City College
Online Course Satisfaction
Survey Report
Spring 2009

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Overview and Purpose

The purpose of this survey project is to collect additional information about students who took online courses at City College or ECC in the spring 2009 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 or ECC as of first census in the 2009 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 in March informing them of the forthcoming online student satisfaction survey. Students received a survey invitation sent by the Office of Institutional Research and Planning in March 2009. Students were instructed to access the survey directly from a URL link in the survey 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 2008 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 26 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, 11 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 included two comparison groups: the survey respondents and the general online student population. Responses to demographic questions in the satisfaction survey were compared to demographic information provided by the general online student population in their college applications. Analyses of remaining questions were provided for survey respondents only and were grouped into themes to elicit further comparison. Students' comments to the open-ended questions were provided verbatim in Appendix C.

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Data tables are provided by section in Appendix B. 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.[1] Also note that individual response categories may not total 100% due to rounding.

Student Profile

Of the 4,006 surveys that were sent to students, 345 surveys were returned, yielding a 9% response rate. The response rate does not provide statistical representativeness of the population of online students served within City College and is lower than comparative online survey response rates of the SDCCD online student population (18% in 2008 and 13% in 2007). However, this may in part be due to an atypical increase in the number of student surveys conducted during spring 2009 for the accreditation self-studies. In forthcoming years, response rates would likely revert to the range seen in previous years. Consequently, the generalizability of the data was determined via a comparison of the survey respondents to the general online student population using 4 characteristics: online format of courses taken, age, gender and ethnicity.

- When asked if the online course(s) taken in spring 2009 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 (82%). (See Table 1.) This was higher than fully online course enrollment by the general online population (69%).

- The greatest percentage of students who responded were between the ages of 18 to 24 (26%), followed by students 25 to 29 (23%) and 30 to 39 (21%). (See Table 2.) Respondents between the ages of 18 to 24 were underrepresented (26%) compared to the general online population (43%). Respondents between the ages of 40 to 49 (16%) and 50 and above (14%) were overrepresented compared to the general online population (9% and 5%, respectively).

- The majority of respondents reported their gender as female (66%). (See Table 3.) This was comparable to the general college population (61%).

- Approximately 2 in 5 respondents reported their ethnicity as White (42%), 22% were Latino, 11% were African American, 10% reported 'other', 9% were Asian/Pacific Islander, 5% were Filipino and 1% were American Indian/Alaskan Native. (See Table 4.) The ethnic groups of students who responded were representative of the general online population.

In summary, survey respondents varied in age compared to the general online population. The fully online sample of students was also overrepresented compared to the general online population. However, gender and ethnic distributions of students responding to the survey were similar to the general online college population. Thus, the group of students who completed surveys provided some representativeness with reservation. Keep in mind when generalizing the results to the entire population that certain groups may be over or underrepresented.

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[1] Reporting tables with *Percents* and *Valid Percents*, and narrative from *Valid Percents* represents a departure from previous reporting methods. Previous year's reports included tables and narrative presenting *Percents* only.

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, the majority of students (69%) responded that they had taken a course at SDCCD. (See Table 5.) One quarter (25%) responded that they had taken an online course at another college in the past two years. (See Table 6.)

- Most respondents (67%) felt they had sufficient information about online course requirements prior to enrolling (37% agreed and 30% strongly agreed). (See Table 7.) Seventeen percent responded neutrally.

- When asked how helpful the Online Learning Readiness Assessment was 154, (45%) 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, 62% felt the Online Learning Readiness Assessment was helpful and equal proportions of students rated its' helpfulness neutrally or unhelpful (19% each).

- When asked how helpful the WebCT orientation was in preparation for an online course, 162 (47%) of the respondents who completed surveys did not respond or responded 'not applicable'. (See Table 9.) Among those who did respond with the level of help they received, 58% felt the WebCT orientation helpful and 26% rated its' helpfulness neutrally.

Student Experience in Online Course

- Over half of the respondents (53%) reported they enrolled in two or more online courses during spring 2009. (See Table 10.)

- Among specific reasons offered as the cause of students' online course withdrawal, personal reasons (27%) was mentioned most frequently. (See Table 11.) A course that was too time consuming and not enough instructor feedback (17% each) were also frequently mentioned reasons for students' online course withdrawal.

- Forty-eight percent of the respondents reported visiting their online course a few times a week and a similar amount reported visiting their online course once or more a day (46%) (See Table 12.)

- Fifty-nine percent of respondents spent 4 or more hours logged into their online course per week and forty-one percent 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

(40%), followed by a desire to apply the course toward their AA/AS degree (30%). (See Table 14.)

Technical Support

- Seventy percent of the respondents agreed that they had a positive experience using the online course tools and 16% rated their experience negatively. (See Table 15.)

- When asked if the respondents were able to obtain needed help from Technical Support, 111 of the respondents who completed surveys (32%) did not respond or responded 'not applicable'. (See Table 16.) Among those who did respond, 64% agreed that they were able to obtain the help they needed and 21% responded neutrally.

Communication

- Seventy percent of the respondents agreed that they could communicate effectively with their classmates and eighteen percent rated communication with their classmates neutrally. (See Table 17.)

- Seventy percent of the respondents also agreed that they were able to communicate effectively with their instructors. However, nineteen percent disagreed. (See Table 18.)

Perception of Online Learning

- The majority of respondents (66%) agreed that the number of students in the course was appropriate, while 26% had no opinion on the matter. (See Table 19.)

- Nearly three quarters of the respondents (68%) agreed that the online format was an effective way to learn and 16% responded neutrally. (See Table 20.)

- Nearly three quarters of the respondents (72%) reported enjoyment of the online learning method, while 16% of the respondents were dissatisfied with the online learning method. (See Table 21.)

Future Services

- A large proportion of respondents (63%) would be likely to take another online course rather than a traditional on-campus course if given the choice. (See Table 22.) Sixteen percent were undecided.

- Among potential services or support mentioned as beneficial, counseling was mentioned most frequently (41%), followed by tutoring (39%), financial aid (29%) and library services (28%). (See Table 23.) However, about one in five respondents (21%) 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

Office of Institutional Research and Planning

Online Course Student Satisfaction Survey -Spring 2009

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. Select NEXT to move to the next screen.

1. During which session(s) did you take an online course?

    Intersession 2009 only
    Spring 2009 only
    Both Intersession and Spring 2009

2. If you took any online courses in Spring 2009, 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

3. What is your age?

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

4. Are you male or female?

    Male
    Female

5. What is your ethnic background?

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

6. How many online courses at the San Diego Community College District (City, Mesa, or Miramar Colleges) did you enroll in <u>during Spring 2009</u>?

    One
    Two
    Three
    Four
    Five
    More than five

7. If you withdrew from any online classes you enrolled in for Spring 2009 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: _____

8. 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 2009?

        None
        One
        Two
        Three
        Four
        Five
        More than five

9. How many online courses have you taken at other colleges outside of the SDCCD in the past two years before Spring 2009?

        None
        One
        Two
        Three
        Four
        Five
        More than five

If you enrolled in more than one course during Spring 2009, please answer the following questions based on your experience with the online course that is most representative of your overall experience.

10. 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: _____

11. 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

12. 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
13.	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?						
14.	If you attended a Blackboard/WebCT orientation either online or on-campus, how helpful was it in preparing you to take an online course?						

Please indicate your **level of agreement**.

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

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 you took?

26. 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

Office of Institutional Research and Planning

Student Profile

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	276	80%	82%	2,759	69%	69%
Partially online only	29	8%	9%	969	24%	24%
Both fully online and partially online	33	10%	10%	278	7%	7%
Total	**338**	**98%**	**100%**	**4,006**	**100%**	**100%**
No response	7	2%				
Total	**345**	**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	1	0%	0%	10	0%	0%
18 to 24	89	26%	26%	1,713	43%	43%
25 to 29	79	23%	23%	934	23%	23%
30 to 39	71	21%	21%	795	20%	20%
40 to 49	55	16%	16%	350	9%	9%
50 and above	49	14%	14%	204	5%	5%
Total	**344**	**100%**	**100%**	**4,006**	**100%**	**100%**
No response	1	0%				
Total	**345**	**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	117	34%	34%	1,567	39%	39%
Female	226	66%	66%	2,438	61%	61%
Total	**343**	**99%**	**100%**	**4,005**	**100%**	**100%**
No response	2	1%		1	0%	
Total	**345**	**100%**		**4,006**	**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	38	11%	11%	534	13%	15%
American Indian/Alaskan Native	2	1%	1%	43	1%	1%
Asian/Pacific Islander	32	9%	9%	402	10%	11%
Filipino	16	5%	5%	182	5%	5%
Latino	75	22%	22%	941	23%	26%
White	145	42%	42%	1,376	34%	38%
Other	35	10%	10%	133	3%	4%
Total	**343**	**99%**	**100%**	**3,611**	**90%**	**100%**
No response	2	1%		395	10%	
Total	**345**	**100%**		**4,006**	**100%**	

Student Preparation for Online Course

Table 5. How many online courses within the San Diego Community College District have you taken in the past two years before Spring 2009?

	N	%	Valid %
None	107	31%	32%
One	50	14%	15%
Two	46	13%	14%
Three	34	10%	10%
Four	30	9%	9%
Five	10	3%	3%
More than five	59	17%	18%
Total	**336**	**97%**	**100%**
No response	9	3%	
Total	**345**	**100%**	

Table 6. How many online courses have you taken at other colleges outside of the SDCCD in the past two years before Spring 2009?

	N	%	Valid %
None	254	74%	75%
One	15	4%	4%
Two	20	6%	6%
Three	16	5%	5%
Four	6	2%	2%
Five	4	1%	1%
More than five	24	7%	7%
Total	**339**	**98%**	**100%**
No response	6	2%	
Total	**345**	**100%**	

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

	N	%	Valid %
Strongly disagree	30	9%	9%
Disagree	23	7%	7%
Neither agree nor disagree	54	16%	17%
Agree	121	35%	37%
Strongly agree	98	28%	30%
Total	**326**	**94%**	**100%**
No response/Not applicable	19	6%	
Total	**345**	**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	26	8%	14%
Unhelpful	9	3%	5%
Neither helpful nor unhelpful	37	11%	19%
Helpful	75	22%	39%
Very helpful	44	13%	23%
Total	**191**	**55%**	**100%**
No response/Not applicable	154	45%	
Total	**345**	**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	22	6%	12%
Unhelpful	7	2%	4%
Neither helpful nor unhelpful	47	14%	26%
Helpful	59	17%	32%
Very helpful	48	14%	26%
Total	**183**	**53%**	**100%**
No response/Not applicable	162	47%	
Total	**345**	**100%**	

Student Experience in Online Course

Table 10. How many online courses at the San Diego Community College District (City, Mesa, or Miramar Colleges) did you enroll in during Spring 2009?

	N	%	Valid %
One	160	46%	47%
Two	99	29%	29%
Three	40	12%	12%
Four	17	5%	5%
Five	12	3%	4%
More than five	10	3%	3%
Total	**338**	**98%**	**100%**
No response	7	2%	
Total	**345**	**100%**	

Table 11. If you withdrew from any online classes you enrolled in for Spring 2009 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.)	9	5%	8%
The course(s) did not fit into my course schedule	9	5%	8%
The course(s) did not fit into my personal/work schedule	14	8%	12%
Personal reasons (health, family, etc.)	30	17%	27%
The course(s) was too difficult	13	7%	12%
The course(s) was too time consuming	19	11%	17%
There was not enough instructor feedback	19	11%	17%
Blackboard was too difficult/problematic	11	6%	10%
I had technical difficulties with the computer/web	16	9%	14%
I prefer to take classes in person	14	8%	12%
Other	24	13%	21%
Total	**178**	**100%**	**158%**

Response Summary for question set					
Valid		Missing		Total	
N	**%**	**N**	**%**	**N**	**%**
113	33%	232	67%	345	100%

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

	N	%	Valid %
Less than once a month	3	1%	1%
Once a month	3	1%	1%
A few times a month	14	4%	4%
A few times a week	161	47%	48%
Once every day	80	23%	24%
More than once a day	72	21%	22%
Total	**333**	**97%**	**100%**
No response	12	3%	
Total	**345**	**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	10%	10%
2-3 hrs/week	104	30%	31%
4-5 hrs/week	97	28%	29%
6 or more hrs/week	100	29%	30%
Total	**334**	**97%**	**100%**
No response	11	3%	
Total	**345**	**100%**	

Table 14. Why did you take this online course?

	N	%	Valid %
Personal enrichment	30	9%	10%
Apply toward AA/AS degree	91	26%	30%
Apply toward certificate	17	5%	6%
For career development	26	8%	9%
Transfer to a 4-year university	121	35%	40%
Other	18	5%	6%
Total	**303**	**88%**	**100%**
No response	42	12%	
Total	**345**	**100%**	

Technical Support

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

	N	%	Valid %
Strongly disagree	29	8%	9%
Disagree	24	7%	7%
Neither agree nor disagree	47	14%	14%
Agree	119	34%	36%
Strongly agree	111	32%	34%
Total	**330**	**96%**	**100%**
No response/Not applicable	15	4%	
Total	**345**	**100%**	

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

	N	%	Valid %
Strongly disagree	19	6%	8%
Disagree	18	5%	8%
Neither agree nor disagree	48	14%	21%
Agree	91	26%	39%
Strongly agree	58	17%	25%
Total	**234**	**68%**	**100%**
No response/Not applicable	111	32%	
Total	**345**	**100%**	

Communication

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

	N	%	Valid %
Strongly disagree	20	6%	6%
Disagree	19	6%	6%
Neither agree nor disagree	59	17%	18%
Agree	123	36%	39%
Strongly agree	98	28%	31%
Total	**319**	**92%**	**100%**
No response/Not applicable	26	8%	
Total	**345**	**100%**	

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

	N	%	Valid %
Strongly disagree	40	12%	12%
Disagree	23	7%	7%
Neither agree nor disagree	34	10%	10%
Agree	109	32%	33%
Strongly agree	121	35%	37%
Total	**327**	**95%**	**100%**
No response/Not applicable	18	5%	
Total	**345**	**100%**	

Perception of Online Learning

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

	N	%	Valid %
Strongly disagree	15	4%	5%
Disagree	7	2%	2%
Neither agree nor disagree	79	23%	26%
Agree	110	32%	36%
Strongly agree	92	27%	30%
Total	**303**	**88%**	**100%**
No response/Not applicable	42	12%	
Total	**345**	**100%**	

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

	N	%	Valid %
Strongly disagree	31	9%	9%
Disagree	21	6%	6%
Neither agree nor disagree	53	15%	16%
Agree	97	28%	29%
Strongly agree	127	37%	39%
Total	**329**	**95%**	**100%**
No response/Not applicable	16	5%	
Total	**345**	**100%**	

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

	N	%	Valid %
Strongly disagree	27	8%	8%
Disagree	26	8%	8%
Neither agree nor disagree	37	11%	11%
Agree	97	28%	29%
Strongly agree	142	41%	43%
Total	**329**	**95%**	**100%**
No response	16	5%	
Total	**345**	**100%**	

Future Services

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	37	11%	11%
Unlikely	34	10%	10%
Neither likely nor unlikely	54	16%	16%
Likely	65	19%	20%
Very likely	143	41%	43%
Total	**333**	**97%**	**100%**
No response	12	3%	
Total	**345**	**100%**	

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

	N	%	% of Cases
Counseling	122	18%	41%
Orientation	61	9%	21%
Placement Testing for English and Math	73	11%	25%
Technical support	67	10%	23%
Financial aid	87	13%	29%
Library	82	12%	28%
Tutoring	116	17%	39%
No need for additional services or support	63	9%	21%
Other	19	3%	6%
Total	**690**	**100%**	**232%**

Response Summary for question set					
Valid		Missing		Total	
N	%	N	%	N	%
297	86%	48	14%	345	100%

Appendix C: Student Comments

Question 7: If you withdrew from any online classes you enrolled in for Spring 2009 please indicate the reason(s) why you withdrew. OTHER SPECIFIED

1. Assignments not well organized
2. Could not affort books and materials
3. course work didn't resemble tests at all
4. did not know it was only 8 weeks!
5. Didn't receive the book in the mail in time
6. I am visually impaired and had difficulties
7. I got dropped due to a mistake from the staff.
8. I had no clue where/how to start. I was lost.
9. i took credit no credit due to the difficulty
10. I tried to take too many classes.
11. I was added to class I wanted.
12. instructor did show up for 6 weeks
13. it was also too difficult
14. Over a month with no grades on completed assignmen
15. please email me at ****com 4 info
16. Poor deadlines on assignments.
17. prof. had negative ratings on ratemyprofessor.com
18. taking too many other units @ university (20+)
19. Teacher dropped me for lack of progress
20. The course was instructed through an outside site
21. The Teacher Changed the Deadlines without notice.
22. was required to buy text again simply for a code!!
23. weekly topics were never posted, as well as quizes
24. work

Question 10: Why did you take this online course? OTHER SPECIFIED

1. AA/AS and transfer to 4 year
2. didn't take online courses
3. For my major in Math
4. Fulfill PreReq program requirements
5. had to be a full-time student in order to keep job
6. half were for enrichment and half for degree
7. I work Full Time, It fits my schedule Best.
8. job schedule
9. need to raise GPA and reapply to Grad School
10. Needed to take a City Class for my High School
11. Personal Growth, Professional Training
12. pre req for graduate school
13. required for admission to graduate program.
14. That was the only was available
15. to gain points for the rad tech program admission
16. was best suited for me
17. wasn't offered online at cuyamaca college
18. work fulltime, take classes oncampus, needed units

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

1. A flexable schedule, help when needed and location.
2. Able to get online for homework; tests at according to my time availability.
3. able to move around and do work when i needed
4. Able to work and study any where there was an internet connection.
5. Able to work in own pace and and whenever I had time.
6. Access to the Professor
7. Accessibility.
8. all
9. all aspects
10. all elements of the program
11. All of the elements were available to me
12. All were of value----except when a deadline, on assignments, is given.
13. As long as internet was avaliable, I could do my work. It saved time in terms of going to class and especially in finding parking.
14. Assessment test, orientation, counseling, tutoring
15. Being able to attend on my schedule.
16. Being able to complete the coursework around my work and school schedule
17. being able to do it at my own pace and around my busy schedule
18. Being able to do my school work when I had time, ease of use.
19. being able to do the work on my own hours
20. being able to do work when I chose the time
21. being able to go on-line when it is the best time for me.
22. Being able to not have to show up at class
23. Being able to study and take exams on my own
24. Being able to work during my free time.
25. Being able to work on the class when I had time throughout the week.
26. Being on my own schedule. I can study and take tests when it's convenient for me. I don't have to drive to campus and find parking and walk to class.   Saves me time and money!
27. Calendar, assignments development,discussion and the email directory for our classmates.
28. chat room, availibility
29. Class availability. Being able to take the course all hours of the night.
30. class instructional videos
31. convenience
32. convenience
33. Convenience
34. Convenience and content
35. Convenience of studying based off my time.
36. convenience of working when I am able to rather then attending a set class.
37. convenience, flexible
38. Convenience!
39. convenient, can go on whenever,
40. Convnience, not time consuming
41. Could do it from home at a time that was convenient for me.
42. Discussion, Interaction with instructor one on one, projects, deadline oriented.
43. Discussions
44. Do not have to travel.
45. Doing homework during all hours of the day is extremely helpful. Sometimes I am so busy with work and home that I will do my online course work at midnight. Also, the Discussion Boards are very helpful.
46. Dont have much to Say it wasnt much Difficult and Everything was Good
47. Easy to use, simple and on my own time, fits around my schedule
48. educational
49. Efficient time management, self paced, discussion area, email, home page grades, calendar.
50. every thing
51. Everything is there that I need.
52. Fit logisticaly into my schedule
53. Fitting in the lessons on my own time while keeping within the deadlines provided by the professors

54. Flashcards
55. Flexability
56. flexi
57. flexibility
58. flexibility - able to do the work assignments on my own time. Having one single due date
59. FLexibility and convenience of time.
60. Flexibility, allowing me to have a job.
61. Flexibility, learning modules including powerpoint and videos, email, discussion with other students
62. flexibility, working from home
63. Flexibility.
64. Flexibility. Being able to schedule schoolwork around work.
65. flexible schedule
66. flexible schedule
67. Flexible schedule.
68. flexible schedules,
69. Flexible time in the learning process and self-instruction.
70. Flexible, I also work full time this allowed me to do school work no matter what time of the day it is.
71. For the class I didn't drop, the most valuable aspect of it is the lesson folder- having everything that I needed to finish available and organized in one place.
72. Free scheduling
73. freedom of working at my own pace
74. good feedback from proffesor
75. Good profesor who was patient with me learning.
76. Having access to the teacher through out the week opposed to being on campus and seeing the professor on scheduled class days.
77. Having control over the hours I actually was able to apply myself satisfied my completely. It takes discipline but I enjoyed it very much.
78. Having staff on-campus if I had questions
79. helpful websites in regards to the course
80. I am able to schedule on my time via evening after work
81. I am able to work full time and do my homework at home, at breaks at work, in the morning before I go to work and late at night before I go to bed. When I take a course at the college I can't do this and must have time set aside to come to class, instead of being able to do class in between the other things I have to do during the day.
82. i am disabled and had a problem with going to school campus
83. I am not really need online
84. I am very busy at various times of the day, and the online courses allow me to log on to my course and complete assignments when I am able.
85. I can be in another city/ country while I'm taking classes.
86. I can come in on my own time to do the work.
87. I can do my class at home.
88. I can do the work anytime. I don't have to drive anywhere, buy a parking pass, or get into traffic.
89. I can learn anytime.
90. I can work at my own pace and work on homework at 3AM if needed
91. I could do it on my own time, without having to worry about parking or going to class at a specific time.
92. I dont have too much time, becuase I work and plus I have a daugther so an online curse is perfect for me I dont spend money on gas and is very effective in my personal experience, I really love online courses.
93. I dont remember. but i liked powerpoint
94. I enjoy taking online courses cause it allows me more time in a day. I can do what needs to be done on my own time.
95. I enjoy the flexibility--I don't have to plan around my work schedule or find parking.
96. I enjoy working at my own pace.
97. I had only taken one semester after a 30 year absence and I enjoyed the independence associated with it.
98. I have been traveling, and want to continue to take classes. I was unable to physically attend classes.

99. I have three kids on differnent schedusals other wise i would not be able to attend an face to face class
100. I learned alot of things from the text that I didn't know.
101. I like that is fully on line. I do not like when I have to take a test at school.
102. I like to read people's discussion conversations; have time to think about what I am going to add to it. I think it's an effective way to absorb the class information.
103. I liked that I did not have to "go to class."
104. I liked that most of it was online, and that u didn't need to buy an expensive textbook
105. I really liked that I could communicate with my instructor and things could be explained more effectively.
106. I took the course on-line because the class was not available on-campus, I needed this class for transfer requirements, and the flexiblity of the schedule was helpful for me due to the fact I work full-time and also taking 8 units on campus.
107. I valued the opportunity to listen to lectures, study and do coarse work while at home. I can expose myself to material at a convenient time and place for me. Since I work full time I value not fighting for parking spots and traffic while attempting to get to class.
108. I was able to access everything I needed 24 hours a day. I was also able to contact and be contacted by the instructor in a convenient way.
109. I was able to do everything with time, when I had time.
110. I work Ft (exempt) so for me it means that I don't have to stress about whether I can make it to class or be tardy.
111. I work fulltime and am also taking an on campus class so timewise this allows me to do my work when I can.
112. I'm a busy person and like to work from home on my schedule.
113. in addition to the course. Flexibility.
114. In the course compass format is awesome it walks you through the problems and they have videos and alot of excersizes to excell in the class.
115. In the military, this is my only option for higher learning. I was very pleased and find that if you are self-motivated, online classes are great.
116. Information on how to use Word documents on Windows Microsoft
117. instruction's reply
118. Instructor's excellent attitude;Be at home.
119. Instructros and Tutors will be there to help me when I encountered any questions or problems while doing my work.
120. It feets into my schedule
121. It fits with my schedule. I support myself, and work over 40 hours a week. It is hard to get to class, which is why I take online classes.
122. It generally fit my time schedule, prior to some in-life crises showing up.
123. It is flexible around my schedule. I work and am a single parent. This has been the only way I am able to complete my degree and advance my career.
124. It works great with my schedule. Teaching myself is the best way for me to learn.
125. learn at my own pace
126. Learning modules, discussion board, email box, my grade section
127. Learning Modules, Discussion Posts, sylabus
128. **** class was incredibly valuable because of the discussion board. Also, she answered inquiries reliably and quickly.
129. na
130. NO COMMUTING! Easier to work the load into my schedule. Could access site from my work when things there were slow.
131. none
132. Not having a set class time that I had to work in to my schedule
133. not having to attend in person, saves time.
134. Not having to find daycare for my 4 kids and being able complete my work any time of the day not just during the set class hours.
135. not having to go to campus
136. not sure at this time
137. nothing
138. nothing but i dont think it was the fact it was online, the instructor just didn't connect the homework enough with the quizzes for me to learn.

139. Online notes
140. Online quiz; tests, online notes, being able to email your teacher
141. Pace of course study
142. paperless homework
143. Practical application for career purposes
144. quizez
145. Quizzes and practice exercises as well as final tests.
146. Readyness
147. saves time i can do at home
148. schedule flexibility
149. Self-paced made it much easier for my schedule. Instant grade results from exams were great.
150. Setting my own hours!
151. sometimes instruction is more detailed because you are using a text book while in the classromm many times you are not using texts books
152. Straight foward deadlines for the entire semester. It helped to keep track what material will be covered next.
153. Taking chating with the teacher and other students concerning the cours.
154. That i am able to go at my own pace and able to do it from home.
155. That I could work on Home work 24/7,and the sections were well planned out for the whole semester.
156. That I was able to work on assignments from home.
157. The ability to complete work on my time and the hours I choose
158. The ability to do the work on a time period more convenient for me at my own pace. And Call or attend a class if only when I need help.
159. The ability to gain college credit without having to go on campus.
160. The ability to get online and do homework when it is most convenient.
161. The ability to log in on my own schedule was the most valuable part.
162. The ability to study on my own schedule
163. The ability to work at my own pace.
164. The ability to work at my own pace.
165. The ability to work off campus at my time and place of discretion. I work full time and attend classes on campus. I simply would not have had the time to take as many classes as I have if it weren't for being able to work after hours and on the weekends. These courses are great for satisfying Gen Ed requirements.
166. The ability to work on course material when I have time and without having to drive all the way to campus.
167. the access and the tools provided
168. the amount of info. about the course presented
169. the assignments and activities tagught me a lot
170. The assignments, learning modules, and so forth.
171. the at home work.
172. The audio-visual links within the instructor's lessons; the templates for writing the assignments
173. the availability of the class during night hours--the convenience.
174. The availability to access the class at any time during the day or night.
175. the blog entries
176. The discussion board was the only element that helped me better understand the subject because of the opinions given by the other students.
177. The discussion boards help a lot, while email to communicate with my professors in priceless.
178. the discussions
179. The discussions
180. The discussions because everyone shares honest opinions
181. The ease of working from home at my own pace. As a mother of 4 children and full-time employee, I want my evenings to spend with my kids, not in a classroom.
182. The ease of working on class at any time.
183. The fact that i could go on when i wanted.
184. The fact that I don't have to drive gave me more time to study. I feel I get the same results from online than in person.
185. The fact that I had a time frame to complete coursework.

186. The fact that I was able to have access and do my assignments 24/7 since I work at night and am up at wierd hours
187. The fact that it was at my own conveinence
188. The fact that it was fully online with the hectic schedule I have.
189. The fact that it worked around my schedule.
190. the fact that you can learn it at your pace even if it takes you until 3 a.m. if you search and search you find it. face-to-face you get what you get during your time on campus
191. The feedback between instructor and student.
192. The flexibility of the instructor as to the due dates of certain assignments and the ease of doing the work at your own pace and time.
193. The hands-on lab work and demonstrations that the recording provided were helpful.
194. The Help available at the CBTE Center
195. The information and help from staff at the lab.
196. The instructor being available.
197. The instructor was very attentive and got back to me quickly whenever I had a question. She gave me feedback on my assignments and guidance to help me be successful in the course,
198. The learning modules
199. The most valuable elements were time flexibility. Allowing for attendence at class everyweek opens the door for me to have a more fulfilling learning experience. When taking in class courses I tend to have to miss a few weeks due to other family obligations which hampers my ability to retain all the knowledge I need to be successfull in the course.
200. The online course I took this spring 2009 was the worse class I have ever taken.
201. The only thing I liked about it is that it is flexible in time, and that it is at ones own pace
202. The only time that proved valuable to me was the time I spent in the Computer Lab at school. My point of taking the courses was to be able to do them on my computer at home. I found that far too confusing!
203. The practice and knowledge gained.
204. The problem was that my teacher neither posted a syllabus or schedule. It was a joke.
205. the professor
206. the professor was very helpful and brought his fun personality into what may have been uninteresting.
207. The quality, depth and content of the lectures and the use of the discussion board.
208. The rapidness of the response of the teacher, when ever a question arises.
209. The schedule flexibility
210. The self-paced structure and the variety of learning options available were valuable to me.
211. The student learns to be autodidactic and self-sufficient.
212. The syllabus. The intructor's syllabus printout enables me to bide my time between completing assignments online and distributing my time for the other courses taken in-class.
213. The Teacher was very helpful and accomadating, also the tools and resources available are very helpful to my learning process.
214. The time factor has been and always will be the most valued element of the online courses.
215. The time gained from not having to travel to class and sit in a lecture.
216. The time is flexible.
217. the time you have to log on whenever you want.
218. The timeframes for assignments. I enjoyed the disucssion groups.
219. The Timing, and the accessibility
220. the videos
221. the videos - they really showed me how to do things in digital media
222. the videos and practice tests
223. This course ended up with zero value. I will never take another course from San Diego City College.
224. This course is completely useless. It has absolutely no value. The instructor is incompetent, rude, unavailable, and unresponsive.
225. tiem managment
226. time
227. time flexibility
228. time flexibility
229. time flexibility
230. time flexibility, weekly assignments increased my participation and performance

231. time management
232. Time management
233. Time management
234. time. getting to do this at my own time.
235. unlimited time on classes.
236. various websites
237. very convenient for people like me who works full-time
238. video tutorials
239. Visual Slide lectures, easy access to pdf handouts and nessesary files, flexable schedule, convenient test taking and assignment submissions
240. Web tutor, web link for research and the online library.
241. Work at own pace
242. Working through the assignments was most beneficial.
243. you could do it at your own time.
244. 1. Convenience. 2. Cost-savings (as far as gasoline is concerned). 3. More time to study.

Question 25: What would you change about the course you took?

1. Ability to add spell check into the system.
2. Ability to see quiz results after submitting quiz. We are able to see test results right after submission. This would allow you to see where you stand/what you may need to re-read.
3. A better instructor for the eco course(short-term) I took, the instructor basically did not teach the course and I had numerous online classes that didnt rely solely on the website to teach the class, I think paying that guy was a waste of money.
4. A bit more involvement from the instuctor as far as keeping us informed on status of grades
5. A few of the courses need some more in depth analysis of the material by the student. For example, more "papers" which make the student delve into and understand the material instead of just multiple choice.
6. A little more interaction between instructor and students.
7. A lot of writing was required for one course. I would have preferred less writing and maybe more quizzes to guage if I was comprehending what I was learning.
8. absolutely nothing
9. amount of work required seemed like more
10. An easier way to email teacher work is done.
11. Another two weeks to do the course would have been helpful. The course was an Intro to Networking and if we could have accessed Windows 2003 Server and Linux Server I could have done all of the hands-on/lab task that were in the book. Even a virtual server would have been great.
12. ARTG-106 Typography at City College
13. Critiques need to be fairly dispersed among students. There is a tendency of students being left out of profitable student inputs due to various reasons, usually time constraints. Left an uneasy feeling with me on a few assignments, but I kept offering my own critiques and eventually started to get some reciprocating feedback. Coverage of fonts and application more in depth. I am assuming this are might be covered in more detail in the advanced typography class, just not sure. Overall the class was a great learning experience and I would seriously recommend it to anyone who wants to learn design principles with typography.
14. audio help when not in labs
15. Availability of the instructor. It felt like he wasn't there and that I could never get a response in a timely manner.
16. Being able to talk with the professor a little more.
17. blacboard responses
18. Certain teachers should not be aloud to teach online classes. Their techniques are clearly not affective for this type of environment.
19. chats
20. Clearer Instructions. Better book. Book that was used was too difficult for a beginning Excel class.
21. Deadlines on assignments. It comes down to what is more important, handing in this program on time or life with my family? Putting in 70 hours a week on a newly started business and course deadlines were not worth it!
22. different teacher who knows what they are doing and have time to teach the class or at least be invovled with the class.
23. disscusion board
24. Do not require minimum attendence (log-in) per week, since that compromises the flexibility which makes the course attractive in the first place
25. Econ class was horrible. INstructor did not do his job at all.
26. Everything. I have both taken and taught numerous online courses and this is by far the worst course and instructor (calling **** an instructor is extremely generous)I have ever experienced. I will mention that I currently have an A, and this is in no way a reflection of my grade.
27. Extra work available for reinforcement and further Knowledge/skills
28. For one, they should show you how to enter your scores. Over 50% of test answers I would enter would be correct, but then I got them wrong due to the computer's format, which they do not outline from the begining. Not to mention, the instructor never replied to discussion boards, and very late for emails.She mid course changed the fact that the homeworks had no deadline to all the sudden a few of mine were past due with no credit- with no notification of a change in course structure.

29. For the class I dropped, I would like for the instructor to find a different way of setting up her assignments. Her instructions were convoluted and crammed into the syllabus instead of arranged into a lesson module.
30. give me a timebar or "progress bar" that shows me what percentage of the class I have completed so I can budget my time for each session.
31. Good feedback from the instructor. I did not have that in this class. Many times I e-mailed and called my instructor with no response. It was very disappointed. My worst experience with an online class to date.
32. Grades based more on technically proficiency than instructors opinions.
33. have a meeting with the instructor once a month
34. have the computer center open before 10 am because it was difficult with my schedual to fit in time to go after 10 am
35. Having more course incorporate video would be handy
36. I cannot think of anything that I would change.
37. I did miss class lectures. I think you can learn alot from a professors wisdom.
38. I did not like much replying to posts that my classmates made. We were ask to do it and that was the only reason why I had to do it, but I find it a little peculiar because some people missinterpreted what one may say.
39. I dislike how some courses only release quizzes; assignments once a week. I've taken 9 online courses; I MUCH prefer when we have ALL the work available for us to submit up front. That way if I have extra free time I can work ahead. I also wish ALL online courses would post the class requirements/syllabus as well as required books; supplies ahead of time. When they do not, I'm often not sure if I really want to take the course,; then if I do I have to go out; find the books in a matter of days. In 2 past classes the college bookstores were out of stock when the classes began forcing students to purchase books online; pay VERY high expedited shipping costs. I also dislike how some course utilize alternate websites for quiz submissions. I've never had a problem with the school's website/tech support, however, I've had a lot of problems with the SAM site; did not know until I actually had to take a test that it would not work for me, thus giving me 0% on that test. Had there been a way to test if the site would work ahead of time, I would have known; could have configured my computer earlier to meet that site's requirements or dropped the course before I had invested a lot of time in it.
40. I do not think any group projects are appropriate for the online community.
41. I do prefer face-to-face classes beacuse it gives the in the moment reaction from the teacher and other classmates, but I'm not sure how that could be incorporated into an online class.
42. I don't have anything in mind that I would change.
43. I don't really like Blackboard. I've used Etdues and I think it's much easier to use.
44. I dropped my Music course and it was in part due to being a self paced course. The theatre class I am taking however, is not self paced and I believe this process has enabled me to learn throughout the 8 week period. If I ever take an online course again it will likely not be self paced. I believe the courses that are not self paced but rather require work everyweek are the courses where the student learns more. Just my opinion.
45. I feel that the instructor was an awesome online instructor i would love to take Calc2 with him.
46. I had a few website or computer glitches during tests. I don't know if it was due Windows Vista being incompatible, or a program glitch, but it was difficult to contact support or remedy the situation during the timed 90 minute tests.
47. I had taken online courses at university of phoenix previously and enjoyed the experience, I thought taken classes here wouldn't be any different. I was extreamely dissapointed in this class. The syllabus stated there would be disscussions every week and there weren't. there were no assignments given besides the readings, and the quizzes weren't available until almost 2 weeks past the origianal dated stated, then they were given lumped together, quizzes 1,2,and3 all within a week of each other. The professor stated he had technical difficulties uploading the quizzes, but I honestly dont think this professor was interested in teaching this class at all, he never particiapted in disscussions until I posted my disgust in the way the class was being run. I understand the we are suffering from economic cut backs and classes are limited, but for students such as myself who still want to excell academicly, every class given counts, and its very discouraging to take classes like this. I withdrew from the class due to lack of commitment on the part of the professor, he was wasting my time and I felt I learned nothing from that class.
48. I had trouble logging on to the chat rooms
49. I have windows Vista didn't get enough help on set up.

50. I needed more time. The online sylabus was hard to read. There was a lot of information that was overwhelming to digest and find the current week. I wasn't able to contact my instructor through the Blackboard e-mail because of the security on my computer.
51. I think a "Wimba" live online lecture once a week could be helpful. It could even be recorded in case some people couldn't make it.
52. I think it is important to have online meetings with the instructor once a week to see how he does the excercises we are supposed to do, I am specifically refering to the java class
53. I think more teacher interaction might be better.
54. I think we should get our grades faster
55. I took literature on line, which was a positive no, no. There was way, way to much reading assigned for an on line course as well as too many essays.
56. I took Math 95 - its been a real challenge for me online...I will take math 96 on campus.
57. I took PowerPoint, Excel, and Access. I like PowerPoint and Excel. Access was hard. The teacher for Access is good, but the course is hard. The teacher for Excel sucked, but I like to topic.
58. I was confused a few times about the assignments. the instructions were not clear and it was hard to communicate with the instructor
59. I wish it would have been fully online. I work; am a single mom, I don't have the time to come on campus to take tests
60. I would change NOTHING !!! It is an awesome way to take classes.
61. I would change nothing at all, except the time for the test.
62. I would change the communication between the professor and his/her students.
63. I would change the fact that many of these courses are only available online. I have also never heard anyone say anything positive about about Blackboard. Many student drop out because of Blackboard, even when they are a affluent with computer skills, (like my son).
64. I would change the instructor. I found him to be very hands off and not very knowledgabe.
65. I would change the level of feedback offered by the instructor.
66. I would change the units earned on the harder classes. Some classes are harder than others and are worth the same as the other.
67. I would have changed the teacher.
68. I would have liked to have known all of the possible problems that can occur when taking an online course. If there are any inabilities within the technology of either the student or the course designers, then there will be a deficient amount of learning from the course!
69. I would have preferred more interaction somehow with other students. The discussion board seemed to be more for the instructor than the students.
70. I would like having the option of buying the textbooks wherever I want. I don't like being restricted to buy it at the College bookstore.
71. I would like the communication of teacher and student to be more accessible and easy to obtain.
72. I would make it mandatory to interact. I have had that before in other online courses and it sort of brings the classroom experience home.
73. I would not change anything
74. I would not change anything, except that the grading system be a little faster, but sounds like teachers get overwhelmed with the grading system.
75. I would not take an 8-week online course. I do not feel it was enough time for an online course.
76. I would require that all students log-in at the same time once a week for a group chat with the instructor---maybe an assignment would be to read certain documents for discussion during the on-line chat
77. I would seriously check into **** involvement with his on-line course RE 120. He almost never checks in and ignores questions regarding course content. I wonder why he is necessary? The course was completely self-taught with no outside resources. A waste of my money.
78. I would suggest that all the course material be made available from the beginning till the end of the course. There shouldn't be some material that "times out" and becomes inaccessible, nor should there be a limit on how far the student can work ahead if they so desire.
79. I would want the test dates to be extended and availible sooner so I can travel. I would like to get all my course work done in advance.
80. I wouldn't change anything
81. I wouldn't change anything about the course but I also wouldn't enroll in another online course.
82. I'd like it if the textbook was available online instead of needing to purchase it.
83. I'd like to have one class a week a where all students have to attend a meeting concerning the curriculum

84. If the lessons were posted on a regular basis
85. Improve the comunication between the instructor and the student.
86. in math a better explanation of how to come to an answer. Sometimes they skip steps
87. Instructors should be more precise and detailed about what they are looking for in essays and writing assignments.
88. It needs to be in a classroom with an instructor.
89. It was a balanced mix of discussion, papers, and quizzes. The Professor did a great job!
90. It was great I would not change anything.
91. It would be helpful if the instructor posted notes (short explanation of the most important concepts in her own words) on the chapters we cover
92. It would be nice to have the schedules of due dates for both classes I've taken up by the first week so I can plan my studying.
93. Less canned test questions that test whether or not you read the material instead of questions on material revelant to the course that you need to learn.
94. Less writing on chat room, discussion board and make online classes be less difficult. It seems that online courses have more course work than a face to face class. I would prefer it to be the same amount of workload as a class in person.
95. Live online intructor assistance
96. Make it MANDATORY for Teachers to log on and maybe hold chat sessions to assist students with the class word\k.
97. make it partial
98. Make online versions of the textbooks available.
99. make the introduction to the online course experience a little more use friendly.
100. make them a bit more informmiticve
101. Maybe a voice critique of work from the instructor would be more helpful.
102. more accessibility
103. more communication with teacher
104. more flexible quiz schedule
105. More help in the lab
106. more instructor input
107. More interaction from instructor.
108. More interaction in real time, like chats and other discussions that would be more valuable.
109. More interaction with the web and media. Teachers could integrate YouTube, news articles, etc. Rather than just books and learning modules.
110. more multimedia devices
111. More online activity and communication with the instructor. With this particular course we are left to our own and only communicate with the instructor when she sends us the test.
112. More online help
113. More organization of the materials are needed for this course. I was always searching for info
114. more organized, not all teachers are good about keeping all the information accurate and updated.
115. More scheduled meetings with personal attenetion.
116. more self paced courses
117. More teacher involvement - teacher notes - interaction.
118. More time
119. more time and no family or health issues that interfer in my work...
120. More time for tests
121. My economics profesor was very unavailable and useless
122. n/a
123. n/a
124. n/a
125. n/a
126. N/A
127. N/A
128. na
129. na
130. need something face to face often
131. no
132. No change.
133. none

134. none
135. none
136. none
137. none
138. None
139. None
140. None
141. none.
142. None.
143. not applicable
144. not sure at this time
145. nothing
146. nothing
147. nothing
148. nothing
149. nothing
150. nothing
151. nothing
152. nothing
153. nothing
154. nothing
155. nothing
156. nothing
157. nothing
158. nothing
159. nothing
160. nothing
161. nothing
162. Nothing
163. Nothing
164. Nothing
165. Nothing
166. Nothing
167. Nothing
168. Nothing
169. Nothing
170. Nothing comes to mind
171. nothing everything the instructor did was very helpful
172. nothing from this proffesor, she's great.
173. Nothing it was perfect. I was impressed with my instructor and the coursework.
174. nothing much.
175. nothing really. They were good.
176. nothing to this point
177. Nothing, at the moment..
178. Nothing, I am satisfied with my online courses.
179. Nothing, it's a good course.
180. nothing, maybe having the finals online also.
181. Nothing, well maybe make the connection a little bit faster. This could have been on my end as well though.
182. nothing.
183. nothing.
184. Nothing.
185. Nothing.
186. Nothing.
187. Nothing.
188. Nothing.
189. Nothing.
190. Nothing.
191. Nothing. I'll just manage my time better when I take it again.

192. omit exit exams for all math courses.
193. Organization of each course is not consistent from course to course.
194. Pace.
195. Prior to registering for the course, I would like to know the professors expectation and methodology. For example, if the course requires you to log in every monday for discussion, you need to know that before you register. I want to know if the prof will post assignments week by week, or monthly, or all at once so I can work at my own pace.
196. quicker response time from the professor. There were a few times where it took about a week to receive a response.
197. Really, I enjoy the interaction of the classroom environment and for that reason I prefer to rather take traditional clases.
198. Requirement to post two discussions every week
199. should have met in Wimba classroom in one, but did in the other I took
200. Some teachers require too many group assignments.
201. Sometimes the teachers were not very helpful. When your taking an online class you rely on them putting specific directions in a clear manor. Sometimes I would read the syllabus and have a question on something I was confused on, and the teachers would answer back, "please read the syllabus, its explained there." which is not a very helpful answer, especially seeing as I did read the syllabus and thats how I got the question.
202. Teacher interaction, email response time, test scoring time. I wish that the old online courses (from past semesters) would not appear on my home page after they are completed.
203. teacher involvement increased
204. Teacher participation is inconsistent.
205. Test drive the MYIT program to get out all the kinks and make notice if the books are different from the lab training
206. that ALL asignments be in the same page and in order
207. the access to help with the class.
208. the amount of reading at one time
209. The blackboard vista system can be a little bit annoying to use and has had quite a tendency to kick you out at bad times.
210. The dates that the assignments were due on should be friday not saturday.
211. the fact that it is a GE requirement at all.
212. The initial instructions on what was expected and some of the terminology was not very clear. Also, it wasn't made clear to me that I needed a complete bibliography of all of my sources throughout my course, and at the end I had to go back and try to find the sources I used. It 8 pages of bibliograpy and took hours to recreate. Had I known from the beginning, I would have kept a running bibliography as I used the sources.
213. the insrtuctor
214. the instructor
215. The instructor did not post grades for over a month after the assignments were completed and took over a week to respond to an email. Also, I couldn't email him personally I had to go through Blackboard (Excel Online Course). Also, there were errors in the test on the computer and I had no resources to go to fix them.
216. The instructor of my math class was rarely available, hardly ever answered my emails with questions about the material, and did not seem to care about the success of the students.
217. The instructor would have logged on or contacted the students within the first six weeks. Oh, or maybe even the first week! Course material would be spread out and well explained instead of everything crammed into a miniscule amount of time to cover for the instructor's delinquency.
218. The instructor would take days, sometimes over a week to get back to me on a question I had about specific problems. In general, he was too busy elsewhere to pay adequate attention to this (online) course.
219. the instructors harsh objective grading, its online so its hard to tell if someone understands material or not. such as essay questins. you should be able to correct work and turn it in again. instead of the last week of partially online classes being online. the end should be in person.
220. the lenght of the material; the online student needs a sophisticated info
221. The method of turning in assignments is too difficult and the help you get in the computer lab is short and not real benificial.
222. I remeber on a test I took I was given a mistake and the answer was correct. I had to send an e-mail to my Professor to get credit for the correct answer.

223. The SAM test was horrible and I would suggest that it not be used again.
224. The structure of the class assignments.
225. The students tended to be very reserved and the discussion boards were not used to their full advantage.
226. the teacher
227. The teacher can be a little more clear on assignment due dates. And the teach often checks website.
228. the teacher. i took an online class fall semester 2008 and it was great.
229. The teachers involvement with students success. The fact that only when you send a teacher an e-mail or message via blackboard they will respond to you, and that the classes lack the socializing found in regular class rooms.
230. The tech support people need to be able to correct more problems and be more knowledgable. I had an issue and it took 3 different people and 3 different times calling for someone to finally figure out that my instructor had to call tech support to fix it not me.
231. The way that the tests are given. Instead of one question at a time they should be given as a whole test.
232. There should be more tech tools used, such as PowerPoint, video, etc. Lectures could be taped.
233. This course was way too short. A class like Branding has to taught in a normal semester length, otherwise the quality of the work will suffer.
234. This semester my computer did not share programs with the lab's, so I would try to add their program onto mine so I could do the exact work on the computer after I learned it at school.
235. This semester was the first that I received excellent help any time I needed to contact my instructor. I wouldn't change a thing.
236. thought it was a self-paced course. was paced way to slow in the begining and much too fast at the end. did not meet the flexible schedule i need.
237. To have all the classes with the same criteria
238. To not have so many written assignments
239. too many textbooks for one class
240. very confuse
241. Very hard to get in touch with instructor. Standards of written communication were not upheld as stated in the syllabus.
242. want more participation from instructor
243. Well I did not have a computer and I had to commute to Mira Mesa from National City. Live and learn right? Just a comment. I enjoyed the experience Thank you.
244. Well the soc 125 class that I withdrew from was too complicated. **** wanted group discussions and a leader from each group to lead a discussion. I did not want a group to get a grade from my leadership. I just didn't like the way her style for the discussions were.
245. when i took and dropped the economics class the book that was required came with a code brand new and the code made the book cost $70 more than just being able to buy the book used.
246. Would have taken a traditional classroom course.

Question 26: What additional online services or support would be beneficial? OTHER SPECIFIED

1. A outline of format for math answers on test.
2. A teacher that showed an interest
3. access to learning modules after the semester
4. Books clearly identified and bundled for purchase.
5. Daily or weekly Professor communication.
6. format of class, prof's expectations
7. free chocolate chip cookies (home made and fresh)
8. Give some leeway on due assignments!
9. have e-books for all online classes
10. Instructor Feedback
11. More availability of classes. Especially AODS
12. more classes
13. more online courses
14. office hours of online instructors to meet
15. Professors who are committed to online courses
16. Reg-e is convenient for me to enroll my classes.
17. Simplify online technical support.
18. Specify each tab's use for communicating
19. technical support more MORE is a MUST