't specific enough with their expectations in the wording of the assignment and because you don't know the professor personally you don't know how strict/critical they are.
178. There needs to be more interactive content.
179. There should be more involvement from the instructor. It seems that instructors put less effort in the online courses compared to those face-to-face on-campus courses. The level of instructor involvement and availability should be the same no matter if the course in online or not.
180. There wasn't a lot of interaction between students. It might be good if more interaction was encouraged since in face-to-face classes you end up learning from your classmates as well as the teacher.
181. To have make up exams, my iPad crashed and kicked me out of the page where I was taking my test, and it automatically submit it my exam and got 3 out 50
182. too many to describe
183. We should have a time, as a group, juat to chat and use the online chat room in case we need to ask questions and more detailed feedback
184. wish the course had been a 3/4 or full semester instead of 1/2 a semester. I learned so much and really enjoyed the class but always felt under pressure to get the classwork completed.
185. Work on making a better course discussion method. Maybe have a chat room instead of using forms