San Diego City College

City College/ECC Online Course Satisfaction Survey Report

Fall 2012

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Overview and Purpose

The purpose of this survey project is to collect additional information about students who took City College/ECC online courses in the Fall 2012 semester. This report was created to measure students' perceptions and opinions about elements involved in online courses such as preparation, experiences in the course, technical support, classroom support and communication, and students' perception of learning.

Methodology

Survey Population

To be eligible for the study, a student had to be enrolled in an online course at City College/ECC in the fall semester prior to the start of data collection in November 2012. Students who dropped or never attended the course were excluded. Cancelled courses, open entry/exit courses, chemistry labs, and biology labs were also excluded.

Implementation

A pre-notification email was sent to students by the Office of Institutional Research and Planning 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 November 2012. In an effort to increase survey response rates, three reminder emails with direct access to the survey were sent to the survey population during the three 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 2011 Online Course Satisfaction survey and collaborated with the Dean of Online and Distributed Learning to develop and confirm the 2012 survey questions. The survey instrument contained 28 questions and took approximately five 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.

Results from this survey 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

Verbatim responses are listed in Appendix B and are edited with *** only in the case of derogatory language or to protect an individual's identity. Notable trends in student satisfaction from previous City College/ECC Online Course Satisfaction Survey reports (2010 and 2011) are also provided in the Highlight of Findings.

Student Profile

In Fall 2012, the General Online Population at City College/ECC totaled 4,274 students. Approximately one percent of the students supplied a shared email address, an invalid email address, or no email address and were excluded. Approximately two percent of the students had previously opted out of receiving future surveys and were also excluded. Of the 4,160 surveys that were sent to students, 633 surveys were returned, yielding a 15% response rate. The response rate does not provide statistical representativeness of the population of online students served within City College/ECC. However, it is higher than previous years (11% in 2011, 14% in 2010, and 9% in 2009).

- The majority of students who responded reported their course(s) as fully online (75%; see Table 1).

- Approximately half of respondents were below the age of 30 (54%) and two-thirds were female (67%; see Tables 2 and 3).

- The largest proportion of respondents reported their ethnicity as White (34%), 27% were Latino, 13% were African American, 11% were Asian/Pacific Islander, 4% were Filipino, 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 City College/ECC. 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 to the 2012 survey had some college-level experience with online courses during the past two years: 71% had taken a course at SDCCD and about 20% had taken a course at another college (see Tables 5 and 6).

- Most 2012 respondents (73%) felt they had sufficient information about online course requirements prior to enrolling (see Table 7). However, fewer than two-thirds of those who rated the Online Learning Readiness Assessment and Blackboard orientation in 2012, felt they were helpful (61% and 65%, respectively; see Tables 8-9), and satisfaction with the assessment and the orientation decreased from 2010 (70% and 72%, respectively).

Student Experience in Online Course

- Over three-quarters of the respondents (77%) enrolled in one or two online courses during Fall 2012. Most students (94%) visited their online course(s) at least a few times a week, and over half (65%) 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 in 2012 most often reported a desire to apply the course toward their AA/AS degree (35%) or an intention to transfer to a four-year university (34%; see Table 13).

- The top two reasons offered as the cause of students' online course withdrawal in 2012 were that the course was too difficult and for personal reasons (25% and 24%, respectively; see Table 14); mention of both reasons increased from 2010 (15% and 18%, respectively).

Technical Support

- Over three-quarters of the respondents in 2012 (79%) agreed that they had a positive experience using the online course tools (see Table 15).

- Approximately half of the students who responded in 2012 (51%) felt they were able to obtain the needed help from the 24/7 Blackboard Helpdesk; however, 24% remained neutral on the subject and 24% were unable to obtain the needed help (see Table 16).

Classroom Support and Communication

- Most 2012 respondents (89%) referenced the course syllabus for information about course requirements (see Table 17).

- Most respondents preferred a response to questions within 12 or 24 hours (21% and 53%, respectively; see Table 18). Among those students with questions, over two-thirds of the respondents (70%) felt that their instructors responded within the timeframe stated in the course syllabus. However, among those students who responded neutrally (7%) or did not feel that their instructors responded in a timely fashion (22%), 62% did not know where else to go for help with their questions (see Tables 19 and 20).

- The majority of the 2012 respondents felt that they could communicate effectively with their classmates and instructors (74% and 77%, respectively; see Tables 21 and 22). The top method proposed as being effective for communicating with instructors was email (81%). Other popular methods of student-teacher communication were announcements and the discussion board (40% each; see Table 23).

Perception of Online Learning and Future Services

- Most 2012 respondents felt that the online format was an effective way to learn and that the number of students in the course was appropriate (76% and 71%, respectively; see Table 24 and 25).

- The majority of the 2012 respondents (66%) would take another online course rather than a traditional on-campus course if given the choice; however, some respondents felt it would be unlikely that they would take another online course over a traditional on-campus course and a similar proportion were unsure (18% and 17%, respectively; 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	469	74%	75%	3,124	73%	73%
Partially online only	89	14%	14%	891	21%	21%
Both fully online and partially online	67	11%	11%	259	6%	6%
Total	**625**	**99%**	**100%**	**4,274**	**100%**	**100%**
Unreported	8	1%				
Total	**633**	**100%**				

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

	Survey Respondents			General Online Population		
	N	**%**	**Valid %**	**N**	**%**	**Valid %**
Under 18	2	0%	0%	6	0%	0%
18 to 24	216	34%	36%	1,829	43%	43%
25 to 29	109	17%	18%	980	23%	23%
30 to 39	132	21%	22%	892	21%	21%
40 to 49	71	11%	12%	350	8%	8%
50 and above	62	10%	10%	217	5%	5%
Total	**592**	**94%**	**100%**	**4,274**	**100%**	**100%**
Unreported	41	6%	0%			
Total	**633**	**100%**	**100%**			

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

	Survey Respondents			General Online Population		
	N	**%**	**Valid %**	**N**	**%**	**Valid %**
Male	195	31%	33%	1,739	41%	41%
Female	397	63%	67%	2,534	59%	59%
Total	**592**	**94%**	**100%**	**4,273**	**100%**	**100%**
Unreported	41	6%	0%	1	0%	
Total	**633**	**100%**	**100%**	**4,274**	**100%**	

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

	Survey Respondents			General Online Population		
	N	%	Valid %	N	%	Valid %
African American	73	12%	13%	483	11%	12%
American Indian/Alaskan Native	5	1%	1%	25	1%	1%
Asian/Pacific Islander	63	10%	11%	393	9%	10%
Filipino	24	4%	4%	202	5%	5%
Latino	158	25%	27%	1,432	34%	35%
White	197	31%	34%	1,350	32%	33%
Other	64	10%	11%	237	6%	6%
Total	**584**	**92%**	**100%**	**4,122**	**96%**	**100%**
Unreported	49	8%	0%	152	4%	
Total	**633**	**100%**	**100%**	**4,274**	**100%**	

Student Preparation for Online Course

Table 5. How many online courses within the San Diego Community College District have you taken in the past two years before Fall 2012?

	N	%	Valid %
None	188	30%	30%
One	99	16%	16%
Two	91	14%	15%
Three	80	13%	13%
Four	55	9%	9%
Five	25	4%	4%
More than five	88	14%	14%
Total	**626**	**99%**	**100%**
Unreported	7	1%	
Total	**633**	**100%**	

Table 6. How many online courses have you taken at other colleges outside of the SDCCD in the past two years before Fall 2012?

	N	%	Valid %
None	489	77%	78%
One	38	6%	6%
Two	33	5%	5%
Three	19	3%	3%
Four	9	1%	1%
Five	3	0%	0%
More than five	34	5%	5%
Total	**625**	**99%**	**100%**
Unreported	8	1%	
Total	**633**	**100%**	

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

	N	%	Valid %
Strongly disagree	27	4%	5%
Disagree	54	9%	9%
Neither agree nor disagree	79	12%	13%
Agree	249	39%	42%
Strongly agree	187	30%	31%
Total	**596**	**94%**	**100%**
Not applicable/Unreported	37	6%	
Total	**633**	**100%**	

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

	N	%	Valid %
Very unhelpful	39	6%	12%
Unhelpful	18	3%	5%
Neither helpful nor unhelpful	72	11%	22%
Helpful	101	16%	31%
Very helpful	100	16%	30%
Total	**330**	**52%**	**100%**
Not applicable/Unreported	303	48%	
Total	**633**	**100%**	

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

	N	%	Valid %
Very unhelpful	38	6%	13%
Unhelpful	10	2%	3%
Neither helpful nor unhelpful	54	9%	18%
Helpful	99	16%	33%
Very helpful	95	15%	32%
Total	**296**	**47%**	**100%**
Not applicable/Unreported	337	53%	
Total	**633**	**100%**	

Student Experience in Online Course

Table 10. How many online courses at the San Diego Community College District (City, Mesa, or Miramar Colleges) did you enroll in during Fall 2012?

	N	%	Valid %
One	322	51%	51%
Two	164	26%	26%
Three	67	11%	11%
Four	48	8%	8%
Five	17	3%	3%
More than five	9	1%	1%
Total	**627**	**99%**	**100%**
Unreported	6	1%	
Total	**633**	**100%**	

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

	N	%	Valid %
Less than once a month	5	1%	1%
Once a month	2	0%	0%
A few times a month	34	5%	6%
A few times a week	306	48%	51%
Once every day	148	23%	25%
More than once a day	106	17%	18%
Total	**601**	**95%**	**100%**
Unreported	32	5%	
Total	**633**	**100%**	

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

	N	%	Valid %
Less than 2 hrs/week	47	7%	8%
2-3 hrs/week	165	26%	27%
4-5 hrs/week	197	31%	33%
6 or more hrs/week	194	31%	32%
Total	**603**	**95%**	**100%**
Unreported	30	5%	
Total	**633**	**100%**	

Table 13. Why did you take this online course?

	N	%	Valid %
Apply toward AA/AS degree	205	32%	35%
Apply toward certificate	31	5%	5%
For career development	37	6%	6%
Needed the units	54	9%	9%
Personal enrichment	36	6%	6%
Transfer to a 4-year university	199	31%	34%
Other	21	3%	4%
Total	**583**	**92%**	**100%**
Unreported	50	8%	
Total	**633**	**100%**	

Table 14. If you withdrew from any online classes you enrolled in for Fall 2012 please indicate the reason(s) why you withdrew.

	N	%	% of Cases
The course(s) was too difficult	38	15%	25%
Personal reasons (health, family, etc.)	37	15%	24%
I prefer to take classes in person	30	12%	19%
The course(s) was too time consuming	30	12%	19%
There was not enough instructor feedback	30	12%	19%
The course(s) did not fit into my personal/work schedule	28	11%	18%
I did not need the course(s) (i.e. change of major, transferred, etc.)	19	7%	12%
I had technical difficulties with the computer/web	18	7%	12%
Blackboard was too difficult/problematic	10	4%	6%
The course(s) did not fit into my course schedule	4	2%	3%
Other	11	4%	7%
Total	**255**	**100%**	**166%**

Technical Support

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

	N	%	Valid %
Strongly disagree	33	5%	6%
Disagree	37	6%	6%
Neither agree nor disagree	52	8%	9%
Agree	240	38%	40%
Strongly agree	235	37%	39%
Total	**597**	**94%**	**100%**
Not applicable/Unreported	36	6%	
Total	**633**	**100%**	

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

	N	%	Valid %
Very unhelpful	34	5%	16%
Unhelpful	18	3%	8%
Neither helpful nor unhelpful	53	8%	24%
Helpful	57	9%	26%
Very helpful	55	9%	25%
Total	**217**	**34%**	**100%**
Not applicable/Unreported	416	66%	
Total	**633**	**100%**	

Classroom Support and Communication

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

	N	%	Valid %
Strongly disagree	22	3%	4%
Disagree	9	1%	2%
Neither agree nor disagree	33	5%	6%
Agree	230	36%	39%
Strongly agree	298	47%	50%
Total	**592**	**94%**	**100%**
Not applicable/Unreported	41	6%	
Total	**633**	**100%**	

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

	N	%	Valid %
Up to 12 hours	129	20%	21%
Up to 24 hours	321	51%	53%
Up to 2 days	126	20%	21%
Up to 3 days	11	2%	2%
Other	15	2%	2%
Total	**602**	**95%**	**100%**
Unreported	31	5%	
Total	**633**	**100%**	

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

	N	%	Valid %
Strongly disagree	79	12%	13%
Disagree	50	8%	9%
Neither agree nor disagree	44	7%	7%
Agree	207	33%	35%
Strongly agree	207	33%	35%
Total	**587**	**93%**	**100%**
Not applicable/Unreported	46	7%	
Total	**633**	**100%**	

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

	N	%	Valid %
No	107	17%	62%
Yes	66	10%	38%
Total	**173**	**27%**	**100%**
Not asked	460	73%	
Total	**633**	**100%**	

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

	N	%	Valid %
Strongly disagree	26	4%	4%
Disagree	38	6%	6%
Neither agree nor disagree	91	14%	15%
Agree	247	39%	42%
Strongly agree	188	30%	32%
Total	**590**	**93%**	**100%**
Not applicable/Unreported	43	7%	
Total	**633**	**100%**	

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

	N	%	Valid %
Strongly disagree	49	8%	8%
Disagree	47	7%	8%
Neither agree nor disagree	47	7%	8%
Agree	213	34%	36%
Strongly agree	243	38%	41%
Total	**599**	**95%**	**100%**
Not applicable/Unreported	34	5%	
Total	**633**	**100%**	

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

	N	%	% of Cases
Email	482	34%	81%
Announcements	238	17%	40%
Discussion Board	238	17%	40%
Course Messages	189	13%	32%
Comments on Assignments	178	13%	30%
Chat/WebConference	59	4%	10%
Other	30	2%	5%
Total	**1,414**	**100%**	**237%**

Perception of Online Learning and Future Services

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

	N	%	Valid %
Strongly disagree	37	6%	6%
Disagree	33	5%	6%
Neither agree nor disagree	72	11%	12%
Agree	188	30%	32%
Strongly agree	264	42%	44%
Total	**594**	**94%**	**100%**
Not applicable/Unreported	39	6%	
Total	**633**	**100%**	

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

	N	%	Valid %
Strongly disagree	19	3%	3%
Disagree	16	3%	3%
Neither agree nor disagree	130	21%	23%
Agree	224	35%	39%
Strongly agree	183	29%	32%
Total	**572**	**90%**	**100%**
Not applicable/Unreported	61	10%	
Total	**633**	**100%**	

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?

	N	%	Valid %
Very unlikely	52	8%	9%
Unlikely	56	9%	9%
Neither likely nor unlikely	101	16%	17%
Likely	153	24%	26%
Very likely	238	38%	40%
Total	**600**	**95%**	**100%**
Unreported	33	5%	
Total	**633**	**100%**	

Appendix A: Survey Instrument

Online Course Student Satisfaction Survey -Fall 2012

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

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

1. If you were enrolled in any online courses at {Add in appropriate college: City College/ECC / Mesa College / Miramar College} in Fall 2012, please indicate if they were fully online, partially online, or both fully online and partially online courses**. [Online courses are considered *Fully Online* if they are 100% online with <u>no</u> meetings or exams on campus. Online courses are considered *Partially Online* if they have one or more meetings on campus.]**

   Fully online only

   Partially online only

   Both fully online and partially online

2. How many online courses at the San Diego Community College District (City, Mesa, or Miramar Colleges) did you enroll in <u>during Fall 2012</u>?

   One

   Two

   Three

   Four

   Five

   More than five

3. If you withdrew from any online classes you enrolled in for Fall 2012 please indicate the reason(s) why you withdrew. **(Select all that apply)**

   Blackboard was too difficult/problematic

   I did not need the course(s) (i.e. change of major, transferred, etc.)

   I had technical difficulties with the computer/web

   I prefer to take classes in person

   Personal reasons (health, family, etc.)

   The course(s) did not fit into my course schedule

   The course(s) did not fit into my personal/work schedule

   The course(s) was too difficult

   The course(s) was too time consuming

   There was not enough instructor feedback

   Other, please explain: _____

4. How many online courses <u>within</u> the San Diego Community College District (City, Mesa, or Miramar Colleges) have you taken in the past two years <u>before</u> Fall 2012?

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

5. How many online courses have you taken <u>at other colleges</u> outside of the SDCCD in the past two years <u>before</u> Fall 2012?

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

If you enrolled in more than one online course during Fall 2012, please answer the following questions based on your experience with the online course that is most representative of your overall experience at {Add in appropriate college: City College/ECC / Mesa College / Miramar College}.

6. Why did you take this online course?

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

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

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

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

        Less than once a month

        Once a month

        A few times a month

        A few times a week

        Once every day

        More than once a day

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

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

Please indicate your **level of agreement**.

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

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

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

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

> No
>
> Yes, please specify where: _____

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

> Announcements
>
> Chat/WebConference
>
> Comments on assignments
>
> Discussion board
>
> Course Messages
>
> Email
>
> Other, please specify: _____

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

> Up to 12 hours
>
> Up to 24 hours
>
> Up to 2 days
>
> Up to 3 days
>
> Other, please specify: _____

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

> Very unlikely
>
> Unlikely
>
> Neither likely nor unlikely
>
> Likely
>
> Very likely

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

25. What would you change about the course?

Demographics (Optional)

26. What is your age?

        Under 18

        18 to 24

        25 to 29

        30 to 39

        40 to 49

        50 and above

27. Are you male or female?

        Male

        Female

28. What is your ethnic background?

        African American

        American Indian/Alaskan Native

        Asian/Pacific Islander

        Filipino

        Latino

        White

        Other

Thank you for taking the survey!

Appendix B: Student Comments

Question 3: If you withdrew from any online classes you enrolled in for Fall 2012 please indicate the reason(s) why you withdrew. OTHER SPECIFIED

1. cost was very high
2. could not afford to get the bookin time.
3. financial hardship
4. I attended the CBTE lab for help in my course
5. Instructor was not friendly!
6. lazyest professor ever
7. My history teacher wasn't very helpful in what I needed in succeeding in course. She withdrew me instead.
8. The course interaction was not engaging
9. The insulted me and was condesending becoming a deterrent to my learning, i spoke to other students in the class and they had the same experience
10. The professor was completely unprofessional and entirely unknowledgeable. The lack of guidance that was provided by the professor forced me to complete a late withdraw from the course to avoid taking the course (that I need for graduate school), without attaining a thorough understanding of the material.
11. too expensive for online lab plus book.

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

1. both for the AA/AS degree, and for transfer
2. class not available in classroom
3. FYE requirement
4. Graduate school prerequisite
5. I am applying to MBA programs in Fall 2013 and need undergraduate courses to fulfill the prerequisites for admissions.
6. I dropped the course for a different class.
7. I just had a baby.
8. It was a requirement for my Psych ***
9. Need the class but all the other classes were takem
10. perfectly fits into my shcedule
11. Post-baccalaureat work to apply to graduate school
12. Pre reqs for Master's Program
13. pre requisite course
14. pre-req to master's program
15. prerequisite
16. prerequisite for higher math class/ review
17. Prerequisite for nursing
18. to apply toward an AA, or a certificate.
19. Unfriendlies
20. Work full time different hours to pat my bills.
21. Works torwards Permit for ECE Teaching Matrix

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

1. a couple places
2. anywhere but my instructor
3. ask other classmates
4. bb help desk
5. blackboard help
6. Blackboard help center
7. Blackboard help desk page
8. blackboard help or professor
9. book
10. book, math/tutoring center
11. books
12. Campus office during office hours
13. cbte lab
14. classmates
15. Classmates
16. Contact my professor
17. contact professor
18. Dean of Students, Library
19. Discussion Board
20. discussion board, instructor mail
21. Email
22. email classmates, search online
23. google
24. google
25. had to use the internet alot
26. help desk line
27. Help Desk or Department, depending on question.
28. Help Desk or email professor he was very fast and effective
29. I email the professors if i have questions specific to the coursework. Questions about how to use blackboard or myitlab go to helpdesk or myItlab helpdesk.
30. I wait...
31. iNSTRUCTOR EMAIL OR DISCUSSION BOARD
32. instructor; classmates; administration; student services
33. Internet
34. internet/Google
35. L building
36. learning resource center
37. library or other students
38. LRC
39. Math Center or Instructor
40. My classmates
41. my fellow students, discussion boards, etc
42. my instructor
43. Not certain I understand the question
44. on-campus
45. Online Help
46. Online help desk; e-mail professor directly.
47. Online searching
48. Online, discussion
49. Other resources outside City College
50. other students
51. Other Students

52. Other students
53. preofessor never there for students
54. Professor listed other sources on syllubus
55. Room ***
56. Students through the discussion board
57. Syllabus
58. test question wrong
59. The book, google
60. The discussion board, the online help centers, the IT center
61. The Discussions board or the Message center
62. The internet.
63. There is a help link our professor posted for us as well as technical support.
64. To the teacher via email
65. tutoring center.
66. tutors or office hours

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

1. Email response was poor.
2. Have yet to find one
3. I dint know when teh teacher takes forever to respond!
4. I wouldn't mind meeting on campus or using phonecalls to communicate, though neither occurred.
5. in person
6. In person
7. Instant Message
8. Instant messenger
9. instructor attempts to answer one question through discussion so all students are able to see Q&A.
10. Instructor NEVER answered emails. ***.
11. jig, scream videos
12. my current instructor has poor communication skills, doesnt post due dates and occassionally posts the quiz on the videos before the videos. he doesnt give adequate time to complete assignments and loosly follows his syllabus. it bas been very difficult for me to pass this class as i work 40+ hrs a week and am enrolled in 5 other units. he is slow to respond, if at all. all my prior (non blk studies) online classes were wonderful and well laid out.
13. my instructor was hard to get a hold of through email or discussion
14. none
15. none never responds
16. None, that's the point. There are no office hours or classroom and the instructor hasn't responded to any emails, for some reason.
17. None, without extremely delayed responses
18. None? He doesn't reply to regular emails in a timely manner, and does not reply at all to discussion posts or course email.
19. Not sure. The response takes a week or longer.
20. office hours
21. office hours
22. Or i call and call
23. Outside of blackboard email address, Blackboard messages lack a message to tell you when you have an email.
24. Phone
25. phone
26. Professor was not very effective in communicating by any method
27. She was hard to communicate with sometimes took days
28. Telephone
29. With variable success
30. yahoo messenger

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

1. 3 hour
2. 3 hours
3. Did not communicate with instructor.
4. given that the instruction knows that it online it should be almost immediate because you might pass a deadline
5. if an email is sent at night and there is a deadline close, there should be a response in the morning/before noon
6. It really depends on what I'm asking. If I waited until the last minute to ask, emergency responses (within 2-12 hours) are appreciated. Otherwise, up to 24 hours.
7. one professor has still not returned emails.
8. Preferably under 6 hours since there can be deadlines and problems with the website. It depends because blackboard is very solid whereas daabz is not.
9. up to 3 hours
10. up to 3 hours
11. up to 4 hours
12. up to 5hrs you write to the professor
13. up to 6 hours
14. Up to a week.
15. Within half an hour to six hours

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

1. ability to fit it to my work schedule
2. Able to avoid communting to campus, work on my own schedule
3. Able to do the classes on my own time.
4. Able to fit class & homework into my schedule reasonably. Instructor was helpful, had valuable comments, lectures were informative and fun to read.
5. able to use internet
6. Able to work according to my schedule
7. Able to work around work.
8. Able to work form home and not have to worry about being late to classes.
9. Access to course material and assignments 24/7
10. Access to engage with fellow classmates and the way it's setup is helpful and easy to understand if you never took an online class.
11. all
12. all
13. all
14. all
15. all
16. all of them
17. all the assignments were posted
18. All the information was available for me through my instructor. My instructor was very helpful and suggested many different ways of doing my assignments.
19. Announcement board, announcements sent to my email aswell. I enjoyed tge link to LearnSmart.
20. As a full time employee It fits well with my schedule
21. At my own pace, works with my schedule.
22. availability
23. Being able to access the course at my convenience.
24. Being able to access the learning modules in advance which allows you to plan schedule at home and the my grades area which allows you to see progress in class.
25. Being able to access the material on my time, and not on a scheduled, remote (on-campus) basis. Very important as I work full time; Going to campus after work until 9:30 or 10:00pm makes a very long day.
26. Being able to communicate electronically with my instructor, and being able to turn in my work online. I also appreciated the voice feedback, though you can't ask a recording questions.
27. being able to complete assignments around the clock.
28. Being able to complete work on my schedule No commute time
29. being able to connects and work with others by technology
30. being able to do this class anywhere
31. Being able to log in anytime I wanted to.
32. Being able to logon on whenever I wanted to complete assignments or take tests. I LOVE IT!
33. Being able to make my own hours and work at my own pace was wonderful. I liked the fact that I could work ahead, way beyond the point a normal class allow.
34. being able to relax and study
35. Being able to stay home with my children and continue taking classes.
36. being able to stay home with my daughter and not having to find daycare and still completing courses.
37. being able to turn in things online with flexible hours.
38. Being able to work around my work and family schedule.
39. Being able to work at my own pace.
40. Being able to work at my own pace. Sometime I prefer to do similar chapters together and it is easier to do in an online course because you have the syllabus and you can work ahead.
41. Being able to work on it during hours that worked for me.

42. Being flexible on the hours I am able to participate. If you are working it can fit into any schedule.
43. bing able to communicate with the instrutor
44. Blackboard
45. can do it at my own time and pace
46. can study anytime, no commuting, no wasted time
47. can use when needed; ATI was a very good learning tool
48. Can work on it when I have the time, and not restricted to classroom time only
49. Class chats. Visual and audio aides. The comfort of my home. Very detailed syllabus and assignments. Great tests that I felt confident taking. Loved that is was only 8 weeks.
50. Clear expectations, availability, and resources.
51. Communication and feedback from the instructor
52. communication and professor consideration
53. Complete goal
54. convenience
55. convenience
56. convenience
57. convenience
58. convenience
59. convenience
60. convenience -- no travel, late hours
61. convenience of completing course and assignment at my leisure within the time frame for an assignment. But a little leniency should be exercise sparingly.
62. convenient
63. convenient. i cant do it anywhere with my phone. the mobile app for blackboard is great! no time wasted for these classes.
64. Couldn't say; I think the experience could have been better but one short-coming of an online class is we are all bound by how the instructor decides to post materials, instructions, so forth. There should have been more flexibility but there was and is less. When there is a question by the entire class and the instructor is non-responsive for weeks on end, there is a serious problems, not tool can fix. If this was not an online class, I'm sure after two sessions of no show by the Professor, we all would have gone in the office to complain but this was just not possible.
65. discassion board
66. discusion board! not only the instructor helps you, some students give their opinions as well and that helps a lot
67. discussion
68. discussion board
69. discussion board
70. Discussion board, assignments, etc
71. Discussion Board, Course Sylibus and Solution Files.
72. Discussion Board. Assignments. Videos. Gradebook to see where you stand in the class throughout the semester.
73. Discussion board. Live Chat
74. Discussion Boards & Journal Entries
75. Discussion boards and practice quizzes.
76. Discussions
77. Discussions, and courses
78. Discussions.
79. Do my homeworks at home in a quiet environment.
80. Due to budget cuts I was able to find a class.
81. ease of access and online testing tools
82. Ease of having the class at home, easier because I can work and not be restrained on being available certain times of the day.
83. Ease of working when I'm available

84. Ease, convenience
85. Easier for me to work around a busy schedule. Notification when an assignment is posted.
86. Easy access to do my assignment when ever I have the time,knowing when and how to do my homework.
87. Easy reading and understanding
88. easy structure and automatic test results
89. Easy to access
90. email
91. Emailing me to remind me what needed to be done. Also discussion board.
92. Enough time to finish coursework.
93. Even though I am able to work independently on my own, I like to stop by the Computer Center to get my questions answered.
94. everything
95. everything
96. everything
97. everything
98. everything
99. everything!
100. Everything. When we needed help with any h.w. or were stuck on a chapter, we were able to communicate with our fellow classmates and teacher.
101. examples
102. Expectations defined in syllabus and ability to work within my allowed time schedule.
103. flexibility
104. Flexibility
105. Flexibility
106. flexibility
107. flexibility
108. flexibility
109. flexibility clear due dates additional information with links to other websites discussion boards!
110. Flexibility if being able to work when I have time. Not have to travel to campus.
111. Flexibility in assignment submissions and ability to complete them either on or ahead of schedule.
112. Flexibility of course schedule.
113. flexibility of hours
114. Flexibility regarding time management/schedule
115. Flexibility to do the work according to my busy schedule as long as assignments are submitted on time.
116. Flexibility, I work full time and have three children so I don't have much time to spare.
117. Flexibility, no time wasted traveling to and from campus, no time wasted in class listening to some students who like to hear themselves talk.
118. Flexibility. I like to get my coursework done when I have time.
119. Flexible hours.
120. Flexible schedule
121. Flexible schedule
122. Flexible schedule to fit my time management goals/needs
123. flexible schedule, assignment instructions, discussion board
124. Flexible schedule, being able to work at my own pace
125. flexible time
126. flexible time
127. Flexible time frame, able to do the work whenever I have time
128. Flexible times to learn
129. Flexible with my schedule (time)
130. Flexible with work and school schedules

131. Flexible. I can work at my own schedule. Saves a lot of money and time. I don't need to drive and park to campus and get ready for school.
132. For my graphic art class, Prof. *** made videos to help us see exactly what to do on the software. That was very valuable to me.
133. For the most part they are self paced. This is helpful for a busy work/family schedule.
134. forces you to read a lot and stay on pace with course content.
135. Free to complete work on my schedule, not a professors.
136. freedom, flexability
137. From past experiences, all the instructors are self explanatory in the syllabus and if there was ever a question they are always quick to respond.
138. Good video presentations of lessons. Organized. Teacher always gave feedback in My Grades section.
139. have my time
140. Having a good understanding of what's expected of us every week.
141. Having the ability to do assignments anytime.
142. Having time to study and do assignments when I have a full time job and a child.
143. Having your own time to do your homework
144. Home study. Best if the class is book based such as History or economics. I would not take Math again online.
145. Honestly, I did not find anything valuable in taking the class online.
146. hours are flexible
147. How clear and simple it was organized it was.
148. How easy it is to access it.   Saving time and money (driving, parking, etc)
149. how they help you if you had a problem
150. I am a very busy parent of two toddlers and my husband works full time, plus we share a vehicle. When there's an option to take courses online, I prefer to take them online, with the exception of fitness, dance, and math/science. I find that I did very well in taking Math*** on campus as opposed to taking the refreshers (***) online.
151. I am able to gain the same knowledge/practice of the subject as if I were to take a face to face class. Another benefit is being able to fit the class work into my own schedule.
152. I am currently enrolled at SDSU. I'm a junior there and needed to take a couple GE classes and being able to take the two classes I took online at City while attending SDSU full time was very helpful.
153. I appreciated being able to work at my own pace. i liked that i could go over problems I found difficult multiple times, and not have to spend a great deal of time on problems I fully understood
154. I can access it whenever i want and you know exactly what is due and when it will be able to be available
155. I can access the material around my work schedule. My professors respond the next business day regarding any questions i have.
156. I can choose the time to do homework.
157. i can concintrate more
158. I can do my homework any time of the day..
159. i can do the work when ever i can
160. I can finish my classes any time I want
161. I can study late at night, after work.
162. I can study whenener I want.
163. I can work from home and save driving time.
164. I can work on my homework anywhere
165. I could do class work any time of the day or night
166. I could move at my own pace and I liked getting a different perspective on discussion. Using the online course discussion board, I was able to come up with more thought to the topics we were analyzing.

167. I don`t have to go to class, I can study on my own on the weekends and submit all deadlines within the given timeline. It works well when you are trying to work and go to school or finish your degree faster. I strongly recommend to have online classes for GE classes.
168. I don't have to go to campus to take the class and I can take open book test
169. I enjoyed and received a great deal from the interactive use of the various microsoft programs
170. I enjoyed knowing what my schedule was for the rest of the semester and sticking to it. In regular classes teachers tend to change the syllabus around.
171. I got to due my assignments when it was best for me.
172. I had two classes online. Econ *** and Math ***. Econ *** was great and easy to work with on blackboard. It had the textbook on hand and the instructors announcements were emailed to you. Math *** was on a separate site called daabz which was difficult in every way.
173. I have 3 kids so its easier for me to be able to stay home.
174. I have access to the course any time of day. This is essential for me since I work full time.
175. I have found the instructors at City College to be among the worst I have experience during my attendance at 5 community colleges in 5 different states. They are inflexible and completely out of touch with regard to the meeting the needs of working adults. The online format helps to mitigate some of this arrogance by offering a small degree of flexibility. Without it, I would be attending a private school.
176. I have time for working and studying
177. I I got to go on my own peace send it have to worry about anyone being in my Face telling me to go faster
178. I just really like to take a class whenever is good for me.
179. I learned a lot about the history.
180. I like being able to work at my own pace.
181. I like blackboard, and McGraw Hill courses such as Accounting *** because they are very thorough, and help take the student through the course through the online assignments versus the online courses that are not taught (such as Business Law) with McGraw-Hill because they are not thorough enough and do not help the student learn well.
182. I like mathlab and the fact that you can retry a problem again and again.
183. I like that for most online courses (save for my current course) post the weeks work on sunday or monday, giving me adequate time to complete the assignments around work and other classes. I like the flexability that most online instructors have. I like that i can take work trips and still keep up with my workload for school and that it helps me to receive me degree earlier as taking in class classes is difficult with my work schedule.
184. I like that I can work at my own pace (given the guidelines of the syllabus). Because of my busy lifestyle, I can study at times that are convenient for me.
185. I like that you can independently learn material and it is easier to stay focused.
186. I like the discussion boards, the online grades accessibility and having the personal time frame to do the course assignments.
187. I like the freedom provided by an online course
188. I like working in assignments at my own pace. I knew what the assignments were weeks before they were due so if I wanted to get ahead in class I could
189. I liked that for math there was a study guide that served as the instructor replacement, I could be guided through the problem, and look it over as much as I wanted to, whenever I wanted to, in order to better understand the material.
190. I love online courses. I am work full time and have 3 children. Online courses allow me to go in when I have time after work or when the kids are in bed or otherwise busy and I dont have to leave my home. I can pace my self and do things at my own pace as long as they are done by the due date. I know that online learning is not for everyone but I have been taking online courses for several semesters and I absolutly love them. Please offer more courses online. I have several classes I still need to take that are not offered online and I would like the oppertunity to take them online as well.
191. I love the fact that I can take a course at my own pace, and work it around my current career schedule.

192. I really liked that I was able to do tend to the class when it was convenient for me and also that it was in the comfort of my own home or where ever I pleased.
193. I take CBTE *** online class; however, I can come to computer class to be help every day. *** is very devoted and patient to help students. Therefore, there is not different from online course and a normal course, I am very grateful to her for her devition and her talent.
194. I think just being able to work privately and quietly by yourself was one of the good elements
195. I took a math online and the ""show me an example"" feature was most helpful
196. I valued that my instructor was the best at answering questions
197. I valued the ability to attend to my studies as my time has allowed. Life is busy and this course is very suitable to the online method of delivering the information.
198. I was able to choose the time when to study and and spend the right amount of time studying, reading and completing the assignments
199. I was able to complete the assignments given on my schedule in my home.
200. I was able to go to work and carry on the rest of my life without having to worry about going to school or parking/the extra charges for parking.
201. I was able to work and go to school comfortably.
202. I will never take another online class after having such a terrible experience with this particular course, and have not found any elements of this course to be helpful.
203. I work full time and have a baby, so online courses are very valuable to me.
204. I work full time so I was able to do it when I had time after work, and didn't have to stay up late for night classes
205. I work out of town from time to time. so it helped me to stay on course towards a degree without having to be in a face to face course situation.
206. im able to work at my pace, less commuting time
207. I'm finishing my degree at City and had to move to Northern California. Taking this class online is the only way I could meet my requirement (didn't have enough time to register at another college). Flexible schedule.
208. in my own time
209. Information
210. instructional video
211. instructor feedback; immediate feedback re exam grades; pretests
212. Instructor guidance
213. instructor readiness.
214. instructors help and students
215. interaction with fellow students throiugh on line discussion, with professor, testing, on line lecture, and all other sources provided by website and professor
216. Interaction with other class mates
217. It allowed for me to work within my own time.
218. It allowed me time to work on my business as well as school also the illuminate live was awesome
219. It allowed me to schedule my class time according to my schedule as long as I manged my time well, my assignment were in before the deadlines. No travel issues or parking problems, Just me and my computer at home or away.
220. it being online
221. it was a way to pace my self and work on my own schedule
222. It was convenient with four other on campus class, but it turned out not to be.
223. items covered were helpful but response from instructor, grades etc ,,,,not posted in a timely manner
224. Its convenience with my schedule.
225. it's done on my own time
226. learn in the comfort of my own office, either at work or at home during times convient for me.
227. learning about transing words and how to use them. also the aplia work was a very good understandment about the topic we learned.
228. Learning at my own paste

229. learning modules
230. learning modules, class discussion forum, and my grade page
231. Lecture slides.   Answer keys.
232. Mainly the complete experience of just becomming familiar with using computers.
233. making my own hourly schedule around my work and personal responsibilities
234. math lab
235. mathlab was very good, Blackboard was fanastic.
236. more email communicatiion
237. More time to study on your own
238. Most of the coursework seemed better organized and each student was afforded ample opportunity to share in discussions.
239. My instructor posted great weekly videos that were related to that weeks assignments. These videos were very interesting and helpful in fully understanding the material being taught to us.
240. My instructors were very helpful.
241. My time is very important and limited, I have two kids that need me home. I saved money on gas and parking.
242. myLab
243. MyMathLab offers a lot of practice exercises, which I found helpful. The textbook (both online and hard copy) are terrible. I found myself seeking outside help, such as from Khan Academy.
244. n/a
245. N/A
246. n/a
247. N/A
248. N/A
249. n/a
250. No commute!
251. No wasted time siting in chairs that are made for 7th graders. No wasted time driving to the school.
252. None
253. None
254. none
255. None
256. none
257. None, repetative drills (keying) no matter a person's proficiency isn't challenging or constructive. Especially if the program freezes frequently.
258. not being intimidated in front of classmates, working at my own pace
259. Not feeling discriminated against due to DSP&S
260. Not having to be in a physical classroom because I work.
261. not having to commute to the campus.
262. Not having to go to class.
263. Not having to make the commute and having more time to do projects
264. Not having to search through multiple pages. There should be sections to do homework, quizzes and exams along with a section for information. Also, if anything changes, it should be announced on the announcement page.
265. nothing
266. Nothing this was the worst experience i have ever had with an instructor, who did not cared one bit about its students
267. On line is autonomous and self-paced. Plus, it saves on gas and drive time. I have taken on line courses for many years and find them to cater to people with disabilities a lot better than ground classes.
268. On my own time
269. on my own time, simple, proffessor tells you the material you need to read and you take a test.
270. Online classes work around your schedule.
271. organization

272. participation and discussion
273. Pearsons mylab was good
274. Posting assignments
275. Powerpoint
276. Practice Tests
277. Privacy and pace!
278. Professor hour
279. Reading the book on my own was valuable for the content. However, that content was not reflected in the midterm, or 2 assignments. There were no weekly assignments except reading, and there was no followup to see if that had been done, given that the midterm was two questions on best use of the internet in a real estate career.
280. Reenforcing time management
281. Resources
282. Resources (Slides, PDFs, weblinks)
283. Samples in the book worked well for me
284. save time from driving to class
285. saved me transportation
286. saves driving time to the campus
287. Saves time and gas by not having to drive to classes.
288. Saves time for commuting, don't have to look for parking space, and saves cost of gas.
289. Saves time, flexible schedule.
290. schedule flexibility
291. schedule flexibility and discussion boards result in more interaction with classmates than an on-campus course
292. Scheduling, I work full time and doing work outside my work schedule helped me out.
293. Self learning and pacing motivates me.
294. Self learning you learn fast or slow
295. Self paced learning is perfect for me because I work full time.
296. Setting my own times for working online
297. Stay home study
298. Study at own pace
299. Study, complete quiz/tests and essays on my own time within given time frame. Everything was clear and remained the same. Less busy work compared to some on-campus courses.
300. Submitting assignments online and studying from home
301. syllabus and course outline
302. Syllabus, ""My Grades,"" discussion boards,
303. Take to course at home away from campus
304. Taking class anytime during the week.
305. teacher feedback
306. Teacher having a DEEP understanding and the ability to explain to students (not professionals) concepts.
307. that I could learn and complete my required transfer courses online at home, since I have an infant son.
308. That you can enter to the class whenever is possible for you
309. The ability to complete assignments, read from textbooks and complete tests without driving back and forth from school.
310. The ability to do assignments at a pace that fits my schedule and lifestyle.
311. The ability to do it on my own time.
312. The ability to do the work 24/7.
313. The ability to identify and fix gaps in my learning on my own
314. The ability to study and take the course at my convenience.
315. the ability to study when I have time.. the communication between students and instructor. not having to drive to a classroom
316. The ability to turn in assignments online and take tests online before a certain date

317. The ability to work at my leisure and at my own pace within the allotted time and to be able to quickly check my work and be walked through a problem with a click of a button.
318. The ability to work on homework from home and at my convenience.
319. The ability to work on my own time frame.
320. The added instructor notes and ""lectures"" outside of the textbook readings.
321. The additional written instructions outlining specific details about different processes that can be used for various assignments became very useful tools.
322. The announcements made by the professors to remind us an assignment was due. I also like that I can email the professor and get a response pretty quickly.
323. The availability
324. The blackboard setup is nice and easy to follow such as finding your assignments. Doing discussion board etc. I believe it's easy to learn online.
325. The calendar to tell me when assignments were due
326. The Chats were very helpful.
327. The comments and instructions that the professor prepared for the students every beginning of the week.
328. The convenience of class time.
329. The convenience of doing the work when I can.
330. The convenience of not finding parking, sitting in a class, and reading at my own pace.
331. the convenience of not having to go to a physical classroom and work at my own pace. plus I travel for work so I need the flexibility
332. the convenience of taking the course in my own home, thus being less time consuming by not having to travel to school
333. The convenience was the most valuable and i felt more comfortable by not having to sit in a classroom environment with much younger students.
334. The Course had an overall nice structure.
335. The different scripts that had to be written.
336. the discussion board
337. The discussion board and the freedom to express my thoughts freely.
338. The discussion boards helped with understanding what the instructor asked of students.
339. The discussion posts and topics were valuable
340. the discussions and going back to see the grades.
341. the discussions between students
342. the ease of doing it on my own time
343. The ease of the class and the fact that it was fully online.
344. The element that was valuable while taking the online course was that I could work on my project on my on time.In addition By not having to travel to campus I had more time to read and do home work.This was very convenient since I work full time.
345. The email reminders about assigments due, and the comments the instructor left.
346. The emails and connections from the teacher
347. The experience of how some teachers are helpful and some aren't.
348. The fact that I can access it anywhere and don't have to worry about having time to physically go to school.
349. The fact that I could do it on my own time due to the fact I work two jobs I would not be able to make it to class.
350. the fact that i could do it on my own time.
351. the factt that I didn't need to leave home to learn be in class. That I can do my work at any computer even if I did have to leave my home.
352. The flexability to work when I want to.
353. The flexibility of being able to access the material and complete the work on my own schedule.
354. The flexibility of being online.
355. The flexibility of schedule. I work odd hours and on different days week to week, so this is an important element for me.   I also like the fact that, on some courses, I am altered to get as far ahead in the course as I can.

356. The flexible hours.
357. The freedom of logging in and taking the quizes whenever I have the time.
358. The grading scale. I loved that I could see it update and see exactly what I got on each assignment. In every single class that I've had that isn't online, I've never known exactly what I have in the class.
359. The information is always there to review
360. The instuctor's feedback, participation in online discussions
361. The interactive cd was very helpful.
362. The interactive learning environment of the MyMathLab web site.
363. The layout- and materials the instructor uses both online and book.
364. The learning modules
365. The lessons and video tutorials.
366. The material was easy to comprehend and learn. The instructor was very supportive, kind , and helpful.
367. The message board and the detailed information the instructor gave in regards to assignments
368. The opportunity to see the material over and over and over. Repetition is the best way I learn
369. The pace of the course.
370. The posibility to work by yourself. And manage your time. I think is the liberty and the time.
371. The powerpoint slides with a lot of information helped a lot.
372. The professor is fantastic. Very responsive and encouraging. Gives very good feedback on assignments. Clearly states expectations and deadlines. Structures class assignments in a very efficient, user-friendly way.
373. The professor is very active on the discussion boards and encourages peer review of assignments. In addition, his lectures are multimedia and fun to read, while being very comprehensive explanations of the course material.
374. The reminders of when the assignment will be released and that we had 2 days to complete it. Also getting to check your score very soon after completing the assignment.
375. The self pace was the most valuable element of online courses
376. the self-paced learning environment
377. The student's input so I could see that others were also frustrated with this course.
378. The syllabus. I refer to that throughout the course
379. The teacher was very helpful.
380. The tests and quizes
381. The thing I love about online classes are that they are very convenient. The element that is most valuable is the announcements because every time there is an announcement it gets sent to your e-mail which is also linked to my phone, so I can always be updated. It is also valuable having the mesasge button to e-mail the instructor as well as the other different tabs because we have constant access to current assignments and if they are already completed we can see our submission rather than the assignment. I also value the grades button because I am able to always keep track of my grades if I have a consistent teacher. This helps a lot
382. The videos and power points
383. The web videos were valuable to me as it showed me what to do for my design projects.
384. There was a lot of help from the other students in the class.
385. There wasn't a major difference. The course requirements were clearly outlined and easy to follow.
386. there wasn't really a time frame. I could log on whenever I had free time.
387. time
388. time
389. Time
390. time
391. time
392. time
393. time

394. Time effective, avoid transportation and traffic, money saving (gas, parking permit) flexibility to take class at any place any time.
395. TIME FLEXIABILITY
396. time flexibility
397. time flexibility
398. time flexibility
399. time management
400. Time management, did not have to drive over to the school for one day, and waste car gas with how expensive gasoline is. Also it was easier for me to concentrate on my responses since I had extensive time limit, not an hour or two. The professor was very responsive to all my work and I did not have to wait long for feedback.
401. time saving
402. time usage for me. I work full time so being able to log in when I have a chance to do my homework was great.
403. time, I am able to go to my class when I am available
404. Time, the fact you can access blackboard at any time. Also checking the grades on blackboard and knowing where you stand in class.
405. timing was flexible. Instructor was thorough about her assignments and her responses to any questions and concerns were clear and on time.
406. To be able to work on the class on my own time. Also it did not interfere with my other classes, which is a key element in trying to figure out my class schedule.
407. Turning in assignments to class online.
408. typing and powerpoint
409. Very convenient, great for working individuals.
410. very hands on, learned at my own pace.
411. very time consuming, fit around my schedule and get to be with my children.
412. video links
413. Videos and questions. It was the active listening that more effectively engaged me to learn.
414. Videos, course syllabus.
415. Was able to do on my own time, I have to try and make a living for myself and having an open schedule for school is great.
416. Well not having time to make it to class, and with an online course that's not a problem
417. When the assignments are posted with due dates on the calendar. When we are able to go back to other questions on a test just like a paper test.
418. Whether I take an online course depends on the subject. Some are better learned in the classroom. I would never take another Math class online!
419. work at any time
420. Work at my own time
421. work at your own pace
422. work on my own pace
423. Work when I have the time. Not wasting time driving to campus and waiting between classes. Dont have to pay for a parking pass.
424. Working at my own pace.
425. Working at my own pace.
426. Working on my time
427. Working over 40 hours a week, I was able to do work at night and times I normally wouldn't be able to.
428. Works around my schedule, the comfort of being home and not having to drive & find parking.
429. Works with my life schedule
430. World history
431. You can have better communication with your instructor You get your grades fast I love that my instructor gives suggestions and comments to all my assignments

Question 25: What would you change about the course?

1. 1. Make an instructor available at least one hour of the week on campus for class questions and material issues. 2. Either cut the number of drills required or allow students to use the program on campus, providing that they work (1 unit keying class shouldn't require 3 or 4 hours a week of waiting for the software to unfreeze) 3. Allow students to test into their correct placement level.
2. A bit more personalization from the teacher. I am new to college after having a career for 30 years and I didn't quite understand how the Blackboard worked, even after the orientation.
3. A little more organization and a few test examples of Quizzes prior to start of course. Opening Blackboard a week before to students so that they can familiarize themselves with the system prior to start date of course.
4. A little more organized Due Date Schedule
5. A period set aside to ask the instructor questions about course projects.
6. A professor that gave a *** would be nice.
7. Add 30 more minutes on the Midterm and Final.
8. Add more videos
9. allow more students to enroll.
10. Allowing more deadlines to be on the weekends, when people who are taking online courses will more than likely have more time to study.
11. almost everything
12. Amount of time before instructor responds
13. As an introductory course in computer programming it was a failure in learning for me. In the end I felt I had no support and I was on my own.
14. Assignments and tests being available all at once so student can work ahead.
15. ATI was inconsistant with blackboard
16. Because it is an online course, I prefer all assignments be due by Sunday at midnight versus mid-week at specific times. These type of due dates can conflict with on-campus classes and it sometimes makes it difficult to accommodate those due dates without doing the assignments very early. In some cases, this gives the student less time to adequate prepare the coursework.
17. Because it was Stats *** and I was taking Stats *** lecture at the same time, it was very confusing. It would be best if this class is geared to be in combination with the lecture.
18. Because my class was really difficult and was already partially online, it would've been nice to meet about once a week during the semester to make sure we're on track instead of the last couple weeks.
19. Because to the nature of online course ending time should be length with approval from instructor if it possible for a online student to pass, but do it on a case by case basis.
20. Being able to work ahead in order to better plan for when I was away for vacation, or career training detachments.
21. Being partially online, meeting the professor and maybe some students, for group projects.
22. better notification graphics
23. Better syllabus.
24. Better teachers; my experience with the helpfulness of the online staff is appalling to say the least. Almost all of my Programming course online are DIRECT copies from the books. Even the power points are WORD for WORD, copied and pasted. There is no actual teaching occurring; I can open a book and read it myself. When programming teachers are called upon; it seems more like educational *** than actual help. Overly technical wording without a reinforcement of understanding, people will ask for requirements to be clearer only to find everything more confusing. In my Java class; I got dinged and marked down for so many unsaid ""expectations""... the response from the instructor was basically ""In the real world; you have to think about these things""... thing is... I am a programmer... in the real world; the requirements are given and followed to a T... his lack of involvement with his class was brushed off by him assuming I was a child with no experience.   NOT the quality of teacher I would ask for under

ANY circumstances. This is not the only ""non participating"" teacher you all have.   Don't count too much on these surveys though. Take a *** tech class and see how *** the help is.

25. Black board was very crazy for me, my computer shut down for a week so I couldn't do most of the work, and overall you have to read out of the book completely with the teacher giving some help on certain things which for me made it extremely hard to grasp certain subjects, I prefer learning it from a lecture.
26. Calendar settings.
27. change the exam method to unlimited time, because I had only one chance to take the exam on one of the classes instead of two chances.
28. City college online classes have been very effective in my learning for the classes I have taken.
29. cleaner website with combined emails from all courses on one mainpage.
30. Clearer and more frequent communication
31. Clearer interface. Make sure all instructors use blackboard system to give assignments or turn in (*** doesn't use blackboard and it's frustrating).
32. communication, and grading skills
33. Connect McGraw hill is not nearly as interactive as I had expected. I would like to think that having an online course with learnsmart tutorials, quizzes, a stat page would be displayed for areas of improvement. Also, when answering something incorrect, it doesn't give any information, just a correct answer - it would be great to have a page number to reference and a short explanation.   For the tests and quizzes upon completion, it does not show all the questions in case you wanted to reference material in the future. I found this very questionable and disappointing when I go to verify my questions/grades.   This course could be much more valuable and efficient for both students and professors in regard to learning and student assessment respectively. More videos and videos on the chapter to enable more learning would be a plus considering that everyone learns differently.
34. Consolidate to one site for homework and tests. Two sites to keep track of was confusing.
35. Cost of software required
36. Course required a lot of reading and quizzes/tests covering the content required returning to the reading for details or reading quickly to retain the information. More frequent quizzes to cut up the reading material. Although it worked out fine for me and the time given for testing worked out well for rereading to fine answers.
37. dialogue between student/professor
38. Difficulty level
39. due dates
40. Due dates for assignments, quizzes, and exams. Move them to Sundays instead of a Friday or Saturday.
41. English and speench
42. everything
43. Evey thing works good for me, but I think some professors don't workout a very good class schedule.
44. Explanation of how to use the videos and other tools for mathlab
45. Faster response from some professors to emails.
46. Finding out what my current grade is. I still have course work that was submitted back to week 3 that has not been graded.   If I'm doing poorly in the class I would not know and it is too late for me to withdrawl from the course. Other students are also dissatisfied, but are unwilling to bring this forward for fear of retaliation by the instructor.   Since our course work has not been graded, the instructor could retaliate against those students who speak up about his teaching practices.
47. flexible do date for homework, even if we get partial credit for late homework
48. For ARTF *** & ARTF***, more posted slides would be very helpful.
49. for math courses more ways to explain the formulas and maybe this can also be applied to other courses
50. For me personally rhere were times i should have been in a class setting but tjat was ob me not anything that i lacked from my teachera or the online program

51. For the instructor to be more responsive.
52. Get rid of Pearson MyMathLab Lab!!!! All of the following apply to Pearson/MyMathLab: poorly designed user interface, use of outdated Flash/Shockwave web techinolgies, NO iPad App/interface, LOUSY technical/customer support!
53. Give more time on tests
54. Grade the assignments as they are turned in so mistakes can be seen and changed rather than wait to the end.
55. Greater ability to work at own pace; More interaction with other students.
56. have more face to face classes on campus
57. Have the site set up the same way all the time. Don't use slideshow or other formats. My computer doesn't support those tools.
58. Have the teacher post there own examples of the porblem solving
59. Having a tutor available evening hours and or on Saturdays
60. Having an instructor who does her job. I had 1 class that the instructor was almost unavailable and also got assignments wrong because she sent out the incorrect stuff and in doing my work I was messing up the assignment because what she sent us was an already completed assignment.
61. Having blackboard available before the first day of that class
62. Having the test similar to the samples in the book
63. Having to meet on campus for test/meetings.
64. Helpful-ness of teacher.
65. Honestly, It was perfect for me. I have a full time job as a Master Machinest, I'm a single parent (I have 2 boys), and Im going to school.
66. How instructor responds to students nessages
67. I also chose an online text for this course and found that I could not access the text for study and review purposes as quickly as I could a textbook
68. I am okay with the current program.
69. I beg of you PLEASE, give us either a college Email, or send us announcements for assigments or class news to our emails. the system lacks interaction and not having email support is annoying, it dramatically increases the chances for students to lack commitment. you always forget to check in for assignments because your always busy with other classes and not having reminders is really critical. this is unacceptable.
70. I believe a meeting with the instructor before the begining of the course to better clarify questions and some aspects of the course
71. I can't think of any right now
72. I do not believe this professor is capable of orchestrating a college level course, and am highly unsatisfied with my experience.
73. I do not think that I would change anything about this course.
74. I don not have any change.
75. I don't know
76. I don't know.
77. I dont like it how the program times me out and I have to sign back in if I spend too much time on homework or something.
78. I enjoy having a discussion with fellow students but grading class participation in an online class is ridiculous to me. The intention of the discussion board is for students to interact with each other but the end result is just busywork of making a post every week. I would prefer to just learn the material and do the assignments rather than be forced to try and have online interactions on a message board which has never enriched my learning experience.
79. i had no problems with this class. I learned alot and it has helped me in my job career.
80. I have no complaints
81. I haven't encountered anything that requires changing for this particular course.
82. I highly recommend McGraw-Hill as a tool in teaching courses because they help the student learn much more.
83. I like it the way it is.

84. I need more detail lectures for each chapter by visual media.   Also each test the instructor need to give out the review.
85. I read at the beginning of the course that I had to attend one face to face tutoring session to get online tutoring. Unfortunately I am working in Northern California and didn't have the time to take off. That was somewhat disappointing and not having the option of tutoring made the class much more time consuming and difficult.
86. I think extra credt should be offered like in person classes
87. I think most couses woul benefit by being supremely organized, with lots of information. Online classed suffer from lack of communication. Maybe add online teacher lectures or videos to facilitate more communication.
88. I think we should have more online course
89. I was not aware it had an on campus final exam, none of my other classes had that. My work schedule does not allow this.
90. I wish that before a chapter started it explain more about what is going to be learned
91. I wish there was more time allowed when taking quizzes and tests
92. I would add more minutes to the test time.
93. I would advise teachers to be more patient and helpful towards student.
94. I would appreciate optional (but scheduled) on-campus hours for Q&A/Lecture sessions when assignments are first given, to be mirrored with freely-available online instructional materials (handouts, practice tests, etc.) that present identical (not merely supplementary) information. I would recommend this for ANY type of class, not just online ones. I feel this would enhance the educational experience instead of just altering the medium it's presented in.   Also, when instruction to use special/costly computer programs is required to complete the coursework, on-campus meetings should be mandatory, to walk students through their use.   Separately, since more effort is generally required to communicate through text, and because the communications are in written form, there is potential for students like myself to find it intimidating, embarrassing, or humiliating to commit the exposure of their own ignorance to a permanent format such as text (whereas I have no problem asking questions in person). Additionally, as opposed to the nature of on-campus meetings, communicating via text can make it time-consuming to properly phrase questions, and difficult to ask the right questions in a timely manner.   Additionally I would like to explore the possibility of having a tablet computer to use, so that I could spend time working on projects for online courses (I currently cannot) while I am out and about. I think this would resolve several issues I have related to not having a car, but would make things easier on me even if I had one. There would be a lot less staying up late to finish projects I am too preoccupied to complete during normal waking hours, and it would provide me with additional flexibility in that regard.
95. I would change nothing about the courses I have taken online. I love them. I would like to see more classes offered online as there are some that are still not offered.
96. I would change the level of internet savvy of the instructors, which I'm not sure is possible except through training and more practice with the blackboard platform. I find that many instructors are lacking in basic email and internet skills (using all capitals in announcements and e-mails lacks finesse, and not knowing how to properly upload files or add working links to the course content is a real problem that I have encountered in the past, not to mention strict rules about online testing that, frankly, do not lend themselves to learning. I had an online professor that refused to acknowledge that a glitch in the blackboard system prematurely ended several students' online exams before they even had a chance to answer half the questions. He refused to allow students to retake the exam, and maintained that the error was not his problem and was caused by ignorance/negligence on the part of the student. In this sense, an on-campus course would not present these problems, because the professor would have better control over the administration of face-to-face exams.
97. I would change the teacher/student communication
98. I would have it more strict. I felt that I never spent enough time on the classes.

99. I would have liked a better connection between the book and the online class, perhaps a bit more guided in what to read, what to focus; being emailed chapter summaries, refreshers of chapters and such before the final would be much more helpful.
100. I would have liked more personal feedback from the instructor and to have been able to see my grades which he hasn't posted.
101. I would like for tests, quizzes, and papers to be graded timely and accurately. Also I would like feedback on my homework/tests with specific details explaining why points were deducted/my answer was wrong.
102. I would like it if more courses had an e-book option.
103. i would like more notification about discussions, grades, announcement, messages, new posted modules. faster response time from instructors would also help as well. there should be a chatting time with instructors for faster response. powerpoints are great and should be used more by instructors
104. I would like my instructor to get me as soon as possible.
105. I would like the grading to come back more quickly. The semester is almost over, and a lot of my turned-in-on-time work has yet to be graded.
106. I would like them to had more online course available
107. I would like to be able to submit a written assignment. Then revise and make corrections without a penalty on the grade, because there is not any personal contact.
108. I would like to communicate more with the students online for some supportive help.
109. I would like to have the instructor post videos to teach the material himself or at least post some kind of lessons for the material.
110. I would love it if the teachers didn't require students to attend the online course for certain days. I took an online course so I could go online when it was convenient for me due to work, I find it unfair when a teacher doesn't post anything until Thursday night and requires that it must be complete by Friday. I have work so I am unable/struggling to complete these assignments in the time given to me. The teachers should post it Monday and give teh students until Friday to complete the assignment.
111. I would make it more organized
112. I would make the instructors adhere to guidelines. ie...if the assignment is due on sat. please don't post it on WED. especially if it is ot on the syllabus.
113. I would not change a thing
114. I would not change anything in regards to the Econ course but the math course was very difficult and had no immediate way of announcing when assignments were out, when they were due, etc. Nothing at all.
115. I would not change anything on the course that I took. The teacher was awesome in responding to my e-mails in a very short time. The course that I took was a refresher for my personal growth.
116. I would not change anything. I feel that this has been the most I have taken from a math course.
117. I would only change the fact of having to attend class.
118. I would remove the group paper requirement for online-only classes. Expecting people who have never met in person and most likely will never meet in person to work together on a short paper is unrealistic. There just aren't enough responsibilities that go into a short paper to equally divide amongst 4 or 5 people. One or two people will always end up doing most of the work, and the others will contribute nothing and feel frustrated or apathetic.   I would recommend either making the paper an individual assignment or drop it altogether.
119. I wouldn't allow the instructor to be able to NEVER participate in discussion, or post anything helpful about the midterm/final. After studying for weeks for the midterm, there was ZERO book information on the 2 question essay test. Logging on to allow 4 hours to take a multiple choice midterm is plenty; I would have studied VERY differently had I know it could have been a theoretical essay.
120. I wouldn't change anything
121. i wouldnt change anything because it was nice as is.
122. I would't change anything, is just that for me is better a face to face course

123. I'd like to be able to take the practice test the same day as the test itself. Perhaps even just a few hours apart so I'm refreshed in the concepts without having to weed through the weeks homework

124. If I could get my work graded every week, as opposed to 1 a month. I found it very frustrating.

125. If i had meet face to face with instructor but my work schedule hours prevented that.

126. If you need extra help on a problem their should be another site available for a step by step solution. When i emailed the teacher a few times it took a very long time for her to respond if she responded at all so I wouldnt rely on her to help me answer questions, so I truly believe that another site should be available for a little extra help.

127. In this particular situation, it would be if the professor graded my assignments before the withdrawal deadline

128. instructor feedback

129. Instructor utilization of calendar better and more.

130. Instructors do not respond to students emails and they take too long to report grades.

131. Instructors response time and available time. Quizzes should have more than 2 hours time allowance. (instead of 1 hour 5 minutes)

132. Instructur need to provide more feedback and perhaps more interactive, some courses could be tedious.

133. Is my first partially online course. I liked it very much.

134. It can be difficult, confusing, and nerve-wracking learning how to turn in assignments (esp. using ""print screens,"" SAM, etc. Maybe would be nice to have the option to ""test-run"" some faux assignments to instructor in beginning of semester to make sure of knowing how to do it correctly. These courses can be very confusing (CBTE especially) when going into them not knowing a lot about computers (precisely the reason one signs up for them) and immediately being expected to understand how they work. Even with a brief explanation/orientation it can be confusing and overwhelming for someone who is inexperienced with computers. It would also be nice to have a little bit (longer) of an easing into period at beginning of semester instead of assignments due within first 2 weeks while the student is still figuring out what exactly he/she needs for the course (SAM? headphones? SAM packet??) and how it all works.

135. it is fine as is

136. it should be available for MAC computer users

137. It sometimes slows down a little but or it's not available everything else is fine!

138. It was very disconnected and lacked communication

139. It's extremely time consuming. Even though I'm at my own home, I'm not pleased with the amount of time it takes to do the work. I spend more time with the online class than I spend with an on campus class. It should be the same.

140. I've taken a few online courses in the past and LOVED them. I loved the flexibility and learned a great deal. This class (STATS) is terrible and I would never suggest anyone take it online. There is no instruction from the professor or really any sense that he is involved in the class. I know you have to do most of the work on your own in an online class, but in the past professors have posed videos, participated in chats, and given frequent emails with information about the class so you still feel like you're actively engaged with the class. Also, it can take over a week to get a response back from the professor. It would be great if he had online office hours, where you could ask quick questions about the material. Even, suggesting more resources to utilize would be awesome.

141. Leave discussion boards available thru the course. Not open for participation but able to view comments etc.

142. less chat requirements

143. less discussion questions and answers - most of the answers are not very astute.

144. Less homeworks

145. Less work

146. Limit discussions boards/ groups not helpful.   - Lectures would be nice IF good, there are some worse then sitting in the class rooms. -Practice tests and interactive homework are good things. - Short class's are better 16 weeks is a long time when most class's can be done in 8 weeks. -

Classes that have working groups before the tests are better for the learning environment. On line chat or class room. A mixture of 2 to 3 meeting will make the class better. But not lectures more of a review type.   - Texts books are a waste of money- Instructors could put together a learning plan and get the students to make there own text books from the internet. Retention would be better on the material. - Many traditional class room class could be taught more effectively on line. With a Lab experience as a requirement. ie. Physics, Chemistry, Bio. etc. . More education could be completed and more extensive hands on could be completed with out lectures.

147. Longer deadlines.
148. Make it more understanding for people & have the choice of having a lab for more help
149. make math tutors available
150. Make more classes available online.
151. Make-up tests
152. Many thing to know what before i don't know
153. maybe email reminder for every week assignment's due date is more helpful.
154. Maybe more announcements from my professors even if it's just to remind us to do homeroom
155. Maybe some live chat rooms for live interaction with fellow students and professor.
156. Maybe the length of each assignment.
157. More actions to better help the students in the class communicate wit each other of any questions arise.
158. more chats during nights instead of mornings
159. more class chats
160. more classes onlne
161. More clear consise instructions on what is needed for the course
162. More communication and clear explanation of what should I do in the course.
163. More communication with work
164. More direction and professor involvement. The discussion board is nothing but confused students and no professor
165. more discussions. The one thing about online course is that you lose the interaction discussions
166. more effective communication with students from instructor as to grades course work etc.....
167. More effective communication with the teacher.
168. More extra credit.
169. More feedback from instructor in regards to homework and tests.
170. more hands on communication with student,
171. more information on chaper...teacher explaining more
172. More instruction or involvement from instructor
173. more instructor contact/ lack of direction from professor
174. more Instructor interaction during discussions
175. more instructor involvmet
176. More interaction with my classmates.
177. More interactive Video instruction
178. More online interaction with Instructor.
179. more power point presentations
180. more response with instructors
181. My A++ class my instructor has yet to grade a single assignment, I have no clue of my standing in the class or how well I am completing the assignments.
182. My instructor has been awful. In previous online classes I received grades and feedback. I am currently 3 weeks from the end of class and have not received even one grade. To answer your question... I want an instructor
183. My Statistics course was confusing, poorly organized by the instructor. He is not engaged at all. i can"t believe he gets paid.
184. MyMathLab (aka Course Compass) has the worst tech support. I'm still waiting for tier 2 followups from Pearson.
185. n/a

186. n/a
187. n/a
188. n/a
189. N/A
190. N/A
191. N/A
192. N/A
193. N/A
194. N/A
195. N/A
196. NEED TO HAVE ASSIGNMENTS GRADED. Absolutely no assignments were graded.
197. needs to have more information from the instructors. They rely heavenly on curriculum made up for them and they do no put any input or what is eve crazy, they sometimes don't even know the what is in the material they assign to us. :- (
198. No changes
199. none
200. none
201. none
202. none
203. None!
204. None.
205. Not a thing, unless professor does it.
206. Not a thing.
207. Not about my Health *** course. My professor was awesome and there was great open communication.
208. Not all my instructors weren't available, only 1..
209. Not application
210. Not much. The course is great.
211. Not sure at this time. seems fair
212. nothing
213. nothing
214. nothing
215. nothing
216. nothing
217. nothing
218. nothing
219. nothing
220. nothing
221. nothing
222. nothing
223. nothing
224. nothing
225. nothing
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227. nothing
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243. Nothing
244. Nothing
245. Nothing
246. Nothing
247. Nothing
248. Nothing
249. Nothing
250. Nothing
251. Nothing
252. Nothing
253. Nothing
254. Nothing
255. Nothing
256. Nothing
257. Nothing
258. Nothing
259. Nothing
260. Nothing
261. Nothing at all
262. Nothing because the teacher had good structure and provided good feedback. Also questions were answered promptly.
263. nothing but I would add more courses via online
264. nothing everything was very clear and easy to understand
265. nothing I can think of
266. Nothing i just think online classes and me dont mix
267. Nothing im happy with the course im taking its very organized
268. Nothing really.
269. nothing really; i enjoyed the class
270. nothing so far
271. nothing thus far.
272. nothing!
273. Nothing!
274. nothing! I've enjoyed having the options of on campus or online courses and I've learned from both of them equally thus far
275. Nothing, but registering for online classes was a complete pain! There is no option to search for only online classes which makes it take forever. Seriously, please change that set up
276. Nothing, everything worked out better than I thought it would have.
277. Nothing, I would add video lectures.
278. Nothing, it was an effective learning method for me.
279. Nothing, it works out great for me
280. Nothing, it's very flexible and aids me in my busy schedule
281. Nothing, more courses should be offered.
282. Nothing, the City College COMS *** online course, Professor *** teaches, is very well organized, easy to follow and teaches a lot of valuable information.
283. nothing, the course was great.
284. nothing.
285. nothing.
286. Nothing.

287. Nothing.
288. Nothing.
289. Nothing.
290. Nothing.
291. Nothing.
292. Nothing.
293. Nothing.
294. Nothing.
295. Nothing.
296. Nothing.
297. Nothing.
298. Nothing.
299. Nothing.
300. Nothing. Great structure.
301. Nothing. I loved it!
302. Nothing. I think that it was a wonderful course.
303. Nothing. It has been a *Godsent for me
304. Nothing; I think it was conducted in a very positive and satisfactory way.
305. One of my previous courses was self-paced. This makes it harder to stay on track.
306. organized better
307. perhaps an online webinar once a week, to hear feedback from instructor about process and progress.
308. Perhaps more projects that are whole projects as opposed to assignments that focus on one aspect of the course.
309. Personalized lectures made by the instructor.
310. Posting assignments where just the teache can see and not all students unless it's a discussion
311. Provide more online classes
312. quicker responce time
313. Quickler replay from the instructor. Less lenty exam. Exam should be on the every other week or once a month basis.
314. quiker response to grading
315. Really just more engaging with instructor.
316. Show me an example"" and ""help me solve the problem"" needs to be exactly step by step so we can understand where you got answers
317. Some instructor just need to be more specific about assignments and what not. Other than that nothing.
318. some of the courses were too time consuming. I definitely would like to change that.
319. Some teachers don't allow late work. If I could change anything it would be that all teachers allow a grace period.
320. Sometime it crashes, even when i use firefox, Not sure why. Free apps would also be nice. :)
321. Sometimes the professor wasn't clear on why I'd get marked down in discussion posts even after I asked
322. sometimes the syllabus and the information on line do not match. Instructors not updating with correct semester dates, and how to use their files
323. Speakers turned on on computers for disabled in LRC so that use of video instruction can be implemented and heard
324. Stay consistent with the Syllabus.
325. Sticking with the deadlines, or other information, given in the syllabus so as to stay consistent and avoid unnecessary inconveniences. If not a new syllabus should be distributed before the withdrawl date
326. Stop having more than 1 website to log in to for the 1 class. Many teachers seem to use multiple sites, one even created his own and had us log in to 2 of his self created sites.
327. study in my way
328. teachers prepare you more for tests.

329. Teachers response
330. Teacher's response to questions time.
331. teaching response time
332. that you have to score 60% or above on final tsken on campus. I have become accustomed to using my notes during quizes and then suddenly I am unable to use any notes or study guides
333. The ability to retake exams, especially when experiencing technical difficulty.
334. The amount of information in Poli Sci is way to much to put into one semester.
335. the amount of time the instructor will give when he post a test or homework and when it is to be turned in. In the past with online courses I did not have a 2 day time limit as to when I took a test it was at my pace because i dont go on line everyday to check to see if the instructor has posted something this was a big disappointment i had with this online course this semester.
336. the amount of work
337. the book reading we did .i would maybe pick a more interesting book.
338. The books seem to cost more for online courses, it would be nice if they were less. It would also be nice to have a picture of the instructor as to put a face to a name. It's nice to have that human connection even online.
339. The course was adequate
340. The exams in my math course to be more like the homework. She changes the formulas up a little and I did not have this problem on my online statistics course.
341. the graph, in mathematics
342. The instructor
343. The instructor and they amount of interest he puts into his student's success. If it is an online course, we should have an all online class including the final.
344. the instructor does not exactly follow the syllabus, instructions are not clear, and he does takes weeks to respond to students for even basic questions
345. the instructor was TOO specific...even to the smallest detail...in 5 years of college i have NEVER had a 14 page syllabus.
346. The instructor, the planning, the old text, the exams. Pretty much everything. I hate to sound negative but please look at the student comments for RE *** both current and previous. The course, unlike the others I have taken before, was very poor.
347. The instructor.
348. The instructor. Some teachers are not as effective teaching an online class. I have taken several other online courses a few years ago and had very positive experiences because the instructor was organized and responded to email. Those are the two most crucial aspects of online teaching. Blackboard is a great tool if you know how to use it.
349. The instructor. The coursework is easy, read the book, watch the videos, take notes. On more than one occassion i have contacted the instructor due to postings that he announced were up (quizzes and or videos) that i could not gain access to. On 2 occassions he responded too late for me to complete the assignment and refused to extend the deadline. The first occassion brought my A down to a B and the second threatened to take me down to a C. Luckily the second time enough students complained that he extended the deadline but again since he responded so late i received his email at 10pm on a Sunday, watched the 2 hr video, spent 30 min completing the quiz and when i pressed submit he had removed it as of midnight, 30 min prior... I emailed the answers and he accepted 'this time' as he was extending the due date for other students anyways however i was up until 1245am and had work at 7am. I hardly count this as working around my work schedule...
350. the instructors answering questions in a timely matter cause sometimes they do not so we can complete as assisgnment that is due and we end up not being able to turn it in
351. The instructors grading out assignments. It still has yet to be done and we are a walk and a half away from the end of the semester
352. the lack of true comment on discussion
353. The layout is pretty plain but easy to access. Maybe a new web design would help it become more appealing.

354. The messaging system, which doesn't tell you when you have a message. I found that to be annoying because the professor would respond, but there was no way of knowing you had a message. In the future maybe a message can be sent to the students regular email informing them they have an email in blackboard, I believe that would be more helpful.
355. The only thing I would change about the course is access to instructors. Sometimes instructors take a long time responding. Other than that I don't think there is much I would change. At least as of now.
356. The pace and amount of information to cover in some online courses. Remember most students have more than two classes and just because it's online doesn't mean we have more time than in the classroom. Needs to be more compareable to the classroom setting.
357. The page layout
358. The professor didn't answer students' questions on the discussion board. Some of the test questions were not addressed in the textbook or the notes, making them nearly impossible to answer correctly.
359. The professor just needs to make sure that the due dates on assignments are the same as on the syllabus.
360. The professor.
361. The Proffesor
362. The reponse time on questions
363. The teacher need to be more active. There are the time i can not find help at all in 2 days. The TA is bad. No respose or answer from her at all
364. The teacher was awful. It took two weeks for her to respond to me, even though I contacted her 3 times about it. When she finally did respond, her response was rude.
365. The teacher was horrible and never uploaded grades until the very end
366. The teacher would be more responsive to emails and/or discussion board postings. When participating in an online course, it's difficult to complete assignments when instructors don't respond to emails or have delays of several days before responding via discussion board.
367. The textbook
368. The workload..too much for people who work full time
369. There is no nothing I would change
370. There is nothing I can even think of that needs changing. I am taking multiple online classes this spring due to my great experience with the one class I took during the fall.
371. There is nothing I would change at this time.
372. There is nothing that comes to mind that I feel necessary to change.
373. There were discrepancies (dates and total points) in the syllabus and the instructor seemed irritated whenever contacted.
374. This course uses two ebooks and it is very time consuming! The teacher can take weeks to respond.
375. This has been the perfect online course. You should use Professor *** as an example for other online professors, especially in terms of instructor feedback to students (which in most of my other online classes is or has been fairly non-existent.)
376. Time for final
377. timing that you should be on
378. To be able to take it in person, that is all.
379. To be given the option of either working on your own, or if the person prefers to be able to meet in a classroom environment. I would prefer learning when I am around other people. Having the professor, or their assistant available to answer your questions is more preferable.
380. To lower the textbook price for this class. Especially when you have student is not on financial aid or any other resources on campus.
381. Too much hard info, not many help
382. Turn on homework at any time.
383. Unsure. I haven't had enough exposure to the online environment to truly grasp its usefulness.
384. Update to class calendar

385. Usually in class u get the opportunity to see your test what you missed some of the online courses don't allow you to see what you did wrong thus leaving you unable to learn from your errors
386. weekly quizzes, or every-other-week quiz on the material that was covered for that week. And then quiz/test worth more points periodically throughout the semester.
387. Well, I cant learn online, so this will be the last course I take online, because I was unable to take it seriously and there was not a set schedule, which is what I am used to. I prefeer learning in a class room, where there is a set time to go to class.
388. What course? I have three. Some where really good one not good at all.
389. What I would change is the appointment time for registration class for the next semesters. By the time I can register to new online classes, almost all of them are already closed!
390. What i would change is the h.w. Sometimes taking an online course can be hard because teachers leave a lot of h.w. and it's tough to complete when we have other classes that also require h.w.
391. What i would change the corse would be have a schedule what to do and when its due
392. wish there is more of a community within this class
393. Word processing software; instructors should have not just the most up-to-date software to view students' word documents, but they should also have several of the other prominent, commonly found programs, including Microsoft Works, Wordpad, and many others. In essence, instructors should be given ALL of the tools that they need to view and properly evaluate students' work.