Mesa 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 Mesa College 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 Mesa College 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.

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 4,647 surveys that were sent to students, 427 surveys were returned, yielding a 9% response rate. The response rate does not provide statistical representativeness of the population of online students served within Mesa 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 (87%). (See Table 1.) This was similar to fully online course enrollment by the general online population (90%).

- The greatest percentage of students who responded were between the ages of 18 to 24 (32%), followed by students 25 to 29 (23%) and 30 to 39 (18%). (See Table 2.) Respondents between the ages of 18 to 24 were underrepresented (32%) compared to the general online population (50%). Respondents between the ages of 40 to 49 (15%) and 50 and above (12%) were overrepresented compared to the general online population (7% and 3%, respectively).

- The majority of respondents reported their gender as female (69%). (See Table 3.) This was higher than the proportion of females in the general college population (60%).

- Slightly more than half of the respondents reported their ethnicity as White (51%), 15% were Asian/Pacific Islander, 15% were Latino, 8% reported 'other', 6% were African American, 5% were Filipino and less than 1% were American Indian/Alaskan Native. (See Table 4.) The ethnic groups of students who responded were representative of the general online population.

In summary, survey respondents varied somewhat in age and gender compared to the general online population. However, the proportion of students in each course type and the 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 (70%) responded that they had taken a course at SDCCD. (See Table 5.) One in five students (20%) 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 (33% agreed and 34% strongly agreed). (See Table 7.) Eighteen percent responded neutrally.

- When asked how helpful the Online Learning Readiness Assessment was, 200 (47%) 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, 61% felt the Online Learning Readiness Assessment was helpful and 22% rated its' helpfulness neutrally.

- When asked how helpful the WebCT orientation was in preparation for an online course, 247 (58%) 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, 60% felt the WebCT orientation helpful and 27% rated its' helpfulness neutrally.

Student Experience in Online Course

- Almost half of the respondents (49%) 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, a course that was too time consuming (24%) was mentioned most frequently. (See Table 11.) Personal reasons (20%), a personal/work scheduling conflict (18%), no need for the course (17%), a course that was too difficult (15%) and not enough instructor feedback (15%) 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 (47%) (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

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(43%), followed by a desire to apply the course toward their AA/AS degree (27%). (See Table 14.)

Technical Support

- Seventy-three percent of the respondents agreed that they had a positive experience using the online course tools and fourteen percent responded neutrally. (See Table 15.)

- When asked if the respondents were able to obtain needed help from Technical Support, 170 of the respondents who completed surveys (40%) did not respond or responded 'not applicable'. (See Table 16.) Among those who did respond, 61% agreed that they were able to obtain the help they needed and 26% responded neutrally.

Communication

- Nearly three quarters of the respondents (74%) agreed that they could communicate effectively with their classmates and 18% rated communication with their classmates neutrally. (See Table 17.)

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

Perception of Online Learning

- The majority of respondents (72%) agreed that the number of students in the course was appropriate, while 21% had no opinion on the matter. (See Table 19.)

- Nearly three quarters of the respondents (72%) agreed that the online format was an effective way to learn and 15% responded neutrally. (See Table 20.)

- More than three quarters of the respondents (77%) reported enjoyment of the online learning method, while 12% of the respondents were dissatisfied with the online learning method. (See Table 21.)

Future Services

- A large proportion of respondents (68%) would be likely to take another online course rather than a traditional on-campus course if given the choice. (See Table 22.) Eighteen percent would be unlikely to take another online course rather than a traditional on-campus course if given the choice.

- Among potential services or support mentioned as beneficial, counseling was mentioned most frequently (40%), followed by tutoring (37%) and library services (27%). (See Table 23.) However, almost one in five respondents (23%) noted that they had no need for additional services or support.

Student Comments

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

Appendix A: Survey Instrument

Online Course Student Satisfaction Survey -Spring 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

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	370	87%	87%	4,166	90%	90%
Partially online only	28	7%	7%	352	8%	8%
Both fully online and partially online	26	6%	6%	129	3%	3%
Total	**424**	**99%**	**100%**	**4,647**	**100%**	**100%**
No response	3	1%				
Total	**427**	**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%	12	0%	0%
18 to 24	138	32%	32%	2,326	50%	50%
25 to 29	97	23%	23%	1,091	23%	23%
30 to 39	77	18%	18%	755	16%	16%
40 to 49	63	15%	15%	305	7%	7%
50 and above	49	11%	12%	158	3%	3%
Total	**425**	**100%**	**100%**	**4,647**	**100%**	**100%**
No response	2	0%				
Total	**427**	**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	131	31%	31%	1,860	40%	40%
Female	294	69%	69%	2,787	60%	60%
Total	**425**	**100%**	**100%**	**4,647**	**100%**	**100%**
No response	2	0%				
Total	**427**	**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	25	6%	6%	330	7%	8%
American Indian/Alaskan Native	2	0%	0%	38	1%	1%
Asian/Pacific Islander	64	15%	15%	628	14%	15%
Filipino	21	5%	5%	244	5%	6%
Latino	63	15%	15%	852	18%	20%
White	215	50%	51%	1,990	43%	48%
Other	33	8%	8%	106	2%	3%
Total	**423**	**99%**	**100%**	**4,188**	**90%**	**100%**
No response	4	1%		459	10%	
Total	**427**	**100%**		**4,647**	**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	128	30%	30%
One	67	16%	16%
Two	71	17%	17%
Three	45	11%	11%
Four	34	8%	8%
Five	18	4%	4%
More than five	59	14%	14%
Total	**422**	**99%**	**100%**
No response	5	1%	
Total	**427**	**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	336	79%	80%
One	24	6%	6%
Two	14	3%	3%
Three	10	2%	2%
Four	8	2%	2%
Five	4	1%	1%
More than five	26	6%	6%
Total	**422**	**99%**	**100%**
No response	5	1%	
Total	**427**	**100%**	

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

	N	%	Valid %
Strongly disagree	22	5%	6%
Disagree	35	8%	9%
Neither agree nor disagree	70	16%	18%
Agree	130	30%	33%
Strongly agree	132	31%	34%
Total	**389**	**91%**	**100%**
No response/Not applicable	38	9%	
Total	**427**	**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	16	4%	7%
Unhelpful	23	5%	10%
Neither helpful nor unhelpful	50	12%	22%
Helpful	75	18%	33%
Very helpful	63	15%	28%
Total	**227**	**53%**	**100%**
No response/Not applicable	200	47%	
Total	**427**	**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	12	3%	7%
Unhelpful	11	3%	6%
Neither helpful nor unhelpful	49	11%	27%
Helpful	61	14%	34%
Very helpful	47	11%	26%
Total	**180**	**42%**	**100%**
No response/Not applicable	247	58%	
Total	**427**	**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	215	50%	51%
Two	112	26%	26%
Three	41	10%	10%
Four	35	8%	8%
Five	10	2%	2%
More than five	11	3%	3%
Total	**424**	**99%**	**100%**
No response	3	1%	
Total	**427**	**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.)	23	11%	17%
The course(s) did not fit into my course schedule	7	3%	5%
The course(s) did not fit into my personal/work schedule	24	11%	18%
Personal reasons (health, family, etc.)	27	13%	20%
The course(s) was too difficult	20	9%	15%
The course(s) was too time consuming	32	15%	24%
There was not enough instructor feedback	20	9%	15%
Blackboard was too difficult/problematic	11	5%	8%
I had technical difficulties with the computer/web	13	6%	10%
I prefer to take classes in person	12	6%	9%
Other	27	13%	20%
Total	**216**	**100%**	**164%**

Response Summary for question set					
Valid		Missing		Total	
N	%	N	%	N	%
132	31%	295	69%	427	100%

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

	N	%	Valid %
Less than once a month	2	0%	0%
Once a month	2	0%	0%
A few times a month	16	4%	4%
A few times a week	196	46%	48%
Once every day	96	22%	24%
More than once a day	95	22%	23%
Total	**407**	**95%**	**100%**
No response	20	5%	
Total	**427**	**100%**	

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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	49	11%	12%
2-3 hrs/week	117	27%	29%
4-5 hrs/week	128	30%	31%
6 or more hrs/week	113	26%	28%
Total	**407**	**95%**	**100%**
No response	20	5%	
Total	**427**	**100%**	

Table 14. Why did you take this online course?

	N	%	Valid %
Personal enrichment	42	10%	11%
Apply toward AA/AS degree	102	24%	27%
Apply toward certificate	11	3%	3%
For career development	42	10%	11%
Transfer to a 4-year university	163	38%	43%
Other	15	4%	4%
Total	**375**	**88%**	**100%**
No response	52	12%	
Total	**427**	**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	14	3%	4%
Disagree	37	9%	9%
Neither agree nor disagree	56	13%	14%
Agree	140	33%	35%
Strongly agree	149	35%	38%
Total	**396**	**93%**	**100%**
No response/Not applicable	31	7%	
Total	**427**	**100%**	

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

	N	%	Valid %
Strongly disagree	11	3%	4%
Disagree	23	5%	9%
Neither agree nor disagree	66	15%	26%
Agree	82	19%	32%
Strongly agree	75	18%	29%
Total	**257**	**60%**	**100%**
No response/Not applicable	170	40%	
Total	**427**	**100%**	

Communication

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

	N	%	Valid %
Strongly disagree	13	3%	3%
Disagree	14	3%	4%
Neither agree nor disagree	69	16%	18%
Agree	152	36%	40%
Strongly agree	130	30%	34%
Total	**378**	**89%**	**100%**
No response/Not applicable	49	11%	
Total	**427**	**100%**	

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

	N	%	Valid %
Strongly disagree	31	7%	8%
Disagree	39	9%	10%
Neither agree nor disagree	40	9%	10%
Agree	128	30%	32%
Strongly agree	157	37%	40%
Total	**395**	**93%**	**100%**
No response/Not applicable	32	7%	
Total	**427**	**100%**	

Perception of Online Learning

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

	N	%	Valid %
Strongly disagree	8	2%	2%
Disagree	15	4%	4%
Neither agree nor disagree	76	18%	21%
Agree	130	30%	36%
Strongly agree	131	31%	36%
Total	**360**	**84%**	**100%**
No response/Not applicable	67	16%	
Total	**427**	**100%**	

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

	N	%	Valid %
Strongly disagree	21	5%	5%
Disagree	28	7%	7%
Neither agree nor disagree	60	14%	15%
Agree	119	28%	30%
Strongly agree	166	39%	42%
Total	**394**	**92%**	**100%**
No response/Not applicable	33	8%	
Total	**427**	**100%**	

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

	N	%	Valid %
Strongly disagree	18	4%	5%
Disagree	29	7%	7%
Neither agree nor disagree	44	10%	11%
Agree	112	26%	29%
Strongly agree	189	44%	48%
Total	**392**	**92%**	**100%**
No response/Not applicable	35	8%	
Total	**427**	**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	44	10%	11%
Unlikely	28	7%	7%
Neither likely nor unlikely	56	13%	14%
Likely	96	22%	24%
Very likely	177	41%	44%
Total	**401**	**94%**	**100%**
No response	26	6%	
Total	**427**	**100%**	

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

	N	%	% of Cases
Counseling	144	19%	40%
Orientation	60	8%	17%
Placement Testing for English and Math	83	11%	23%
Technical support	73	9%	20%
Financial aid	79	10%	22%
Library	99	13%	27%
Tutoring	133	17%	37%
No need for additional services or support	84	11%	23%
Other	17	2%	5%
Total	**772**	**100%**	**214%**

Response Summary for question set					
Valid		Missing		Total	
N	**%**	**N**	**%**	**N**	**%**
361	85%	66	15%	427	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.   60 % minimum to take next subject was ridiculous
2.   can't uncheck when I didn't need to answer
3.   Class @ City- Instructor Horrible.
4.   Class setup was disorganized, instruction unclear
5.   decided better do one at a time
6.   detailed instruction is needed ahead of class
7.   Did not what the course title indicated
8.   He only gave us on day 24 hrs to attend the class
9.   I decided I did not like the class itself
10. I did not have the required software, which was...
11. I did the same class on the ALEKS site 4 cheaper
12. I DROP YOGA FOR THE TEMPORARY UNCOMFORTABLE CLASS
13. i thought the class was online - but it was not
14. i thought, it will be difficult for me but now
15. ILLNESS
16. Instructor was unavailable to answer questions
17. it was recomended to not have a full time job.
18. No funds to buy books needed for courses
19. No lecture, & no way 2 learn new material
20. Ordered book online and it came 3 weeks late
21. Teachers expect class to run them selves.
22. tedious tasks prior to actual start of coursework
23. the instructor suggested to take another class 1st
24. The instructor was inconsistent and unrealistic.
25. The instructor withdrew me without my consent
26. The self pace classes are the best!
27. The teachers curriculum style wasnt favorable

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

1. A little bit of all of the above.
2. AA/AS and transfer to 4 year
3. Allowed me to work full time and go to school
4. Apply toward teaching credential
5. Credits for full-time student status
6. Easier and more effiecient
7. Financial Aid at Mesa
8. fix timing with sports
9. I need 1 more unit
10. personal and business
11. post-bac
12. Prerequisite for graduate school
13. refresher in mathematics
14. refresher, as it has been awhile since math 95
15. Units and possible requirement. Mostly for units.

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

1. I like be able to do my course work when I have the time available
2. In general, everything is easy to navigate. I enjoy taking online classes. Minimal test server issues sometimes the system is really slow, but not in a few months.
3. Ability to do work on my own time
4. ability to effectively manage time; priorities
5. Ability to work at own pace, discussion board for interaction with other students, time flexibility
6. able to log on anytime
7. Able to work around my schedule
8. Able to work on own time schedule. Ability to log on to course from any computer, anywhere.
9. Able to work on the course on my own schedule
10. Access to the instructor, flexable time management
11. all
12. All of the necessary ones
13. all of them
14. All were good except for the fact that they werent properly utilized by the instructor as they had been in past classes. For example, I was not able to view graded or submitted assignments under the assigments tab, only the grades tab.
15. Aplia was a great website for us to learn at.
16. Around the clock access
17. Assignment and Assessment sections, discussion board, online resources and e-mail
18. Assignments, discussions
19. Because I work full-time with unpredictable overtime, the flexibility offered by the courses have been very valuable. The material that the instructors post is also very valuable, although it can't really replace face-to-face interaction.
20. Being able to access the class at my convenience.
21. Being able to access the info online 24/7, with very few exceptions. It's helpful to be able to contact other students who might be having same troubles with course/instructor as I was having.
22. Being able to access the quizzes and assessments anytime without having to come on campus.
23. Being able to communicate with others in the class
24. Being able to complete course work during times that were more readily available for me.
25. being able to complete the work from home.
26. Being able to do the work at your own time and pace.
27. Being able to do the work when convient for me
28. being able to drink coffee and be in my boxers while doing required reading, watching video lectures and taking tests
29. Being able to get to my class work when I was available - not a preset schedule day and time.
30. Being able to go to school from Florida.
31. Being able to learn on my schedule.
32. Being able to log in at any time.
33. Being able to login whatever is convenient for me.
34. Being able to manage my own time and having a very structured timeline of when assignments and assessments are due
35. Being able to set my own schedule, so I can complete my assignment at a convenient time for me.
36. being able to submit your work early or do your test or exams before hand.
37. Being able to use my own computer for homework and assignment. When I attended campus classes in the SDCCD, I had to use Computer Lab and ILC computers and printers. My grade suffered for that. My cumulative GPA for my online courses is over 3.5. My overall GPA, online and campus courses, is much lower. Some of that was due to having to use shoddy SDCCD equipment. Additionally, I have a day job, and being able to take midterms and finals at hours convenient to me helps me keep my GPA where it is supposed to be.
38. being able to work on my own, within my time frame.
39. being able to work on the class at hours that were convenient to me
40. Being online
41. Broad knowledge available for learning
42. Buy the book online was cheaper because it wasn't hardcover. Great topic for discussion and argue with people that I didn't even know.

43. calendar, assignments all known in advance, more organized than a traditional class, less waste of paper, virtually no driving
44. Chat- when instructor utilized. Discussions between students.
45. Completing it at home.
46. Convenience, less time commitment
47. convenience, time management
48. Convenience.
49. Convenience. I am a single mom and I work full time. I also travel occasionally. With online classes, I have the freedom to choose when and where I study as long as I have my laptop with me.
50. Convenient
51. Convenient, course content can be complete any time day or night.
52. depends upone the teacher and whether they keep things up to date
53. discussion boards
54. Discussion opportunities with the rest of class.
55. discussion with other students, chats with instructor, and online textbook and quizzes
56. Discussion, email, lectures, allthe elements
57. discussions
58. Discussions
59. ease of flexibility
60. Easy and time efficient.
61. Easy layout of what is required, good communication between instructors and students
62. emails sent to my email address
63. Everything
64. Everything especially the discussion board,helping me to communicate with other students so we won't have to bother the teacher.
65. Everything is clear.
66. Everything was valuable.
67. Everything was valuable.
68. Examples and instructions are very helpful, and I can work at my own pace.
69. Fits with my work schedules and my own pace.
70. Flexability
71. flexibility
72. flexibility
73. flexibility
74. flexibility
75. flexibility
76. flexibility
77. flexibility
78. Flexibility
79. Flexibility
80. FLEXIBILITY
81. flexibility in sheduling ***NOTE*** my class did not use blackboard
82. flexibility of time
83. Flexibility to fit it in my schedule with a full rtime job and family.
84. flexibility, allowing me to have job
85. Flexibility.
86. Flexibility. Techonology skills when working on-line.
87. flexible and do not have to drive school
88. flexible schedule
89. flexible schedule
90. Flexible scheduling
91. flexible time
92. flexible time and pace
93. flexible with my work schedule
94. Freedom to "attend" on my schedule.
95. Freedom to log on and off at my convenience instead of having to attend a lecture at a specified time.
96. Getting the software at a discount
97. good

98. Having the blackboard and being able to have the instructor go online and show me personally how to do the work, writing on the by writing out problems on the board.
99. Having the book available online.
100. Being able to do the homework in Aplia.
101. Having the flexibility to to do coursework when I wanted to. Not having to take time off of work to attend class.
102. Having the freedom to leave the state or country and still continue classes.
103. Home sessions. I liked that there was an example proivded if needed to assist you in helping solve a problem. I refered to the online solutions than the actual book.
104. I am a Program Manager and use on line course to expand my knowledge. My job keeps me very on travel 2 week out of every month. An on line course allows me to still take classes.
105. I am a single mom and I have other classes on campus. The flexability of an online course is great.
106. I am a single mom and work full time. I like being able to make my own schedule.
107. I am able to make my own schedule and learn at my own pace
108. I am less than a week into my online course for this semester, but I like the fast instructor replies, and having all the information in one place.
109. I can arrange my time freely.
110. I can do my study any time any where I am
111. I can login to class in my own time.
112. I can take a class and do the work in my own time, instead of having to make time in a face to face situation. I hardly ever logged in at the same time each day.
113. I could choose the time I wanted to work on an assignment and I did not have to go on campus.
114. i could do the class on my own time
115. I COULD FIT IT INTO MY BUSY WORK SCHEDULE
116. I could log on at my convenience.
117. I could work when time permitted instead of when the class was in session. The format also required me to figure out problems instead of just asking someone - I believe that process helped me get more out of the class
118. I don't have to spend so much time at one time to complete the required work. Sometimes I'm done with all my work in about 1 hour for one week's lesson compared with a face-to-face course, I would spend approximately 3 hours each week.
119. I dropped both courses.
120. I enjoy the flexibility the online course offers. I am a business professional that works long hours and I have found this to be a very valuable alternative.
121. I found the online discussion group was a good replacement for class discussion. I found the online homework assignments with teacher feedback and grading gave me a chance to stand out and show I was really putting in the effort to learn the material. This hopefully made up for the unproctored testing, which was not as stressful or challenging as a test in a classroom (although for me, I believe the online testing was effective.)
122. I had time to live my life.
123. I like being able to come and go and work at my own pace and at home. I have a busy schedule so this works very well for me. Plus I don't have to worry about driving and finding parking.
124. i like that everything was easy to navigate through.
125. I like that I have the ability to study and learn on my own time and still have interaction with other students.
126. I like the fact that you learn the same information in a class setting , but at your own pace and avaliable schedule
127. I liked that I could take the tests from home.
128. I liked the discussion boards. They were key in helping me get information from my classmates that i needed.
129. I liked the easy access and availability of logging onto the class day and night.
130. I liked the powerpoint method that one of my instructors has.
131. I liked the quiz and homework functions.
132. I live in Santa Rosa, so it was extremely helpful being able to take an online course at such a distant college
133. I love being able to complete the course work on my own time instead of attending a class and listening to a lecture that I don't get much out of.
134. I love that you can work on it and take a test whenever or wherever you want. I work full time, and end up doing most of my coursework on the weekend. I'd never be able to do that in an on-campus

course. If I'm out of town on a work trip, as long as I have computer access, I won't miss out and can still take classes. It makes working and attending school much easier.

135. I loved not having to travel to take my class.
136. I really like that I can go at my own pace, and don't have to be somewhere the same time every week. Also I think I learn better this way! Thank you I really enjoy online classes!
137. I save driving time for this class.
138. i was able to learn at my own pace, and study when i had the most time available.
139. I work full time so it allows me to take a class that I would not be able to match with the class schedule and my personal schedule.
140. if it was a subject i could teach myself it was beneficial
141. In the intersession computer course the instructor was very helpful and the course material and outline was easy to follow. Class was time consuming but all intersession classes are. The Chicano studies class I am in now has a good mixture of assignments that make it easier to understand the material.
142. independant learning, flexible schedules,videos tutorials
143. Independent study. I've been exposed to a lot of new material, which I enjoyed.
144. Instructor help was wonderful. **** is great!
145. instructor's disscussion board
146. Interaction with other students
147. Free to schedule my time in class around other courses and work schedule
148. It allowed me to further my educational goals without interfering with my work schedule.
149. It allowed me to work on the course at my own schedule.
150. It fit my schedule.
151. it made me more likely to read all the related material because the instructor was so vague ,I didnt know what she wanted most of the time
152. it save my time. i don't have to drive to college.
153. It saves me time and money. I don't have to buy a parking permit or waste time with long commutes to and from class. I have more time to study as I work full-time. I can learn at my own pace within the term schedule. If I attended a face-to-face class, I would not have this amount of time to spend learning.
154. It served its purpose, regained knowledge that can be applied towards math 96
155. It was a great experience for me. I liked the fact that i could work at my own pace.
156. it was really awesome cause i could just do the work when i wanted to do it
157. it's felxible. I can study the class whenever I want.
158. its easy to work through the classes on my own time.
159. Its mostly that its not that difficult and it tends to fit my schedule far more easily than other courses.
160. Just the fact that I don't have to go to class and I can learn things on my own. If I ever have questions I just ask the teacher and I get a quick response.
161. knowing syllabus and all assignments ahead of time - however, this particular instructor is BY FAR the most organized I've ever dealt with in any of my online classes.
162. learn at your own pace
163. Links provided by the professor, easy side tabs to navigate through, due dates posted on the home page, and pop-up reminders.
164. Management of learning time.
165. material
166. Mathematics is a subject I prefer to learn on my own, rather than in a classroom.
167. More of an "at your own pace" to get weekly assignments done. Also, I can work online anytime of day.
168. Much more flexible with time
169. My Instructor
170. My instructor was very prompt in replying back to my questions and to my classmates.
171. My Time
172. N/A
173. No set schedule, can log in at any time, despite deadlines for assignments.
174. None in this case. It was not offered in person, the instructor was flaky, gave conflicting information, didn't do what he was supposed to do, and made the course impossible to complete. He condensed it to 2 months with a high-level programming project due every week. His only assistance was during lab hours, AFTER the in-person class left. He is the number one reason (besides the really poorly set up Blackboard environment) that I withdrew from the class. This is

the only class I have withdrawn from. It was C-Sharp, Mesa is the only school that offers it, and there are NO tutors for this course.

175. None.
176. None. I withdrew.
177. Not having to go to campus
178. not having to leave my house.
179. Not having to waste gas in my car.
180. nothing
181. nothing
182. Nothing
183. nothing
184. Online class gives me the method to studying in SDCCD from long distance, and save time and energy such no wasting time in finding parking spot and waiting for teach to open class door. Currently I moved out of SD,, and live in LB. online class makes things easy..thank you.
185. Online lectures.
186. Online program allows me to take more class because I can allocate my time more efficient.
187. online videos (mathhands) were great!
188. organization, turning in your work via submiting files is very helpful
189. Posting on bulletin board
190. Powerpoint presentations and lecture notes were extremely valuable. With these two features, it was as though I was attending the class on-campus since that's the format most professors use on-campus.
191. Powerpoints, message board
192. **** was extremely diligent in sending reminders for every deadline (quiz, reports, tests) as well as very responsive to any questions emailed to her. She also gave advanced notice when she would not be available to log-in, giving the students ample time to look ahead and present questions before she was unavailable, i.e. weekends or gone for conferences.
193. Repeatable lessons. Missed something? Just stop and rewind the lesson.
194. save money on gas and parking fees
195. SAVING TIME, MONEY, GAS, AND ENERGY FOR ACTUAL STUDYING BY NOT HAVING TO PHYSICALLY TRAVEL TO SCHOOL.
196. NO RISK OF GETTING SWINE FLU EITHER!
197. Scheduling convenience. More self paced than a traditional classroom environment.
198. Self paced and I tend to retain more by reading rather than taking notes in class.
199. self pacing.
200. self-pace
201. Self-paced class
202. stay at home.
203. Study as often as I choose.
204. Study time is flexible, don't need to go to school.
205. Taking tests online and being able to know my score right after I submit it. Also, the ability to easily interact with the instructor and all the classmates.
206. Taking the class at a time that is convenient with your schedule.
207. Test taking flexibility.
208. textbook, program
209. That I can stay home!!
210. That I can stay with my children and continue studying.
211. That I could do work at my own time(with restrictions of course).
212. That I could learn on my own schedule.
213. That I could log on and do my work at anytime
214. That I could work from home and at my own pace and on my own time to fit into my schedule.
215. That we were able to get a hold of other students via chat,email,phone and the fact that the Professor is available helps a lot as well.
216. The ability to do assignments, homeworks, and exams and chat with fellow students and instructor.
217. The ability to go on-line at my own discretion.
218. The ability to revisit the course material time and time again.
219. The ability to study at my own pace and time.
220. The ability to take a course that fits with my busy schedule
221. The ability to work whenever I wanted or needed to.

222. the accessibility, the convenience
223. the aleks system
224. The calendar helps me manage my assignments.
225. The communication with the instructor, the learning activities and the fact that I can go on at anytime. It worked well with my work schedule.
226. The convenience of taking online courses is extremely valuable to me. I like the independence that online courses offers. I am a self-starter so this method of learning works well for me.
227. The detailed outline.
228. The discussion and the mail system was very helpful plus the immediate response to quizzes and grades. I like the format but it was diffcult for me initially because I was a novice at computers. I also missed the beginning of class due to enrollment problems so I didn't know there was an orientation this would have been very beneficial.
229. The discussion board, the ease of test taking and turning in assignments
230. The discussion boards allowed me view discussions between other students and the professor. Most of my own questions were answered this way.
231. The discussion boards.
232. the discussions the professor assigned.
233. The ease and the availability to do it on your own time rather than having to drive to the campus.
234. the ease of time management. It was nice not to drive for 45 minutes.
235. The elements that are most valuable to me is that I am able to pretty much set my own schedule, take tests from home when it is quiet and I can concentrate, can do my assignments at Starbucks, Panera etc... in between appointments/classes, and can save any unfinished work then pick up again later and finish it. I make the most of my day with online classes. Without them, I would not be able to pursue my degree.
236. The fact that I can work at my pace and at my availability.
237. The fact that I could work at my own pace. Since fuel is a factor, I don't have to drive all the way to mesa college, which is pretty far from where I live.
238. The fact that I could work on the assignment whenever I could
239. The fact that it is flexible and i can log on and complete work at any time of the day or night.
240. the fact that it was online and I didn't have to make it to a scheduled class.
241. The fact that the online course was available 24/7 unlike the traditional classroom courses, where I would have to schedule an appt to see the teacher.
242. The flexibility
243. The flexibility and the amount of knowledge that you gain because you can learn at home.
244. The flexibility of being able to do work anytime of day.
245. The flexibility of being able to work on my class whenever I have time.
246. The flexibility of logging in at different times
247. The flexibility of time.
248. The flexibility of working when ever my crazy schedule would let me. I would prefer to go to school and most classes I attend in person, however while working 40+ hours a week it is nice to throw in a class that I can work on at odd hours.
249. The flexibility to be able do the work at any time.
250. The flexibility.
251. The free time created
252. It forced me to read the book to understand the material
253. The freedom to do homework when I had time and the flexibility of doing it from home since I work full-time.
254. The instructor had his own material and not just have the class do the assignments from a book.
255. The Instructor was amazing, The discussion boards really helped to put things into perspective.
256. The most valuable characteristic of an online course is the schedule flexibility. Because of my job I can't always be at a class, but I can always find time to log-on an online class.
257. The most valuable element of the on-line course is that there are no strict hours or commute involved in attending classes. This frees up time to devote to work and family which doesn't always keep a strict schedule. I wouldn't be able to persue a degree otherwise.
258. The most valuable elements were the opportunity to use notes and my book(s) for tests/quizzes, as well as having some times to turn in work.
259. The online course help me save the time because I take the bus to school.
260. The online syllabus, submitting my work online
261. the option that I can e-mail the instructor when I need the help.

262. The other students in my class were very helpful
263. The powerpoints
264. The Professor chose an excellent textbook. As it is a self taught course, it was necessary to absorb as much as possible from the book and nearly every page so far has been noteworthy.
265. The professors were still the most important element of the course. The more interactive the professor the more interacted the student is and the easier it is to learn in unorthodox learning environment.
266. the structure
267. The time fits into an odd schedule, unfortunately didn't have any time to spare.
268. the time flexibility
269. The web links and the library sources.
270. The work at your own pace method. I was able to get everything done in my free time earlier than expected rather than string along.
271. This was a self study course and the school or blackboard provided no added value. The book selected was good and I learned quite a bit. I completed all assignments but stopped submitting them as I saw no added value from the teacher. I logged in the system frequently mostly to find that the students were struggling and the teacher was still absent.
272. This was my first time.I learned quite a bit to help me.My interest are computers. The in and outs of them.
273. Time
274. Time allotted to doing individual assignments and instructor feedback
275. time flexibility
276. Time management
277. Time Management
278. Time schedule
279. TIME!! i can do my homework whenever. I just got done doing my coursework and found this email. it's 3 am. you can't take class at midnight. there is no price on time convenience
280. Time.
281. timing
282. Timing and flexibility
283. timing, can take anytime... self paced classes are the best!
284. using the wimba classroom
285. Very convenient
286. very easy to use, no tech problems and the material presented was very similar to a non online class
287. Very enjoyable, better than going to campus and trying to find parking. I enjoy learning on my own time.
288. work at my own pace; work when I want to; avoid commute to campus
289. Work at my pace according to my schedule. I don't remember how helpful the orientations were in the beginning. I have experience with computers. Others with less experience may find greater difficulty. I am a programmer, in the past, by trade.
290. Working at my own pace
291. working at my own pace - responding to questions in the evening - my life is VERY busy and this made taking a class possible!
292. Working at my own pace and schedule.
293. working full-time it is very convenient for me to take an on-line class.
294. works with schedule
295. your customer service technician are the best.
296. 1. Convenience   2. Time-savings   3. Cost-savings   4. Video instruction   5. Networking with other students.
297. 1) The "Send Chat Invitation" feature in "Who's Online" is helpful, however I tend to have problem connecting to other students. More below.   2) The speed at which emails transfer from my blackboard to my personal email is fast.

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

1. 1. The Instructor   2. Seems like too much work.
2. 1) Often, when I click the "Send Chat Invitation" button nothing happens, no pop-up window, no error message, it acts like a dead link. 2) It is VERY frustrating to have old semester grade labels in the "my grades" section. Teachers either can't remove the old labels, or are not being taught properly. As a student, I know we would all appreciate getting a fresh blank "my grades" section each semester. 3) I wish blackboard would get testing for the newest browsers done (firefox/safari) so that I would not get an error message every time I open my browser. Same with the browser "trust the certificate" issue. 4) I wish that our old classes from previous semesters would not STAY on the homepage once the semester is over. I know there is a hide feature, but it would still be nice (same for calendar). 5) Many of my classmates had serious problems with the assignments tab, and not getting things submitted. That did not happen to me, perhaps they were not pushing "submit" properly.
3. A less expensive and shorter sections of the textbook.
4. Any text page should have a pop up asking if user wants to "navigate away from this page" is case of accidental "back" command through the delete key...I lost so many entered test data because I wanted to delete an entry, but instead it paged back.
5. Assignments that require to attend activities in San Diego should not be assigned.
6. Being able to interact with other students taking the course.
7. Being able to work ahead on test and assignments
8. Book's exercises don't provide answers. Not possible to verify your own answers. It is make more difficult to be successful on a test.
9. classmate disscussion
10. cost - I had to purchase access to the online website to do homework
11. course was fine as it was
12. Critical thinking component was not realistic with what employers expectations are.
13. Different assignments other than reading.
14. Each professor is different in accommodating the student, there wasn't a place where I could actually contact the professor this semester. Just a generic number.
15. Eliminate due dates for assignments and tests that occur on weekends. On-campus students are not expected to take a test on a Saturday or Sunday, it should be no different for the online format.
16. Everything about the way this course was set up needs drastic improvement. First get another instructor. Secondly, do not allow an instructor to make it 2 months instead of 4. Third, make sure there are tutors available to assist. Fourth, overhaul the Blackboard environment, the site is designed really poorly. It is bloated and nearly impossible to navigate in. It has many holes in the information available. Lastly, continue to get feedback from the students so that you can remedy this really serious issue.
17. everything is fine for me.
18. Face time with the professor before the course. The only problem I really had was misunderstanding something in the syllabus.
19. Faster network access to webct
20. for this class, I would've liked to have more people there to discuss issues with. hopefully with that, I could have various options.
21. **** (Drama ***)is hands down the absolute worst teacher I have ever had! If you want to absolutely dislike a subject for the rest of your life, take this class. His comments to a project consisted of and I quote "THAT'S WRONG!" With no other constructive criticism what so ever! This teacher is an absolute disaster and is not suitable for adult learners, he is a disgrace for the SDCCD!!! As for my other online class Drama 150, here's a tip, tell the teacher to get a BOOK like all other classes in the world. Her tests and quizzes depended solely on the internet and if the site happened to be working or not. The discussion sessions for this class were useless and pointless, they were a waste of time.
22. graphic design
23. Had lots of trouble communicating with professor. Syllabus and Course home page had different levels of completion necessary, which caused me much grief.
24. Have more instructor feedback and actual teaching rather than just using ALEKS to teach the students.... I could get the ALEKS class online through that company cheaper than paying tuition at Mesa, and it was exactly the same course. That's a hideous excuse for an online class for a

community college. The point through college courses is to get some interaction with the professor/teacher also and not just rely on the computer to teach the students.

25. Have more interaction with the Course instructor.
26. Have more interaction within the students so we could email each other or post questions or problems we had with the homework.
27. have some type of lecture
28. having access to the instructor in person, not just online.
29. Having my instructer be more accecible. He came on twice during the whole course.
30. Having the book or online session provide "how to's " on a TI83 caluclator rather than having to download or ask the professor for guidance.
31. homework assignment not available until Thurs cut down on time to do it before the weekend.
32. The quiz/test questions don't often follow the readings or the homework - they are often confusingly worded. More time to take quizzes and tests.
33. Honestly, nothing. It was very well set up.
34. I am filling out this survey because the online course I took was ridiculous. It was way too much work for just 1 unit and there was was a group project which did not work out well. Having a group project for an online class does not make sense.
35. I am not too thrilled with the response time from the professors on questions.
36. I cannot think of anything that I would change. It seems the online system was well designed and works well with students.
37. I didn't take enough of the course to know.
38. I don't think that i would change anything, the over all experiance was great!
39. I dropped both courses. There were meaningless intro assignments that had nothing to do with actual coursework but negatively affected grades.
40. i dunno,any math and cbte courses were really challenging for me.
41. I have a learning disibility, and I read slower, so I find it hard to keep up with the weekly assignments, and it becomes a discouragement when trying to learn a program for the computers that are required. I don't seem to be able to complete the course within the time limit, but will keep trying until I fully understand the process of this program I am taking.
42. I have taken an online course at a differnet college and I thought it was going to be fun and easy access. But this online course the pages were all over the place and some of the teachers for instatn the Micro econ teacher had stuff all over her page I couldnt find where she was posting her discussion board. To many things. In class its not like that and the. When taking lonline course your not suppose to work everyday online. Their epctations is ridculous not even a High ended university ran this way! I felt this online was a waste of my time for a class I thought would be efficient and work well for me!
43. I have taken online classes before because I can not commit to a schedule. This class insist that we meet for 2 hours on a Monday or Tuesday night in the online chat room. I have to take this class to transfer otherwise I would have dropped it along with the rest of the class. I have missed work because of this class. I am normally pleased with on line classes but not this one. There is no way an online class should have mandatory meetings unless it is stated before registration.
44. I just wish it was a face-to-face on campus meeting, especially with multimedia courses, which require further explanation and learning from a teacher rather than just a book.
45. I liked it, the assignments given were a bit tedious, but that is because of the course and professor, not that it was online.
46. I loved it!!
47. I loved taking Business Law online - wouldn't change a thing.
48. Not that impressed with my CISC 181 course. The teacher is unclear, there is not enough communication encouraged or participated by the professor. He could give more helpful answers, especially when explaining a question a student has.
49. I think a large group of students struggle with Word, Excel; Power Point skills needed for assigments in this class. Instructor feedback has been insufficient but the work generated by the students is huge. Quizzes need to be cleaned up. Late submissions cannot be attached to previous assigments but can be attached to previous discussions--a logistical problem for students that should probably be addressed before the next time the course is offered.
50. I think college may consider training teacher/instructor for who is a host of online class,, a few of teachers are very unhelpful,reply email of questions late, and use old dated information, such like one teacher created patten of the class in 2008, and he use same information on spring 2009, which toward confusion on date and time of deadline, it makes students has no point at that section

of class, in the addition, lower the total score in final, in class, in GPA.. it is unfair because it mistake by teacher and instructor.

51. I think I would make it a bit more interactive.
52. I think instructor needs to improve their knowledge about using online tools more efficiently. During one year I saw a lots of error from instructors which some of them.
53. I think it is always a good idea to not take for granted that the test questions are clear and effective in what they are supposed to be testing. Overall, the test quesions were good, but I occasionally felt that one was badly worded or "tricky" when it didn't need to be.
54. I think it was a lot of work for a 1 unit course. I am a beginner and I was behind the whole way through the course.
55. i think it was fine. i didn't run into any issues.
56. I think it would be good to have at least ONE required meeting with the professor where you can meet him or her and hear them tell you their expectations and go over the course aloud.
57. I took a lab to go along with the course at Miramar. The two classes covered completely different material at different times. The text that we used is very bad and our course is designed around another text. I have basically been self taught using Google as my professor. It takes days to hear back from my professor when I have a question and we are tested on material that we haven't even covered because we jumped around so much in the text. I have had several online classes and have never felt so lost and disappointed in a class. I would definitely organize the material taught around the text that is used and have all teachers follow a syllabus so that labs topic coincide. I will take other online classes, but not at SDCCD
58. I WOULD ADD SOME WEEKLY ONLINE MEETING WITH THE INSTRUCTOR
59. I would change that fact that u have to log in to see if u have messages it would be a little more helpful to recieve emails too
60. I would give out the syllabus and have the end of the semester be the due date for all work. I would also make the teacher available more considering there might be many questions.
61. I would have my instructor more involved in our activities.
62. I would have the instructors ****(Property Management Real 130 CRN# 033206) grade students test in a timely manner and answer their emails. She also need to pay more attention to her online class by having a syllabus with dates and give feed back. In short the class should not be read and wait or read the textbook and wonder how you are progressing in the course. She needs to be present online or at lease available to the online student. Test should not be taken and assignments turned at the end of Feb. and still not be graded in the middle of April! This semester's class should have their money refunded!
63. I would just use the ALEKS system and not register through the university.
64. I would like email notification when someone posts to the discussions or when I get an email through the system.
65. I would like if the course description was more detailed.
66. I would like more feedback from the Prof--maybe in the form of a statement sentence to my weekly discussions post. Also, I would definitely like the prof to have a "mock ID" that allows them to log on to the site as a "student" to check the site to see if what they think is posted is what we all are seeing. Trouble with that this semester. The first week was terrorizing trying to figure out the mechanics of the site. Then some had customized their site until it was like searching each time I logged on.
67. i would like the professor to read the questions on the test and try to find the answers in the assigned text/chapter
68. I would like to have all online courses offer online texts which are easier to read than a hard copy text.
69. I would like to have strict dates of when things are due, and a more easily accessible calendar of when things are due. In the Math 90 class, it was a bit hard to find.
70. I would like to see more interactive features for students that are struggling with concepts.
71. I would like to see some flexibility by the instructors. My job places me on travel 2 weeks out of every month. So some weeks I might miss a lesson but I will take the weekend to make the work up. I try to participate in the discussions and find them intersting. I ahs an instructor give me zeros for a week and this reduced me froma potential to a B at best, even through I did the work, it was late according to him. No flexibility. Students take on line courses for many reasons. Mine would be because of time and flexibility.
72. I would look for a teacher that was interested. The blackboard system seems to work ok but seemed unnecessary at least for this course.

73. I would make the deadline to turn in all homework to be Sunday evening 11:59. My week is taken up with Classroom classes, homework and club activities - scholarship writing too. Doing my online class work on Fridays, Saturdays and Sundays helps me to concentrate better and divide my time up.
74. I would make the instructor answer online questions in the board or email in a promptly manner. They take so long sometimes that by the time they answer the uestion, the submit deadline of assignments, quizzes, etc, its long past.
75. I would make them all self taught.With a teacher there to help when needed and to grade at the end.
76. I would never do algebra online again - I needed more help than what was available to me. The other classes are great for it, though
77. I would not have taken this course on-line. I felt the class information was disorganized and hard to follow, confusing at best
78. I would not separate the class into groups of three people with no contact with the rest of the class.
79. I would prefer another instructor. He was AWOL for the first 1.5 weeks while the website was stale and confusing and not correct. The weekly discussion boards were not structured, i.e. here's chapter 5 discusssion board. There wasn't a set question or topic on each chapter for us to discuss or go into more depth. Additionally, I did ask several questions about the reading where I couldn't understand a certain topic but neither other students nor the instructor responded or clarified. Also, the boards were taken down weekly which doesn't allow any reference when you're studying for a final. And we all felt that the midterm exam wasn't taken from our same book and we all asked for a comparison of the questions and answers to better explain why we all scored so poorly. I would also like to see the calendar function utilized by the instructor, unless it was something we were allowed to update and I was unaware.
80. I would prefer that all teachers can effectively post assignments and assessments.
81. I would take a course that had a teacher. All I had was an instructor who dispensed assignments and graded them. No help at all.
82. I would take an classroom course instead. I can recieve immediate responses to questions there.
83. I would want a little more leaniacy on the overall. I shouldn't have to drop because I did bad on one assignment. I should at least be able to review the next chapters.
84. I would want all assignments to be due Sunday by midnight. My online course required all work to be completed on Saturday at 5:00pm.
85. I would've taken it on campus.
86. I wouldn't change anything about the course I took at Mesa College. It was a good class.
87. I wouldn't really know where to start coming up with ideas of changing it.
88. i'd prefer a face-to-face meeting once in the first week of class.
89. I've noticed that all the techers use the different teaching tools available, in different ways,to a different degree of proficiency. Some teachers from some courses even used other websites for their classes. This created a communication and confusion at the start of the course for some people. I wish there was a way to improve and standardise things a little more.
90. In this particular course there were no discussion boards which is one part of the online experience that I feel is important. It gives students an opportunity to discuss topics in the course rather than just reading. Also, the tests were open only for one day. All other online courses I have taken have offered the tests/quizzes over a period of a couple of days. I mention this because I think that online courses attract students who work full time and having the option to take a test over several days is a benefit of online courses. Online courses are great and I believe it opens up education to a population that otherwise may not be able to pursue a higher education.
91. Include a 24-hour grace period for overdue assignments.
92. Increasing instructor feedback and engagement in the course so you'd feel it was actually a class.
93. instruction was limited to textbook. professor should be more involved.
94. Instructor did not have enough time to manage everyone in class.
95. INSTRUCTOR.
96. Instructors need to teach, not sit back and just grade. actively participate in the lessons. have a live chat that students can join in or read later.
97. It seemed that there were a lot of students so it took a while for the instructor to respond.
98. it should not be online but in the classroom
99. it was great
100. It would be nice if Blackboard were compatible with Opera. Other than that, no complaints.

101. Less group combined homework. I don't think I should be graded on the writing ability of my other classmates.
102. Look for a different instructor
103. Make all syllbus uniformed. Making it mandatory for the course material to be included in the syllabus.
104. make it harder, have more personal assignments that werent just from the book
105. Make sure to inform the students how to take the test properly.
106. make text books and manuals available at all campuses, not just ECC (which is very far for me)
107. make the blackboard less confusing.
108. Making it a requirement to attend an orientation class prior to taking the first online class. Tech support need to broaden their range of help...like the basic computer tech problems if we are having a problem esp after hour assistant.
109. Making the answers available for tests after taking them, so that I can see what I missed.
110. Maybe the amount of time available for the tests.
111. More activities pertaining to the course subject
112. More communication with professors
113. More examples in the math 96 course. A better system for learning online would have helped me out more.
114. more flexible quiz schedule
115. More help availbility at more times.
116. More information and teacher help
117. More instructor feedback. I would have liked to learn at my own pace vs. only on assignment, or quiz being available at a time.
118. more interaction with teacher - he hardly ever responded! i want to be able to see my tests after they are graded! receive the syllabus or some information with test dates prior to taking the class - as arbitrary dates are very difficult to plan for. if you take a face-to-face class, you know what days of the week you are expected to be available - with the online i was very frustrated when the instructor chose different days of the week for testing. my schedule is not very flexible and this caused hardship.
119. more interaction with the instructor,and have grades posted after quizes,we are on chpt 6 and weve only been graded up to chapt 2,so Im kinda in the darkabout how im doing in the course
120. More interaction/feedback from instructor
121. More involvement with the professor on answering back questions.
122. More one on one help
123. More online books for free.
124. more online lectures and notes
125. More online teacher lab hours
126. Much more interaction among students. Something that stimulates, or at a minimum enforces, dialogue. There was some, but much more would be a pleasant change.
127. Multiple answer/multiple choice tests are difficult w/ math courses.
128. my issue with the course was the techer. but there are always teachers you dont like so its not a major problem.
129. n/a
130. n/a
131. n/a
132. n/a
133. N/A
134. na
135. no
136. No assignments due during Holidays as this is usually a time spent with family since children are on vacation as well.
137. No complaints about the instructor, but Blackboard is awful. It's slow and awkward.
138. No Sunday due dates.
139. none
140. None
141. NONE
142. Not a thing.
143. Not enough time on quizzes.
144. not have an online class about computers. Its too confusing

145. Not so many system "glitches."
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
171. nothing
172. nothing
173. Nothing
174. Nothing
175. Nothing
176. Nothing
177. Nothing
178. Nothing
179. Nothing
180. Nothing
181. Nothing
182. Nothing
183. Nothing
184. Nothing
185. Nothing
186. Nothing
187. Nothing
188. nothing at all
189. Nothing at this point.
190. Nothing at this time. I am very satisfied with the online Nut. 150 course
191. Nothing I can think of at the moment. Sorry. I'm on vacation and feeling relaxed.
192. Nothing I can think of off hand.
193. nothing I can think of.
194. Nothing really.
195. nothing the time allowed to take test and study the material was very practical. I love every part of it!
196. Nothing, but I do bette with teacher interaction on a face to face basis.
197. Nothing, I plan to take more classes
198. Nothing, it is really informative and I am learning alot! My professor is the best, very supportive!
199. Nothing, it was very informative and easy to use
200. NOTHING, online classes are great
201. nothing, really - I truly enjoyed my class
202. Nothing!

203. Nothing!
204. Nothing!
205. nothing.
206. Nothing.
207. Nothing.
208. Nothing.
209. Nothing.
210. Nothing.
211. Nothing.
212. Nothing.
213. Nothing. It was fine.
214. nothing. ALEKS was an awesome program and I would to use that for my regular math courses.
215. nothing. depends on the professor.
216. Nothing. I really enjoyed everything about it.
217. Nothing. It was a very good experience as opposed to the class I took at City.
218. Obtain the requirements of the expectations of the discussion questions. And progress of your submission.
219. Online courses are only as good as the instructor. The instructor's style of teaching so effects the class. There are instructors that make you feel you are in a classroom, that challenge you to think, and add enrichment to the text with video tutorials, additional information, and more. And then their are instructors that make you feel you are working strictly on your own. Just following the text. But it is what it is and I don't know if there is anything to change. I would like to see a student being able to retake a class by a different instructor even if they received a passing grade. Or maybe take the course again by an instructor that uses a different text book.
220. Overall the reading material was great although I found many inconsistencies with what was presented in the reading and what was asked on quizzes, but **** was flexible with these errors when I brought them to her attention and additionally she contacted the publisher regarding the errors (and there were many). Secondly, because the book as a whole was very informative and well presented I would have liked to have a hard copy of the book so I could refer back to it as there was so much useful information that I need for my major.
221. perhaps more feedback from instructors
222. person to person discussion. On question 15, the choice between online or in class depends on the course, not necessarily on the option of online or not. Some courses are better in a classroom setting.
223. Positive/negative experiences are based on the teacher- many do not return emails, or really 'teach' at all.
224. practice quizzes and other assignments should've been added.
225. Ridiculous tests, asks random questions.
226. Saving most learning tools weekly.
227. some classes have to be checked several times per day.
228. Some courses require too much writing papers. Like more then an average class would expect a student to do within a months time. I would change that, because it almost makes me not want to do online and just take the face to face classes.
229. some instructors structure their online classes very well. others try to carry the structure of their inclass syllabus and coursework into the online setting which doesnt work very well.
230. some of the class was on Aplia and some was on black board. it needs to be on one site! to many sites to check up on.
231. Some of the teachers did not understand how confusing their wording could be. When asked to clairify most refered me, angrily, back to reading the sylabus, which I had read already, thats where my questions came from. Their not clairifying when asked led me to twice getting points off an project I had asked for help understanding the specifics for.
232. Sometimes professors seem overtasked, or unsure how to correctly post assignments and keep their students informed. I think that faculty blackboard fluency would assist students and professors achieve more from online courses.
233. Sometimes the instructor is quite helpful but during busy times, needed help may not be as forthcoming. A form of instant communication such as Instant Messenger or virtual meetings is sometiems more useful than waiting for email that could take more than a day to get a response.
234. I would like to see more classes offered online, especially more advanced sections and more variety. I like to see more computer courses that I can apply to my job.

235. Spend more time on the courses
236. teachers
237. Test time was too short
238. That the instructors were more helpful. I worked a lot in the computer lab at school and the instructors there weren't really to helpful when I had a question for them. They just didn't really know the subject matter. My instructor for the excel class I took was not much help either when I emailed her questions.
239. THE AMOUNT OF VIDEOS THAT NEEDED TO BE WATCHED ONLINE, AND THE LACK OF WORK FROM THE BOOK THAT I PURCHASED
240. the calendar seems useless
241. The chem. course I currently am taking i would change the way the teacher puts out their information.
242. The course itself was satisfactory, but required an online textbook which was over-priced and lacked many useful features.
243. The course was okay. I wouldve preferred to have the teacher give us examples of what she preferred in the discussions we turn in.
244. The delays and slowness of the site
245. The fact that it was solely online, regarding CISC 190, and there was no on campus support available, made the class very difficult. Most people/professors thought it was crazy they offered this course online.
246. The first online class was great. The second however the teacher was not as experienced with online courses and it made it very difficult.
247. the instractor needs to grade more often my return homework and he or she should be responsable like I am spected to acomplish my classtime.
248. The instructions from the teacher were very hard to follow. Project instructions were not cohesive and very hard to follow.
249. The instructor feedback was non existent. She was clearly overwhelmed.
250. The instructor gave an unreasonable amount of work for a lower division art class
251. The Instructor needs to communicate with the bookstore. There is no reason to buy a book and an online access card when the book is free online. The bookstore had them bundled together and therefore, could not buy the access card separately. I am a Veteran using Ch31 and unable to buy the access via the online method because all my purchase must go through the Mesa Bookstore. This is a waste of funds for the Veterans Administration.
252. Next Aplia is the worst online interface I have ever used I think the instructor should use Web ct like everyone else for Business 119
253. The instructor should use the calendar to remind to students more effectively.
254. Sometimes instructor reminded about the assignment's due but not always.
255. The instructor was not very approachable and did not grade assignments in a timely manner.
256. The instructor, very indirect, not concise, and just plain confusing
257. The instructor. I like economics, I didn't like the instructor teaching method.
258. the instructors should be held more liable and responsible for aid. We paid to take a course, the instructors say that they are there to answer questions, however nothing is done.
259. The intersession course I took was very frustrating because the questions in the assessments frequently did not match what we had learned to that point and were often asking for material that didn't come for several more chapters. I would impose some additional measure of quality control to keep that from happening.
260. The layout was ugly and made me bored faster. If the site was more vibrant and interesting it would be better and I'd be able to stay on it longer.
261. The look of the website
262. The Microsoft Outlook Course was difficult.I had computer problems fell behind and got dropped.
263. The online courses I took before had awful teacher response time, if they responded at all. I felt very left alone in the course.
264. The only thing I would have changed on this course would be that the instructor kept up on grading. It is very difficult to complete a final project when none of the elements have been graded so you don't even know if you are on the right track.
265. The only thing that I would change is the turnaround time for grading assignments. Some courses have an automated grading system that will allow you to keep track of your progress/grades on assignments instantaneously. But some courses, the instructors takes weeks or months to grade an assignment.

266. The professor has to answer emails with concerns, and questions WAY FASTER! He took a long time, sometimes 3 to 4 days to answer emails.
267. The professor was very unforgiving when I had a serious family emergency (with proof if needed).
268. The site is often very slow and some functions, such as the chat room, do not work all the time. Improving the speed and reliability would be very helpful for future students.
269. The teacher needs to be more proactive with communication.
270. The text was good, but the on-line tests didn't seem to co-exist with the text in all instances. The lesson plans were from an older version of the text, and the chapters were numbered differently.
271. The textbook
272. The textbook used. The present text is less than useful, and when the publisher was contacted about some errors contained within it, responded with an unintelligible email which I forwarded to my instructor. The response contained mispellings and did not address the issue at all. I have not taken my final exam yet, so I do not feel that this survey is appropriate as an analysis of the SDCCD online education program. But that is in keeping with SDCCD policies, from my experience. So this survey is answered qualitatively, it is not a complete representation of my online experience this past semester as the semester is not over.
273. The two I completed I would not change. The Introduction to Java course seemed to hard for a beginner in an online format. I could have used more instruction/explanations in this cours.
274. There is not enough notification of deadlines and not enough teacher interaction
275. There was minimal input from the instructor. Grades were posted. Other than that I never saw him post on the discussion board or answer anyone's questions.
276. There were difficulties with the web blackboard. I had to down load modzilla firefox to use it because it was not compatible internet explorer.
277. This course would be rather difficult for students who don't have previous background of Excel (intermediate level) and some knowledge of VB.
278. too much busy work that has no value in learning
279. too much reading 3 chapters a week, and home work 3 questions a week, etc from the professor for a 3 unit class. Several observation papers, quiz, mid term, final, too much to catch up.
280. upfront statement of approximate fees of text and material cost
281. We used Aplia. It was not always the clearest when doing the homework on the Aplia web site.
282. When wefirst started taking the course, info was vague.
283. Would have asked for another instructor
284. Would like to be able to work ahead and not be held to an arbitrary schedule of teacher for tests and such. Better to be set up with due dates but not you have to take these dates...can take when you are ready.

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

1. A teacher who cares and tries to help
2. Additional computer-based training to supplement.
3. An instructor who has the time to respond.
4. better online resources - ebooks, etc.
5. **** was great. Other instructors hard to get
6. electronic payment for defered billing
7. Get rid of BlackBoard! Too many technical issues!
8. I think moitoring of teachers is necessary
9. make sure syllabus matches course page
10. Making sure the right book for the class is avail.
11. Monitor the instructors. **** isn't good.
12. Office Hours upon request
13. School calendar of events, job fairs, workshops
14. Someone to help you when you have a question.
15. Specific hrs during which instructor is available
16. Thank you for being so helpful!!!
17. Your survey is premature.