



Miramar College 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 Miramar College 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 Miramar College 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 Miramar College 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 Miramar College totaled 3,515 students. Approximately one percent of the students supplied a shared email address, an invalid email address, or no email address and were excluded. Approximately one percent of the students had previously opted out of receiving future surveys and were also excluded. Of the 3,435 surveys that were sent to students, 472 surveys were returned, yielding a 14% response rate. The response rate does not provide statistical representativeness of the population of online students served within Miramar College. However, it is higher than previous years (13% in 2011, 12% in 2010, and 9% in 2009).

- The majority of students who responded reported their course(s) as fully online (76%; see Table 1).
- Approximately half of the respondents were below the age of 30 (53%) and approximately two-thirds were female (66%; see Tables 2 and 3).
- The largest proportion reported their ethnicity as White (46%), 17% were Asian/Pacific Islander, 17% were Latino, 7% were African American, and 7% were Filipino (see Table 4).

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

Highlight of the Findings

Student Preparation for Online Course

- The majority of students who responded to the 2012 survey had some college-level experience with online courses during the past two years: 68% had taken a course at SDCCD and 23% had taken a course at another college (see Tables 5 and 6). While the percentage of respondents who had recently taken a course at another college remained steady between 2010 and 2012 (23% in each year), the percentage of students who had recently taken an online course at SDCCD decreased from 72% to 68%.
- 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 felt they were helpful (59% and 64%, respectively; see Tables 8-9), and satisfaction with the Online Learning Readiness Assessment in particular decreased from 66% in 2010 to 59% in 2012.

Student Experience in Online Course

- Three-quarters of the respondents (76%) enrolled in one or two online courses during Fall 2012. Most students (96%) visited their online course(s) at least a few times a week, and notably, the percentage of students who spent four or more hours logged into their online course per week increased from 57% in 2010 to 62% in 2012 (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 or an intention to transfer to a four-year university (34% each; see Table 13).
- The top three reasons offered as the cause of students' online course withdrawal were: personal reasons (22%), that the course did not fit into their personal/work schedule (21%), and that the course was too time consuming (20%; see Table 14). Between 2010 and 2012, withdrawal due to course difficulty increased from 13% to 18%.

Technical Support

- Approximately three-quarters of the respondents in 2012 (76%) agreed that they had a positive experience using the online course tools (see Table 15); however, this constitutes somewhat of a decrease from 2010 (80%).
- Fifty-seven percent of the students who responded in 2012 felt they were able to obtain needed help from the 24/7 Blackboard Helpdesk; however, 22% felt they hadn't received the needed help, and 21% were unsure (see Table 16).

Classroom Support and Communication

- Most 2012 respondents (90%) referenced the course syllabus for information about course requirements (see Table 17).
- The majority of the 2012 respondents preferred a response to questions within 12 or 24 hours (22% and 48%, respectively; see Table 18). Among respondents with questions, 70% felt that their instructors responded within the timeframe stated in the course syllabus. However, among those students who responded neutrally (10%) or did not feel that their instructors responded in a timely fashion (21%), two out of three students (68%) 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 (71% and 72%, respectively); however, 19% of respondents rated communication with their instructors negatively in 2012 (see Tables 21 and 22). Satisfaction with classmate communication decreased from 2010 to 2012 (76% to 71%). The top method proposed as being effective for communicating with instructors was email (83%). Other popular methods of student-teacher communication were the announcements and discussion board (42% and 40%, respectively; see Table 23).

Perception of Online Learning and Future Services

- Three-quarters of the 2012 respondents felt that the online format was an effective way to learn (75%; down from 79% in 2010) and that the number of students in the course was appropriate (74%; see Tables 24 and 25).
- The majority of the 2012 respondents (69%) would take another online course rather than a traditional on-campus course if given the choice; however, some respondents (18%) felt it would be unlikely that they would take another online course over a traditional on-campus course (see Table 26).

Survey Results

Student Profile

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

	Survey Respondents			General Online Population		
	N	%	Valid %	N	%	Valid %
Fully online only	352	75%	76%	2,814	80%	80%
Partially online only	72	15%	16%	512	15%	15%
Both fully online and partially online	38	8%	8%	189	5%	5%
Total	462	98%	100%	3,515	100%	100%
Unreported	10	2%				
Total	472	100%				

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

	Survey Respondents			General Online Population		
	N	%	Valid %	N	%	Valid %
Under 18	1	0%	0%	6	0%	0%
18 to 24	148	31%	33%	1,617	46%	46%
25 to 29	87	18%	20%	787	22%	22%
30 to 39	97	21%	22%	673	19%	19%
40 to 49	70	15%	16%	260	7%	7%
50 and above	42	9%	9%	172	5%	5%
Total	445	94%	100%	3,515	100%	100%
Unreported	27	6%	0%			
Total	472	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	150	32%	34%	1,642	47%	47%
Female	293	62%	66%	1,872	53%	53%
Total	443	94%	100%	3,514	100%	100%
Unreported	29	6%	0%	1	0%	
Total	472	100%	100%	3,515	100%	

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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	30	6%	7%	247	7%	7%
American Indian/Alaskan Native	0	0%	0%	12	0%	0%
Asian/Pacific Islander	73	15%	17%	495	14%	15%
Filipino	30	6%	7%	264	8%	8%
Latino	73	15%	17%	749	21%	22%
White	201	43%	46%	1,401	40%	41%
Other	33	7%	8%	219	6%	6%
Total	440	93%	100%	3,387	96%	100%
Unreported	32	7%	0%	128	4%	
Total	472	100%	100%	3,515	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	148	31%	31%
One	72	15%	15%
Two	61	13%	13%
Three	53	11%	11%
Four	39	8%	8%
Five	18	4%	4%
More than five	80	17%	17%
Total	471	100%	100%
Unreported	1	0%	
Total	472	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	362	77%	77%
One	32	7%	7%
Two	17	4%	4%
Three	18	4%	4%
Four	13	3%	3%
Five	2	0%	0%
More than five	25	5%	5%
Total	469	99%	100%
Unreported	3	1%	
Total	472	100%	

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

	N	%	Valid %
Strongly disagree	27	6%	6%
Disagree	38	8%	8%
Neither agree nor disagree	59	13%	13%
Agree	197	42%	44%
Strongly agree	129	27%	29%
Total	450	95%	100%
Not applicable/Unreported	22	5%	
Total	472	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	27	6%	12%
Unhelpful	13	3%	6%
Neither helpful nor unhelpful	52	11%	23%
Helpful	80	17%	36%
Very helpful	52	11%	23%
Total	224	47%	100%
Not applicable/Unreported	248	53%	
Total	472	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	27	6%	12%
Unhelpful	9	2%	4%
Neither helpful nor unhelpful	43	9%	20%
Helpful	78	17%	36%
Very helpful	61	13%	28%
Total	218	46%	100%
Not applicable/Unreported	254	54%	
Total	472	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	219	46%	47%
Two	134	28%	29%
Three	53	11%	11%
Four	44	9%	9%
Five	14	3%	3%
More than five	5	1%	1%
Total	469	99%	100%
Unreported	3	1%	
Total	472	100%	

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

	N	%	Valid %
Less than once a month	4	1%	1%
Once a month	1	0%	0%
A few times a month	14	3%	3%
A few times a week	233	49%	53%
Once every day	101	21%	23%
More than once a day	90	19%	20%
Total	443	94%	100%
Unreported	29	6%	
Total	472	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	35	7%	8%
2-3 hrs/week	134	28%	30%
4-5 hrs/week	137	29%	31%
6 or more hrs/week	137	29%	31%
Total	443	94%	100%
Unreported	29	6%	
Total	472	100%	

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Table 13. Why did you take this online course?

	N	%	Valid %
Apply toward AA/AS degree	149	32%	34%
Apply toward certificate	32	7%	7%
For career development	44	9%	10%
Needed the units	27	6%	6%
Personal enrichment	25	5%	6%
Transfer to a 4-year university	147	31%	34%
Other	10	2%	2%
Total	434	92%	100%
Unreported	38	8%	
Total	472	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
Personal reasons (health, family, etc.)	22	14%	22%
The course(s) did not fit into my personal/work schedule	21	14%	21%
The course(s) was too time consuming	20	13%	20%
The course(s) was too difficult	18	12%	18%
I did not need the course(s) (i.e. change of major, transferred, etc.)	16	10%	16%
There was not enough instructor feedback	13	8%	13%
I had technical difficulties with the computer/web	10	7%	10%
I prefer to take classes in person	8	5%	8%
The course(s) did not fit into my course schedule	6	4%	6%
Blackboard was too difficult/problematic	5	3%	5%
Other	14	9%	14%
Total	153	100%	156%

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	27	6%	6%
Disagree	43	9%	10%
Neither agree nor disagree	41	9%	9%
Agree	179	38%	40%
Strongly agree	160	34%	36%
Total	450	95%	100%
Not applicable/Unreported	22	5%	
Total	472	100%	

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

	N	%	Valid %
Very unhelpful	23	5%	14%
Unhelpful	14	3%	8%
Neither helpful nor unhelpful	36	8%	21%
Helpful	50	11%	29%
Very helpful	47	10%	28%
Total	170	36%	100%
Not applicable/Unreported	302	64%	
Total	472	100%	

Classroom Support and Communication

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

	N	%	Valid %
Strongly disagree	16	3%	4%
Disagree	9	2%	2%
Neither agree nor disagree	18	4%	4%
Agree	170	36%	38%
Strongly agree	233	49%	52%
Total	446	94%	100%
Not applicable/Unreported	26	6%	
Total	472	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	100	21%	22%
Up to 24 hours	218	46%	48%
Up to 2 days	98	21%	22%
Up to 3 days	17	4%	4%
Other	19	4%	4%
Total	452	96%	100%
Unreported	20	4%	
Total	472	100%	

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

	N	%	Valid %
Strongly disagree	54	11%	13%
Disagree	33	7%	8%
Neither agree nor disagree	42	9%	10%
Agree	147	31%	34%
Strongly agree	156	33%	36%
Total	432	92%	100%
Not applicable/Unreported	40	8%	
Total	472	100%	

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

	N	%	Valid %
No	86	18%	68%
Yes	41	9%	32%
Total	127	27%	100%
Not asked/Unreported	345	73%	
Total	472	100%	

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

	N	%	Valid %
Strongly disagree	24	5%	6%
Disagree	25	5%	6%
Neither agree nor disagree	76	16%	18%
Agree	173	37%	41%
Strongly agree	128	27%	30%
Total	426	90%	100%
Not applicable/Unreported	46	10%	
Total	472	100%	

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

	N	%	Valid %
Strongly disagree	35	7%	8%
Disagree	48	10%	11%
Neither agree nor disagree	44	9%	10%
Agree	141	30%	32%
Strongly agree	178	38%	40%
Total	446	94%	100%
Not applicable/Unreported	26	6%	
Total	472	100%	

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

	N	%	% of Cases
Email	374	35%	83%
Announcements	190	18%	42%
Discussion Board	178	16%	40%
Course Messages	154	14%	34%
Comments on Assignments	119	11%	26%
Chat/WebConference	42	4%	9%
Other	26	2%	6%
Total	1,083	100%	241%

Perception of Online Learning and Future Services

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

	N	%	Valid %
Strongly disagree	22	5%	5%
Disagree	35	7%	8%
Neither agree nor disagree	57	12%	13%
Agree	144	31%	32%
Strongly agree	191	40%	43%
Total	449	95%	100%
Not applicable/Unreported	23	5%	
Total	472	100%	

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

	N	%	Valid %
Strongly disagree	16	3%	4%
Disagree	13	3%	3%
Neither agree nor disagree	85	18%	20%
Agree	178	38%	42%
Strongly agree	136	29%	32%
Total	428	91%	100%
Not applicable/Unreported	44	9%	
Total	472	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	39	8%	9%
Unlikely	41	9%	9%
Neither likely nor unlikely	61	13%	13%
Likely	126	27%	28%
Very likely	185	39%	41%
Total	452	96%	100%
Unreported	20	4%	
Total	472	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 one 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 no meetings or exams on campus. Online courses are considered *Partially Online* if they have one or more meetings on campus.]**
 - Fully online only
 - Partially online only
 - Both fully online and partially online

2. How many online courses at the San Diego Community College District (City, Mesa, or Miramar Colleges) did you enroll in during Fall 2012?
 - 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 within the San Diego Community College District (City, Mesa, or Miramar Colleges) have you taken in the past two years before Fall 2012?
- None
 - One
 - Two
 - Three
 - Four
 - Five
 - More than five
5. How many online courses have you taken at other colleges outside of the SDCCD in the past two years before 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

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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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	If you attended a Blackboard orientation either online or on-campus, how helpful was it in preparing you to take an online course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	If you contacted the 24/7 Blackboard Helpdesk, how helpful was it in solving the issue?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate your **level of agreement**.

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

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. I did not log on soon enough and the professor dropped me
2. I have to drop two of them money reasonsf
3. I need to retake one of the courses on campus
4. I was dropped from one class by the instructor
5. Instructor was not friendly too
6. Instructor was rude
7. my instructor withdrew me from the course
8. structure of the class was not what i had in mind
9. The instructor was crazy disorganized.
10. the instructor withdrew me without my knowledge
11. the instructors dropped me in two online classes, one because it was partially online and started mid semester and the instructor NEVER sent out any info about having to meet ON campus for the first session, the other started mid semester and again sent out no notice either way ahead of time
12. To costly
13. too much from all classes at once, sleep would have not have been an option with the ammount of work from all classes

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

1. All of the above
2. As a prerequisite to a graduate program
3. AS degree and transfer to 4 year university
4. Associate Degree, Career Development, Personal enrichment and transfer to a 4 yr university
5. CPA ETHICS
6. I enjoy taking classes in my pajamas, while drinking beer and smoking cigars...
7. others were full
8. personal enrichment, certificate and extra degree
9. Prerequisite for nursing
10. Pre-requisites to apply for master's program

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

1. Ask fellow students and the tutoring center
2. books and Google
3. Campus office during office hours
4. class talk forum
5. counselors office
6. Cyber Board
7. Dean of students
8. Discussion board
9. discussion board
10. Discussion boards
11. discussion with classmates
12. Discussion board
13. email
14. email the instructor
15. E-mail the professor or classmates via blackboard.
16. Goigle
17. google
18. i am able to call the teacher in his/her office
19. I usually can find it on the internet or in the book. If not, other students will answer. The teacher is unresponsive to questions.
20. Internet
21. IT Lab or Appointment with Instructor
22. message the class, the other students are very helpful
23. my books or web companion site
24. office hours of the professor/at school
25. On-campus
26. other students
27. Other students
28. Other students, friends - teacher of little help
29. Post them on discussion group and hope another student knows the answer.
30. Professor's office
31. Q&A Discussion
32. school, online support
33. send my instructor an email.
34. Student Help
35. syllabus
36. That will be helpful if we can set a moniter system on Blackboard to observe the efficiency of the email replies of the instructors.
37. The PLace
38. The Place, or the Counselor's office depending on the nature of the question.
39. There is a section on the discussion board that allows students to ask question, usually other students offer help and answers to questions
40. tutoring centers, course textbooks
41. Using the chat system offered to talk with other students

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

OTHER SPECIFIED

1. but sometimes some instructors just not reply the email at all!
2. He doesn't communicate.
3. I attempted to communicate via email with the instructor and his responses did not correlatr to the issues.that I was having.
4. I wished they were used more frequently
5. in class or the lab
6. in one class my instructor will not reply to my emails at all but the other class is perfectly fine
7. In person
8. In person
9. More office hours
10. N/A
11. none
12. none for *** it takes her 2 weeks to respond
13. None of the above were very effective.
14. none really
15. None, response time is poor.
16. None... Asked serval time with no response email's.
17. NONE: The instructors do not respond to messages within a timely fashion.
18. One professor was COMPLETELY unresponsive to all emails sent via Blackboard or directly to her SDCCU address. Additionally she continually changed our deadlines, missed her own deadlines (regarding posting grades, assignment details, etc.) I am completely and utterly disappointed in her lack of professional and respect for her students!
19. phone access if necessary would be helpful
20. Setting Appointment
21. She was bad at replying
22. some instructors offer on campus office hours & phone contact information
23. Telephone
24. the instructor never responded to email or in the forum for any student
25. The instructors I've had do not communicate with students effectively, one used the discussion board to be condescending to students and another posted one time to answer one question and never again.
26. twitter

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. 2 business days. Instructors should not be required to respond on weekends.
2. ASAP
3. between 24 hrs and a day or two
4. Depending on the urgency of the question, a day or two.
5. Depending on info needed an immediate response may be required
6. Depends on the type of class. If the home work turn over is 1 week, 2 days is fine, If the home work turn over is twice a week 24 hours.
7. depends on urgency; if not urgent 2 days are ok
8. I have always have adequate response - but this instructor was not responsive the issues that I was having to the online lab
9. I understand that weekends and holidays are weekends and holidays for the instructor, as well. I've never had to wait longer than 24 hrs...
10. I would be willing to wait about a week, since he posts the assignments by unit. However, when we are about to take a test or finish an essay, I wish he would respond at all.
11. less that 6 hours
12. one week
13. right away
14. she never responded
15. Up to 24 hrs, but less before a big assignment is due
16. Up to 3 hours
17. Up to 8 hours, but less if response is necessary for an assignment or a test
18. With the problems going on with blackboard, within 24 hours. Otherwise 2 days would have been no problem.
19. within 24hrs would be nice on the weekdays...on the weekends I wouldnt expect any response but would be happy to get one.

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

1. 24/7 availability/access to blackboard to work assignments into to daily schedule much easier for full time workers.
2. Ability to complete course away from campus.
3. ability to work at own pace
4. able to access on my time, tutorials
5. Able to do the class any time
6. Able to do work from the comfort of my own home
7. Able to fit it into my work schedule.
8. Able to go on whenever I want
9. Able to make my own schedule.
10. Able to take the course off-site. Convenient
11. able to work during time i had available. Not restricted to just scheduled class time.
12. about work and family
13. access to course info and tests
14. Accessibility at all hours
15. all
16. all
17. all elements are valuable to me...especially the ability to study, interact, submit assignments and take tests from home so accommodate my work/personal schedule
18. All of it.
19. All worked well
20. Announcements and Assignments
21. Announcements and quizzes
22. Assignment information and dead lines
23. At my own pace.
24. Availability. Being able to work at my schedule.
25. Available when my schedule permits, to be able to move at my own pace as long as some deadlines are met. Few distractions, helps with test anxiety issues ...I can do my work regardless of where I am at the time.
26. Because I work full time and travel for my job, this was the only way I could take a course this semester.
27. Being able to access my course and work at my own schedule enables me to meet my employment requirements and continue my education goals
28. Being able to attend class at any time during the day, I like the flexibility of online classes
29. Being able to complete the work at my own pace. Not having to commute to campus Instructors that provide notes to assignments indicating any problems, not just giving you a grade.
30. Being able to do homework and logging on anytime at my convenience.
31. Being able to get assignments completed on my own time
32. Being able to go at your own pace
33. Being able to go to school and still care for my family. Being able to work at my own pace. Speeding through what I already knew and taking my time on that stuff I didn't
34. being able to learn the required material at my own time
35. Being able to make changes if an answer was incorrect.
36. Being able to reference study materials to make extra copies and having immediate access to the syllabus from anywhere.
37. being able to take a class that I needed that was full on campus
38. being able to turn in homework anytime day or night
39. Being able to work around my schedule.
40. Being able to work at my own pace and fit my study time around my jobs and family.
41. Being able to work from home and use BB on my own schedule.
42. Being able to work on assignments when it fits into my schedule.
43. being able to work whenever I could!

44. Being that it was online and blackboard
45. Blackboard was a very effective tool, and I was impressed by the multitude of services it provided.
46. Completing this on my own time.
47. convenience
48. convenience
49. convenience
50. convenience
51. convenience
52. Convenience while taking other courses
53. convenience, and does not hold me from attending other courses at same time.
54. convenience. I could log on and learn material at my own time
55. Depends entirely on the instructor. For example, one instructor provided outside links which further outlined topics discussed in the class. While another instructor only included links to the textbook's material.
56. Directness and structure
57. discussion and test
58. discussion board
59. discussion board and assessment
60. discussion board, helps to communicate with other students
61. Discussion boards
62. Discussions board
63. Do it on my own time
64. Due dates of assignments, chapter tests, and exams. With this, I was able to work around my schedule.
65. Ease of access, flexibility so it fits my schedule
66. Ease of use of discussion board and classmate messaging. Also the ability to work ahead on quizzes and the mid-term.
67. Easy access
68. easy access to course content. Accessible on any computer with an internet connection.
69. Easy to navigate
70. everything
71. everything
72. everything
73. everything
74. everything, the whole concept was good.
75. Exams
76. Fitting into my schedule since I work full time, giving me ability to be home in the evenings.
77. Flexability
78. flexible time
79. Flexibility
80. Flexibility
81. Flexibility
82. Flexibility
83. Flexibility
84. flexibility
85. Flexibility
86. Flexibility
87. Flexibility - Less pressure - Ability to relax at home - More self-paced than face-to-face courses - Organization - "My Grades" keeps track of assignment scores nicely
88. Flexibility and able to stay home to same time and money as well as wear and tear on car.
89. Flexibility coinciding with work schedules and other
90. flexibility in time,can log in any time of the day,no driving involved
91. Flexibility of log-in and completion of course work.

92. Flexibility of schedule and when to complete assignments
93. Flexibility of schedule during the week.
94. flexibility of schedule, no driving, no set class attendance time
95. flexibility of time
96. Flexibility of time
97. flexibility of work schedule, not having to go on campus during school construction.
98. flexibility scheduling
99. Flexibility to complete the work, and having access to assignments that were due in the future.
When there was spare time I could get future projects out of the way so that if I had a time crunch with work, school would be taken care of. It is an amazing program that you have made available, thank you, I hope that more people will take advantage of this opportunity.
100. flexibility to do schoolwork on my own schedule and not have to sit in class (I work full time)
101. flexibility with time and schedule
102. Flexibility. I like to work on coursework when I have the time.
103. Flexibility. I work full time & find it hard to synch classes w work. On-line courses enable me to work on hw when I can (even tho I'm often behind). I also have low vision & like being able to increase font size & go at a slower pace.
104. flexibility: when and how long dedicate time to learn a topic, and also the way to learn; since all classes are basically rushing through the units of a book, without very little time for discussing and reflecting, I see no benefit to go to a classroom. it safes time to read on my own and doing the homework right away.
105. Flexible
106. Flexible and student self-paced
107. Flexible hours
108. Flexible schedule
109. Flexible schedule
110. Flexible schedule
111. Flexible schedule
112. flexible time
113. Flexible time, I can go at my pace, and I'm not distracted by classmates.
114. Flexible times and weekend deadlines
115. Flexible timing
116. flexible timing and no commuting.
117. Flexility
118. Forced me to read the book and do assignments.
119. Free up physical in-class time.
120. freedom to control my time and no driving of the car.
121. Freedom to login anywhere, not driving to class, flexible.
122. Freedom to work from home
123. Go at own pace, at any time of day or night, regardless of whether I have childcare!
124. Having notes for quizzes
125. I believe it can be very convenient once you master, or get use to taking courses on line, this was the first time for me, I had not taken courses at school in 8 years, I had some correspondence courses over the years, I'm not of the generation, that had computers in school, this was new to me.
126. I can continue to have degree when I work because the face to face on campus courses conflict with my work schedule
127. I can do my assignments from home on a flexible schedule.
128. I could do it on my own time and it made my schedule flexible
129. I could do most of the work at a time convenient for me.
130. i could do the online work whenever i had time to do it during the day.
131. I could study at my own pace and timeline.
132. I did not have to waste gas taking a class & still learned the same amount.
133. I do not use the Blackboard class very often. All of our material is in MyAccounting Lab.

134. I dont have to attend class
135. I don't live in the area. The program I am in is not offered locally, so taking it online saves commute time.
136. I enjoyed the freedom to work early in the mornings and when I didn't have to work or deal with family responsibilites.
137. i enjoyed the information i learned in the course, but instructor was completely worthless.
138. I found it easier better that the course isn't crammed into a time limit. We are given a few days to get some tasks done, also it requires self-motivation to complete the class.
139. I had access to everything I needed
140. I had the flexibility to log in and submit assignments etc.
141. I have learned a lot about how to create a Powerpoint Presentation, along with creating a company document with letterhead that I have designed. Being able to continue my quest for an AA while working full-time has become more tangible since the online classes have become available. I prefer face to face, but I am so happy that I don't have to rush from work to school all the time.
142. I have valued my professor's attentiveness to responding to e-mails.
143. I like being able to take classes online when I feel that being on campus would not be a strong benefit to my education.
144. I like being able to upload things and knowing they won't be lost and same for downloading course work.
145. I like not having to go to class. I am the kind of person who is perfectly fine reading the text and understanding the material, and going to class involves the professor having to explain material to twenty other people when most of them probably get it already and he is really expanding on it for the benefit of the few. Also, working at my own pace (relatively speaking) is more flexible for my schedule.
146. I like taking classes online because I get to do the work when I can. It works well with my work schedule.
147. I like that we know exactly what is expected from us each week. *** does a straight forward layout. Its great to understand exactly what we need to finish
148. I like the fact that i was able to do the course in the comforts of my own home
149. I liked not having to speak in front of others. I am terribly shy so it helped not having to face others in person.
150. I liked taking an online class because of the flexible scheduling it allows. Also, the ability to give and receive feedback from every other student in the class is valuable. In a normal class, there isn't as much student/student interaction, and even when there is, the face to face social aspect can take away from actually learning/covering material. I like the fact that I can reach out to any student in the class without any social stigma blocking the pursuit of knowledge.
151. I liked the fact that I could attend classes at home, rather than having to speed off to some other location (school) straight from work.
152. I love online classes. I learn well online and I have two kids that I can do schoolwork on my time.
153. I love that it is centered around your work schedule and does not hinder your ability to find work with rigid schedules. I also like learning at the comfort of my home, in case transportation were an issue.
154. I needed the class that didn't interfere with other on campuscampus classes
155. I really enjoyed the online course pace and resources available on the blackboard home page (my institution)
156. I really liked mymathlab, it was very easy to use and the step by step solutions were invaluable when I was stuck on a problem.
157. i thought that this class was going to be like other classes I've taken but they were not
158. I was able to do my homework whenever I had the time. Posting homework to be turned in at a later date was very helpful.
159. I was able to do my work at my own pace.

160. I was able to get much more attention and feedback from teachers in the online format- in face to face classes they always seem to be distracted by the weaker students. Online classes force teachers to give each student equal time and attention.
161. I was able to learn the material on my own time without having to leave home.
162. I was able to use my time management skills and schedule my class so that it worked best with my dynamic work schedule.
163. I was able to work ahead in order to prepare my upcoming weeks which sometimes require distant training for military work. I enjoy the ability of having a flexible school schedule to work around my lifestyle.
164. I work full time and my schedule fluctuates depending on what phase of the show I'm working on is in; it's very important that I'm able to go to school and keep my job.
165. In a regular class there is a corp of students (25% of the class) that sits up front and does 90% of the talking and discussion. With this format we get to hear from everyone.
166. In past online courses the message/discussion boards have been useful as well as other tools available through blackboard.
167. It is online and convenient to do homework any time during the week
168. It was convenient.
169. It was nice that it was a partial online course, this allowed everyone to meet each other and talk about things in person not just online. It was also nice that you could do all the work from home and at whatever time fits you best.
170. It was offered vs not
171. It was very time convenient, and I loved not having to leave my house to learn.
172. It's very convinient for me especialy I have kids to take care I can do my assignments anytimeI want
173. knowing what's expected of us throughout the semester. -Weekly exercises to better understand the material (practice quizzes, key word reviews, examples)
174. Learn at any hour, fits my schedule, saves. Gas, learn from anywhere. Has links to interactive supplements that enriched. My learning. Experience
175. learning on my own time frame
176. Learning style.
177. lectures tests
178. LIVE SESSIONS
179. Managing the class around my busy schedule
180. More convienent and fits well into my schedule as opposed to not making it to an on campus class and facing docked points/ possible drop. I know what exactly is due that week and what material is covered so I can plan the reading/assignments around my schedule to be completed on time.
181. My own time frame
182. MY PROF WAS EXTREMELY EFFICIENT AND HELPFUL. HE WAS VERY KIND, UNDERSTANDING, AND WAS VERY EFFICIENT WITH HIS COMPUTER REPOSSES.
183. My professor was very easy to get ahold of, and when I had difficulties with the course (software issues) she was very helpful and allowed me extra time to get the assignment done. Very helpful teacher that wants to see you learn ad succeed.
184. MyITLab Instructor clear instruction and positive communication.
185. N/A
186. n/a
187. N/A
188. N/A
189. n/a
190. no complaints
191. None
192. none
193. none
194. not attendance based

195. Not having to commute.
196. Not having to go to class.
197. Office Hours once a week through Blackboard
198. On my own time.
199. Once we found where the class syllabus was located (not on Blackboard) things went smoother. Instructors very fast response to emails. Again, once the class web page (syllabus) was located, it was the most valuable tool of the course.
200. one can do the homework and take test at any hour
201. Online access to Course Dates and Assignments
202. Online book, study giude
203. Online courses work best for me due to my work schedle.
204. Online resources like notes, videos, etc.
205. Open schedule
206. Organization, freedom of schedule, grades
207. Professor *** gives a ton of assignments that cross over from one area to another and it is a great way to learn - it takes more time that regular class and it is learning packed - I really enjoy it.
208. Providing Multimedia accesses. - Flexible hours - It is very convenient for senior citizens to be updated and to be adjusted their former knowledge; especially regarding the truth of History, Anthropology, and Archaeology.
209. quize
210. Saves time by not commuting, not looking for a parking spot, saves money by not buying parking permit and cost of gas. Flexible learning hours.
211. saving time
212. Saving time lost by commuting and sitting through lectures that one only goes to for attendance purposes.
213. Saving transportation, parking, etc costs. Convenience of working on my schedule...
214. schedule flexibility
215. self-pace
216. self-paced learning that fits around my schedule
217. Setting my own schedule to work on things.
218. Simple direct instructions
219. specific instructions on certain projects, the ability to save time and gas instead of having to hassle with parking and traffic to get there
220. Stay at home study
221. Study and learn at my own pace, in my own house
222. study plans
223. take class when i want where i want
224. textbook and online access code that comes with it. It able me to practice exercises. It help me understand and learn the subject well
225. that fact that I can work from home. I do like that but miss the interaction with student and teacher
226. That I am able to complete and turn in the assignment any time I need to in the time given so the online course is very flexible when it comes to my hectic schedule.
227. That I can study anytime I want since I am working full time
228. That I can take them at any time in any place so long as I have an internet connection. I also enjoy the independent study of the subject as it forces me to really consider the subject instead of just being handed the answers by professors.
229. that I can work on my own time
230. That I was able to do test at 11pm if I wanted to. I work 2 jobs and having this flexibility is critical!
231. that i was able to log in for the most part at my convenience.
232. That I was able to work at my own pace and at times that worked with my extremely busy schedule.

233. The 24 hour availability of the material meant I was able to access the information at my own convenience and was not too restricted when changes in my availability arose. I could easily adapt when and how I studied for the course as my other courses became more or less time consuming.
234. The ability to do the work from home while watching my child.
235. The ability to learn at my own time instead of structured class times.
236. The ability to review the tests immediately after taking them is very helpful in retaining information.
237. The ability to take the class, if I had to go into the classroom it wouldn't have fit into my schedule.
238. The ability to talk to any of my class mates
239. The ability to work around my work schedule as I work 40 hours a week
240. The ability to work on it whenever it was convenient
241. The accessibility, and how it fit into my time.
242. The assignments and discussions were great. I liked the extra credit assignments too.
243. The availability
244. The availability of time
245. The available help from students. Also the learning module was helpful.
246. the convenience
247. The convenience and a better learning structure for me.
248. The convenience of accessing the class during my schedule.
249. The convenience of it.
250. The convenience to do a class on your own time
251. The convenience would have to be the most valuable thing for me. The next is the ability to, for the most part, go on my own pace and have the instructor available for questions via email or discussion board (just not this semester).
252. the convenient to stay at home and learn.
253. the courses are available at all times and it fits around my work schedule.
254. the discussion board
255. the discussion part, online classmates basically gives you the enough information when you do not have understanding about a topic.
256. The ease of accessing information at different times of the day.
257. The extra time to allocate as needed.
258. the fact that I avoid the commute.
259. The fact that I could choose when I wanted to "go to class
260. The fact that it was online was very helpful as well as having classes available to complete my degree.
261. The fact that students did not have to go to campus for class.
262. The flexibility and time for logging.
263. The flexibility around my changing schedule. ease of use.
264. The flexibility of it.
265. The flexibility to do the coursework within my current schedule and commitments.
266. The flexibility.
267. The freedom of studying when it was good for me. And, the course materials were very helpful
268. The freedom to plan my own time out.
269. The freedom to work on my own timeline.
270. The grade section, being able to see what grades you have at any time of the semester is perfect. In order for this section to be valuable it needs to be updated on atleast every two weeks.
271. The instructor feedback and upcoming assignment alerts. I also preferred the file version of the exam and assignment key.
272. The instructor for one of my classes were very good. However, most of the instructors are that way.
273. The lack of time restrictions

274. The lecture material was very helpful, when you log on you can see when material is due prior to opening the course, being allowed to return to a test is very helpful because I have been in a situation at a coffee shop taking an exam an a coffee shop worker was trying to reset the internet which cut off my exam and at that time the professor had it where you could not go back in and I had only answered about 3 questions. I had studied hard for the exam and lost the opportunity to complete the exam. When I called blackboard for assistance they really could not assist me except email the professor and assign me a Reference number which I had already emailed the instructor. I found blackboard resolution not good and definitely not helpful.
275. the lectures were quick but still very informative and most of the readings were quite interesting
276. The listed assignments that were given to you in advance.
277. The methods of instruction and instructor participation and feedback
278. The most valuable element was being able to work at a pace that I could work at and at whatever time I wanted to work at.
279. The MyBizLab interactive lessons but the software had a lot of problems with not being able to log in or stay logged in. Once in it was great but getting in was very difficult
280. The online tools are an excellent supplement to the course program but certainly prefer the face to face on campus course. The problem is that sometimes you don't find enough on campus courses especially for working adults.
281. The quick response from the instructor. It made going through the lessons and homeworks more efficient.
282. the resources
283. the search on line and comparison the item are very valuable of this online course to me
284. The subject of this course was totally unfamiliar with me, so everything was valuable to me.
285. The syllabus
286. The syllabus
287. The syllabus and its ease of use in conjunction with course content
288. The syllabus, assessments, assignments, grades, etc.
289. The Teacher was organize and the Book and method was up there.
290. the teachers were given good reviews and the on campus teachers are the worst for the classes I needed. Also journalism *** is only offered online.
291. The testing method. Discussion board
292. The time course is offered
293. The time frame. Very helpful to do when you are busy with work and other things.
294. The time i have to complete assignments and i'm learning in my own paste.
295. the time in accessing it anytime
296. The time involved in the classroom would have been too much for my schedule, but I could sign onto the online one whenever was convenient (typically very late at night) ... Time and schedules were a huge factor to me. Also this particular instructor did an amazing job at having the course schedule lined up in the syllabus from day 1 so we knew exactly what was due, where and when... that was a HUGE plus for me.
297. The time is very flexible
298. The time saved transitioning from work to school to home was saved, so it is much more of a convenience.
299. the time that I can manage and the time span between due dates of homework/assignments
300. The time.
301. The way the instructor organize the assignment for us to do in order for us to understand the course was helpful.
302. The well organized syllabus of each course.
303. There was a video portion to my business class that would give real world examples of the coursework. It proved to be helpful and interesting.
304. Time and convenience
305. time flexibility. it is easier to do online classes and work at the same time
306. time flexibility
307. TIME FRAGILITY

- 308. time freedom
- 309. time is quite flexible
- 310. time management
- 311. Time management and priority setting for homework
- 312. time management and travel
- 313. Time management course-wise and business-wise.
- 314. time saving
- 315. Time, Ease of use, and the content.
- 316. Time.
- 317. Tutorials online
- 318. Very Convenient. Saved me alot of travel time and gas. My intensive work schedule made the online method essential to take college classes.
- 319. video tutorials are great
- 320. Work around my schedule
- 321. work around my work schedule
- 322. Work at my own pace
- 323. work at own pace
- 324. Worked with my schedule
- 325. Working at my own pace
- 326. Working at my own pace and at times that fit within my schedule.
- 327. working at my own speed and timeline
- 328. working on my class work at night and on the weekend. ease of use.
- 329. working on my own time, I currently carry 2 jobs and being a night owl and getting it done when the time is convenient for me has been the best perk.
- 330. Working on my own time.

Question 25: What would you change about the course?

1. Ability to make changes instantly. If a question has incorrect information in it, to be able to change the information.
2. About the course I took - I wish there was a ways to bypass the need to complete the busy with assignments if you score high enough on the chapter test.
3. Actual discussions with classmates
4. Add a writing assignment
5. Adding videos of lecturing.
6. allow more students to enroll in the class
7. Allow the course to be self-paced where I could work a few weeks ahead if necessary to keep with my own schedule.
8. *** calendar is somewhat hidden and disorganized. I think she should have a separate calendar just for her online class. We do not need to see when she is in her other classes. The whole thing is just confusing and it makes it difficult to understand when we have assignments due. She has very long reading requirements and journals however it takes months for her to grade because she gives all of her classes the same assignment. I think she shouldn't give this assignment if she can't grade and give it back in a timely manner.
9. Assignments should not be due on weekends
10. Assignments. Sometimes there are too many, which it is hard for who works.
11. Being able to pause a test and when you come back the time hasn't changed. As long as the test is completed by the end of the due date if paused.
12. Better communication with teacher.
13. Better communication with the instructor though email.
14. better explanation of how an online course works
15. Better outline for assignments and their due dates. Also, I submitted some assignments that the instructor did not receive.
16. Better Planned Assignment Due Dates. Such as a certain day for everything to be due every week.
17. Better questions for the assessments. More quick, accurate, and concise.
18. Blackboard isn't all that user friendly.
19. Blackboard kicked me offline while I was taking a test and 24/7 help never answered my phone call. My professor never emailed me about the issue so I received a 20% on a test I didn't even get to finish. I had only answered 14 questions out of 50. I would change the test format because I feel like I could have achieved a higher grade in this class. I feel like I was cheated out of a good grade due to the online test taking regulations. I am very upset I was never able to finish this test and I don't want this to happen to another student. This Professor
20. Blackboard, blackboard, blackboard. Ive heard too many discrepancies from multiple colleges that use this system.
21. Book and not use the publisher's website for homework. It was a horrible site.
22. certain classes should be mandatory to have on campus rather than online
23. Clearer module that shows due dates for assignments.
24. Communication about incoming assignments
25. Communication could be better.
26. Communication with the teacher is on and off. I would like for the teacher to post weekly announcements so students could keep on track with what is due.
27. Course homepage is already updated but needs more updating for next semester. Primarily, the link to the class website outside of Blackboard. Also, course books would have been very nice to know ahead of time. The school bookstore and website had no info prior to the class. Once the class started, you needed the link to the instructors website to find out which books were needed (both very outdated books), but the link was nowhere to be found on the course homepage. Several days INTO the course the instructor finally posted the link. I know some classmates got very discouraged over this and dropped the class. EVERYTHING is listed on the class syllabus including homework assignments.

28. Course was great! I enjoyed it
29. courses to use only blackboard for course work instead of integrating other online sites
30. detailed explanations and a clear and understandable quizzes and assignments
31. do small quizzes and have an online workbook instead of huge projects because it helps learn the material instead of playing catch up all the time
32. *** is very helpful.
33. Due dates.
34. encourage the instructors to put ALL the homework under one tab. In the first several weeks, I failed to look in all the designated tabs and missed an assignment and a quiz.. much to the negative for my overall grade.
35. English and speech
36. Faster response time from professors, better testing format
37. for the math *** i took, i wouldn't have so many types of things required for points. for example lessen the assignments, less test questions and or homework questions. i found them very time consuming. it felt like to much.
38. Forced participation in the discussion board aspect of a math course is unnecessary and often leaves students with incorrect answers to their questions. It actually slows the learning process in that I've spent a lot of time waiting for my professor to respond so I know if my classmate has given me the correct instructions (the majority of the time they haven't). Math isn't a subject where a student's opinion enriches the learning outcomes of other students like it would in a history, english, or philosophy class. The student is either correct or not. By forcing participation you end up with a lot of the wrong responses and I rarely see these students acknowledge that they have provided the wrong information (so they aren't learning from it either). Yes it is important to have a place to ask questions, but forcing students to do so is a waist of time. I usually find the correct way to find the answer on my own before another student is able to provide me with the proper instruction.
39. forward blackboard email to users personal email or at least notify them of a message
40. Get Pearson to fix their software and have the instructors be more consistent with the way they set up the blackboard class rooms. One instructor wants emails within the system vs one wants discussion board posts...one works with a calendar the other has an empty calendar and the other her own special calendar. One instructor has her own website to work on PLUS the book software sometimes and also the blackboard sometimes...is confusing. And there are too many places to get different types of online help. I watch what seemed like an endless amount of videos to get started and it was seriously information overload and very intimidating.
41. Great as it is.
42. Group Project is not working in online classes.
43. Group projects don't work well online. I would also change the layout of blackboard. Also teachers need to have assignments available at the beginning of the week, and not halfway through the week giving students less time, or messing up online student schedules.
44. Have more consistency among instructors
45. Have students have a chat session/conference with the instructor once a week -as if it was a lecture to cover material or to answer questions.
46. have the ability to send email alerts automatically when a homework or test hasn't been completed 12 hours before it is due.
47. Have the Tech people stop sending emails stating ""problem solved"" when nothing's solved; or even investigated...
48. Have the test and chapters in the correct date format
49. I believe that better communication can occur. I was able to actively participate in the class up to 2 weeks after the class was technically withdrawn, and at that point I was unable to reinstate myself.
50. I believe with a course you should be able to retake one test in the event f something going wrong with your computer.

51. I didn't know how to use Blackboard and it was tough to get accustomed too. I was hoping that there would be a lesson in class on the first or second day. I am still learning new things on it and I have been using it now for at least a year.
52. I didn't know what to do at first. When I registered, I didn't receive anything. I contacted the teacher and my first chapter was due in a couple days. I must have fallen through the cracks. Was not told to sign in to Blackboard until after I reached out to instructor
53. I didn't like that teacher kept changing deadlines of assignments. And deadlines were always weekdays at 5pm. If you work full time like I do, that meant I had less time to turn things in because I would have to turn it in the night before
54. I don't believe I would change anything about the course, one thing I would say is make sure you can access your work on the computer, I have a window vista and had micro soft office stored, I had a lot of problems with it, I found it difficult to access most of my syllabus from blackboard and also I was not able to access my midterm on line, 3 hour limit and 1.5 hours had passed before I could complete my midterm, so I had approximately 1.5 hour to complete.
55. I enjoyed it thoroughly. The instructor was in touch with us and very clear on expectations and requirements. Nothing!
56. I enjoyed the course. No changes necessary.
57. I felt that the teacher in this course had very involved material but then she would quiz us on things that she thought we just have assumed knowledge on. So even if I did all of the work, I would go to take the quiz and still only receive an average grade because she didn't ask questions directly from the work we were given. Or she would have us do an online activity that wasn't something you could save and would then ask you about specific numbers over two weeks later when you couldn't access the information and were never instructed to keep notes on that activity. I felt that she taught the course as though you were going to be a geology major and for a course that was only supposed to be an overview of different Earth Sciences, I felt it was too intense, which made it difficult to enjoy the course.
58. I hope the teacher would have responded in a timely manner to our questions.
59. I know it's difficult to grade many assignments with with 300 students but waiting for assignments to be graded for weeks at a time was pretty annoying
60. I learn well as a listener, so if the lectures could be recorded I could key in on the instructor and understand what they were trying to emphasize and so forth. With it being an online course, an instructor could record the lecture given in an on campus course (same class) and post it as a podcast. That would be VERY helpful.
61. I like just the way it is.
62. I like the instructors to use the calendar as much as possible for due dates
63. I suggest that the instructors (even though it's fully online course) they should keep in touch with students by simple commenting on the graded homework. Just a little thing to communicate every assignments
64. I tend to forget when assignments are due, it would be nice if blackboard would send us notifications the day things are due to remind us.
65. I think it would be helpful if there was a way to set up reminders 24 hrs before something is due. It was the first time I had taken online courses and it was really hard to remember and sched my time around 2 online courses
66. I think that I would not change anything, it was perfect.
67. I think that more students could be enrolled in online classes because many online students stop attending during the semester, leaving sometimes very few students in the class (one time only 10). Students should be warned much more about the commitment of online classes so that space in these classes isn't going to waste on non-participating students who thought it was going to be an easy class.
68. I think those doing Child dev. need to do this class ""The exceptional Child
69. I was expecting that it's more class even though its online, however, no explanation on the chapters, all I do is just read the textbook and take exams every week. This is first time taking online course at this district so I don't know all the classes are the same or not.

70. I was forced to use and pay for MyMathLab from Pearson education and got NO response or help from them..would rather use the Blackboard as I had with my prior online classes.
71. I would add more participation in discussions from the instructors. I would also change the way that instructors post their material in the Blackboard module requiring that the material they are posting clearly falls under the blackboard tabs. Most of my classes had material like the syllabus posted somewhere other than the syllabus tab.
72. I would add one optional meeting at the beginning of the course, to meet the instructor and fellow students.
73. I would change for fully online
74. I would change how long we had to turn things in
75. I would change nothing about the course
76. I would change the method of instruction. Instead of reading all text and then taking test after test to prove comprehension, I would like to have different formats such as video to make it more exciting and understandable. The text alone was not enough for me to understand the material so I started looking for explanations on youtube. Once I discovered that most of the subjects were covered in videos on youtube, I stopped reading the text and just watched youtube videos because it was a much faster and efficient way to deliver the material. As far as testing goes, I would change the number of questions required to pass each module. The number of hours I've spent taking tests for my math class is unreasonable for a 3 credit course. I could have taken a 3 credit in-person class on campus and spent 1/3 of the time on both instruction and homework.
77. I would definitely suggest picking instructors that can manage teaching an online course. The two I have now this semester do not know how to have an online presence (and one of them is a computer professor!!)
78. I would get rid of MyAccountingLab. It is very generic and doesn't match very well with the textbook. I believe my text book deal offered through MyLab was inferior. The textbook index for a large accounting textbook is tiny. The book examples and MyLab homework does not mesh with the homework and examples listed in the book.
79. I would have less students in the class so that the professor can get grades/feedback back to us more quickly
80. I would introduce a few hours of face -to-face with your teacher.
81. I would like an introduction from my teacher. Each teacher should have a video introduction so you can get to know him/her and what they expect from you as a student. It's hard to know what a teacher is looking for when the teacher is completely anonymous.
82. I would like it to add an actual visit to a facility with the instructor if possible.
83. I would like it to be a requirement to do an overview of the Blackboard prior to the start of the course. I would like to make sure that the chat works with the instructor prior to the course starting
84. I would like more personal feedback on the papers.
85. I would like the professor to communicate more. I never received a response to an email I had written to my professor.
86. I would like to be able to take quizzes from the Blackboard App.
87. I would like to see discussion boards available for all online courses. I believe the information and experiences of each student benefits everyone. This class offered no component that allowed students to interact with one another.
88. I would like to see more interaction with teachers utilizing the books resources such as Web sites or DVD's' issued in the text. I understand that this means more money out of my pocket, but if I am going to take an online class I want all the resources exhausted.
89. I would make all, or most, online courses self paced period. The main reason I enjoy online courses is because it offers independent study that can be scheduled around my other life commitments.
90. I would make the quizzes available all week instead of just the day of or only certain days of the week. I have to cram a lot into my weekend as I am slammed ALL WEEK at work...
91. I would not change anything.

92. I would not take this class online again if I had the opportunity to go back and wait to take it at the campus I would. There is just way to much homework to try to do and the instructor has really limited it because of time restrictions which make it almost impossible to complete in the time frame that she has set up. I would definitely not take this course again online with this instructor if I was given the chance to redo it and take it at the campus I would do that instead.
93. I would prefer the entire e-textbook. Only the last two chapters were given yet throughout we're references to previous chapters.
94. I would recommend reducing the amount of time we spend on the ""Learn Smart Study Modules"" which take up 45 minutes of time on each one.
95. I would reduce the grading time.
96. I would send out reminders for all the assignments and discussion a few days before they are due.
97. I would suggest more online availability and more classes offered. It would be nice to have them available, especially for students that have late registration dates
98. I would want more help from the instructor if help is needed.
99. I wouldn't change anything.
100. If in the process of uploading an assignment not to have the system drop you causing one to loose all data/assignment
101. If new textbooks are issued, please update the assignment pages on the site instead of only emailing each individual student the adjustments.
102. In this particular course, the instructor only gave until Saturday evening to complete any quiz or test (with the exception of the final). This makes things difficult for those who have a job or plans for the weekend. Also, homework was scheduled to be due the week of the test even though there was a quiz the weekend prior to that for the same chapters. That was pretty dumb. Also, the cyber cafe wasn't really used and class participation (commenting on other student posts) wasn't encouraged
103. In understanding that online classes are sometimes taken in order to better fit one's schedule, deadlines should be less strict and should, preferably, be self-paced
104. Install updates through possibly email about up coming assignment/tests
105. Instructor needs to respond to emails in a appropriate time frame. Just because it's online does not mean they can neglect the students taking the course.
106. Instructors need to respond to students in a timely manner.
107. Instructors on the class I am enrolled right now should make it easier to access some of the topic without going to a lot a clicking (subpart)
108. Instructors should post assignments on time, provide always feedback and post grades in a timely manner and not just before the midterm.
109. Is really hard to replace the on campus courses, but if there no other choices available on-line courses would be plan B. I like blackboard and both my writing lab and math lab. What I would change is the mandatory requirements that you must be at the lab at least 5 hours a week. The lab only offers Monday-Thursday 8am to 5pm which is very difficult for working adults to fulfill. Miramar college should consider opening the lab Monday through Saturday.
110. It seemed excellent I don't really see a need for changes.
111. It should only be eight weeks, as it's only a review of the same course I was required to take for two years during high school.
112. It was pretty difficult for a self-taught course
113. It worked well for me in the one I kept; the math one was just too hard to do online and I will take in class next semester.
114. It would be convenient if blackboard and mymathlab were somehow combined. I don't like having to login to two sites for my course. I would prefer it if the course announcements and the coursework were together. I found myself not logging into blackboard often enough so I would miss out on some announcements, however when the instructor would send announcements to my email I would always get them. There's no notification when an announcement is sent out on blackboard, I don't like that.

115. It would be nice if the textbook was offered at the library. The course relied heavily on the textbook and if you didn't have that book, it was quite difficult to understand the material.
116. less ""busy work"", and fairer grading. No cumulative final.
117. Less course work, more lecture based learning material.
118. less discussion boards
119. Less homework. Felt like busy work.
120. Lesser work because if people took online courses does not mean they do not have any other coursework to do.
121. Majority if my teachers were great. The one teacher I needed to talk to NEVER responded to emails and MYITLAB needs work.
122. Make a special section dedicated to contacting the instructor.
123. Make easier or give better instructions on how to download or access the text book web site material required
124. Make it easier to locate MyITLab exe. I have trouble finding MyIT Lab files. They don't work from my desktop shortcut. I usually search program & files in Win7 to get to the exe file.
125. Make the projects more challenging and varied
126. Math *** - I would change the feedback of the test scores to the same day, not have to wait till the test date is completed.
127. Matth shouldnt be taught online unless if it was well structure or partially in class too
128. More guidance as to what to study for tests. Study guides are really needed for online courses. Without in class lectures it is hard to know what an instructors focus is in a class.
129. More help from the professor when I have a question about the material, and also have the online class be more organized. It was a big headache to figure out the system for a couple of my classes in the beginning
130. More information prior to enrolling
131. more instructor feedback
132. More instructor feedback on quality of submissions, ways to improve, etc.
133. more instructor response to students questions to other students. Correct answer is in instructor's hands, not other students!!!!
134. More interaction with instructor
135. More learning videos on subject or power points.
136. More notifications on when assignments and tests are due; reminders.
137. more powerpoints or visuals
138. more professor interaction
139. More regular announcements or interactions with the professor.
140. more teacher interaction
141. more tools outside of the textbook to understand the material
142. More uniform between classes, some instructors put assignments under the assessments tab
143. my health teacher and his incapability to run an online class
144. my particular instructor should not be allowed to host online courses, he never once answered any questions in the forum, not did he ever answer any questions i had via e-mail
145. n/a
146. n/a
147. n/a
148. n/a
149. N/A
150. N/A
151. N/A
152. N/A
153. N/A
154. N/A
155. N/A
156. N/A
157. NA

- 158. Need more courses offered for criminal justice certificates and degree for online, please. :)
- 159. Need to change the instructor for BUSE *** (Prof. ***). Also the workload for online class is 100 times more than on campus class....not fair at all
- 160. Needs better screen displays that can update my calender and store My files. Like a locker
- 161. No change, perfect as is.
- 162. No group work
- 163. No in class finsl
- 164. no issues so far
- 165. No recommendations
- 166. NO THANKS
- 167. no.
- 168. none
- 169. none
- 170. none
- 171. None
- 172. not have two different methods of reviewing class material. Put all the course on blackboard and not half in one website and the other half in another.
- 173. not much
- 174. nothing
- 175. nothing
- 176. nothing
- 177. nothing
- 178. nothing
- 179. nothing
- 180. nothing
- 181. nothing
- 182. nothing
- 183. nothing
- 184. nothing
- 185. nothing
- 186. nothing
- 187. nothing
- 188. nothing
- 189. nothing
- 190. nothing
- 191. nothing
- 192. nothing
- 193. nothing
- 194. nothing
- 195. nothing
- 196. Nothing
- 197. Nothing
- 198. Nothing
- 199. Nothing
- 200. Nothing
- 201. Nothing
- 202. Nothing
- 203. Nothing
- 204. Nothing
- 205. Nothing
- 206. Nothing
- 207. Nothing
- 208. Nothing
- 209. Nothing

- 210. Nothing
- 211. Nothing
- 212. Nothing
- 213. Nothing
- 214. Nothing
- 215. Nothing
- 216. Nothing
- 217. Nothing
- 218. Nothing
- 219. NOTHING
- 220. Nothing - well maybe easier tests.
- 221. Nothing about the class i was in. A lot about other classes.
- 222. Nothing comes to mind
- 223. Nothing great class
- 224. Nothing i enjoyed the course.
- 225. Nothing I'm here to learn. Give me what you have so that I can be all that I can be. Just please make sure if I transfer to a 4 year university all of my online credits will be taken. I have worked very hard. I want to be pushed so I can stand alone on my own when the time calls for it.
- 226. nothing maybe adding more classes since are full all the time by the day of registration
- 227. Nothing!
- 228. Nothing, I enjoyed this course.
- 229. Nothing, is too much reading but that comes with every class whether is an online or on campus class.
- 230. Nothing, the course was fine, I just really like being in a classroom and am not fond of sitting in front of a computer.
- 231. nothing.
- 232. Nothing.
- 233. Nothing.
- 234. Nothing.
- 235. Nothing.
- 236. Nothing.
- 237. Nothing.
- 238. Nothing.
- 239. Nothing.
- 240. Nothing.
- 241. Nothing.
- 242. Nothing. I like the course just like it is
- 243. Nothing. It was very straightforward and detailed. I respect and appreciate that.
- 244. Nothing. It works for me
- 245. Nothing. The professor I have in this course is amazing. Now the English course I tried to take online was not ok the professor ha unrealistic expectations and ran it as if we were in a physical classroom.
- 246. Nothing... It worked for me
- 247. Offer more full online class for real estate, bank and finance major because half on line and face to face on campus course conflict with my work schedule
- 248. One course was fine - assignments were outlined in the syllabus while the other instructor had a vague description of the writing assignments in the syllabus, and had to be asked by the students to notify us of the details.
- 249. Online classes are harder on students as there are no lectures or notes. It is all reading the material and that is fine. But the instructors are not available for help, and in all of my experiences, the instructors are extremely inflexible with regards to assignments, and often do not respond to requests at all, or soon enough for the answers to be relevant.
- 250. participation would be optional not part of grade

251. Periodically a question went unanswered from the professor and therefore you have to use your common sense and do what you think is best because sometimes they are too busy to get to your questions in time.
252. Physical activities
253. Possibly more interaction between the Professor and students.
254. professor can add lectures to the online course to help students understand materials
255. Professor seems unable to respond to feedback; online professors should visit the site at least every 48 hours.
256. Professors' responding time
257. Providing more historical fictions and non-fictions for students would have a chance to compare and clarify them. The present and next generation of students would confirm the reality of historical roles that would not be afraid to be roasted alive circumstance.
258. Recorded lectures for students to go back and listen to
259. review some important questions from each chapter before taking the test and more notes and highlight important subject make a student able to understand each chapter in textbook also make student to ""replay and share croup ideas"" during online course.
260. Seemed well done to me!
261. Should have to provide some more study material for course. it is not enough just to tell one book .bcoz in online we need more clarification and some books not capable.
262. Sociology - the instructor is late on grading and does not respond to questions on the discussion board until way later. Economics - the instructor does not provide any helpful feedback on test grading. Seems disorganized at times and very unclear on what is expected of the students. Very frustrating to receive a lower grade because of an expectation not met. Also frustrating to not receive any feedback on why points were deducted for an answer. Although the instructor promptly answers questions through email only, it seems like the student has to keep reaching out to the instructor instead of the instructor giving clear instructions. Will be very disappointed to receive a lower grade at the end of the course because the instructor lacked in feedback and instructions.
263. Some information should be announced to avoid e-mailing the professor as often. This could also help clear up any confusion about assignments.
264. Some of the teachers i feel give even more work because of the online fact. But when all teachers do this it makes the amount of homework massive very hard to complete.
265. 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.
266. structure
267. Tests should be made in consideration of the fact that it is online. Just because it is online does not mean that the test time should be short. Some instructors seem to think you need less time in case students copy off of the book but that is not the case sometimes.
268. that the assessments be given ample time to complete. internet connections are sometimes slow and short time limits add a stress that is unnecessary ... taking timed tests is sometimes applicable, but keyboard/typing efficiency is about the only course I could imagine that the amount of time taken has any bearing.
269. the 60 discussion board posts on only 6 different topics i think its a little excessive. when i would read other peoples posts i felt like there were a lot of repeats and rewording of what someone already said.
270. The 8 week courses I would have 2 chapters every week and give 7 days to complete both chapters. My current 8 week ourse is a chapter every 3/4 days. My work schedule makes it difficult to set the time aside to really get a grasp on the material.
271. The classes need to have more flexibility since I lost my father in law and had my car stolen in the same week and was not able to retake of test or assignment. Also, the time to take the assignment are base in a perfect world but sometimes my internet was very slow and it took more time to change every question which affected my performance and it is going to affect my grade since I was not able to finish the assignment in a time manner.
272. The communication between instructor and student.

273. The content should be easy to understand
274. The cost
275. The course is fine; I see no need for change. The material is interesting, the instructor is pleasant and knowledgeable, and the work is appropriate to the material; I just learn better in a face-to-face setting.
276. THE COURSE WAS FINE, IT WAS ME WHO ALMOST HAD A NERVOUS BREAK DUE TO THE NONSTOP DEMANDS IN A SHORT PERIOD OF TIME
277. The course was well designed and I do appreciate the opportunity to log on to the exam because as above sometime you never know when the internet service will have interruptions.
278. The difficulty of the test. Some classes teachers are giving test that irrelevant from the textbook. As I spoke to other guys in my class they said they had the same problems.
279. The Discussion section...when a student responds to another student's post, the receiving student should be made aware. Instead you have to try and remember who and where you made a response and search to see what was written to you. That applies to all online courses...this particular course was very interesting and I would not change a thing. I thoroughly enjoyed it.
280. The due dates, giving a clearer option to find out what is needed for the instructor, and the date lkins. Having a section with all the tasks to accomplish, and with the dates to submitted them.
281. The fact that you have to come to campus for math tests is extremely hard for students who actually work
282. The homework is way too lengthy. The exams are 6 hours and too difficult for a 100 level course. This course requires too much time.
283. The instructor feedback
284. the instructor had too many direction in different locations on the site. ie: go to ""course context"" to find out etc, but for complete instructions, check your email or the syllabus... it got too confsuing.
285. the instructor should time what a poor perfomance
286. The instructor! Bad attitude, un-helpful, antagonistic. Frankly I could have just purchased the book and done the exercises and gotten just as much out of the course. Terrible instructor!!!!!!
287. the instructors who dropped me from the class for not attending the first class should have sent an email out first, even a general one, since one of the classes was partially online and both met mid semester, Not giving out a general reminder BEFORE the first meeting was a huge problem since its hard to keep track of with multiple different start dates.
288. The labs did not work well, were not user friendly, did not correlate with the text book, had hidden fees and was too expensive. The language usage was arcane and switched between common accounting terms and accounting terms that were used in the past. This can be very confusing for people that don't have any experience in accounting terminology. I would be more selective on the online lab that I would select.
289. The level of difficulty on the tests... Or maybe more written assignments to make up for the low test grades... Because the prof. figured it was ""open book"" since it was online- the test questions were ridiculously confusing... I'm normally an A student, & I'm pretty sure I have a C in this class currently
290. The one thing I would change about my course is the lack of communication. The instructor doesn't talk to the students or respond to any emails. The entire class has found it frustrating to have no feedback or assistance from the instructor on questions we have.
291. The online elements including MyAccountingLab need to be improved greatly. It is unacceptable to pay for course material that often does not work or grade properly.
292. the online textbook made it more difficult to read. the myaccounting lab textbook had problems here and there, a physical book would have been better
293. The only complaint I would have is that sometimes the instructors took way to long to answer, it would be great if the responses were in a 24 hour period. I am not sure if that is possible but it would definitely improve the program. The other suggestion I would make is that for some classes would have assignments posted on the discussion board, some on the syllabus, and some would be in the weekly folders, ideally if all assignments were posted in one place, that way you don't have to constantly check multiple places to make sure you have everything. I am currently

working fulltime and beyond this program has made going back to school to finish my degree possible. Thank you to everyone that is a part of this program, over all my entire experience with Mira Mar has been wonderful other then the grouchy women in admissions everyone associated with the school has been amazing.

294. The organization
295. the period for exams should always include the Sunday.
296. The problem that i had was that ... There needs to be more online tutoring available for online students math classes. I was unable to make it to the tutoring center on campus for tutoring because of my schedule.
297. The set up, I felt that one of my professors had their assignments way too spread out and it was difficult to find all of her requirements sometimes. I think that everything should be restricted to one area on the black board
298. The teacher did not give good feedback. She took weeks to grade assignments. She was out of town 2 times during the semester and said she would be unavailble and for us to use our cyber board with classmates
299. The teacher is very unorganized and dates have been moved around in the class quite often. Not all material was available to be completed by the due date provided in the syllabus. The teacher takes weeks to return completed assignments.
300. The teacher was unresponsive, it was like he had a computer posting the assignment and announcements. He didn't moderate the discussion board (not that he needed to), but questions such as where the essay prompt was and what the tests were about were left unanswered for over two months, which is unacceptable.
301. The teachers course. It was confusing to go from one course that had all the information easy to access. And then go to another course and it was hard to find the information that you needed.
302. The teachers tests are outrageous! Nothing compared to quizzes and homework. One must really study long and hard in order to understand the different test format.
303. The test and quizzes
304. The time given for homework assignments due dates are too rushed for all the work that has to be done for each assignment as well as discussion board with fellow students; and it keeps me stressed...
305. The way the announcements are posted. Notifications for the due dates coming up.
306. There do no appear to be any standards in the way courses are presented on black board. Messages verses email. Some professors put course material under course content while others place it in a chapter format so it's a little hunting and pecking to find material early on. Its kinda like the cash machine some say OK while others say accept or yes you can figure it out but it would be nice to have standards.
307. There seem to be almost too much expected from us at first. I don't know if there were complaints from other students, but the requirements changed throughout the semester which made learning and understanding the material easier.
308. There was too much work and little amount of time doing it all at once because in the classroom, we don't do as much as online. The online course is more hectic and stressful because trying to beat the deadline for each assignment with just so many to do in 16 to 17 weeks.
309. This course was great. one thing I suggest though is to offer more HISTORY *** and *** classes, as I am tired of not being able to enroll and being stuck on waitlists
310. Time to get homework completed.
311. To spread out the due dates of tests fairly. Not make one test due every week, then have 3 test due in another week.
312. Treat it like an actual college course not a middle school one. I haven't been forced to do so much tedious repetition and menial useless busywork since junior high.
313. Video lectures with audio so you feel connected. Assigned online chat times with abiltity to ask questions. Teachers answering questions and not telling you to look it up on the internet. There was no instruction from teacher, only providing and grading assignments. No flexibility with class deadlines which were Sunday. Changing deadlines to Tuesday might give students a chance to get questions answered that came up during the weekend. Program the computer

system to send emails when grading or discussion board comment added. Reset the flag (per student) when they log on to look at grading/discussion board. I kept logging in to see if there were comments from students or instructor. The pace of the class was pretty intense with no rest, except during Thanksgiving break.

314. Well the courses adju *** and adju *** were extremely difficult but the other courses were very easy.
315. When taking time test the system would log you out and you can't take the test again until you call your professor
316. Wider windows to complete quizzes, etc. Limited to a couple days to complete quizzes or receive a 0 on it. Also, an accurately updated ""My Grades"" page so that due dates are actually of use, as well as the current grade.
317. Would give 2 tries for the quizzes and assignment uploads, rather than one, as we can have technical difficulties, which makes me procrastinate--- have to make sure 3 year old doesn't knock into my laptop and disconnect me from broadband!