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# Miramar College Online Course Satisfaction Survey Report

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## Spring 2011

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## Overview and Purpose

The purpose of this survey project is to collect additional information about students who took Miramar College online courses in the Spring 2011 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, classroom support and communication, and their perception of learning.

## Methodology

### Survey Population

To be eligible for the study a student had to be enrolled in an online course at Miramar College in the regular spring semester prior to the start of data collection in May 2011. Students who dropped the course or never attended were excluded.

### Implementation

A pre-notification email was sent to students by the Office of Institutional Research and Planning one week prior to data collection informing them about the forthcoming online student satisfaction survey. Students subsequently received an emailed survey invitation with a link to the online survey in May 2011. In an effort to increase survey response rates, two reminder emails with direct access to the survey were sent to the survey population during the two week data collection. Online and Distributed Learning posted notifications to Blackboard to inform students about email invitations to the survey.

### Instrumentation and Analytical Plan

The Office of Institutional Research and Planning referenced the previous 2010 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 28 questions and took approximately 5 minutes for students to complete. A copy of the survey is provided in Appendix A.

Analyses of demographic questions in the Student Profile include two comparison groups: the survey respondents and the general online student population; each of which are unduplicated. Note that individual response categories may not total 100% due to rounding.

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

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

Students' verbatim responses are listed in Appendix B and are edited with \*\*\*\* only in the case of derogatory language or to protect an individual's identity.

### Student Profile

The General Online Population at Miramar College totaled 4,227 students. Two percent of the students did not supply an email address or supplied an invalid email address. Of the 4,140 surveys that were sent to students, 522 surveys were

returned, yielding a 13% response rate. The response rate does not provide statistical representativeness of the population of online students served within Miramar College. However, it is comparable to the previous two years (12% in 2010 and 9% in 2009).

- The majority of students who responded reported their course(s) as fully online (79%; see Table 1).
- Approximately two-thirds of respondents were female (68%) and approximately half were below the age of 30 (47%; see Tables 2 and 3).
- The largest proportion reported their ethnicity as White (45%), 16% were Asian/Pacific Islander, 13% were Latino, 7% were Filipino, 6% were African American and 1% were American Indian/Alaskan Native (see Table 4).

Survey respondents varied somewhat in online course format, gender, age, and ethnicity compared to the general online population at Miramar College. Therefore, satisfaction is only generalizable to those students who participated in the survey.

## Highlight of the Findings

### **Student Preparation for Online Course**

- The majority of students who responded had some college-level experience with online courses during the past two years: 75% had taken a course at SDCCD and 23% had taken a course at another college (see Tables 5 and 6).
- Most respondents (78%) felt they had sufficient information about online course requirements prior to enrolling. Over two-thirds of those who rated the helpfulness of the Online Learning Readiness Assessment and Blackboard orientation felt they were helpful (67% and 72%, respectively; see Tables 7-9).

### **Student Experience in Online Course**

- Over half of the respondents (54%) enrolled in two or more online courses during Spring 2011. Most students (95%) visited their online course(s) at least a few times a week, and over half (56%) spent four or more hours logged into their online course per week (see Tables 10-12).
- When asked the reason why they took their online course, students who responded most often reported a desire to apply the course toward their AA/AS degree (37%) or an intention to transfer to a four-year university (35%; see Table 13).
- The top three reasons offered as the cause of students' online course withdrawal were: personal reasons (26%), that the course was too time consuming (22%), and that the course did not fit their personal/work schedule (18%; see Table 14).

### **Technical Support**

- Over three-quarters of the respondents (79%) agreed that they had a positive experience using the online course tools (see Table 15).
- Sixty-one percent of the students who responded felt they were able to obtain needed help from the 24/7 Blackboard Helpdesk; however, 23% remained neutral on the subject (see Table 16).

### **Classroom Support and Communication**

- Most students (93%) referenced the course syllabus for information about course requirements (see Table 17).
- Most respondents preferred a response to questions within 12 or 24 hours (22% and 54%, respectively; see Table 18). Among those students with questions, approximately two-thirds of the respondents (67%) felt that their instructors responded within the timeframe stated in the course syllabus. However, among those students who responded neutrally (10%) or did not feel that their instructors responded in a timely fashion (22%), two out of three students (68%) did not know where else to go for help with their questions (see Tables 19 and 20).
- Most respondents felt that they could communicate effectively with their classmates (78%) and their instructors (75%); however, 15% of respondents rated communication with their instructors negatively (see Tables 21 and 22). The top method proposed as being effective for communicating with instructors was email (86%), which was selected at more than twice the frequency of the next most popular methods of student-teacher communication: the discussion board (41%) and announcements (34%; see Table 23).

### **Perception of Online Learning and Future Services**

- Most respondents felt that the online format was an effective way to learn and that the number of students in the course was appropriate (79% each) (see Table 24 and 25).
- The majority of respondents (69%) would take another online course rather than a traditional on-campus course if given the choice; however, some respondents (18%) felt it would be unlikely that they would take another online course rather than a traditional on-campus course (see Table 26).

## Survey Results

### Student Profile

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

	Survey Respondents			General Online Population		
	N	%	Valid %	N	%	Valid %
Fully online only	408	78%	79%	3,599	85%	85%
Partially online only	56	11%	11%	486	11%	11%
Both fully online and partially online	54	10%	10%	142	3%	3%
<b>Total</b>	<b>518</b>	<b>99%</b>	<b>100%</b>	<b>4,227</b>	<b>100%</b>	<b>100%</b>
Unreported	4	1%				
<b>Total</b>	<b>522</b>	<b>100%</b>				

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

	Survey Respondents			General Online Population		
	N	%	Valid %	N	%	Valid %
Male	167	32%	32%	1,779	42%	42%
Female	352	67%	68%	2,447	58%	58%
<b>Total</b>	<b>519</b>	<b>99%</b>	<b>100%</b>	<b>4,226</b>	<b>100%</b>	<b>100%</b>
Unreported	3	1%		1	0%	
<b>Total</b>	<b>522</b>	<b>100%</b>		<b>4,227</b>	<b>100%</b>	

Table 3. 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%	7	0%	0%
18 to 24	158	30%	30%	1,867	44%	44%
25 to 29	88	17%	17%	928	22%	22%
30 to 39	139	27%	27%	850	20%	20%
40 to 49	84	16%	16%	373	9%	9%
50 and above	50	10%	10%	202	5%	5%
<b>Total</b>	<b>520</b>	<b>100%</b>	<b>100%</b>	<b>4,227</b>	<b>100%</b>	<b>100%</b>
Unreported	2	0%				
<b>Total</b>	<b>522</b>	<b>100%</b>				

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	31	6%	6%	342	8%	9%
American Indian/Alaskan Native	4	1%	1%	29	1%	1%
Asian/Pacific Islander	83	16%	16%	584	14%	15%
Filipino	38	7%	7%	309	7%	8%
Latino	69	13%	13%	853	20%	21%
White	235	45%	45%	1,657	39%	41%
Other	57	11%	11%	230	5%	6%
<b>Total</b>	<b>517</b>	<b>99%</b>	<b>100%</b>	<b>4,004</b>	<b>95%</b>	<b>100%</b>
Unreported	5	1%		223	5%	
<b>Total</b>	<b>522</b>	<b>100%</b>		<b>4,227</b>	<b>100%</b>	

### 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 2011?

	N	%	Valid %
None	128	25%	25%
One	68	13%	13%
Two	65	12%	13%
Three	54	10%	10%
Four	40	8%	8%
Five	25	5%	5%
More than five	136	26%	26%
<b>Total</b>	<b>516</b>	<b>99%</b>	<b>100%</b>
Unreported	6	1%	
<b>Total</b>	<b>522</b>	<b>100%</b>	

Table 6. How many online courses have you taken at other colleges outside of the SDCCD in the past two years before Spring 2011?

	N	%	Valid %
None	395	76%	77%
One	40	8%	8%
Two	23	4%	4%
Three	10	2%	2%
Four	7	1%	1%
Five	5	1%	1%
More than five	36	7%	7%
<b>Total</b>	<b>516</b>	<b>99%</b>	<b>100%</b>
Unreported	6	1%	
<b>Total</b>	<b>522</b>	<b>100%</b>	

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

	<b>N</b>	<b>%</b>	<b>Valid %</b>
Strongly disagree	17	3%	3%
Disagree	35	7%	7%
Neither agree nor disagree	58	11%	12%
Agree	196	38%	40%
Strongly agree	187	36%	38%
<b>Total</b>	<b>493</b>	<b>94%</b>	<b>100%</b>
Not applicable/Unreported	29	6%	
<b>Total</b>	<b>522</b>	<b>100%</b>	

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?

	<b>N</b>	<b>%</b>	<b>Valid %</b>
Very unhelpful	23	4%	9%
Unhelpful	13	2%	5%
Neither helpful nor unhelpful	51	10%	19%
Helpful	85	16%	32%
Very helpful	94	18%	35%
<b>Total</b>	<b>266</b>	<b>51%</b>	<b>100%</b>
Not applicable/Unreported	256	49%	
<b>Total</b>	<b>522</b>	<b>100%</b>	

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

	<b>N</b>	<b>%</b>	<b>Valid %</b>
Very unhelpful	19	4%	9%
Unhelpful	6	1%	3%
Neither helpful nor unhelpful	37	7%	17%
Helpful	79	15%	36%
Very helpful	79	15%	36%
<b>Total</b>	<b>220</b>	<b>42%</b>	<b>100%</b>
Not applicable/Unreported	302	58%	
<b>Total</b>	<b>522</b>	<b>100%</b>	

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 2011?

	<b>N</b>	<b>%</b>	<b>Valid %</b>
One	238	46%	46%
Two	136	26%	26%
Three	81	16%	16%
Four	44	8%	9%
Five	11	2%	2%
More than five	7	1%	1%
<b>Total</b>	<b>517</b>	<b>99%</b>	<b>100%</b>
No response	5	1%	
<b>Total</b>	<b>522</b>	<b>100%</b>	

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

	<b>N</b>	<b>%</b>	<b>Valid %</b>
Less than once a month	3	1%	1%
Once a month	0	0%	0%
A few times a month	27	5%	5%
A few times a week	234	45%	46%
Once every day	131	25%	26%
More than once a day	116	22%	23%
<b>Total</b>	<b>511</b>	<b>98%</b>	<b>100%</b>
Unreported	11	2%	
<b>Total</b>	<b>522</b>	<b>100%</b>	

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

	<b>N</b>	<b>%</b>	<b>Valid %</b>
Less than 2 hrs/week	51	10%	10%
2-3 hrs/week	170	33%	33%
4-5 hrs/week	134	26%	26%
6 or more hrs/week	154	30%	30%
<b>Total</b>	<b>509</b>	<b>98%</b>	<b>100%</b>
Unreported	13	2%	
<b>Total</b>	<b>522</b>	<b>100%</b>	

Table 13. Why did you take this online course?

	<b>N</b>	<b>%</b>	<b>Valid %</b>
Apply toward AA/AS degree	171	33%	37%
Apply toward certificate	34	7%	7%
For career development	43	8%	9%
Personal enrichment	36	7%	8%
Transfer to a 4-year university	162	31%	35%
Other	16	3%	3%
<b>Total</b>	<b>462</b>	<b>89%</b>	<b>100%</b>
Unreported	60	11%	
<b>Total</b>	<b>522</b>	<b>100%</b>	

Table 14. If you withdrew from any online classes you enrolled in for Spring 2011 please indicate the reason(s) why you withdrew.

	<b>N</b>	<b>%</b>	<b>% of Cases</b>
Personal reasons (health, family, etc.)	36	17%	26%
The course(s) was too time consuming	30	14%	22%
The course(s) did not fit into my personal/work schedule	24	11%	18%
There was not enough instructor feedback	23	11%	17%
The course(s) was too difficult	22	10%	16%
I did not need the course(s) (i.e. change of major, transferred, etc.)	20	9%	15%
I prefer to take classes in person	15	7%	11%
Blackboard was too difficult/problematic	9	4%	7%
I had technical difficulties with the computer/web	9	4%	7%
The course(s) did not fit into my course schedule	8	4%	6%
Other	15	7%	11%
<b>Total</b>	<b>211</b>	<b>100%</b>	<b>154%</b>

Response Summary for question set

Valid		Missing		Total	
<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
137	26%	385	74%	522	100%

## Technical Support

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

	<b>N</b>	<b>%</b>	<b>Valid %</b>
Strongly disagree	20	4%	4%
Disagree	32	6%	6%
Neither agree nor disagree	50	10%	10%
Agree	162	31%	32%
Strongly agree	237	45%	47%
<b>Total</b>	<b>501</b>	<b>96%</b>	<b>100%</b>
Not applicable/Unreported	21	4%	
<b>Total</b>	<b>522</b>	<b>100%</b>	

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

	<b>N</b>	<b>%</b>	<b>Valid %</b>
Very unhelpful	21	4%	11%
Unhelpful	11	2%	6%
Neither helpful nor unhelpful	45	9%	23%
Helpful	62	12%	31%
Very helpful	59	11%	30%
<b>Total</b>	<b>198</b>	<b>38%</b>	<b>100%</b>
Not applicable/Unreported	324	62%	
<b>Total</b>	<b>522</b>	<b>100%</b>	

## Classroom Support and Communication

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

	<b>N</b>	<b>%</b>	<b>Valid %</b>
Strongly disagree	8	2%	2%
Disagree	7	1%	1%
Neither agree nor disagree	23	4%	5%
Agree	161	31%	33%
Strongly agree	296	57%	60%
<b>Total</b>	<b>495</b>	<b>95%</b>	<b>100%</b>
Not applicable/Unreported	27	5%	
<b>Total</b>	<b>522</b>	<b>100%</b>	

Table 18. How much time do you feel is acceptable to wait before receiving a response to your questions?

	<b>N</b>	<b>%</b>	<b>Valid %</b>
Up to 12 hours	108	21%	22%
Up to 24 hours	269	52%	54%
Up to 2 days	88	17%	18%
Up to 3 days	17	3%	3%
Other	13	2%	3%
<b>Total</b>	<b>495</b>	<b>95%</b>	<b>100%</b>
Unreported	27	5%	
<b>Total</b>	<b>522</b>	<b>100%</b>	

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

	<b>N</b>	<b>%</b>	<b>Valid %</b>
Strongly disagree	74	14%	15%
Disagree	37	7%	7%
Neither agree nor disagree	51	10%	10%
Agree	161	31%	32%
Strongly agree	176	34%	35%
<b>Total</b>	<b>499</b>	<b>96%</b>	<b>100%</b>
Not applicable/Unreported	23	4%	
<b>Total</b>	<b>522</b>	<b>100%</b>	

Table 20. Do you know where else to go for help with your questions?

	<b>N</b>	<b>%</b>	<b>Valid %</b>
No	107	20%	68%
Yes	51	10%	32%
<b>Total</b>	<b>158</b>	<b>30%</b>	<b>100%</b>
Not asked/Unreported	364	70%	
<b>Total</b>	<b>522</b>	<b>100%</b>	

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

	<b>N</b>	<b>%</b>	<b>Valid %</b>
Strongly disagree	20	4%	4%
Disagree	23	4%	5%
Neither agree nor disagree	66	13%	14%
Agree	184	35%	38%
Strongly agree	193	37%	40%
<b>Total</b>	<b>486</b>	<b>93%</b>	<b>100%</b>
Not applicable/Unreported	36	7%	
<b>Total</b>	<b>522</b>	<b>100%</b>	

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

	<b>N</b>	<b>%</b>	<b>Valid %</b>
Strongly disagree	39	7%	8%
Disagree	37	7%	7%
Neither agree nor disagree	46	9%	9%
Agree	155	30%	31%
Strongly agree	218	42%	44%
<b>Total</b>	<b>495</b>	<b>95%</b>	<b>100%</b>
Not applicable/Unreported	27	5%	
<b>Total</b>	<b>522</b>	<b>100%</b>	

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

	<b>N</b>	<b>%</b>	<b>% of Cases</b>
Email	422	42%	86%
Discussion Board	204	20%	41%
Announcements	169	17%	34%
Comments on Assignments	124	12%	25%
Chat/WebConference	58	6%	12%
Other	21	2%	4%
<b>Total</b>	<b>998</b>	<b>100%</b>	<b>203%</b>

Response Summary for question set

Valid		Missing		Total	
<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
492	94%	30	6%	522	100%

Perception of Learning and Future Services

Table 24. The online format is an effective way for me to learn.

	<b>N</b>	<b>%</b>	<b>Valid %</b>
Strongly disagree	19	4%	4%
Disagree	26	5%	5%
Neither agree nor disagree	55	11%	11%
Agree	155	30%	31%
Strongly agree	239	46%	48%
<b>Total</b>	<b>494</b>	<b>95%</b>	<b>100%</b>
Not applicable/Unreported	28	5%	
<b>Total</b>	<b>522</b>	<b>100%</b>	

Table 25. The number of students enrolled is appropriate for this online course.

	<b>N</b>	<b>%</b>	<b>Valid %</b>
Strongly disagree	8	2%	2%
Disagree	8	2%	2%
Neither agree nor disagree	80	15%	17%
Agree	160	31%	34%
Strongly agree	209	40%	45%
<b>Total</b>	<b>465</b>	<b>89%</b>	<b>100%</b>
Not applicable/Unreported	57	11%	
<b>Total</b>	<b>522</b>	<b>100%</b>	

Table 26. 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?

	<b>N</b>	<b>%</b>	<b>Valid %</b>
Very unlikely	45	9%	9%
Unlikely	43	8%	9%
Neither likely nor unlikely	66	13%	13%
Likely	126	24%	25%
Very likely	217	42%	44%
<b>Total</b>	<b>497</b>	<b>95%</b>	<b>100%</b>
Unreported	25	5%	
<b>Total</b>	<b>522</b>	<b>100%</b>	

## Appendix A: Survey Instrument

## Online Course Student Satisfaction Survey -Spring 2011

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

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

1. If you took any online courses in Spring 2011, please indicate if they were fully online, partially online, or both fully online and partially online courses. **[Online courses are considered *Fully Online* if they are 100% online with no meetings or exams on campus. Online courses are considered *Partially Online* if they have one or more meetings on campus.]**

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

2. What is your age?

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

3. Are you male or female?

- Male
- Female

4. What is your ethnic background?

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

5. How many online courses at the San Diego Community College District (City, Mesa, or Miramar Colleges) did you enroll in during Spring 2011?

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

6. If you withdrew from any online classes you enrolled in for Spring 2011 please indicate the reason(s) why you withdrew. **(Select all that apply)**
- Blackboard was too difficult/problematic
  - I did not need the course(s) (i.e. change of major, transferred, etc.)
  - I had technical difficulties with the computer/web
  - I prefer to take classes in person
  - Personal reasons (health, family, etc.)
  - The course(s) did not fit into my course schedule
  - The course(s) did not fit into my personal/work schedule
  - The course(s) was too difficult
  - The course(s) was too time consuming
  - There was not enough instructor feedback
  - Other, please explain: \_\_\_\_\_

7. How many online courses within the San Diego Community College District (City, Mesa, or Miramar Colleges) have you taken in the past two years before Spring 2011?
- None
  - One
  - Two
  - Three
  - Four
  - Five
  - More than five

8. How many online courses have you taken at other colleges outside of the SDCCD in the past two years before Spring 2011?
- None
  - One
  - Two
  - Three
  - Four
  - Five
  - More than five

If you enrolled in more than one course during Spring 2011, please answer the following questions based on your experience with the online course that is most representative of your overall experience.

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

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

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

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

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

Please indicate your **level of agreement.**

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

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

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

23. [If Q22=Neither/Disagree/Strongly Disagree] Do you know where else to go for help with your questions?

- No
- Yes, please specify where: \_\_\_\_\_

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

- Announcements
- Chat/WebConference
- Comments on assignments
- Discussion board
- Email
- Other, please specify: \_\_\_\_\_

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

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

26. 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

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

28. What would you change about the course?

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

## Appendix B: Student Comments

Question 6: If you withdrew from any online classes you enrolled in for Spring 2011 please indicate the reason(s) why you withdrew. OTHER SPECIFIED

1. changed to another online class
2. Had to pay extra for an outside program that was not mentioned in the course description
3. Homework and assignments had a lot of aspects that were not in reading and online material
4. I am a veteran and I was dropped from a class without notification which disrupted my GI bill so I dropped all of my classes to receive the full benefits next semester
5. I am still continuing the class.
6. I could not afford books when it came time to purchase them.
7. I signed up for a partially online philosophy class and needed a fully online class
8. I was and still am being harassed every single day.
9. instructor's webpage was too complex
10. received my book late, couldn't catch up
11. software expense
12. the assignments were in at least 3 different areas, very difficult to find and work with, and it wasnt clear when assignments were due.
13. The class was full
14. The instructor used a web service for teaching that I considered to be inadequate for teaching the course correctly.
15. **WORLD HISTORY II IN A NUTSHELL, READ THE ENTIRE TEXT BOOK, ANSWER 300 RANDOM QUESTIONS WITH NO FEEDBACK AND WRITE A BOOK REVIEW THAT IF YOU MAKE FOUR WRITING ERRORS YOU FAIL ABSOLUTE RIDICULAS COURSE AND A WASTE OF MY MONEY**

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

1. as credit for Nursing Program
2. AS degree and transfer to a 4- year university
3. Basic Education
4. Career development & Certificate
5. enrolled in one online class, which fits my general education.
6. I thought it wouldnt interfere with my schedual. I didnt withdrawl but it started to become to hard. It is very time consuming.
7. It would be better if you had a all of the above or mix match. Several were for AA/ AS degree, but some where for personal inrichment and carrer development too.
8. Pre-req
9. Pre-requisite for engineering classes and other math
10. pre-requisite to graduate school
11. Real Estate License
12. required for a master's degree in women's studies at SDSU
13. Requirement for pharmacy school
14. Severe social anxiety makes it hard to be in an on campus classroom.
15. to finish prereq. for second major
16. Working towards a MBA, getting the lower division courses

Question 23: Do you know where else to go for help with your questions? YES SPECIFIED

1. Ask other students
2. ask the teacher, look in the book, use myaccountinglab resources. but all were difficult and confusing.
3. at my current 4 years institute, National University helpdesk for online courses.
4. Blackboard references links
5. City College Tutorial/Learning Center
6. Classmates
7. counselor
8. counselor, but they are always busy and the wait time is over 2 hours. I'm very disappointed with my professor as she has not responded to me or any other students in over 8 weeks.
9. discussion boards
10. Email professors
11. fellow classmates
12. Forums or email other students
13. from internet or friends
14. God, and I help myself!
15. Google
16. google, algebra.com
17. help desk
18. help desk
19. helpdesk
20. HelpDesk
21. I assume this is related to teaching modality? other students are quick to respond and are helpful.
22. I can get help from the other students in the class they are usually very helpful
23. I contacted the sender of this survey and was directed to the department head.
24. I went to my DSPS counselor but Im not sure if that's where I should have gone.
25. instructor
26. Instructor
27. Library
28. My instructor
29. Online Help Desk
30. Online Instructional Services
31. Other students
32. Professor's office
33. Student Center, Math Center
34. student discussion board
35. Study group, directly to teacher
36. syllabus or classmate
37. The help section on black board
38. the helpdesk link at online.sdccd.edu
39. The instructor listed his office hours - could visit if needed - no problems
40. the instructor listed on the course; which is not the course instructor. That was puzzling
41. the PLace
42. tutor center
43. Tutor.
44. We were told to ask questions of other students.
45. yes on help tools under learning blackboard
46. You can go to your teacher, or the help desk or if your really stumped you can call. People at the college have always been very helpful.

Question 24: Which methods do you find to be effective for communicating with your instructor?

OTHER SPECIFIED

1. Direct Telephone call
2. face to face
3. Grades Section
4. I attempted to call him, e mail him through blackboard and his college e mail and have not heard back from him at all
5. I love online classes and wish there were more.
6. In class
7. instructor was not very responsive to email or discussion board
8. Many teachers are terrible at responding to emails in a timely manner
9. My professor in History 110 never respond to any of the e-mails I sent.
10. my professor was extremely hard to get a hold of and didn't respond to calls or emails
11. Neither one of my instructors replied to emails.
12. NONE SHE DOESN'T COMMUNICATE AT ALL!!!
13. None, instructor ignores emails & if asked online gives answers that make no sense
14. none. the instructor ignores me
15. office hours
16. only when able to speak with him person
17. phone
18. sending mail-messages through the blackboard
19. she has only emailed a few times, for the past 8 weeks none of the student have been able to contact her nor have we received any feedback on our papers or any emails from her
20. Skype like application
21. Telephone

Question 25: How much time do you feel is acceptable to wait before receiving a response to your questions? OTHER SPECIFIED

1. 24 hours is fine.. but I am unable to complete assignments on time because of my work schedule. Meaning when I am stuck on a program... I am not able to complete it..
2. 24 to 48 hours for normal question, but urgent question should be answered as soon as possible.thanks!
3. 5 hours
4. 5 hours
5. 8
6. before next class period
7. If email is submitted Sun-Thur, then I would expect a response in 24 hrs. If email is submitted F-Sat, then 2-3 days is reasonable.
8. It depends on the teacher really. For instance some teachers have due dates that are liquid. everything has to be in by the end, but nothing is really due till the last day. For these teachers its reasonable for their responses to come a couple days after I ask. Hoewever other teachers are very rigid on their due dates. If they are so demanding I expect and answer at least 24 hours after I ask my question, because they would expect the same from me.
9. less than 2-5 hours
10. to content 3 days / to teaching modality 24 hours as this may impact completion of assignment
11. up to 2 hours
12. Within 4 hours, especially since we have deadlines for completing tests.
13. within the next day, or if a holiday is taking place than ASAP

Question 27: What elements of the online course were valuable to you?

1. 1. Flexible hours since I work +40 hours a week and attend University of Phoenix full time. 2. Online quizzes and homework assignments
2. 24 hour availability cost of parking, gas, time
3. A clear simple syllabus. A uncluttered homepage examples/samples to homework assignments posted great communication feedback from instructor
4. ability of personal time management.
5. Ability to learn on own time
6. Ability to work around my schedule; not having to fight traffic, find parking, lug heavy books, and sit in dirty classrooms.
7. ability to work at my own pace, on my own time at home
8. Able to complete the course work when it was convenient with my schedule.
9. Able to focus more with out others distracting me.
10. able to work around my schedule
11. Able to work at my pace.
12. Able to work it around my schedule.
13. All Elements were helpful in some way or form.
14. All of them.
15. All the courses requirement materilas
16. all the elements were valuable
17. All the web links
18. allowed me to work around my other classes
19. am working full time, i can stusy any time , iam free.
20. announcements and dissusion board
21. As i can do it from home, it saves lot of time travelling all the way to the college and you can start any time of the day for the homework.
22. assignments, discussion board were good valuable to me
23. Availability of the instructor and how quickly the instructor responded to email messages.
24. available 24/7
25. Because I work full time it's convenient.
26. Being a military spouse, and a mother of 4 boys, it would be impossible to attend a classroom. Online has helped me and many other mothers in my sam esituation out so much.
27. Being able to ask any question I want to the instructor for help.
28. Being able to do the coursework when I had available time since I have a job. The flexibility of it and being able to work at your own pace
29. Being able to do work at any time of the day.
30. Being able to have all you past work and graded projects available at all times.
31. Being able to learn and be taught from home is helpful in my everyday life.
32. Being able to log in at my convenience and not having to attend in a classroom.
33. Being able to log on and attend class at my convenience. Not having to rush from work or leave early to make class. Able to read, research at my study time availability.
34. being able to log on when I can. wish all the instructors though are thorough like my business and my fed tax anf my prior instructors.
35. Being able to manage my time, allowing me to work full time while taking the course
36. Being able to spend more time with my family and work my schedule around them
37. Being able to take classes from home
38. Being able to work at my convience. I work a full time job, so online courses allow me to complete classes at my convience.
39. Being able to work at my own pace.
40. being able to work full time and go to school full time made this online class fantastic. I found the email, discussion boards helpful
41. Being able to work on assignments at my convenience.
42. Being able to work the class around my schedule. I also like working at my own pace.

43. Bring able to do course work and login on my own time
44. Calendar
45. Calendar and organization. Syllabus. Immediate grades.
46. Can do my work when I want.
47. can take care of my child and do school work
48. can work ahead and work on my own schedule
49. can work on it at my convenience within a reasonable amount of time
50. Can work on the course when the time is right for you.
51. Clear syllabus that was available from Day one and small, if any, adjustments to the syllabus during the course.
52. Communication with instructor. Time. Independent
53. Complete assignments at your own pace.
54. communication with classmates, websites, instructor was available.
55. Content, Assessments, Assignments, Discussion board, grade system.
56. convenience
57. CONVENIENCE
58. Convenience and gas savings!
59. convenience was number 1. Self pacing very beneficial for someone who's been out of the academic arena for sometime.
60. Convenience. Time and cost effective
61. convenient
62. Convenient
63. Convenient for me to balance my work, school, family life.
64. Convenient schedule, not having to attend class on a schedule
65. convenient, flexible
66. Convenient; no commuting / flexible learning schedule.
67. Convience
68. Convient format and a great time saver.
69. Convince.
70. discussion board
71. discussion board was helpful
72. Discussion board was very helpful for me because this way i get a chance to read my peers views and it also increased my knowledge.
73. Discussion board, links to other websites, e-mail communication with professors.
74. Discussion Boards & Email forwards to my personal email.
75. Discussion boards and interacting with other students through them.
76. Discussion boards, updated grades, assignments.
77. Doing it on my own time.
78. Doing the work on my own, of course following the deadlines stated in the syllabus.
79. ease of use, it allows me to attend around my work schedule.
80. Easier
81. easily fits into my own schedule
82. Easy contact with the instructor.
83. Easy to learn at own pace.
84. Econ Lab was very helpful... and the Prof posted on the discussion board for each chapter. Prof \*\*\*\*\* probably has the most organized and info filled class that I have taken online.
85. everything
86. Everything
87. Everything about online courses is valuable for me. Having a child and online school is very helpful.
88. everything is very valuable. very easy to use and I know where everything is and if i need help i can ask for tech support
89. everything was detailed and i liked the extra practice links that were provided.
90. Everything was valuable to me I always had an excellent learning from online classes

91. Feedback on assignments
92. flexiable time and save commuting
93. flexibility
94. flexibility
95. flexibility
96. Flexibility and time management.
97. flexibility in schedule
98. Flexibility of "attending"
99. flexibility of hours
100. Flexibility of taking tests from your computer at home
101. Flexibility of time
102. flexibility on schedules. easy to follow syllabus.
103. Flexibility, lack of commute, facility with technology.
104. flexibility, very clear of what is needed and what is ask for in the class.
105. flexible
106. Flexible
107. Flexible class schedule.
108. Flexible course attendance.
109. Flexible schedule
110. Flexible schedule.
111. flexible time
112. Flexible time arrangement.
113. Flexible time management.
114. flexible time schedule
115. Flexible timeframes.
116. Forced me to work on learning the material (website design). Studying on my own is too easy to put off.
117. freedom to balance work and school
118. freedom to fit study time into my schedule
119. Freedom to make it on a better time of the day.
120. Going at my own pace. I like to work ahead and it was easy to do, except for when there was a test and it wasn't opened yet.
121. good
122. Grades, Assignment and discussion Board. Some Professors did not put assignment due chapters on assignment board, but they just wrote them in the syllabus. It's easy to forget to do homework. That 's my bad experience. Thanks!
123. Grades, Syllabus, Announcements, email
124. Graphics and notes
125. Having the syllabus available on the course page was a great deal of help, but I did save it to my MS Word eventually to have it readily on hand.
126. helpful websites included with assignments.
127. home comfort
128. How easy it is to communicate with everyone.
129. How it fits into my schedule. I work full time and attend school full time, which makes it very hard to coordinate schedules.
130. I am a full-time employee so online classes are my only option in obtaining my degree. I wish they offered more. I don't want to leave this college but I may have too in the future because I can't get all the classes I need online. It's a shame because of the budget cuts.
131. I am a single parent who works fulltime. If it were not for the fundamental practicality of online classes- I would be unable to meet my future goal of becoming a teacher.
132. I am in the military and do not live in SD county, so online classes allow me to ability to serve my country while getting an education. Online classes are valuable to me because I have the flexibility to travel and work and still attend class.
133. I can do it anytime, anywhere on my schedule

134. I can do my homework and assignments when I am not at work..
135. I can do the work when it's convenient for me.
136. I can manage my learning time
137. I can take the class at any place. There is no fixed schedule.
138. I can use my time effectively.
139. I can work at my own pace.
140. I could fit the online courses within my schedule.
141. I could send more time studying the course work vs. driving to school and parking my car.
142. I could work at my own pace, and not have to worry about spending a fortune on gas.
143. I didn't have to go into a class
144. I didn't have to go to class
145. I do not need to go to campus.
146. I enjoy the ability to set my own pace and hours. The instructors are very good at keeping in touch with students and responding to inquiries.
147. I get to be at home w/my daughter and I don't have to go on campus all the time..
148. I like being able to complete assignments when you have time and not having to stress before a class. I only take certain classes online because with math I need face to face instruction but other classes are good online.
149. I like being able to do it more at your own pace, when its convient for you. I am a mom and I work so thats important for me.
150. I like being able to do work from home.
151. I like online course because i am working at the day.
152. I like that I am not required to be in a classroom during a specified time frame.
153. I like that I have access to my grades. I always know how am doing in the class. I also like that quizzes result in instant grades--rather than waiting days to get the results back.
154. I like the ability to log on and do work after work and can manage class with my schedule.
155. I like the fact that it worked around my schedule and I saved gas money.
156. I like the format.
157. I like the freedom of time and not having to drive over for a class.
158. I liked that I could log in whenever I needed to even during our breaks. Doing an online course worked well for me especially since this is my first time taking two online classes.
159. I liked that I could make my own schedule to complete my assignements.
160. I liked that I could work at my own pace with at the times that were actually available to me.
161. I liked that I was able to take the exam any day of the assigned week to when I was available.
162. I liked that it was not too fast of a pace and that I was able to do work around my schedule. It is sometimes nice being able to have your material in front of you just in case you need the help.
163. I loved the convenience of an online course.
164. I need the flexibility to fit with my work schedule.
165. I set my own hours around my work and family time.
166. I think being able to complete work at my own pace is nice. I especially like when instructors open assignments early so I can get ahead if I want - sometimes having to wait until a test, quiz, assignment, etc. is available is not as time effective for me so it is great when professors open items in advance to complete.
167. I took 4 on line classes this semester and one traditional class. The on line classes allowed me to carry 15 units in my first semester and still have a full, normal life. I plan to take additional classes on line in the fall
168. I understand now that I need to watch my schedule and the Calendar to stay current, and not fall behind.
169. I valued the ability to be able to learn about something new without it conflicting with work.
170. i was able to be here for my family while still persuing my school needs
171. I was able to complete it in my own time for the most part
172. I was able to do it in the comfort of my own home, I did not have to find parking on campus!!!
173. I was able to log in at my convenience and complete assessments within the given days/times they were available.

174. I was able to set my own schedule and save on gas.
175. I work 2 jobs so physically being in class is not an option. The flexible schedule is great.
176. I work 8 hours a day. I need these online courses, and I hope that you add more. It's very hard for me to come to school throughout the week.
177. I work all the time the on line course allows me to go to college but my Instructor has made this hard because he does not respond to the students who have problems or questions.
178. I work full time and at times I have to work late. The online courses provide the flexibility I need in order to balance school and work, and still maintain good grades.
179. idk
180. If fits into my schedule and in most cases I can work ahead if need be.
181. Independence
182. Insight into the world of Law Enforcement and how critical it is for the community to be involved on any number of levels to improve relations between them in terms of accountability.
183. Instructors that are readily available to help.
184. It allowed me to do the lessons on my time.
185. It fit into my schedule
186. It gave me the experience of doing an online course, for a course that is only offered on line.
187. It give me enough time to do my homework, quiz and exam.
188. It is all on my own time as well as my own pace.
189. It is beneficial to me to access to class 24 hours a day.
190. It is easier to accomodate our busy working schedules. We can get access to our class, assignments and exams when we can.
191. It is very flexible time, and I can learn at home.
192. It made you form an opinion about the topic and give others feedback.
193. It was very convienient
194. it worked around my work schedule
195. Its convenience, less time consuming.
196. its very flexible i can work when i have time
197. Just the convienience of not having to drive to college.
198. Learning on my onw pace.
199. learning on my own time
200. Learning on my own time to fit my schedule.
201. Less time consuming.
202. less time to commute and i can manage my schedule easier.
203. Managable, no specific time frame.
204. manage my time
205. More time to do homework, using book for tests
206. Most of the information is valuable I feel.
207. Mostly its the time variable. I work two jobs, about 42 hours on average a week, though sometimes more and that is six days a week, just sometimes the days are shorter and sometimes their longer. Its really hard for me to find time to go to campus. I like the fact that I can get home at midnight and do my homework and submit it. I hate teachers who have online classes and require the assignment to be turned in only on a specific two hour time slot of the day.
208. Moving at my own pace and on my own time
209. Multiple choice quizzes and tests, discussion forums
210. My accounting lab.
211. My instructor offered a lot of online information beyond blackboard
212. my own time
213. Needed this course for my degree
214. no driving
215. no need to drive
216. No physical presence in classroom, no parking fees, always available- 24/7.
217. No scheduled campus time. I am an Active Duty Marine and am currently deployed to Japan.
218. no time limit, can access anytime

219. none
220. none
221. NONE FOR WORLD HISTORY II
222. Not having a fixed time so I can work in my own time and pace. All my questions are answered as soon as I post them online by instructor and other fellow class mates.
223. Not having to go to class.
224. Not having to travel is great. I also like being able to work on the course at my own pace.
225. not many issues were valuable to me.
226. not needing to be in campus
227. One element that I think is valuable is learning on my own time. With campus classes, you are restricted to going to the campus at a certain time and sometimes things may come up in your life and you may have to miss the class. Online classes allow for things to happen in your schedule and your life and you can still work on things for your class whatever hour it may be.
228. Online courses are the best and most accessible format for adults who must work full time to support a family. For many of us, online courses are the only option.
229. own time schedule - cut down on driving etc
230. Pace was not too fast; assignments were clear.
231. Quick response from instructor for questions
232. quizzes
233. save time driving to campus
234. Self discipline, not rushing
235. self paced study
236. self paced within restrictions. It fits my learning style I can learn best by reading
237. self timer and self study.
238. self-directed learning
239. Spontaneous and effective communication with the teacher and other students about the material studied, time convenient.
240. Study guides, Announcements, Comments on assignment
241. Syllabus and logging in to see if anything changed, calendar, mail
242. That everything is available to you at any time of the day. So if you work full time as I do you can get done in your free time, not at a specific schedule.
243. That I could do the assignments when I had time and not at a designated/set time
244. that I could do the class online because I work full time and I don't have time to go to school
245. That I do not need to come to the campus to take classes.
246. That I had to have discipline and learn by myself
247. that it was a self learning on my own time experience
248. The ability to access it 24/7...
249. The ability to be very flexible with time.
250. The ability to do work around my job and at odd hours.
251. the ability to do work when I have time
252. the ability to see all of my submissions made
253. The ability to take classes at 4yrs or other 2yrs institute to shorten my undergraduate program, which is impossible to manage if they were in campus courses due to time conflict due to many causes. The opportunity for working people who seek to obtain a certificate or higher degree but require a flexible schedule and time frame solution. Also reduce to the minimum of unexpected circumstances that would likely cause delaying, missing exam, lecture or attendance issues such as traffic, accidents, emergency, family problem..etc.. Also enhance the ability of student to be familiar with the innovation of technology and how the future communication and working system are going to mainly rely on.
254. The ability to work at my own pace and within my family and professional needs as well.
255. The ability to work my hours of online study to fit my schedule
256. The ability to work with my work schedule. I save time and money. This is extremely valuable.
257. The accessibility of the courses and the gas savings.
258. The accessibility of online courses is very desirable & beneficial.

259. The accessibility to helpful information, the convenience, and the ease of operation.
260. The announcements was nice. Also, once the teacher updated something it was nice to see a icon with a star showing what section was updated since you visited last.
261. The availability to access the course 24 hours a day. It accommodates working adults.
262. The book and the online course were combined effectively. WebAssign was very easy to use in terms of logging in & clicking on quizzes and tests.
263. the book because the instructor was never actively involved.
264. The calendar is helpful to organize assignments.
265. The CCConfer tool was a nice tool when used properly
266. the class email, the calender, the syllabus, and the discussion board
267. the convencience of doing it at my own pace I have 6 kids to raise and I can do it with the online course
268. The convenience and flexibility of being able to log onto Blackboard since I work full time. I like that I receive emails that keep me notified.
269. The convenience of the hours which I was able to access the course material ( I work nights)
270. The convenience. It saved me time and money too.
271. The course is available 24 hours a day..no matter what country you may be in. Great way to still travel and learn!
272. The course was self explantory, assignment and asesment were given plenty of time to work on
273. The coursebook and its companion website. The flexibility that I get from taking online courses-- I'm able to juggle my job, my family, and my school.
274. The discussion board, the grades page, and the calender.
275. The discussion boards and announcements were very helpful. The calender is a great tool, i like being notified about an upcoming assignment when i login.
276. The ease of following the syllabus at my own pace.
277. The element of convenience. Being able to log on at any time of the day to complete assignments.
278. The element that was most valuable to me, was being able to complete the class assignments in my own time.
279. The elements that were very valuable to me was that is was easy to access. Gave a good amount of time to study, and do homework.
280. The fact I could work on the class at my leisure.
281. The fact that I can attend class around my own schedule. And that I can do it at home at any time.
282. The fact that I could complete homework or listen to lessons when I had the time.
283. The fact that I could talk to other students was very helpful.
284. The fact that I have the entire day to access information, I dont have to be in class at a certain time, it is a great help especially with a busy schedule.
285. The fact that I'm at home learning alone without any distractions. Also, it doesn't cause the severe symptoms that are associated with my social anxiety because I am home by myself.
286. The flexibility in the hours was very helpful and conducive to not dropping the courses due to family obligations.
287. The flexibility of when I could attend class.
288. The flexibility on when to complete the assignments
289. the flexibility that it provides.
290. the flexibility to complete my work at my pace
291. The flexibility to learn at my own pace. The discussion boards with other students. Alpha and MyAccountingLab.
292. The flexibility with my schedule.
293. The flexibility.
294. The flexibilty it provides for the everyday hardworking person.
295. the flexible scheduale I could do at home
296. The free range you have. If you're busy or really don't feel like going to class, you don't have to.

297. The freedom to do my assignments and reading on my own time rather than going to campus and sitting through lecture. I personally find it beneficial because I'm able to do a lot of traveling while still taking classes.
298. the freedom to get to my online class when needed.
299. The hassle of not driving and getting a parking permit, saving on gas. I could work at my pace.
300. The information and discussion boards.
301. The interaction with the instructor and the other students through weekly discussions.
302. The most important thing is when I get online courses, I can sit at home, and study relax without any rush and stress.
303. The most valuable thing is the flexibility of the schedule.
304. The online courses allow me to be flexible with the time I am able to work on assignments. I am able to work around all of my personal obligations. I am hoping to take most if not all of my courses online for my degree
305. The powerpoints for each chapter allowed me to not have to buy the book.
306. The syllabus layout.
307. The textbook materials with the technology components were the most helpful. I enjoyed being able to watch videos and work problems step-by-step. I also appreciated being able to redo assignments multiple times.
308. The time flexibility of online courses works with my schedule as a stay at home mother.
309. The time frame at which assignments are given are based on days and not on whether you're present or not as such in a classroom.
310. The time frame of being to "attend" class when I had the time.
311. the valuable elements were the guide lines for which outlined the course its self.
312. the whole content
313. there was room to enroll
314. They fit nicely into my schedule as I work full-time. The classes are challenging and still allow for students to complete the work in the evenings.
315. They take less time out of my day due to not having to drive to and from school, and can be complete on my time. As a full time worker, many in-class classes are not timed well for me
316. time
317. time
318. Time
319. time flexibility
320. time management
321. Time management
322. Time management
323. time management. i am able to work fulltime, take care of my child and still be able to work on my school work without becoming behind. it definitely helped me fulfill my Associates in psychology
324. time saving, not having to drive, doing it on my own pace but with deadlines.
325. time/convenience
326. Time/schedule flexibility.
327. Timeframe, you were able to log on anytime to complete work not just during specific times.
328. to be able to sit comfortable in my home dur to my back issues
329. To be able to take midterms and test during a specific time frame often available a whole week.
330. To remain at home. \_ Saving money, saving time, and most of all convenience. - To discover my strengths and weaknesses. - Very flexible.
331. Topics that are straight to the point. More time reviewing information than trying to listen to the instructor. Less money and time spent for the class
332. Tutorials
333. tutorials, audio lecture, lecture notes,
334. unfixable time
335. very convenient for a full-time workers.
336. Very good textbook from Shelly Cashman series.

- 337. very specific goals and no distractions
- 338. Website links
- 339. Weekly discussions
- 340. When the chat option was working correctly I learned a lot form the weekly chats with other students regarding their understanding of the chapter.
- 341. work at your own pace and work on your own time
- 342. working at my own pace and doing my work when its best for my schedule
- 343. Working at my own pace and taking my time on items that required more attention in learning than others.
- 344. working at my own pace.
- 345. Working at my own pace.
- 346. Working on assignments on my own time.
- 347. WORKING ON MY OWN SCHEDULE SO I COULD STILL WORK FULL TIME WITHOUT HAVING TO SPEND 4 HOURS ON CAMPUS AFTER A LONG DAY AT WORK.

Question 28: What would you change about the course?

1. 1. I would prefer online course materials, not physical books. 2. I would encourage more teacher interaction. My MacroEconomics teacher is amazing and very active with the class. Most of the other classes I've taken have little interaction with an instructor. For example, my psychology instructor has not posted since February. Also, he did not grade the assignment, rather stated everyone received full points. Also, a test changed due dates with no explanation from the instructor. Unfortunately, this is typical of the teachers I've had.
2. A better description of the amount of time required to take this course is a must. The initial description stated that 3-4 hours a week would be needed to take an online course. I easily spent 20-25 hours a week on it. The instructor asks students to complete a "Must Know Concept" assignment with a score of 100% in order to take the chapter test. After completing 100-175 Homework questions with a mastery of 80% or better during the course of the chapter, I find this assignment insulting. It needs to be eliminated. The instructor should be required to post on the discussion board during the first few weeks of class. Many students were posting with questions about the class format and were frustrated that the instructor never responded. We only received the answers to our questions after the instructor emailed another student and that student forwarded the email to the rest of us.
3. A few face-to-face meetings to study for a test or quiz.
4. A little more organization; a clear, complete syllabus.
5. A little more work directly with the Professor. I want to see them work closer with their class.
6. A more uniformed format among courses/instructors
7. A quicker response time, clearer syllabi, online books / reference materials, and the ability to get our feedback on tests (graded tests returned).
8. add a podcast/webcast? would it be possible to log in at a certain time to 'participate' in class? That would be great.
9. add video lectures.
10. All my online classes were #1: positive- challenging, fantastic instructors, quality learning experiences.\*\*\*\*, \*\*\*\*, \*\*\*\*, and Acrobat Adobe Instructor
11. All tests and midterms should be made available after grading. I need to be able to see what I have missed in order to prepare better for the next test.
12. an active teacher in the discussions rather than the students learning only from each other with a book
13. an alert of some sort notifying of upcoming test
14. at this point nothing
15. Be able to contact the professor more easily. Since he wouldn't email or call me back, I felt at loss as to how to get a hold of him. in a fully online course--this is a big deal
16. Because Blackboard allows the instructors to set up their classes different it take way to long for students to learn the path of each professor. It would be nice if the process was streamlined, meaning there was a few similarities to how the professors set up the class. Some professors are all over the place which isn't time effective for anyone. I had one teacher this semester that had two different syllabus. Why? And the turn in dates on the syllabus did not match the turn in dates online. Very confusing and frustrating from the students perspective.
17. Being able to contact the professor easier
18. Besides time management, I find the online courses at MCC completely useless and uneducating to say the least. Firstly: blackboard isnt very well organized. Yes it is easy to understand it, but it is unorganized for an efficient learning environment. I feel like it would be better if there was a page that had a folder that said "Class For Week 1" and then have all the different elements of that class. My husband is going to a different college and he recently took an online class with that school. I was very impressed. He also used blackboard, yet it was a lot more organized than the one that I did. Also, the teacher actually recorded lectures and there was a powerpoint that could be followed along with it. I've never seen that in any of the online classes I've taken. In fact, I've had horrible turn over time with communicating with my teachers. I know husband got more out of the class and was able to learn more. Also, teachers should put more effort into directing

students through the book, maybe pointing out key pages or points that the teacher wants to specifically cover. I truly feel that the reason why teachers elect to teach online classes really isn't to teach at all, but instead as an easy way to make money for that semester. Teachers who teach online classes at the SDCCD are lazy, unprofessional, and unprepared. My husband is taking a class right now where the teacher has had 0 interaction with the class, besides the initial welcome. There have been discrepancies with grades and test scores, but the teacher still hasn't responded back. It's a useless tool that your district offers, but needs to be offered for the purpose of online classes. It vastly needs to improve. I couldn't be more upset about this part of the district.

19. Better communication between students and professors.
20. Better teacher feedback. She waited till last minute to approve my topic for final paper bow I am far behind my class because she forgot about me.
21. better way to contact instructor, and need to be more accomodating to technical issues
22. better ways to communicate with classmates.
23. blackboard is a poor system. wbct is much smoother.
24. Blackboard Vista should email the student on their email address given to the college about coursework. I had many missed opportunities to complete assignments due to lack of synching announcements on the Blackboard Vista. I had been proactive on keeping up with the material but there were times I had missed assignments due to lack of synchronization. with Blackboard Vista and personal email.
25. Can I say the instructor? (for one class)
26. Communication from instructors. Some instructors wait a few days before they respond to questions..perhaps hoping that a fellow student might help with the question. Teachers should respond to questions within a 24 hour window.
27. Consistency! Nutrition 150 instructor kept changing due dates on exams and quizzes. The whole purpose of an online class, to me, is to be able to get into a set routine. The reason I'm taking an online course is because I work 40 plus hours a week in a deployed status and a last minute change to the syllabus can "throw a wrench in to the gears" as they say. Overall, enjoyed the two online classes I enrolled in, but will choose a "face to face" class whenever my deployment cycle allows.
28. course needs more guidance, and a better way to show what assignments are due when. all work should be in ONE place, rather than several different areas and websites.
29. DELETE WORLD HISTORY II FROM YOUR CATELOG
30. difficulty
31. easier communication with instructor
32. Eliminate group projects
33. Everything is fine!
34. everything was good.
35. EXTRA CREDIT!!!! I really disliked how the Professor didn't allow any extra credit. For some of us this is our first time and it would be nice if we didn't do well that there was an extra assignment that we could do to at least make up some of the points that we lost.
36. For Business communications, I would have a professor who know what she was doing.
37. For the instructors to be more organized with the layout and what they have on the Blackboard website...
38. for the teachers to be a little more involved with class discussions on the discussion board and provide more feedback on assignments.
39. Group assignments should not be required in an online course. It is hard enough to work as a team in an on-campus class, where you are looking at the people face to face.
40. have less group works, the point of an online course is to make it convenient for student who have no time to organize group meetings. have perjury checks or turn it in system for papers, some student copy past articles on google without no limitations or refrencing and get a good marks for it.
41. Have more helpful, flexible and insightful instructors!!!!!!!!!!!!
42. Have some way to contact your instructor
43. Have the assignments in the calendar and assignement box.

44. Have the instructor reply faster and update grades more. She did not answer people's questions or give any feedback.
45. Have the professor actually respond to my emails. Many never received any response.
46. Having some type of tutoring available.
47. help line need to know more detail not just sent back to talk to instructor.
48. Hist106 was extremely difficult and required a hefty amount of reading from primary sources that was a bit hard to comprehend. It wouldve been nice to have some kind of interpretation or input from the instructor instead of attempting to interpret a reading and getting it wrong.
49. Homework should be assigned. Keeps the student more interactive with the subject, instead of giving quizzes and a test due the same day.
50. I believe that the exams are too long and not many of my classmates are passing with a decent grade. So, the testing format should be paid ,ore attention to.
51. I believe the courses I am taking are well developed and I would not change anything. Professors respond on a timely manner and I am very satisfied.
52. I believe the courses that I took were very well done and I wouldn't change anything about them.
53. I cannot really think of anything I would change.
54. I did not identify anything that warrant change, I feel this particular online course was very well structured.
55. I didn't know there was a class ahead of time to familiarize oneself with doing an online class. I would have greatly benefited from that. I just didn't see anything about the online pre-class seminar.
56. I didn't like WebAssign at all. I have done online classes previously, with Pearson, for example, and it was a totally different experience. WebAssign's response time during tests is super slow; their help desk( when is available) dont' compromise with the response; and tutorials or exercise explanations are limited. Test's problem are usually far more complicated that the ones explained in homeworks, thus I end up many times seaching online the way to solve some problems during test time.
57. I don't know, nothing.
58. I don't like that teachers most of the time don't respond to emails on weekends so that's probably the only thing I would change
59. i don't think i would change anything about the course.
60. I enjoyed the course. There was an even mix of discussion board assignments as well as individual assignments, and the reading schedule was fair. I learned a lot from this course.
61. I enjoyed the courses and I found I learned a lot through them. I would prefer that the VA would provide full benefits to those students who wish to take of their courses online.
62. I feel like besides reading the text and taking a quiz on it many online professors dont create extra to help reinforce what the text is saying.
63. I find the discussion boards to be a waste of time and they don't add value to the class. Answer the teachers questions are fine, but the commenting on other peoples answers is the part I feel that is a waste of time.
64. I have been satisfied with the online classes so far. Wouldn't change anything at this time.
65. I have been VERY pleased with the whole online course. It has been very self explained and any time someone didn't understand, the teacher was more then happy to help. Very glad I tried this experience.
66. I hope that language courses will be available online soon.
67. I like the course as it is.
68. I really enjoyed all three of my online classes this summer, they were all different in their set-up, with each different teachers style. Each of the different ones worked with that teacher
69. I think that I should have the option to do all of the coursework in one sitting if I feel like it. I don't like having to log on every week or during a two day time frame to access a test. The whole point of doing an online course was so that I could do it on my time. I would have liked to have completed the course in one week and been done with it.
70. I think this course was far too easy and not enough work was required to complete it. Being able to have you notes, books, and other study materials while testing allowed me to not study as hard

- because I knew I could look up the answer. There also wasn't much else we had to do besides the quizzes, so I was spending far less time on this class than any face-to-face class.
71. I took two courses online at Mirmar College, and I have a feeling that they were at the opposite ends of the blackboard spectrum. One course, in political science, the set up is so confusing and the instructor so incredibly unreachable that is a joke, and almost impossible to learn. Many students have sent questions that she has never answered. And assignments are never returned. Yet, in my geology class, the teacher is wonderful, the set up and expectations are very straight forward and I would take another class from her. All and all, it depends entirely on the instructor, and I feel that the instructors should be closely monitored for effectiveness if they wish to be allowed to teach an online course. It is a certain kind of person that will take the extra effort to connect with people that they don't see face to face. Those are the kinds of instructors you need to assign to teach online classes.
  72. I was very disappointed In professor \*\*\*\* as an instructor. His lack of availability and unorganized course work left me tremendously lost.
  73. i wish more classes on line were available
  74. I wish the teachers were required to have the type of formatting in every class. Meaning I wish all the teachers communicated the same in every class. It would be nice if they all were required to use the calendar and format the assignments in the same way that way I would not have to look all over blackboard to figure out what assignment is due for which class. It would be nice if the teachers were required to master the system before they were allowed to use it because some of them seemed more confused than me on how to get things out like announcements and assignments.
  75. I would ask for more online courses
  76. I would change the need to purchase an additional code to do homework, such as the MAL for Accounting. I prefer to work from a book as the code for MAL was very expensive.
  77. I would ensure that instructors reply to the students. I am planning on submitting a complain about both online instructors.
  78. I would get rid of all group projects because they are too frustrating for most online students to coordinate. It's very difficult for me to work on projects with other students because of my work schedule and frequent business travel.
  79. I would have the instructor be more reachable, like have office hours online that we know he would be available to chat if needed.
  80. I would have the teacher send out and email or some other form of communication after the assignments are due for that week her feedback about the chapter. As of now we do not have any unless we ask her specific questions.
  81. I would like the ability to move through some of the coursework at a faster pace.
  82. I would like to get respond to my questions a lot quicker than usual, at least 30 minutes will be perferable.
  83. i would like to see some sort of lecture in pdf format, or a chapter outline to help in the reading
  84. I would like to see work/study sheets assigned as well as reading.
  85. I would make it more interactive.
  86. I would make the courses self-paced. Both classes had either little or no teacher-student interaction. There were no materials other than the book - no class notes, etc. Everything except for the current events summary was multiple choice. The way the course is run right now, I do not even think it requires some one with any experience in teaching or the subject matter teach it. I teach online courses and this is run FAR different than the courses I teach. I would LOVE LOVE LOVE the opportunity to teach this class as I think I could truly give the students an engaging academic experience.
  87. I would not change anything. Fully online and hybrid are both excellent formats.
  88. I would require greater uniformity of material used for teaching. Many online instructors use curricula that are very different from what is used in a classroom. I would also ask that online instructors be more closely monitored for compliance to schedules/response times. My biggest complaint has been around instructor responses that are either non-existent or arrive so late it does me no good.

89. I wouldn't change anything
90. I wouldn't change anything I like the online courses the way they r
91. I'm enjoying my current course very much and wouldn't change anything. One thing that would be cool to add to FB is a voice chat option similar to Skype. So if you have a question that's hard to write down or need extra explaining, you can see if the instructor is online and ask.
92. id rather use mymathlab.com instead
93. idk
94. If instructor would check in the class on a daily basis to respond to emails and/or clarify any discussions; and, to grade assignments on a timely basis.
95. Implementation of a Skype application.
96. In minor cases the instructor chooses a horrible textbook. If the Instructor can choose a good textbook that would be very helpful.
97. In my math class the professor was practically non-existent. It was to fast paced and the in class was worse. English was fantastic online and I actually think I get better feedback than in class.
98. In our course, you have to get an 80% or higher to pass the section to move on. This i don't like. I feel like it should be whatever grade you receive.
99. Instructor doesn't seem to invest much time in the class. Hasn't yet graded homework turned in 8 days ago. It isn't a big issue for me since I'm pretty good with computers, but if someone were having difficulty, he doesn't seem very responsive. Of course, for all I know he's spending lots of time on people who do need help, so don't judge him just by my comments.
100. instructor feedback timeframe, instructor syllabus assignment instruction(written in manner that can be interpreted in more than one way, of which caused misunderstandings.
101. Instructor has to respond to emails! and not ignore me. Horrible frustrated experience!
102. Instructor needs to communicate more. I have discussion posting that I posted well over a month ago, possibly two, and there still is no grade on them. Also, I don't know when the last test is supposed to be open because he has never gotten back to me and it is not posted anywhere. I emailed him a week ago and class is over in 1 week.
103. instructor needs to double check exam questions as some answers were the same or missing an answer.
104. instructor was not involved at all
105. instructor. dont know how to response to students emails or corncerns
106. Instructors are lax is for ask me
107. It could become a virtual classroom online but as long as the instructor communicates effectivley, there should be no problems and I all my teachers from this college have communicated effectively.
108. it is not the course:It is the books, the writers could simply and outline what they are conveying: some of the books seem to be old messages-not of today technology.
109. It took the instructor weeks to grade our assignments, and his calendar was not accurate.
110. It would have been great to have occasional meetings on campus, so that the professor could essentially help the students face-to-face.
111. Its level of difficulty was incredible.
112. length...longer, was a great course
113. less demand on discussion boards
114. Less strenuous expectations, I felt like I was in jail.
115. Loved the course!
116. Main problems I have relate to the browsing. In one class you might not be able to see ALL the quizzes because there are two+ pages, and even when you tell it to show all it doesn't save the settings. Each time I log on I have to tell it again to show me all quizzes. Navigating through it could be better. I've heard students complain that they could not find the quiz and missed deadlines because of this same issue. If you are not a techie you'll miss it. I am talking about the drop down menu--bottom left where you can select ALL; then it shows you everything in that section, otherwise it only shows the first page. I hope that makes sense.

117. Make a preview syllabus available to students who are considering registering for the online class, so we know what we're getting ourselves into. Sometimes Instructors post announcements and assignments at the last minute so I have to check the website multiple times during the day.
118. Make sure even though material is re-used from previous courses it is checked, updated, and improved.
119. Make sure it's listed properly. The class I took is listed as fully online, however we had to meet twice on campus for exams. I was not expecting this and had to reschedule other classes/events to make the exam.
120. mandatory on-campus testing
121. Many students who take online classes do so because they are employed, or have kids, and can't make time for traditional classes. In a traditional classroom there is ample time to make communications clear; with online courses it is left to the student to ask questions and seek clarity. I would expect professors to recognize this and go above and beyond to communicate with their students, especially when exams are approaching. I would advise SDCC to consider revising their online exam format. There is too much room for error when it is necessary to save your answers before submitting them. If you forget to save before submitting, you then lose all your current (and correct) answers. Other online tests are not programmed this way and I have felt more confident that my answers will be submitted as I have chosen.
122. May be having on campus help even though its online intially it helps students who are having trouble with balck board despite the fact that so much help is available already, can get accoutstemed by meeting the professor personally.
123. Maybe a 'webcam' style course? Teacher could have a 1 hour presentation you could watch.
124. Maybe create a buddy system with another student. It was hard to get an answer to homework questions so maybe working with someone would help so that you don't have to ask the entire class.
125. Maybe give more extra credit
126. maybe some class can be web cast..
127. McGraw-Hil web site for my math class was constantly out of order causing me to fail this class. I also did not get any help from Journey Ed which this college recommended and ultimately I was forced to drop out of the class because they would not respond to my technical help emails. I don't recall what school this class was in but the class was MS-Windows 7.
128. missed not getting to know other students - discussions seemed a little impersonal. Maybe if there were pictures of fellow students it would feel like we related more with each other.
129. More access to the instructor.
130. More active participation, what I mean is have the student talk about the assignment that is due or give the students to comment on the chapter read, not just comment on other students intro.
131. More assignments
132. more assignment to be given to all interesting online students on classes that already were chosen for them for their future career.
133. More classes so they dont fill up so fast. Classes in all the subjects I need such as philosophy .Classes during the summer and intercession.
134. More comments on assignments. Grading rubrics are fine, but don't address specific errors or areas in need of improvement.
135. More content in online classes. Online days for this class were reading assigments with no discussion. I have had better online classes in the past that have more content.
136. more examples of problems given that aren't covered in the book
137. More feedback from the instructor.
138. More guidelines with Blackboard discussions. Some students write one sentence and others write 4 or 5 and they are graded the same.
139. More information about the assigments.
140. more interaction
141. more interaction from the instructor
142. More interaction from the students and instructors
143. More interactive and immediate action after tests or quizzes.

144. More involvement of the instructor.
145. More prompt posting of assignments
146. more required interaction between students and teacher
147. more time to turn in assignments
148. more videos
149. most of the classes were great but one was very unclear as to the books needed and the time needed as well as the labs that would be required nor was it easy to tell the level of difficulty the class would be esp. as the book seemed very basic and easy. I use a mac and I did not find the class mac friendly ( and this was a computer class!)
150. Much more interaction with the instructor. The way this one was set up I could have just picked up a book and learned it all that way.
151. Much of Blackboard is not compatible with Mac computers.
152. My course only worked with internet explorer. As I primarily use Mozilla Firefox, making the courses fully accessible regardless of browser would be extremely helpful. In addition to that, I use a 64 bit version of Windows 7 vs. the more standard 32 bit (due to better virus protection.) I had to load a contained version of 32 bit Windows 7 in order to try and do the course. I had issues with my interface almost constantly.
153. My Instructor in my sociology course was absent .. I think I took this course alone..but I am sure she gets paid!! Pitiful, and never again! I would change the requirements that the instructor is responsible for....apparently she had NONE!!
154. Need to consider the type of course you offer online. I think it is UNACCEPTABLE to offer computer and/or programming classes totally online. There are to many technical questions that arise that can't be handled effectively or efficiently via email or other online methods. Face-to-face interaction is CRITICAL and REQUIRED for these types of classes.
155. No i dont.
156. No suggestions.
157. No team projects! I have had several classes where the teacher tries to get everyone into teams. It just doesn't work well when there is no face to face interaction. sometimes people drop out and you don't even know it. all you know is they don't seem to be answering your e mails.
158. No, I would not.
159. none
160. none
161. none.
162. Not all instructors are able to facilitate a conducive online learning environment; they should be assessed for ORGANIZATIONAL SKILLS before being given the option to teach an online course. Otherwise, students are just confused and the instructor doesn't understand the course format that most online students expect.
163. not much
164. not sure
165. Not thing.
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
189. nothing
190. nothing
191. nothing
192. Nothing
193. Nothing
194. Nothing
195. Nothing
196. Nothing
197. Nothing
198. Nothing
199. Nothing
200. Nothing
201. Nothing
202. Nothing
203. Nothing
204. nothing at all
205. Nothing at all.
206. Nothing because it depends on the teacher and how they set it up..
207. nothing everything is great
208. Nothing excellent
209. Nothing I really enjoyed this course and every online course I have taken at sdccd
210. Nothing on my side, but on my professor side. I think he should respond to e-mail and the discussion board. He never put anything on the "Calendar" tab and a very incomplete, inconsistent way of knowing my grades (essay, discussion, hw, and exams.).
211. Nothing to suggest at this time.
212. Nothing,
213. Nothing, just not my cup of tea.
214. Nothing, Professor \*\*\*\* is a great Criminal Justice Professor.
215. Nothing, so far, everything worked perfectly. Of course depending on technology is always a little scary. I had one incident when my Internet connection went down right in the middle of taking a test, but it came back up before I was out of time and I completed the test. I'm not sure what allowances can be made in a fair way to help students out in cases like this. Other than that, it's been great!
216. Nothing, this has been a great class.
217. Nothing; I think they're great!
218. Nothing!
219. nothing.
220. nothing.
221. nothing.
222. Nothing.
223. Nothing.
224. Nothing.
225. Nothing.
226. Nothing.
227. Nothing.

228. Nothing.
229. Nothing.
230. Nothing. But I had one teacher that didn't know how to use blackboard properly. She would write comments on our tests/quizzes and we couldn't access them, besides other problems we had from her part. Maybe some of the instructors need to get more familiar with the system. Other than that, everything works perfectly!
231. Nothing. I believe each course depending on the material the Professor's that I have are doing a great job.
232. Nothing. I Just wish colleges would understand how invaluable online classes are so more as well as diverse classes were offered.
233. Nothing..it's the best so far.
234. noting at this time
235. ON CAMPUS FINAL. I LIKE ONLINE COURSES TO BE FULLY ONLINE.
236. Online courses should be made to "work at your own pace"
237. Online courses tend to require more work and more frequent interaction/assignments. So, although their is schedule flexibility it ends up being much more of a time commitment.
238. options to go to live lectures
239. Perhaps video lectures?
240. Possibly a few more discussions, in leiu of the chapter assignements.
241. Posting modules, assingments gradually, although the due date was especific, many students submitted many discussions and assingments at once, I felt disorganized because the order was all over the place, to keep track with them and giving answers was not as I expected, other than that, it was great.
242. Professor Involvement, the lack of lecture make it difficult to sometimes learn and follow certain courses
243. Professor should respond to our question sooner.
244. Professor was awful. She expected way too much from an online course and was unrealistic. Grades were not timely and quizzes were poorly worded. Often found errors in quizzes which made more than one answer correct or neither answer correct. Was very unsatisfied with her performance.
245. Promptness of instructor. Really have no clue what's going on...only communication w/ students
246. Quicker response and help from professor \*\*\*\*\*, would be a good start. Understandably she has to deal with a lot of people, but her answers were at times were less than helpful in response to some students. A bit like a contributor on an online forum who rather than answer a newbie's question , just shouts read the FAQ's. Not helpful.
247. Require instructors to comment on student postings in the discussion section. This continues to be a problem with SDCCD...instructors post discussions questions, require students to post and respond to a certain number of other students postings. I have taken 2-3 online classes & the instructors NEVER, I mean NEVER post a comment on a student's posting. So, what are they getting paid for? I do not understand why the instructors do not contribute to the discussions...it's really unacceptable. I honestly feel that I could teach these courses (I have a BA & MBA)...since the instructors provide no valuable or constructive feedback.
248. Response time. Perhaps a webinar or classroom type class that could be done at night with the class present. I am VERY fearful of taking a more difficult course with the total lack of teacher response - class input - real time teaching. I am a full time, travelling working person. I am sure a lot of the online students mimic me.
249. Shorter exams more frequently instead of a few long ones.
250. Since it was an aviation course, more visual aids would have been helpful (instructional videos / demonstrations)
251. Some course require very HIGH END software, the trial versions are only available for 30 days, this has created problems in the past. The college maybe can work a deal for a 120 day version of the software to assist students.
252. some of program were too newly
253. Some of the due dates were conflicting.

254. Some online courses are hard to maneuver through but I have not found to many course at miramar like that.
255. some teachers don't set up their course very well and can be aggravating - posting a DB under a different area than it should so you don't get notices... etc.
256. tended to slack off every now and then and push assignments off until the last minute.
257. That the instructor would respond to questions within 24 hours
258. The ability to logon and participate in discussions, etc from a smartphone (DROID, iPhone, etc). Everyone is on the go, and the ability to use a smartphone would increase the class interaction in both frequency and also content between students and faculty.
259. The assignmnts should be based around the book more since everything is learned out of the book. At one point in the semester the teacher told us to go online and find stuff on our own since it wasn't in the book and we still had to know it. In a programming class that is extremely difficult.
260. the blackboard is a little different for different teachers and you can find the same things from many areas, some link do not work sometimes. i think it would be nice if everything could be reach from one main menu only once. to avoid confusion.
261. The book, it seemed pretty old and boring.
262. The calendar on blackboard is primitive and unhelpful. It should be updated to differentiate each course by color or by a different identifier symbol. In addition blackboard should save our preferences, for example, I had to set my on-line visibility to "invisible" every time I got on for each course, I would rather set it up only once and have it be that way all the time unless I change it. Lastly, the instructor's email address should be readily available to be selected when preparing an email in blackboard, instead I have had to page through all students' names in order to find the instructor, having to do this every time I wish to send an email to my instructor is time consuming and inefficient.
263. The course had me take test (assessment) for each chapter, and submit assignment for each chapter. Then what's the use of final test after all this? I think the final test is redundant.
264. The course is fine. Blackboard could be more efficient.
265. The course nothing. the modality could be easier, a user group would provide valuable feedback of existing functions and make enhancement recommendations that could improve ease of use.
266. The course was great. I would however like to see maybe a timeframe where we knew the teacher was logged on, so we could ask questions directly and get immediate responses, which would help before moving on in the lesson, rather than have to wait for an e-mail response
267. The email on Blackboard is impossible to use. I have found that I need to manually enter the email address that I find on the syllabus instead of just being able to add the person by clicking the "To" button to add a contact. Also, I cannot load attachments from my computer. I've found that I need to copy and paste everything into the email itself and then edit the formatting because it gets converted to text file- like format. Very frustrating.
268. The Instructor
269. The instructor and her inflexibility and not being understanding.
270. the instructor did a very poor job of communicating in a clear and timely manner. four pages of instructions for a 2-3 page paper is absurd and instructions frequently conflicted with each other in the syllabus, announcements and instructions. the instructors failure to grade assignments in a timely manner made it impossible to correct perceived errors in time to make adjustments on additional assignments.
271. the instructor in this particular course had so many personal problems that should have been addressed earlier in the semester so I would have known what to expect. I also feel that a reasonable amount of time to complete an assignment should be taken into consideration because most of us have a full course load and are working,
272. The instructor should be more involved in preparing material to help students learn as opposed to just assigning quiz and test.
273. The instructor should spend more time making sure Blackboard isn't confusing, i.e. sometimes there are assignments/tests/quizes that don't coincide with the learning modules. Also, there are a lot of elements from previous terms that are not used in the current term.

274. The instructor was missing in action most of the time and does not grade assignments in a timely manner. For most of the course I had no idea how I was doing and did not receive any feedback. Most of the time I didn't even know if the instructor received my assignments.
275. The instructor was not very helpful with questions to write programs. I had excellent help from a professor at another school with this subject, who helped for free and I don't even attend the school
276. The instructor! I've taken over 30 online courses with SDCCD & this one was the worst! On a scale of 1-10 it's a negative 10! Class is poorly organized, instructor changes due dates, removes assignments early so we lose points, & then tells students "too bad but that's how it is in the real world."
277. The instructor.
278. the instructors submitting grades faster, i do not like waiting a long time to receive my grades on my quizzes/tests. i like to be able to see my progress as soon as possible, not weeks later.
279. The integrated Blackboard system got quite a few bugs with the course tools and also the server are getting very bad traffic during exam period (mostly during the weekend ending, sometimes I was not able to connect)
280. The last class I took did not have an online discussion board where I could talk with other students. Also, there were NO training materials from professor. Just problems to follow in the book
281. the length of time for questions to get answers.
282. the method of communicate with the teacher ,because she never answer our phone call and as well our email
283. The methods of contact with the instructor.
284. The need to have so much involvement with questions. I rarely if ever had questions on the homework but was expected to have one every section. It was ridiculous.
285. The one thing i would add would be a little more interactive way of teaching with video images.
286. The online courses have greatly improved since the one I took last semester! I am very happy with them.
287. The online software that is used for this particular class was close to worthless. It was unpredictable, irregular in teaching methods, came in different formats but not for all lessons or problems. Consistency is the way I succeed in online courses and I did not find it in the Miramar class. The conference software also crashed every 3-6minutes and would require an entire reboot. If I could start this semester over I would still enroll in this class just not at Miramar College.
288. The only thing I would change about the course from Miramar would be to have the instructor inform students of changes within the course. He failed to let us know of test changes and it confused a lot students. He also didn't reply to emails in a timely manner. It would take him up to a day or two to reply to a concern about the course.
289. The only thing I would change about the course is to specify a little more about what is going to be covered on the test.
290. the professor
291. The professor and the way she responds to concerns
292. the professor needs to answer his freakin emails on test day!
293. The professor needs to have more contact with the student. She need to grade assignment in a timely matter and not take over a month to give out grade. The professor needs to be a lot more nicer to the student and not rude or belittle them the way that she do. I know more than half the class dropped or withdraw for the reason I stated above.
294. the professor, and her lack of ability to answer any emails or grade any of our writing assignments for the last 8 weeks of the course.
295. the teacher should respond to student's questions immediately.
296. the teachers are horrible. They don't respond or post grades in a timely manner.
297. The teachers were all \*\*\*\*. It seemed that they cared even less about the classes than I did, and they were very difficult to get a hold of.
298. The templates for each professor are different. Some professors have their blackboard set up where everything is organized, accessible, and instructions are clearly stated. Then there are some

- professors that are disorganized, unclear, and everyone in the class is email each other trying to figure out. I would make a more uniformed template. It can become confusing for students who take multiple courses. For example, some professors use the assignment section while others don't. The syllabus should be accessible from the site and shouldn't require you to save a word file. All assignments should be stated in the syllabus and calendar. Discussion Board area should be used for discussion boards that require other student responses. Some of my courses require you to submit assignments on discussion board. Professors should give updates on grades or system should calculated grade so you don't have to manually add grade. Point point learning modules should be offered in other versions such as a PDF. The personal calendar should be revised to include assignments, exams, due dates from all classes in better format that is more useful.
299. The textbook online.
  300. The textbook was not the clearest ("Quickbooks Pro 2010: A Complete Course" by Horne). Also, there were errors in how it addressed accounting procedures, which made trying to develop my understanding of practical accounting more confusing.
  301. The textbook. It's language was very difficult and confusing for understanding math. Also, the examples used were offensive. (ex. We had to identify the independent and dependent variables given the options of mother's religion and number of babies).
  302. the time for the quizzes ,,a little extra time,
  303. The time was too short to do the exams in this course for me. i would like to have more time and want to go back to all the question any time. going back to any question can save our time and we don't get panic if we don't know the question because we can do it in the end.
  304. The timeframe for the accounting class that I took. One week per chapter was too little of a time for me. I have a fulltime job and kids. I need more than one week per chapter in order to fully understand the material.
  305. the tools like web assign
  306. There must be no due dates
  307. There should be more online courses.
  308. There was not a whole lot of instructor involvement but I'm not sure if that's normal.
  309. This semester I have a lot of work and the professors have been terrific responding to my questions. In the past I have had lack of communication with and from the professors, which is very frustrating
  310. tight deadlines.
  311. time consuming, there is to much work and some assignments are difficult to realize on the computer because their is many new things.
  312. timed tests.
  313. to get sooner respond .
  314. To time consuming.
  315. Unlock all discussions since everything else is unlocked
  316. Use less tools, blackboard, webassign and cccconfer were too many tools for 1 course. webassign is horrible, the buttons you click for help (i.e. Watch it, Practice it, Read it) are great, sometimes, and sometimes they show you examples that have nothing to do with the problem you are working on. Or they use the same example for multiple problems that are different is slight ways as far as the steps to work out the problem.
  317. Well the course is great and all but I believe that to be most effective all courses taken fully online should require teachers to have an audio recording of the lecture in order to be more helpful and also if there is a mandatory chat room where the teacher will be online and where the students can chat with teachers and students about problems that they might encounter while reading the text. Because the text sometimes isn't enough, and students as myself wants immediate feedback from a question.
  318. Would definitely make the book mandatory. I didn't get the book this semester and it was quite difficult.
  319. would like to have instructor-led web session.

320. You have really great teachers that are teaching online but we are unable to have live lecture. It would be better to possibly have a web lecture instead of just reading out of the book.