All Colleges
Online Course Satisfaction
Survey Report
Fall 2014

Prepared by:
Office of Institutional Research and Planning

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Overview and Purpose

The purpose of this survey project is to collect additional information about students who took online courses in the Fall 2014 semester. This report was created to measure students' perceptions and opinions about elements involved in online courses such as preparation, experiences in the course, technical support, classroom support and communication, and students' perception of learning.

Methodology

Survey Population

To be eligible for the study, a student had to be enrolled in an online course at City College, Mesa College, Miramar College, or ECC in the Fall 2014 semester prior to the start of data collection in November. Students who dropped or never attended the course were excluded. Cancelled courses, open entry/exit courses, chemistry labs, and biology labs were also excluded.

Sample Design

The Online Course Satisfaction survey was administered to a random sample of students using a stratified random sampling procedure. The sample design is intended to provide representativeness and allow for generalizing the results to the entire student population. The students were stratified by college and then randomly selected. The targeted sample size was based on a 95% confidence level with a +/-6% confidence interval.

Implementation

A pre-notification email was sent to students by the District Office of Institutional Research and Planning prior to data collection informing them about the forthcoming online student satisfaction survey. Students then received an emailed survey invitation with a link to the online survey in November 2014. In an effort to increase survey response rates, three reminder emails with access to the survey were sent to students during the three week data collection. The Office of Online and Distributed Learning posted notifications to Blackboard to inform students about email invitations to the survey.

Instrumentation and Analytical Plan

The District Office of Institutional Research and Planning collaborated with the Dean of Online and Distributed Learning to develop the online course satisfaction survey in 2012. The 2012 survey instrument was employed in the Fall 2014 data collection. The survey instrument contained 28 items and took approximately five minutes for students to complete. A copy of the survey is provided in Appendix A.

Students were permitted to complete one survey for each college they were enrolled in. Therefore, while survey data for each college are unduplicated, data for all colleges may include duplicated records of individual students.

Analyses of demographic items in the Student Profile section include two comparison groups: the survey respondents and the general online student population; each of which are unduplicated. Note that the general online student population data were obtained from the SDCCD Information System. Also note that individual response categories may not total 100% due to rounding.

Results from this survey are grouped into five general dimensions:

    (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 SDCCD Online Course Satisfaction Survey reports (Spring 2011 and Fall 2012) are provided in the Highlight of Findings.

Student Profile

In Fall 2014, the General Online Population headcount at City College/ECC (4,111), Mesa College (5,573), and Miramar College (3,552) totaled 13,236 potential respondents. Less than one percent of the students supplied a shared email address or no email address and were excluded. In all, 7,000 students were sampled; of which approximately two percent had previously opted out of receiving future surveys. Of the 6,882 surveys that were sent to students, 847 surveys were completed, yielding a 12% response rate. This is similar to past response rates for this population of students. Of the 840 students who were targeted to survey in the sampling plan (City/ECC, 300; Mesa, 300; Miramar, 240), we reached 100% of the desired sample size. Therefore, this response sample provides statistical representativeness which allows for generalizing the results to the entire population of online students served within the credit colleges of San Diego Community College District.

The following is a profile of All College students (students are unduplicated; survey respondents n=809 and general online population N=11,116).

- City College/ECC students comprised 36% of all students who completed surveys, Mesa College students comprised 35%, and Miramar students comprised 29% of all students who completed surveys.

- The majority of students who responded reported their course(s) as fully online (72%).

- Over half of the online students who responded were below the age of 30 (54%) and 62% of students were female.

- Thirty-seven percent of the online students reported their ethnicity as White, 22% were Latino, 14% were Asian/Pacific Islander, 9% were African American, 5% were Filipino, 1% were American Indian/Alaskan Native, and 11% categorized themselves as 'Other' ethnicity.

Survey respondents varied in age, gender, and ethnicity, compared to the general online population. Respondents ages 40 and over and females were overrepresented compared to the general online population. Respondents ages 18 to 24, males, and Latinos were underrepresented compared to the general online population.

Highlight of the Findings

Student Preparation for Online Course

- The majority of students had some college-level experience with online courses during the past two years: 72% had taken a course at SDCCD (down from 73% in 2011 and up from 66% in 2012) and 25% had taken a course at another college.

- Most online students (75%) felt they had sufficient information about online course requirements prior to enrolling. However, fewer than two thirds of the students felt the Online Learning Readiness Assessment and Blackboard orientation were helpful (60% and 62%, respectively). Satisfaction with the assessment and the orientation decreased from 2011 (66% and 69%, respectively) to 2014 (60% and 62%, respectively).

Student Experience in Online Course

- Nearly three quarters of the students (73%) enrolled in one or two online courses during Fall 2014. Most of the students (54%) visited their online course(s) at least a few times a week, and close to two thirds of the students (65%) spent four or more hours logged into their online course per week.

- When asked the reason why they took their online course, students reported a desire to apply the course toward their AA/AS degree (33%) or an intention to transfer to a four-year university (33%).

- The most popular reasons offered as the cause of students' online course withdrawal were as follows: the course was too time consuming (23%), the course did not fit their personal/work schedule (23%), personal reasons (18%), and a preference for in-person classes (18%). Between 2011 and 2014, withdrawal due to personal reasons decreased (24% to 18%), and withdrawal due to students' personal/work schedule (16% to 23%) and preference for in-person classes increased (13% to 18%).

Technical Support

- Over three quarters of the students (78%) agreed that they had a positive experience using the online course tools. However, fewer than half of the students (49%) felt they were able to obtain help from the 24/7 Blackboard Helpdesk (down from 60% in 2011 and 53% in 2012).

Classroom Support and Communication

- Most online students (88%) referenced the course syllabus for information about course requirements. When asked if their instructor responded to their questions within the timeframe stated in the course syllabus, 69% of the online students agreed or strongly agreed. Among those who did not agree or responded neutrally (31%), 69% did not know where else to go for help with their questions. This is down from 71% in 2011 and up from 64% in 2012.

- Three out of four online students preferred that instructors respond to their questions within 12 hours (24%) or within 24 hours (52%).

- Most online students felt that they could communicate effectively with classmates (69%) and instructors (73%).

- The top methods of communication with instructors were email (80%), course messages (36%), the discussion board (36%), and announcements (35%). Between 2011 and 2014, students became less likely to select email (87% to 80%) and the discussion board (43% to 36%) as effective methods of student-instructor communication.

Perception of Online Learning and Future Services

- Many of the online students (69%) felt that the number of students in the course was appropriate (down from 76% in 2011 and 72% in 2012).

- Given the choice, more than half of the online students (61%) felt it would be likely that they would take another online course rather than a traditional on-campus course (down from 66% in 2011 and 2012). Moreover, three out of four online students (74%) felt that the online format was an effective way to learn.

Survey Results

Student Profile

Table 1. Distribution of online survey respondents and general online population by college.

	Survey Respondents		General Online Population	
	N	**%**	**N**	**%**
City College/ECC	305	36%	4,111	31%
Mesa College	299	35%	5,573	42%
Miramar College	243	29%	3,552	27%
Total	**847**	**100%**	**13,236**	**100%**

Note. Students are unduplicated by each college. Because students were asked to fill out a survey at each college attended, the unit of analysis here is the survey response itself, not the individual respondent.

Table 2. Online course types among survey respondents.

	Survey Respondents	
	N	**%**
Fully online only	577	72%
Partially online only	132	16%
Both fully online and partially online	95	12%
Subtotal	**804**	**100%**
Unreported	5	
Total	**809**	

Note. Students are unduplicated by all colleges.

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

	Survey Respondents		General Online Population	
	N	**%**	**N**	**%**
Under 18	4	1%	16	0%
18 to 24	240	32%	5,436	49%
25 to 29	161	21%	2,480	22%
30 to 39	161	21%	1,983	18%
40 to 49	98	13%	729	7%
50 and above	86	11%	472	4%
Subtotal	**750**	**100%**	**11,116**	**100%**
Unreported	59			
Total	**809**			

Note. Students are unduplicated by all colleges.

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

	Survey Respondents		General Online Population	
	N	**%**	**N**	**%**
Female	466	62%	6,346	57%
Male	286	38%	4,770	43%
Subtotal	**752**	**100%**	**11,116**	**100%**
Unreported	57			
Total	**809**			

Note. Students are unduplicated by all colleges.

Table 5. A comparison of ethnicity among survey respondents compared to the general online population.

	Survey Respondents		General Online Population	
	N	**%**	**N**	**%**
African American	67	9%	977	9%
American Indian/Alaskan Native	9	1%	36	0%
Asian/Pacific Islander	103	14%	1,234	11%
Filipino	36	5%	570	5%
Latino	165	22%	3,641	33%
White	277	37%	3,682	34%
Other	83	11%	743	7%
Subtotal	**740**	**100%**	**10,883**	**100%**
Unreported	69		233	
Total	**809**		**11,116**	

Note. Students are unduplicated by all colleges.

Student Preparation for Online Course

Table 6. How many online courses within the San Diego Community College District have you taken in the past two years before Fall 2014?

	N	**%**
None	235	28%
One	140	17%
Two	130	15%
Three	93	11%
Four	65	8%
Five	44	5%
More than five	133	16%
Subtotal	**840**	**100%**
Unreported	7	
Total	**847**	

Table 7. How many online courses have you taken at other colleges outside of the SDCCD in the past two years before Fall 2014?

	N	%
None	631	75%
One	61	7%
Two	50	6%
Three	18	2%
Four	23	3%
Five	8	1%
More than five	50	6%
Subtotal	**841**	**100%**
Unreported	6	
Total	**847**	

Table 8. I had enough information about online course requirements prior to enrolling.

	N	%
Strongly disagree	35	4%
Disagree	67	8%
Neither agree nor disagree	101	13%
Agree	323	41%
Strongly agree	266	34%
Subtotal	**792**	**100%**
Not applicable/Unreported	55	
Total	**847**	

Table 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?

	N	%
Very unhelpful	48	10%
Unhelpful	22	5%
Neither helpful nor unhelpful	116	25%
Helpful	146	32%
Very helpful	130	28%
Subtotal	**462**	**100%**
Not applicable/Unreported	385	
Total	**847**	

Table 10. If you attended a Blackboard orientation either online or on-campus, how helpful was it in preparing you to take an online course?

	N	%
Very unhelpful	44	10%
Unhelpful	17	4%
Neither helpful nor unhelpful	108	25%
Helpful	152	35%
Very helpful	119	27%
Subtotal	**440**	**100%**
Not applicable/Unreported	407	
Total	**847**	

Student Experience in Online Course

Table 11. How many online courses at the San Diego Community College District did you enroll in during Fall 2014?

	N	%
One	409	48%
Two	211	25%
Three	122	14%
Four	68	8%
Five	20	2%
More than five	15	2%
Subtotal	**845**	**100%**
Unreported	2	
Total	**847**	

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

	N	%
Less than once a month	14	2%
Once a month	2	0%
A few times a month	30	4%
A few times a week	441	54%
Once every day	187	23%
More than once a day	142	17%
Subtotal	**816**	**100%**
Unreported	31	
Total	**847**	

Table 13. On average, how many hours per week have you spent logged into this online course during the semester?

	N	%
Less than 2 hrs/week	56	7%
2-3 hrs/week	231	28%
4-5 hrs/week	260	32%
6 or more hrs/week	271	33%
Subtotal	**818**	**100%**
Unreported	29	
Total	**847**	

Table 14. Why did you take this online course?

	N	%
Apply toward AA/AS degree	265	33%
Apply toward certificate	48	6%
For career development	74	9%
Needed the units	60	8%
Personal enrichment	63	8%
Transfer to a 4-year university	261	33%
Other	22	3%
Subtotal	**793**	**100%**
Unreported	54	
Total	**847**	

Table 15. If you withdrew from any online classes you enrolled in for Fall 2014 please indicate the reason(s) why you withdrew.

	N	%
The course(s) was too time consuming	55	23%
The course(s) did not fit into my personal/work schedule	54	23%
Personal reasons (health, family, etc.)	42	18%
I prefer to take classes in person	42	18%
There was not enough instructor feedback	38	16%
The course(s) was too difficult	35	15%
I did not need the course(s) (i.e. change of major, transferred, etc.)	35	15%
I had technical difficulties with the computer/web	23	10%
Blackboard was too difficult/ problematic	14	6%
The course(s) did not fit into my course schedule	14	6%
Other	31	13%
Total	**383**	

Technical Support

Table 16. I have had a positive experience using the online course tools (such as, discussion board, class email, quizzes, calendar).

	N	%
Strongly disagree	47	6%
Disagree	58	7%
Neither agree nor disagree	74	9%
Agree	311	39%
Strongly agree	312	39%
Subtotal	**802**	**100%**
Not applicable/Unreported	45	
Total	**847**	

Table 17. If you contacted the 24/7 Blackboard Helpdesk, how helpful was it in solving the issue?

	N	%
Very unhelpful	39	13%
Unhelpful	21	7%
Neither helpful nor unhelpful	89	31%
Helpful	68	24%
Very helpful	72	25%
Subtotal	**289**	**100%**
Not applicable/Unreported	558	
Total	**847**	

Classroom Support and Communication

Table 18. I refer to the course syllabus for information about course requirements.

	N	%
Strongly disagree	25	3%
Disagree	19	2%
Neither agree nor disagree	50	6%
Agree	290	37%
Strongly agree	406	51%
Subtotal	**790**	**100%**
Not applicable/Unreported	57	
Total	**847**	

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

	N	%
Strongly disagree	107	14%
Disagree	44	6%
Neither agree nor disagree	87	11%
Agree	267	34%
Strongly agree	270	35%
Subtotal	**775**	**100%**
Not applicable/Unreported	72	
Total	**847**	

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

	N	%
No	161	69%
Yes	74	31%
Subtotal	**235**	**100%**
Not asked/Unreported	612	
Total	**847**	

Table 21. How much time do you feel is acceptable to wait before receiving a response from your instructor to your questions?

	N	%
Up to 12 hours	191	24%
Up to 24 hours	416	52%
Up to 2 days	157	19%
Up to 3 days	20	2%
Other	23	3%
Subtotal	**807**	**100%**
Unreported	40	
Total	**847**	

Table 22. I am able to communicate effectively with fellow students in this course.

	N	%
Strongly disagree	48	6%
Disagree	58	8%
Neither agree nor disagree	125	16%
Agree	277	36%
Strongly agree	252	33%
Subtotal	**760**	**100%**
Not applicable/Unreported	87	
Total	**847**	

Table 23. I am able to communicate effectively with my instructor in this course.

	N	%
Strongly disagree	56	7%
Disagree	66	8%
Neither agree nor disagree	94	12%
Agree	263	33%
Strongly agree	315	40%
Subtotal	**794**	**100%**
Not applicable/Unreported	53	
Total	**847**	

Table 24. Which methods do you find to be effective for communicating with your instructor?

	N	%
Email	640	80%
Course Messages	289	36%
Discussion Board	285	36%
Announcements	279	35%
Comments on Assignments	210	26%
Chat/WebConference	71	9%
Other	34	4%
Total	**1,808**	

Perception of Online Learning and Future Services

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

	N	%
Strongly disagree	19	3%
Disagree	13	2%
Neither agree nor disagree	193	26%
Agree	257	34%
Strongly agree	265	35%
Subtotal	**747**	**100%**
Not applicable/Unreported	100	
Total	**847**	

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	%
Very unlikely	87	11%
Unlikely	81	10%
Neither likely nor unlikely	148	19%
Likely	182	23%
Very likely	301	38%
Subtotal	**799**	**100%**
Unreported	48	
Total	**847**	

Table 27. The online format is an effective way for me to learn.

	N	%
Strongly disagree	51	6%
Disagree	47	6%
Neither agree nor disagree	108	14%
Agree	266	33%
Strongly agree	327	41%
Subtotal	**799**	**100%**
Not applicable/Unreported	48	
Total	**847**	

Appendix A: Survey Instrument

Online Course Student Satisfaction Survey -Fall 2014

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

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

1. If you were enrolled in any online courses at {Add in appropriate college: City College/ECC / Mesa College / Miramar College} in Fall 2014, please indicate if they were fully online, partially online, or both fully online and partially online courses**. [Online courses are considered *Fully Online* if they are 100% online with <u>no</u> meetings or exams on campus. Online courses are considered *Partially Online* if they have one or more meetings on campus.]**

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

2. How many online courses at the San Diego Community College District (City, Mesa, or Miramar Colleges) did you enroll in <u>during Fall 2014</u>?

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

3. If you withdrew from any online classes you enrolled in for Fall 2014 please indicate the reason(s) why you withdrew. **(Select all that apply)**

   > Blackboard was too difficult/problematic
   >
   > I did not need the course(s) (i.e. change of major, transferred, etc.)
   >
   > I had technical difficulties with the computer/web
   >
   > I prefer to take classes in person
   >
   > Personal reasons (health, family, etc.)
   >
   > The course(s) did not fit into my course schedule
   >
   > The course(s) did not fit into my personal/work schedule
   >
   > The course(s) was too difficult
   >
   > The course(s) was too time consuming
   >
   > There was not enough instructor feedback
   >
   > Other, please explain: _____

4. How many online courses <u>within</u> the San Diego Community College District (City, Mesa, or Miramar Colleges) have you taken in the past two years <u>before</u> Fall 2014?

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

5. How many online courses have you taken <u>at other colleges</u> outside of the SDCCD in the past two years <u>before</u> Fall 2014?

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

If you enrolled in more than one online course during Fall 2014, please answer the following questions based on your experience with the online course that is most representative of your overall experience at {Add in appropriate college: City College/ECC / Mesa College / Miramar College}.

6. Why did you take this online course?

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

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

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

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

        Less than once a month

        Once a month

        A few times a month

        A few times a week

        Once every day

        More than once a day

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

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

Please indicate your **level of agreement**.

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

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

       Strongly disagree

       Disagree

       Neither agree nor disagree

       Agree

       Strongly agree

       Not applicable

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

       No

       Yes, please specify where: _____

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

       Announcements

       Chat/WebConference

       Comments on assignments

       Discussion board

       Course Messages

       Email

       Other, please specify: _____

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

       Up to 12 hours

       Up to 24 hours

       Up to 2 days

       Up to 3 days

       Other, please specify: _____

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

       Very unlikely

       Unlikely

       Neither likely nor unlikely

       Likely

       Very likely

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

25. What would you change about the course?

Demographics (Optional)

26. What is your age?

        Under 18

        18 to 24

        25 to 29

        30 to 39

        40 to 49

        50 and above

27. Are you male or female?

        Male

        Female

28. What is your ethnic background?

        African American

        American Indian/Alaskan Native

        Asian/Pacific Islander

        Filipino

        Latino

        White

        Other

Thank you for taking the survey!

Appendix B: Student Comments

Question 3: If you withdrew from any online classes you enrolled in for Fall 2014 please indicate the reason(s) why you withdrew. OTHER SPECIFIED

1. Book store didn't have the book needed for the class. Was fallling behind with out the book.
2. Could not afford my books
3. Could not get the software materials which are not available at the bookstore
4. couldn't get the books i needed
5. Currently enrolled to much adware and malware and viruses
6. I already had 18 credits did not want to take more than that
7. I could not afford to buy the books so I withdrew from the classes
8. I could not get my book in time enough to keep up with the homework the instructor was already assigning.
9. I could not grasp the material on line.
10. I don't like Pearson Education. They are too rigid in expression(1/2 vs .5) and their website puts me to sleep. Aleks is a much superior product and allows you to demonstrate competency to avoid the time commitment of rote memorization. Pearson Education forces the issue regardless of how many answers you get correct consecutively. You can also spend 10 minutes on a problem only to have a small error in expression start you over from the beginning vs. partial credit in real life. I average 1.5 hours to complete a typical college math homework assignment via textbook and pencil and paper. MyMathLab/other pearson education products are targeted at people who require 200-300% more example problems to master a subject and as a result I waste a disproportionate amount of time tediously working through problems. It takes more work to pass a Pearson Education class without learning the subject than it does to master it, but the unlimited ""check answers"" with no reduction in credit make for a perverse incentive structure. The credit for a problem should be reduced to asymptotically approach 0 points with successive attempts. They don't do that because they know their software is too rigid to do so without causing outrage so instead they burn student homework time as a disposable commodity. ""Sapling Learning""(my chem*** online courseware) does a much better job of managing incentive structure, both Khan Academy and Aleks do a much better job of using student time efficiently by allowing them to escape additional problems via demonstration of mastery through multiple consecutive correct answers, and Khan Academy in particular does an incredible job of ""Gamification"" by breaking the problems down in to small bite sized pieces(this plus lack of deadlines makes it much more friendly for working students who can work in 10 minute chunks through the week equally well as people who like to knock stuff out in 8 hour chunks vs 1 hour a day) where the practice problems are done immediately after the relevant material has been explained in a 3-4 minute(average duration of pop music hit single/youtube video->modern young adult attention span <140 characters TLDR) and catering to millennial vanity by rewording EVERY SINGLE POSITIVE BEHAVIOR with pavlovian reinforcement/classical conditioning/positive reinforcement with little ""skill points"" and meaningless Avatar ""level ups"" in demonstrating MATH AWESOME SKILLZ and at a much more granular level. The Khan Academy website doesn't limit analytics to teachers or ""quarterly earnings reports"" style dry presentation, but instead gives CONSTANT progress monitoring in a very visual and graphic way. Watching Khan Academy videos feels like I'm playing WoW or Fallout 3... Aleks also does a really good job of this via their Pie Chart of course completion so that you can see the immediate tangible impact of every single investment of time and effort you make in the class. Pearson Eduction is garbage compared to Sapling, Aleks, or Khan Academy. It seems like it was written by a believer in the Prussian Education System in a complete vacuum from the cultural influences which have shaped REAL startups. That is why Pearson is successfully printing money with their ""access codes"". They have a marketing team which is as aggressive as Microsoft in capturing the educational market, and based on what I've seen happen to classes taught by classes previously uninfected by the Pearson Virus, I'm convinced it may even be a multi-level-marketing scheme where educators/teachers are sucked in via some sort of kickback or residual income(perhaps only in reduced grading effort) and possibly referral ""bonuses"" for convincing other teachers to get on the bandwagon. Pearson education is a pox on modern education universally

disliked by students because of it's 18th century approach to education using 21st century technologies. PEARSON EDUCATION IS BY FAR THE WORST ONLINE COURSE-WARE FRAMEWORK. IT TAKES ME 300

11. I felt that the Aleks program wasted too much time with repetition that is not analogous to a classroom envirnoment and led to frustration and slow progress

12. I got dropped because i did not meet the 8 hours requirement in one week, even though i COMPLETELY mad up for it the next week. The instructor did not even dignify with a reply to let me know why was it so strict when the course was a math refresher at your ""own"" pace, i guess it was a the instructor's pace, maybe you need to change the description of the course.

13. I took Economics online and I didn't keep up with the work because there was no deadline until the last day of school. I prefer deadlines throughout the semester that way it I must complete the work. Plus RE *** expected a paper each week and I'm taking the course so I can pass the RE license and broker exams. I believe it's the instructor's job to make sure I pass the exam not write papers that really don't matter to the RE licensee. I will gain experience at work. I want the instructor to get me ready for the exam and I notice that he is the only one teaching the course next semester so I'm disappointed I don't have choices.

14. I was struggling with some of my disabilities and reached out to my professors. In one professor opinion; I had ""basically dropped his class already."" He discouraged me from continuing the course. Despite only having missed 2,5 weeks of work and fact that he offered several opportunities for extra credit. He judged my intentions and will to learn. I was treated with contempt and felt humiliated.

15. Instructor *** dropped me ""involuntary withdrawal"" complaint filed through San Diego City College Student Services (Math ***). Dropped after two weeks even though I registered on MyMathLab and completed on assignment. Upon request for DSPS accommodation the next day he engaged in retaliatory action (Involuntary Withdrawal). Incompetent Instructor should not be allow to teach online (***)

16. It was also poorly organized.

17. it was difficult to keep track with when my other courses were on campus

18. not well organized

19. Originally I enrolled in Hist *** and Hist ***, but that was too much history for one semester.

20. please add more criminal justice classes!!!

21. professor was ***

22. Technical difficulties with my IT lab

23. The course consisted of simply doing mymathlab; that does not teach a student anything

24. The course structure did not fit

25. The instructor OVERWHELMED us with homework. Not giving us enough time to complete. When i asked him he said this was the kind of work i would get inside a classroom I felt he didnt care for our cituations I work and go to school . Online helps with the flexibility well usually, THIS PROFESSOR was not a nice and good one.

26. The instructor withdrew me the first week

27. The online classes are too difficult. But I am still attended the class. If I have time, I would like to take class in person.

28. The proffesor didn't care about it.

29. There was no structure. *** said you can turn in your homework on the last day of school and I need structure I like deadlines throughout the course plus he wanted us to write a paper every week. I am studying to take my RE license/broker I believe it's not necessary to write papers every week. The point of the class is to get us prepared to take the exam. We will learn more on the job.

30. Three of my four professors this semester have been extremely disappointing.

31. Too much group work. I take only classes to do at my own pace,not have to worry about the pace of others.

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

1. Apply toward AS AND Transfer to a 4-year university
2. As a prerequisite for med school
3. better for my work schedule
4. Enrolled in only one course.
5. Health reasons made on-campus classes difficult/impossible
6. Just had a baby, no time to go to school
7. My registration was so late and I couldnot find available classes .
8. n/a - only took 1 class
9. No other choice. The class was typed as a partially online course.
10. One Class
11. only class available
12. originally registered for on campus, but was canceled due to low enrollment; registered for online after
13. Other classes filled up
14. Personal interest, Retake course, & Apply toward AA/AS degree
15. Prerequisit to apply to a graduate program
16. PREREQUISITE
17. Pre-requisite for Doctoral Physical Therapy School
18. Required prerequisite for Ultrasound program
19. Suggested by faculty
20. These classes offered online only this semester.
21. To replace a failing grade
22. Work conflict does not permit in person classes

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

1. 800 NUMBER, LIVE OPERATOR, EMAIL
2. ask other students or go to the class at the school, find a tutor
3. blackboard help
4. Blackboard help desk
5. blackboard support or student services
6. Blackboard, Google, other students & Instructor
7. book
8. Call the helpline
9. Campus tutor center
10. Classmates
11. classmates or help desk if computer related
12. counseling?
13. counsler
14. course material, syllabus, other students
15. course question instructor, blackboard help for blackboard
16. depends on the question
17. Discussion board
18. discussion board
19. Discussion Board
20. discussion board with other students
21. E-mail
22. email instructor
23. email teacher
24. FAQ or Help Desk
25. fellow students
26. For class - The professor, students or online links. Tech support - online link
27. friends who have taken the class
28. google
29. google
30. help
31. Help center, tools for success, internet
32. help desk on blackboard
33. help desk or administration
34. I know there's a center at City College to receive tutoring, but I haven't visited it yet so I'm not familiar with the name
35. Instructor
36. Instructor office, Tutorial center
37. Instructor phone
38. lrc
39. LRC
40. math. lab
41. Mesa College Site
42. Mesa website or phone number
43. MyITLab
44. Office hours
45. Office Hours on campus
46. On campus math lab
47. Online

48. online course help on blackboard
49. Online help within Black Board
50. Other students are more help than my Anthropology teacher, ***.
51. Peers
52. professor's email or office hours
53. Q&A Forum online with other students
54. School
55. Student learning centre
56. student services.   it help desk. dsps.
57. syllabus, student board, google.
58. Tech support
59. the discussion board on blackboard usually has question and answers from fellow students.
60. The Place, other students, blackboard helpdesk, professor, etc.
61. the student services
62. There's a campus number
63. to instructor or tutoring
64. to the school it self and my counslers
65. Toturing center
66. tutoring
67. Tutoring
68. Tutoring Center
69. Tutoring center, outside tutor, online forums
70. tutoring lab, friends who maybe able to help
71. Tutors, teacher not helpful at all
72. when drooped from class you loose all instructor info
73. yes
74. Zoom online office hours

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

1. After class meeting
2. All that has been used are ""Announcements"" and e-mail in my course.
3. by phone
4. Detailed calendar
5. Email, discussion board is how i have communicated with my professor, but sometimes take up to 4-5 days to respond and when we have only a week to complete assignments, this is not sufficient at all
6. I don't need communication with an instructor. I'm an autodidact. The only communications I have with instructors fall under the catagory of ""if the courseware is Pearson and therefore: terrible"" and you can subsequently not easily pass an online class like you breeze through classes in person, then you had better be effective at writing emails that are sympathetic and make you strikingly likable when you need some senselessly rigid rule(school is not life skills training, that's called ""Life"") which is impeding me from learning or demonstrating competency to have an exception made for you.
7. I haven't really tried to cummuncate - I need to with one class so I will try.
8. In class
9. In Classroom
10. in person
11. In person is best.
12. message
13. MyAccounting lab hours
14. No effective way!
15. None
16. none
17. None
18. None with *** - She doesn't respond for weeks
19. None, as the instructor has never replied to my emails.
20. None, difficult to get in touch
21. None, she didn't respond to anything or anyone
22. None. She never answers any method of communication.
23. office hours
24. office hours
25. only by phone instructor mistreat by Email
26. phone
27. phone call
28. she is not easy to communicate with
29. sometimes a verbal conversation would be helpful
30. Telephone
31. telephone
32. telephone if all else fails
33. The student discussion boards are mostly a waste of time, because so many of the other students are unprepared and clueless.
34. There was no effective communication during this class

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. 1 business day.
2. 1.5 days
3. 18 hours
4. 2-3 hours
5. 3 Hours, 1 Hour day of due date.
6. 4 hours
7. about 3-6 hours, to be able to finish the assignment
8. course message at least 5times or 4 times week
9. depends on the question. Test questions ASAP
10. Depends, but I think a time frame should be included in the syllabus so there's no confusion.
11. Depends. Response time should be faster closer to due assignments, like 24hrs. Otherwise, 2 days.
12. If the class is %100 onlie, and the instructor doesn't actually grade any work or do much more than send a few generic E-mails, then thier should be no excuse as to why it takes more than 24 hours for a responce
13. It depends. If it's important than 24 hrs. If it's a general question then 2 days.
14. Less than 3 hours
15. Less than 3 hrs
16. less than 6 hours
17. less than an hour due to assignment time constraints
18. less then 5 hours
19. Never responded back
20. On average 2 days. If it is a short term assignment say, given with only 2 days to complete. Questions must be answered much quicker.
21. Same day, 1-3hrs max
22. up to 24 hrs but 12 hours prefered
23. Varies according to their willingness to bend deadlines. If Zero: 12-24 hours. If super-willing: up to 3 days. Also focusing on the wrong subject which is the instructor(who is largely an extraneous where online classes are concerned<-no offense) The question that should be asked is ""Why is Pearson so terrible and Sapling/Aleks/Khan Academy are so great?

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

1. *The assignmnents can be turned in at any time before the due date. *The ability to work on assignments at any time. *The money saving aspect
2. A good posting board for assignments and instructions that may have been missed or were not mentioned in class.
3. a new learning experience
4. Ability to hand in assignments at any time. Material is always available to recheck information.
5. Ability to learn the material in my way given a very hectic life.
6. Ability to login when convenient for me. Don't have to leave home, drive to school, park, etc. Saves time.
7. Ability to manage my own time/schedule.
8. ability to set a time when available to work on it
9. ability to work around my schedule. Review videos and lessons after initial viewing.
10. Ability to work on my own schedule.
11. ability to work on the class at any time of the day
12. Able to go at my own pace.   Access to more resources.   More reasonable expectations.
13. Able to work around my schedule. Don't have to waste time going to any sort of classroom or campus. DO NOT HAVE TO BUY A PARKING PERMIT.
14. Able to work from home or other places outside of campus
15. Access
16. Accessibility
17. Accessibility to complete the work.
18. Accessibility, works around my work schedule
19. Accessibilityof course
20. Aces stability to do work on your own schedual
21. All
22. All of it. This was my first time taking an online course and I have had a very good experience so far.
23. All of the flex ability with time management and the convenience of learning for home or where ever you have inter net
24. all of the links that are available by my instructor
25. All of them for now.
26. All of them.
27. All the assignments were planned ahead so I knew what to focus on. I also liked keeping track of my assignments online.
28. All the elements were valuable.
29. All. It was a very intersting experience
30. All. Was unable to get my books for either class.
31. Amount of advice received by instructors but the fact that fellow students feel more comfortable to assist on line that in person
32. An element of the online course I enrolled in that is valuable to me is balance. Although assignments and assessments were usually due in two weeks which was a decent amount of time, yet they were due all in one day. I often had to complete the assignments on the final day the assignments were due because I could not balance my campus classes, which were on the weekdays, with my online class, on a weekday. I would rather have a campus class instead of an online class.
33. As a student at UCSD I need the class schedule to be flexible.
34. asynchronicity
35. Availability any time any day
36. Available anytime
37. avoid traffic
38. Being able to log on at any time in the day or night to complete assignments.

39. Being able to ""go to class"" on my own schedule. Other than that, most elements of the course have been frustrating.
40. Being able to access the course materials at my convenience.
41. Being able to be anywhere while working on your schooling.
42. Being able to be at home and do course work.
43. Being able to be logged when I am able, considering that I am full time employed.
44. Being able to chill at home *** and learn something cool.
45. Being able to complete course work anytime during the day.
46. being able to do everything from home; not having to drive/take a bus to campus;
47. Being able to do it all from home.
48. Being able to do it at home
49. Being able to do it at your pace when its convenient
50. Being able to do it from home in the evening and not compromise my time with my family or work.
51. Being able to do school at home, I have two young children and I don't have a baby sitter except for 3 days out of the week and those are my work days, I can't afford daycare and I don't always have the money for gas all year long my job is kind of seasonal so in the fall and winter days I don't really work, since I work off commission only
52. Being able to do the work at any time
53. Being able to do things at my own pace. Not having to be online on a certain day at a certain time.
54. Being able to do this course on my own time. Learning the material.
55. Being able to learn, complete assignments, and take exams at my own pace.
56. Being able to tackle the course from home.
57. Being able to take courses online so I do not have to pay for child care.
58. Being able to take test and chapters at own pace. Seeing the whole assignment book of grades to help keep track of what I haven't completed and have completed.
59. Being able to take this course at my pace during my schedule.
60. Being able to turn in assignments by scaning them
61. Being able to use my home computer and internet to problem solve difficult questions
62. Being able to work and study at your own pace and time available. Good for people who work or/and have a family.
63. being able to work assignments at my own pace.
64. Being able to work at my own pace toward deadlines with no class meetings.
65. Being able to work at my own pace toward deadlines without having class meetings.
66. Being able to work at my own pace. Being able to work on my assignments and complete quizzes and tests from home.
67. Being able to work from home at night was helpful.
68. Being able to work full time and attend to my class work in my own free time.
69. Being able to work on the assignments anytime and view lecture materials anytime (including repeating the lecture videos as needed),
70. Being given a deadline but being able to work at my own pace without meeting times.
71. Blackboard
72. Blackboard
73. Blackboard and all the content that the professor had available
74. Blackboard features, chat interaction, helpful links, customer service. Competent instructors excluding Professor *** (San Diego City College) MATH ***
75. Blackboard, email and discussion boards. Also, powerpoint presentations, links to various other sites provided by my professor to help with project material.
76. Calendar was able to organize when tests/assignments were available and due.
77. Can complete assignments on my own time/schedule. Very convenient
78. Can take the class whenever it's convenient, source for all class materials so there are no problems with losing handouts etc.

79. Can work at my own pace and ahead of schedule. Early in the semester, don't have to hassle with parking.
80. Can't computer science information all about google and making tasks easy
81. Clarity of assignments and well informed and strict deadlines.
82. clear syllabus, easy to follow along with course, interesting discussion questions
83. Comfort in my own home
84. Communication.
85. Connect
86. Controlling what time I complete my studies.
87. conveniance
88. convenience
89. Convenience
90. convenience
91. Convenience
92. Convenience
93. convenience
94. convenience
95. Convenience
96. Convenience
97. convenience and time
98. Convenience of doing classwork around work and childcare. Professor *** is extremely valuable with answers to questions in a more than timely manner.
99. Convenience of time, calendar
100. Convenience to work on assignments around my family's schedule.
101. Convenience, chat with other students
102. Convenience. I work full time.
103. Convenience. I work full time.
104. Convenience. Less Distractions. Partial Self Paced.
105. Convenience. This saves time. Technology provides what I need. E-mail provides communication with the instructor. Lots of tools from the internet were provided. Excellent video lecture on design from instructor. Good advice from instructor on how to approach the course.
106. Convenient
107. Convenient
108. convenient
109. Convenient as wise as my schedule.
110. Convienience, easy access and constant contact with the teacher.
111. Convinence. I can access the class online when it's convent for me and my schedule. I simply have to have my assignments completed by a deadline. That's valuable for me since I also work.
112. Convinience time, no parking fees, no gasoline burnt, heling the environment.
113. course email
114. Course working being due on Sunday.
115. Dashboard, Calendar tool w/posted due dates
116. Didn't have to walk to school, or drive and spend gas.   Can study at my own pace.
117. Discussion
118. Discussion
119. Discussion Board
120. discussion board
121. Discussion board and flexible schedule.
122. Discussion board, ability to view grades and the accessibility of all course materials at my leisure
123. Discussion boards
124. Discussions
125. Discussions board

126. Doesn't conflicts with my work schedule.
127. Don't have to fight the traffic of parking
128. Don't need to drive a long way to school
129. due dates are at the end of the day instead of morning, so working in the days are possible.
130. Due to my work schedule, the readiness and availability of the coursework.
131. Ease if scheduling
132. Ease of navigation.
133. Easy access to all the course materials.
134. Easy access to assignments/guides.
135. Easy access wherever I go
136. Easy and convenient. No worrying about parking.
137. Easy to use. Ability to contact teacher.   Online powerpoints are very beneficial. Fits my busy work schedule.
138. efficiency
139. E-Mail, Discussion Board, Written Assignment submittal, online quizzes tool, My Grades and the instant grading of quizzes, help desk if I have issues with the website
140. ENrolling in online courses alows me to continue to work while going to school.
141. Everything
142. Everything
143. Everything
144. Everything
145. everything about the course was valuable to me
146. Everything I needed was available online for me to learn.
147. everything was there posted and ready to do
148. fast and convenience
149. Faster ceedback and flexible schedule
150. feedback from the instructor
151. Fits into my busy work schedule.
152. Fits into my busy work schedule.
153. Fits my schedule
154. fitting into my schedule
155. Flexibility
156. Flexibility
157. flexibility
158. flexibility
159. flexibility
160. Flexibility
161. flexibility
162. Flexibility
163. flexibility
164. flexibility
165. Flexibility in time
166. Flexibility is the most valuable element of the online course. Another element is using technology giving me the control of my interaction
167. Flexibility of schedule. Hands down.
168. Flexibility of time
169. flexibility of time and there's no need to spend extra time on the road during peak hours.
170. flexibility regarding work schedule, lots of resources at your fingertips with the internet
171. Flexibility with time. I work two jobs so I was usually doing my online work after 9 pm.
172. Flexibility, because I have to work.

173. flexibility, self-paced learning, positive atmosphere is very supportive, most classes were open during registration.
174. Flexible schedule
175. Flexible schedule
176. Flexible schedule.
177. Flexible schedule.
178. Flexible schedule. I could do class at 5am or 11pm
179. Flexible test/quiz schedules
180. flexible time
181. Flexible time for studying
182. flexible time management
183. flexible time schedule
184. Flexible with schedule
185. Flexible, time and space
186. Flexible. I work on the assignments at my own schedule.
187. For this semester, the only valuable element was the fact that it is convenience of not having to go to a physical class.
188. Free time adjustment
189. Freedom to do whenever
190. Freedom to work around my schedule and other on campus classes.
191. From a learning standpoint almost everything. The concepts i learned were not only invaluable, but extremely relevant to my areas of interest. I simply to do not the speed to be able to complete comprehensive exams at pace fast enough to be able to complete them on time to get the questions answered in a timely manner. That is not my objective. I am disabled, and not working but I want to be able to do something constructive with my time, even if only a few hours a day. I started taking a medication which slows down thinking per the warnings, and I think this has affected my performance.. There isn't a bone in my body that just wanted to walk away from the hole thing, since I am used to getting good grades.That would kind of be like walking out of a football game when my team was losing, so I decided to just stick with it and hopefully I can continue at the college and make changes that would improve my performance
192. Go at my own pace
193. Grade book and assignment sheet
194. Great
195. Having a teacher that has a good syllabus and communicates weekly is essential. I'm taking 2 courses right now and the instructors are completely different. One of them communicates very well and is a true instructor or teacher that actually gets involved with her students while the other is in my opinion is completely useless - she acts more like a observer then a teacher. *** is my accounting teacher ""ACCT ***"" and she is very involved with her students. I get emails from her about every chapter and her syllabus is well thought out and helpful. The class is not easy by any means but I feel like there's actually a teacher for the class. On the other hand *** for my ""CISC***"" class is non-existent. They syllabus is lame and no weekly information of any sort to guide and help students or even to give the illusion that there's a teacher present. I think online classes work if you have a teacher that actually chooses to get involved with his/her class and students. Otherwise it's a waste of every ones time and money. ***
196. Having all of the lesson plans available in one place.
197. Having all the learning modules for the entire semester. And also the discussion boards/messages were very important for me to communicate with my other classmates.
198. having every assignment due on the day it was suppose to be done and I also liked that the course did not do any changes on the syllabus
199. Having everything in Course Content folders with visible due dates. Easy to find.

200. Having to prepare for assignments and tests throughout the course with assigned readings helped me ""self-teach"" and learn on my own time and pace, which is valuable to me. Also, having all assignments posted on the calendar on Blackboard is incredibly helpful.
201. Help of the preofessor and the assignments very well described
202. homework, pretest
203. How I can view the assignments posted. Also, how prompt my professor replied to my emails and accommodations.
204. I am a busy working mother and online classes are valuable to me because I can be at home while taking the classes
205. I am a single parent. I don't have financial support. Online courses allow me to continue to work, attend to my child, and still continue my education goals.
206. I am able to get work done while also being home with my child and taking care of household chores, dinner, etc.
207. I am able to schedule my class work around my work/family schedule
208. I am able to take a class that i need in order to graduate and still work my 40 hour a week job to pay my rent and bills.
209. I appreciate the full week plan being put out on Monday so I know everything I need to get done ahead of time.
210. I AVOID WASTE TIME ON PARKING OR DRIVING, AND HAVE TWO WORKS WITH NO PROBLEM
211. I believe online resources that most of my online classes have implemented such as Blackboard and various Pearson Mylabs are very helpful.
212. I can access whenever I have time even weekends. l loved it
213. I can do all the work on my time. I wish I could get the next assignment as soon as I am done with the first assignment. That way I could get ahead in the class. I work full time and do all of my school work on my days off. I really enjoyed talk the school. I took *** with ***. If I had a question I would email him and get a response in about 5 minutes. *** was great with communication. :)
214. I can do homework on my own time. And I don't have to attend a lecture.
215. I can do it at home
216. i can do my homework in my leisure time, and that all my class gave me reasonable time to complete all my homework
217. I can do my work at my leaguer and around my work schedule.
218. I can do the class around my own schedule at my own pace
219. I can finish on my own time
220. I can fulfill the course requirements around my own schedule, without having to drive to campus or spend time in a classroom each week. It's much more effective for me to do the readings and assess my learning online at a time that works best for me.
221. I can kind of go at my own pace. I go to National University and love online classes. I'm a busy person so it works for me.
222. I can log in and do homework anytime, day or night
223. I can make it fit into my work schedule.
224. I can pace myself and use my study time in an effective way. Also, Less distractions since it's just me. And I don't have to be part of face-to-face discussions which I'm not a big fan of.
225. I can participate at my convenience and the deadlines are more plausible for my schedule.
226. I can plan around life and I have motivation to be a self starter
227. I can study on my own time
228. I can work at my own pace. I can be flexible with my schedule. I can time manage based on the assignments due.
229. I can work in my own schedule
230. I can work on my courses any time of the time during the day.
231. I can work the course around my schedule, so can   the Professor, it works for everybody.

232. I could do my work when I was free.
233. I could do the assignments at me leisure
234. I could learn at my own pace
235. I could learn on my own time!
236. I could make my own schedule.
237. I could stay home with my baby and save on child care
238. I could study in my convenience. I could use my dictionary.
239. I could work and do the course at my leisure
240. I could work at my own pace and turn in work prior to the deadline.
241. I did not have to make my schedule work with this class.   All tests were open book, and I did not have to put very much effort into receiving and A. Perfect for getting useless classes out of the way.
242. I do everything at my own time
243. i don't have transportation it helps me alot
244. I enjoyed being able to work at my own pace. The only suggestion is to get more interaction from instructor and students
245. I enjoyed the fact that school work was right at my finger tips. There is fewer distractions and I feel I learn more of the materials.
246. i get to be on my own time
247. I get to plan when I work on it. I get to teach myself.
248. I get to work on my time, but I still had to be caught up.
249. I got to make my own schedule. I didn't have to worry about being late to class.
250. I had a great text, that really determines how much I will be able to understand
251. I had everything I needed to do what I needed to do. The professor seemed very enthusiastic in her course announcements and gave solid, useful information for us to work with in our assignments and our approach to the assignments.
252. I have a variable schedule and work between 50 and 75 hours a week. I travel up to 2 weeks every month. Online definitely fits my turbulent schedule.
253. I have more freedom when choosing when to work on assignments
254. I have taken online courses at years ago before and this is by far the most user friendly online course I have ever used! Very please.
255. I haven't had time to go to a class, so it's more convenient.
256. I learned how to do a few things for my business after living *** of inaccurate instructions.
257. I like being able to do the work when it is convenient for me rather than having to go to class at a specific time.
258. I like being able to work independently and work the hours that I'm available. I like that online,all students join in on discussions, so we get all opinions and I believe students speak more freely, without being stared at as in a classroom setting. Overall, I like the freedom of online classes, yet with guidelines to keep me disciplined.
259. I like how I am able to access every assignment, details, and see grades in convenient and easy to locate links.
260. I like that all expectations are documented, and changes are easily visible. Even if instructions are confusing then I have evidence of unclear instructions.
261. I like the ability to move ahead and finish the class before the end of the semester. Also love that I can complete the class online.
262. I like the abilty to self pace, and not have to worry about a set scheduel
263. I like to take online courses that I may be faster than the average student at learning or that I feel comfortable learning without one on one contact
264. I liked doing things when I had the time to do them rather than attending classes at a specific time.
265. I liked that everything was done at my convenience.
266. I liked the calendar, it was helpful with reminding me what was due week by week.
267. I liked the example videos they truly help alot. I also like the clarity given.

268. I liked the online course because my professor was able to give me direct links to find answers that pertained to my direct questions.
269. I liked the videos. However with the technical nature of a computer class it was still hard to learn. Other classes such as history were easy to accomplish online.
270. I love being able to do my studies in my own time frame. Blackboard is a great tool to use,
271. I love being able to do my work at my own pace (obviously with some structure and timelines). I prefer online courses because of this. I like to be able to do my work in the comfort of my own home without any distractions.
272. I love the ability to self study.
273. I love to be able to take courses online and not have to drive to the campus (I used to go to Mesa and parking was unbearably bad).   Also, I am old and the social aspect is not necessary; I only want the information. And I get that.   I can communicate fine virtually via email and discussion board.
274. I loved that we have all our required things on the computer.
275. I made the course work with the time I had available.
276. I managed my own time when to take quizzes, turn in comments, assignments
277. I really do not know what ""elements"" this question was referring to. I had the ability to chat with my professor, email the professor and fellow students, take timed quizzes, post and respond to forums on the discussion board, access handouts such as power points, news articles, and excerpts from books, access the SDCCD's library and media on demand. The online course was robust.
278. I take the bus to school, so not having to deal with public transit is a big plus. Additionally, I like being able to study at my own pace. I'm not a big fan of classrooms - they're too cold, too uncomfortable, and the lights are painful on my eyes. Doing my school work at home is vastly superior.
279. I took Math *** Online, It took alot of time online to do the work each week, it made me focus because there was always new assignments due.
280. I took music *** and I liked how my professor interacted and responded withing a day if I had questions. Overall it was fairly easy to do and I like online classes. Maybe not for math! But everything else is wonderful
281. I value the timely response to questions and/or feedback from my instructors. I might have a questions or need clarification about an assignment. Once my questions was answered, I was able to move forward with the assignment. I appreciate the timely response.
282. I was able to be flexible with my schedule and fit the class around my time. I was able to learn the curriculum at my pace rather than too fast or too slow.
283. I was able to complete the assignments on my own time. The due date for all the assignments are the end of the semester. I don't feel rushed.
284. I was able to continue going to school while working full time. Flexibility with my schedule.
285. I was able to control the pacing for the information, and being able to practice on problems over and over again was very helpful.
286. I was able to create my own hours which is important due to my work schedule
287. I was able to go at my own pace.
288. I was able to log on to blackboard on my own time. Whenever it's convenient for me.
289. I was able to maintain a schedule that suited my needs
290. I was able to replay the lecture if I didn't understand the material
291. I was able to work around my schedule.
292. I was able to work when I had time.
293. I work a full time job, so it enables me to not miss time at work
294. I work full time and it's hard to find face-to-face classes that fit in with my work schedule. So online classes work best for me.
295. I work full time so it is convinient
296. I work full time, so taking courses online doesn't interfere with my work schedule.
297. I work full-time so it is very difficult for me to go to a class, but online I can work around my work schedule.

298. In History *** (Miramar), the videos were a great supplement to what would otherwise have just been reading and writing. In Accounting *** (Miramar), the link to Pearson's ""MyAccountingLab"" was very useful.
299. Info is readily available whenever I need to access it and not having to go to campus as much helps with gas money and time management as I also work full time.
300. information
301. instruction
302. instructor feedback
303. Instructor giving examples of what he expects for a writing assignment Well laid out syllabus Timely feedback Timely answering all questions
304. Instructor was eager to assist with questions
305. Instructor's commitment to weekly lectures and always urging students to ask for help if needed. Well laid out lessons.
306. integrated calendar to my personal calendar
307. Interaction with both the instructor and classmates
308. Interactive assignments.
309. It allowed me to work the hours available to me because of my work schedule.
310. It allows me to fit the online instruction into my personal schedule quite easily offering great flexibility. It also allows me to save time and gas by not having to drive to campus to take the class.
311. It allows me to work around by work and other activities schedule.
312. It is convenient accessing my required work according to my schedule.
313. It is convenient that I can choose when to complete course work. Being able to do school around my work schedule is highly valuable, however I prefer face to face education if my schedule allows it.
314. It is flexible to my hours and with my on campus courses
315. It is structured where I can plan my days and weeks, now I am trying to find part-time employment due to success
316. it saves me gas and mileage with a vehicle which is a big plus.
317. It was a good refresher. But there was no instruction an way too much work for one unit. I put in average 10+ hours a week and failed to meet the 90% passing requirement.
318. It was convenient to be able to schedule the course around my life instead of the other way around.
319. It was nice having a flexible schedule
320. It was not pair when professor gave you 60 questions for only total of 30 mark. 60 question per quiz is time consuming.
321. It was on my own time..
322. It was the only class still available.
323. It was valuable to have the flexibility to do the work when I could.
324. Its convenient, I can do the online class from the convenience of my home and at my time. I can also study around my work schedule.
325. It's easiness and convenientness
326. It's very flexible with my schedule! The professor made sure that our assignments weren't too difficult to comprehend for an online course by having videos of lectures she made herself.
327. l like the flexible timeline, as I can do the course work at my own pace while still meeting the required deadlines.
328. Learning how to create documents
329. Learning Modules
330. Love online classes!
331. Most was adequate
332. Msgs,email,announcements, Calendar that showed what's due
333. My itlab
334. My online course's blackboard.
335. My own time to do school work & quize.

336. myITLab - tutorials, demos, ...
337. mymathlab
338. N/A
339. N/a
340. N/A
341. n/a
342. No campus visit is requirec
343. No time restraints
344. none
345. None
346. None
347. None there's no support for students online
348. None, classes in person is the way to go. Online classes should be only when necessary.
349. None, learning via online should be reserved for those who are overseas/etc.
350. None.
351. None. I still had to go to the school to get tutoring because math has been to hard to learn online. To even ask a question is hard.
352. None. It was very stressful
353. None. Online courses cheapen the educational experience. They are only a way for colleges to make extra money from undergraduates.
354. None. This is my first time taking an online course, and I do not plan on taking another. I much prefer in-class courses, I have come to realize.
355. None.... Don't know why I would be forced to take an online class with a subject that I struggle with!
356. Not having to actually go to campus find parking.
357. Not having to go to school in that timeframe
358. Not having to sit in traffic and the ability to log in and complete assignments day or night. Much more freedom schedule wise...
359. nothing
360. nothing
361. Nothing, I do not like the online course I have taken. The teacher for Cultural Nutrition,***, was very bad
362. Nothing. The subject was hard already and I felt like I had to just teach myself. And I'm a very hands on person but u didn't feel my teacher was involved enough.
363. On my own time.
364. One of my online classes was very flexible and accommodated my schedule.
365. Online classes allow me to do the course load when it works for me throughout the week rather than a set time. It allows me to maintain my work schedule.
366. online course gives students flexibility to balance out on campus courses, work, home duties, and academics.
367. Online courses are not viable at all
368. open 24/7
369. Open book for quizzes and exams. Flexible schedule.
370. Other students help on homework.
371. pearson
372. Pearson My AccountingLab
373. power points
374. Power points
375. PowerPoints and definitely the videos!!!
376. Practicality of not needing to travel to campus to attend the course.
377. Programming
378. Proposed Semester Calendar

379. quick and easy for some of the courses.
380. Real Estate *** with *** has been the only class I feel like I'm truly learning anything in LIBS *** professor is happy to tell me what I do wrong but has never taken the time to give me constructive criticism or actually teach me. Same goes for business communications and the other one
381. Reminders from Professor about what would be most effective to study
382. Re-taking certain quiz's was a great benefit; posting grades is convenient and getting an email to my professor was perfect via blackboard.
383. Save time
384. Saved on parking fees. The course forced me to understand more on my own, thus getting a better understanding of the material.
385. Saves time and money.
386. Saving time
387. schedule
388. Schedule
389. Schedule flexibility
390. Schedule flexibility, I'm able to complete coursework at my own pace within the deadlines of the course.
391. Schedule of assignment due dates, feedback message bubbles from instructor, message board when instructors use it for additional lecture points, chapter outline in PowerPoint slides.
392. schedule versitility
393. Scheduling
394. Scheduling
395. seeing a different aspect of how to learn the material being able to use your own time to get the assignments done having more freedom when to get them done
396. Self paced
397. self timing and ability to work from home
398. Self-paced learning
399. Self-paced work, doing assignments when I had time (within a framework of a week) and late at night.
400. Set my own schedule
401. Simnet
402. Somewhat convenient, however I looked for classes for the CIS*** course in class but there were only a couple, so I kind of had to take it online.
403. Step by step learning tied to exercises and videos that helped learning.
404. Study At my own pace
405. Study plan, sample test, & no. of times to complete a question.
406. Syllabus
407. Syllabus
408. taking my time to read the course material and reading the textbook at my own pace and doing my own homework at my pace
409. Taking the course I online.
410. Taking weekly quizzes.
411. Teacher comments
412. That I didn't have to worry about going to class
413. that in some courses , not all of them, really want to help you with specific attendance hours workshops and tutoring face to face, like in my math class
414. That it was at my own pace.
415. That the course was flexible enough that it could accommodate my full-time work schedule and other commitments, and that I could more or less plan my week out around the online course requirements and deadlines
416. That you go on your own pace during the week and not having to waste gas to go to a class that is only an hour and a half long.
417. That you save gas on your car

418. The 24 hour access.
419. The ability to access any information I needed when I wanted.
420. the ability to be self-timed and completed remotely.
421. The ability to check in on it when I am available.
422. The ability to complete the schoolwork on my own time from my own home is extremely important to me.
423. the ability to do it as my schedule permits without outside distractions or a long commute
424. The ability to do work around my schedule. Being able to balance raising kids, work and everything else I do makes online classes my only option currently
425. The ability to go at my own speed but also staying connected with the class and professor.
426. The ability to go over the assignment multiple amount of times and at my pace gives me the confidence that I am getting all the information needed . If I thought I missed something I'll just watch it again.
427. the ability to learn how to use InDesign, Illustrator, and Photoshop
428. The ability to learn material at my own pace, and to provide insightful comments on the discussion threads. In some respects, I prefer this to oral discussions because I am able to provide well thought out comments.
429. The ability to move at my pace. THe ability to use online tools, the infinite knowledge that the internet provides.
430. The ability to solve a similar question. I found the examples in the online course more closely matched the actual questions than the book, which often gave general or vague descriptions for that question.
431. the ability to view the lessons online and submit and resubmit after teacher's feedback.
432. The ability to work at my own pace, set my own schedule, and work ahead.
433. The accessibility to the course whenever need be
434. The accessibility. I'm able ""to go to class"" when I can find the time between work and my on-campus classes
435. The appropriately named tabs
436. The assignments and discussion boards.
437. The assignments. The program was just to difficult to maneuver. Since I was only taking the course put of interest, I just have up.
438. The autonomy of time management.
439. The bi-weekly discussion question. The IProfile 3-day diet analysis was great but I think it should have been longer.
440. The chance to put off class for a day if an emergency came up.
441. The commute to campus save me time.
442. the connection
443. the convenience
444. The convenience
445. The convenience of an online course was the most valuable element to me
446. The convenience of being online
447. THE CONVENIENCE TO STAY HOME , LESS DRIVING SAVE MONEY, AND MY TIME
448. The discussion board
449. The discussion board
450. The discussion board
451. The Discussion Board and replies to the fellow students.
452. The discussion board is valuable. It's difficult to have a good conversation, though, as we're all checking in at different times. I'd much rather meet, phone or chat.
453. The discussion boards
454. The Discussion Boards were extremely helpful, and educational! Thank You...
455. The discussion boards.
456. The ease of doing coursework, readings, and assessments in my own time was very important to me.
457. The ease of when I could do my work.

458. The ease to do class work that fit my schedule
459. The examples and videos for each chapter.
460. the examples of how to solve a problem.
461. The face-to-face classes did not fit my schedule
462. The fact that i can it all at home.
463. the fact that i can work around my schedule
464. The fact that I didnt need to be in class a certain time was extremely helpful.
465. The fact that I was able to complete my courses in my pajamas on my sofa and still get it done.
466. The fact that I was able to learn from the comfort of my own home.
467. The fact that it is convenient. I can log on and do my assignments at a convenient time for me.
468. The fact that the professor was able to explain what is needed every month from each student.
469. The fact that we had less face to face interaction, and less traditional classroom time.
470. The flexibility and the ability to set your own pace.
471. The flexibility of ""attending"" when it was convenient for me.
472. The flexibility of doing the work according to me schedule
473. The flexibility of schedule.
474. The flexibility of the time spent studying for the course.
475. The flexibility of time
476. The flexibility to do course work at any time of day.
477. The flexibility to take quizzes and exams when I wanted too. I usually like to take it in the early mornings.
478. The flexibility to work and learn at my own pace with my schedule.
479. The flexibility with my schedule and I can do it from home instead of having to sit in the classroom
480. The flexible schedule
481. The format of the course, it tells you exactly how to answer every post
482. The freedom of working on assignments and studying when i could fit it into my schedual.
483. The freedom to complete the course at my pace, within the given deadlines.
484. The homework.
485. The information learned
486. the information provided
487. The instructions were very clear on assignments.
488. The instructor feedback and peer interaction.
489. The instructor's willingness and constant offering of his help/services to meet with and assist students. A well laid out syllabus Instant grading of homework, quizzes and exams
490. The learning experience and understanding the course content.
491. The Math exampls and video
492. The module formatting
493. The online lectures and tests
494. The only element of the course which was valuable to me, both the past courses, and the most recent, was that I could make time for 3 extra units, 5 in the other two, that I could not have possibly had made for class time. It was nice being able to ""go to class"" on my own time. But that works both ways!
495. The possibility to study any time 24h/7
496. The power points slices were helpful.
497. The powerpoints.
498. The relative freedom in my schedule is the main reason i take courses online.
499. The scheduling
500. The self-paced element was valuable for me
501. The specific instructions to follow
502. The subjects that we discussed and learned about.
503. The text book.
504. The time and money I saved from having to travel.

505. The timeline that is given to finish assignments.
506. The tutorials and the instructor notes
507. The use of the discussion board has been especially helpful.
508. The various amount of tools that are made availble
509. The visual of how to do the assignments. Loved the videos.
510. The way Instructor grade me, so I knew what I was doing or not doing right. If the course follow the syllabus
511. The whole course.
512. There are no scheduling conflicts with work. I can also spend as much or as little time studying as I want.
513. There is no time constraint when to study. It was very valuable to me as a working professional.
514. There were a lot of links to pages that were helpful.
515. This course was valuable because it taught me to really pay attention to the material.
516. This online course contained nothing of real value. I have taken 3 other online courses so online classes are something I am both familiar and comfortable. Having a class that is 100% doing mymathlab is ineffective to learning and does not teach me what the teacher would like to teach.
517. Time
518. Time
519. time
520. Time
521. Time
522. time and distance
523. time and travel $
524. Time compatible for my schedule
525. time- controllability
526. Time flexibility
527. time flexibility
528. Time flexibility and some ability to work at my own pace
529. time flexibility. In some cases, being able to work when i can, makes all the difference.
530. Time flexibility. No need to commute to a class.
531. Time is very flexible
532. Time management and traveling time
533. time management, independence, course structure,
534. Time management, no parking, easy quiz grading and feedback.
535. Time management, traveling to school, because I live in east county and I work a full time job
536. time saving
537. time saving, able to get other students perspective and experience in discussing the material.
538. Time savings, and availabilty
539. Time, schedule, ability to do work at my own pace when I have the time to spend on an assignment.
540. To do my homework at home because I`m working up to 14 hours a day so no time for campus attending.
541. transportation, convience
542. tutorials
543. using some web such as YouTube
544. very well explained, emails
545. Video access has been useful
546. Video Lectures, with quizzes.
547. Visual aids were extremely helpful. Chat sessions were very effective for immediate responses.
548. was able to work on my own time
549. Work at my own pace.
550. work at my own pace;

551. work at own pace, no set class times
552. Work on assignments on my time.
553. Work on my own time.
554. Work on your own time
555. Worked when I was able to
556. Working 40 hours plus per week makes an online course convenient. The time I would spend driving to campus I use to meet my online goals.
557. Working at my own pace at my own hours.
558. Working on my own time
559. works well with schedule
560. Yes D
561. You are able to take the course on your own time within the time restraints given by the professor.
562. You can complete assignments are your own time, this is very beneficial especially for those who work full time. However, deadlines are strictly necessary in order to stay on track.
563. You can do it at your own time and pace
564. You can do you homework at home or even take the class at home
565. You can take the class at any time, so it fits into your schedule.
566. you do not have to go to a class room, you can learn when you want to during the week
567. You learn more online than you do in class

Question 25: What would you change about the course?

1. 80% should be plenty to pass!
2. A clearer pace set by the instructor. Any kind of actual assistance/teaching by the instructor without having to e-mail and ask specific questions. It is discouraging when running into what could be a common/easy question during homework and then having to e-mail and wait for a response. If the actual instructor (not the online video teacher) were interacting in more ways then sending notifications about test dates and drop dates, it wouldn't make the class so BLAH.
3. a lot of work.
4. ability to do some exercises on line
5. ability to take final at home.
6. Access to materials. Make the math exams able to show work and not just answers.
7. Accuracy of material in blackboard The experiment and activities portion of the Chemistry *** have some inaccuracies between the text and the assignment. Also the ability to provide the correct answer after finishing an assignment is not there.   So, you do not know what questions you got wrong or right.   I found the use of these assignments to be frustrating because of accuracy of the assignments and the lack of the correct answer. Also inaccuracies of statements, missing words etc.   I would advise students against online classes specifically because of this.
8. Add a place where you can chat with classmates
9. Add easier layouts to view assignment easier. The panelview gets a little confusing.
10. Add more multimedia learning. Prof. *** had video blogs that were very helpful. I hope other profs. would adapt this method or something like it.
11. Add online tutoring for those taking online math classes.
12. Add the possibility to see the other students working on the same course we are working on at the time I'm logged in, and the possibility to chat with them and ask questions.
13. an opportunity to see some fossils would have been really cool so maybe a field trip or a single class where students who wanted to could come to campus one day and hold some fossils.
14. Any way to increase flexibility in the timing to complete assignments and exams is helpful. I take online courses for the flexibility and prefer self-pacing over a period of time to shorter time windows when life may make it hard for me to get to classwork or even a computer.
15. App notifying the instructor when a question comes up
16. As far as the Math courses, I would not change a thing. The most recent course, Music ***, I would change by making in a face-to-face class. Art is a personal experience, and it involves personal relationships and intimate conversation in order to convey and perceive properly. I think putting Art classes online demerits the subject, and cheats the students of the full experience. No offense to Math.
17. As I said before, I would like it if I could start my next assignment after I was done with the first assignment so I could get ahead in class. Over all I am really enjoying the class.
18. at least one or two face-to-face meetings with instructor (one-on-one or class) to answer any specific questions and/or further explain 'stuff'.
19. At this time there is nothing I would change.
20. Because my course requires the midterm and the final to be taken on campus, I think it would much more helpful if there were places at ALL campuses to take the tests. For example, I attend Mesa but my online class is based out of Miramar. I think it would be a lot more helpful if I had the option to take the test at Mesa, rather than have to drive to another campus.
21. Better Blackboard
22. Better calendar integration from all the instructors.
23. Better communication between student and professor.
24. Better communication from instructor.
25. Better communication. Discussion board responses due later than the Discussion board entry. Students post at the last minute which can make it hard for me to respond because I'm not always up after 10 to respond to all of the last minute entries

26. Better instruction on how to use the Blackboard site.
27. better instructions that match the book online and the printed instructors instructions
28. better instructors who actually care about the courses they are teaching
29. Blackboard can be a little confusing
30. Blackboard is too cluttered.
31. C++ needs an online simulator. It's confusing to learn about OOP and Classes, but cannot use them in assignments.
32. CISC *** was the only class I am having difficulty with and it is because the only way to access materials is through the professor's site. It's very inefficient to work with two or more different sites for a class and there was not enough help to actually understand and finish assignments.
33. Clearer assignments and when exactly they are due - Syllabus did not match Assignments on Blackboard.
34. Communication with the instructor
35. Consistency on the way information is provided to the students. Some instructors are great at organizing the information and communicating with students. Other instructors, not so much.
36. Coursework everyday
37. Different instructor that gives more help and better teaching of the course.
38. Different teacher
39. Discussion board display.
40. Discussion board needs better navigation and filtering tools. Quiz should show explanation for missed questions. Only shows for correct answers. Overall navigation needs to be improved. A good example of an online system is the University of Phoenix
41. Do not offer math online. Especially a refresher course where people will have a lot of questions.
42. Don't know.
43. Due know this one
44. e-book price too high
45. Effective communication w/ instructor. Better response time
46. Email notifications when assignment deadlines are approaching.
47. Enable the students to have access to more a ""facetime"" or ""skype"" method. Like office hours or class reviews for the students to connect with the professor and other class mates about questions. A lot of time you may have questions about something that can't be explained through email but by speaking.
48. Eng *** with *** was poorly managed by instructor.
49. ensure that new students completed an orientation in Blackboard in order to avoid feeling confused and falling behind
50. Erase it
51. everthing
52. EVERYTHIING. The way assignments are ""published,"" how we are forced to use WebAssign which costs money for semester subscription, the way tests are written so differently from the homework problems and textbook problems we use for practice... the way any sort of study tool is made available to us. All VERY inefficient
53. Everything
54. Everything I download a power point I had to put my password in 5 to 10 times.
55. Everything was great.
56. Everything, the way it's handled and the material is taught. It seems as if I paid to teach myself the entire semester.
57. EVERYTHING. Online courses are a ""means to an end"" style of course and most students just did brain dumps to pass tests and theres no real interaction and immersion. I believe online courses are a scam to enroll more credit hours. i do not believe a person can fully learn from material solely from a book or a computer screen.
58. Everything. She is very unhelpful
59. Everything. Statistics *** was the worst class I have ever taken. The teacher uses programs that are old and clunky. The programs make the class cost more than a face to face class. The teacher does not appear

to be even care about what the students learn. The syllabus is horrid and very unstructured (random sizing, colors, fonts, etc.). Links that the teacher post do not work. Broken English for homework/test questions. Overall I wish I dropped this class prior to the drop deadline.

60. Exam's time due date time restrictions
61. Faster response/more detailed feed back about submitted work.especially at the beginning of the course. It das not make any sense to grade my work after the half of the semester is over and It is to late for improvement. It es expected from us to submit our work at dead line.the same should be for the instructor to grad and give valueable feedback before the next assignment is due!
62. Faster responses from the instructor to questions. More interaction between the students. There was no interaction between the students. We had introductions at the beginning but I don't know who remains in the class.
63. Feedback has been severely lacking. I like to know how I scored on an assignment before turning in the next one.
64. Final exams should always be online, if applicable.
65. flexibility on exams
66. For Accounting ***, have everything done on either the Pearson website or blackboard, but not both.
67. For fully online course, I wish that I could access audio or visual online lectures.
68. For one of my courses it was only exams not really too much communication with the instructor. I think there should also be additional assignments.
69. For several of the courses I have taken some of the instructors have given group work/projects. While this may be fine for classes held in person, many people including myself, take online courses to work at our own pace and do the work when it is convenient for us as individuals. Mainly due to very busy schedules. I do not think it is fair to ask students to try and coordinate with each other outside of an online course. This has held up my progress and affected my grade in several courses.
70. For this particular course I would suggest we do the *** projects at the beginning or the end consecutively and not space it out through the weeks and entire semester.
71. Get a more user friendly on line program!!!!
72. Get rid of teachers that don't grade/answer emails in a timely manner!
73. Get rid of the instructor that is rude and does not want to answer questions,
74. Getting an actual feedback would be nice at least on the first assignment so you'll know what to expect or correct. We have only 3 weeks left and I got 2 comments all together for the entire class. That's poor communication all around!
75. Getting to the e-textbook via blackboard is cumbersome. Please find a faster way to access it.
76. Give an option to complete a BA degree online from Sdccd.
77. giving more keyboarding
78. good enough
79. Great course
80. Great course and responsible professors.
81. Had problems with the online learning tools that were used such as MindTap and My Accounting Lab that the instructor couldn't help me with, and seemed as if they didn't even understand how to use the software that they were asking us to use, which seems unprofessional.
82. Have assignments graded in a more timely manner
83. Have less student discussion boards. Many of the students have nothing worthwhile to say, and it's a waste of time looking at their posts. Maybe a private journal, read by just the professor, could be used instead.
84. have open groups or days with specific tutoring available, not have to wait for long time to ask a question
85. Have quizzes be more similar to the test and providing a study guide so students know what to focus on.
86. Have someone available in the lab for assistance when help is needed.
87. Have the instructor grade exercises within a week of due date, Current course, Instructor has yet to grade exercises over a month ago submitted.
88. Having chats. Cause I didn't see one chat notification.

89. Having online projects/discussions due on Wednesday when the class is held on Thursday
90. Having the online courses the professor are not teaching and some are not knowledgeable with the materials.
91. having to go back to the course home page, to get to you current assignment
92. Having to go to other programs and use other programs for the course such as cengage mind tap etc. lots of issues with the program's not loading up mainly which didn't allow me to complete assignments on time but then due dates of assignments were pushed back.
93. Honestly material, though historically useful was outdated and should be updated.
94. how long it takes for teachers to grade assignments or post grades. also the time of quizzes should be longer
95. I am not a huge fan of blackboard.
96. I am not certain what I would change because this was a good experience for me.
97. I am not sure. I need more experience with online courses to suggest changes. Everything seems very efficient.
98. I am satisfied with how the online class is right now.
99. I can not think of any thing I would change. I wish I could key board more effectively.
100. I didn't actually like the book very much. But I guess it's meant to be paired with MAL
101. I do not believe it is necessary to curve the grades in an online class since tests are open book/notes/Internet. I also believe that a shorter time limit should be placed on tests and quizzes to actually test one's knowledge instead of having plenty of time to look up answers. This will make the class more effective in learning the material
102. I do not like Blackboard's graphics and user interface (GUI). I cannot download or convert the page in Adobe should I want to archive the professor's comments or work posted by other students. Many of my online learning experiences have been through Blackboard, but I have used other online course learning applications such as Moodle and Sakai, which are easier to access, but more importantly, the webpages can be converted to a pdf file easier than BB.
103. I do not like the procedures to copy and paste. It is much easier to right click, left click than; it is to remember the key commands.
104. I don`t know or work status force us to take the classes on line (we have to)
105. I don't know enough about online courses to know if there needs to be changed
106. I feel that the instructor does not effectively communicate with the students in her class as a whole. we should have a weekly discussion forum following each quiz as there a lot of confusion or ambiguities behind the questions.
107. I feel that things should be graded in a more timely fashion. It is November 21st and I still have things that I turned in or completed at the end of October that still have not been graded. I think that this is unacceptable. How can a student ascertain how their are doing in a class if their grades are not given to them in a timely manner. I could be failing and not even know it unitl it is too late to change something that could help me do better.
108. I found the textbook to be not very helpful at all and usually look for better explanations elsewhere on the interenet
109. I have developed online courses for both National University and a private art college, Fashion Careers College. My job was to create the shell for the course and instructors would take that shell and fill in specific course information. What I learned from that was that the instructors needed better training on how to use the online course structure. I feel that this applies with this class I am currently enrolled in. The instructor seems knowlegeable and responds to inqueries quickly but the course is set up horribly. I am coincidentally taking this class with two students whom I also share an on campus class with and they bith have expressed how confusing the navagation is and how it is difficult to tell when and what assignments are due. I agree with them.
110. I have no suggestions to offer at this time. I'm pretty satisfied with what the course offered. I really like the LABSIM courses and would like to have a similar type of course offered for the online Microsoft Office courses that are offered. The current online Microsoft Office courses require a PC with the

    appropriate version of Microsoft Office loaded. I have an IMAC and don't have Microsoft Office, which forces me either to drive to the campus and schedule lab time or to buy a PC and Microsoft Office. I haven't taken the Microsoft Office course yet, but it is a requirement for my certificate in Information Technology Management (and I really don't think that class should be a required course for the certificate in m opinion).

111. I have one instructor that won't answer questions if you work ahead. I find that highly unacceptable.
112. I have taken other online classes where the instructor is extremely helpful and willing to answer question and give you feedback in respectful amount of time. That is not the case for the course I am taking now where communication is so difficult with the instructor and feedback is at a minimum. Seem like the instructor doesn't even read your question before he throws a generic solution at you. :(Communication is key for online classes.
113. I have two course right now. The instructors are completely opposite. One is very organized and has everything laid out for the whole semester in advance. The other is very disorganized and although he does have a syllabus, he changes it as he goes. His lessons are always posted late, but our due times are not moved to accommodate the late posting of assignments. This is bothersome to me. I am a planner and would prefer everything spelled out at the beginning so I know what to expect. Aside from that problem which seems to be my own problem, I have learned an extreme amount from both instructors and I am happy that I took both courses.
114. I just feel that some instruction in a technical class should be be partially in class or should have a lab available for students have issues with material.
115. I prefer face-to-face.
116. I really would like to ask instructors to be on time with grading and responding to emails and messages. They often make a mistake unfortunately. Students don't need to be more confused.
117. I simply did not like the online format of taking a course. I appreciate lectures and not having to learn absolutely everything on my own.
118. I think for alot of my online classes , teachers have sylabus with inaccurate dates , just recycled from last semester , and no clearity on assignments , test , due dates, etc ..
119. I think that some professors forget that we are by ourselves most of the time. I really enjoy it when professors provide weekly notes and/or slides. This is more helpful that them just saying ""read the chapter"".
120. I think the course was great, I had a great experience learning at my own pace and I wouldn't change a thing.
121. I think the courses themselves are fine but blackboard seems a little dated. Theres a lot of links to get to your materials and the layout could be more modern.
122. I took Math ***. I would Change the professor for his mind is set as if he is teaching on campus and if he thinks that way maybe he should !!!! Online classes should give a bit more flexibility with time for some of us go to work full time and school i think a bit of consideration from the professor would go a long way.
123. I very much enjoyed the course.
124. I was taking an accounting class which was extremely difficult to do online. Face to face would have been much better.
125. I wish it has an instructor teaching, we can listen to his/her voice, read his/her writing on the board, we can talk through our microphone.
126. I wish there was a chat area to talk to my classmates
127. I wish there was an easier way to build blackboard to be uniform with other online classes. I understand instructors have to build it themselves and having a template may be easier to have grades and resources easily accessible for both students and instructors
128. I wish there were a bit more interaction, but that's not something that is available with online. I'm still a little old fashioned. I love the online options, but there are still pieces of the classroom experience that I miss sometimes. It's a trade-off: convenience v. interaction.

129. I wished blackboard's interface would be more organized. The color contrast of the layout is a bit bland, should be able to change different colors making it a better experience for students.
130. I would add more assignments that did not involve My Accounting Lab.
131. I would appreciate it if some professors provided better instructions and a clear weekly schedule that will enhance learning in an organized method. Lecture videos a really helpful.
132. I would change nothing about SDCC online courses.
133. i would change some of the things on the websites
134. I would change the fact that sometime homework and other assignments are due before the week end (sunday night at 11:59 pm). This is a problem for me considering I am a full time student and work full time at the age of 19. I simply cannot seem to fit in all my home work from 3 other classes and go home after work to do another 4 hours which have to be due by a thursday or saturday night. I simply just need a bit more time.
135. I would change the fact that we need to participate in 6 chats because sometimes it's difficult to fit in my schedule
136. I would change the formatting, it can be a bit hard to read. Also the book can be very slow and sometimes logs you out
137. I would change the layout of the course and make it less confusing.
138. I would change the time frame of work assignment, with a open time frame and the amount of homework, with more video lecture and less assignment like the class.
139. I would change the way instructors answer your questions and the way they give work to you, I just had one class where i just did quizzes and nothing else that is not how to teach someone a class i had so many questions and did not get a response at all.
140. I would change the way the notifications work. It would make it easier to just get an email showing me what the professor has posted on blackboard.
141. I would find it valuable at times to have open group conversations that were live...this could be via video or just audio.
142. I would have a physical textbook available instead of an only online textbook
143. I would have an open forum so I can communicate with my classmates. And if my instructor could reply to my email and give better and broader feedback on my assignments/ and projects that would be helpful. Plus, grading assignments in a timely fashion would be nice. And no being late on putting up the details of the next assignment to work on would be helpful. Also updating the syllabus and tutorials is needed. We are using CS6. The tutorials show an older version of the software.
144. I would have either the instructor or software program, or both, construct a daily study plan that meets my needs and levels based on the assessment results. This would have provided a structure for my studying as well as the ability to formulate study time expectations for the course-load.
145. I would have preferred a study guide for the exams. The questions were a little out of the blue.
146. I would have the test be available/easier to access on other nodes. I have difficulty with lag on the timed tests as well as opening the ""links"" for the tests.
147. I would improve the ui, and make it fully online.
148. I would like more detailed information about the instructors background or experience. Instructors should be transparent illustrating student ratings, as opposed to obtaining it from a website (www.ratemyprofessor.com)- *** CSID***
149. I would like the teacher to actually answer my questions. I also would use a completely different publisher than Pearson Publishing and Mymathlab. They are absolutely terrible.
150. I would like to get grades as posted on the syllabus of the course, and not one month of waiting to get grades.
151. I would like to have an instructor. I took an online class with another college. They had a video recording of the weekly lecture. So It was like being in class. They also had a week web conferencing were you could interact with your instructor and ask questions in real time.
152. I would like to receive emails about deadlines
153. I would like to see more feedback from students.

154. I would like to view my exams after they have been graded so I see the questions I answered incorrectly so I would have a better understanding of the material

155. I would make all the course materials available at the beginning of the semester in a way that allows students to complete the curriculum in a shorter time frame.

156. I would make all the materials available at the begining of the course. The course could be self paced since there hasn't been any needed interaction between students or the instructor. I would have appreciated if I could complete several of the assignments in one sitter as opposed to waiting a full week for the next.

157. I would make it so that when an instructor is emailed or messages on blackboard, that said email or message would notify the instructor in stead of waiting for 24 hrs before the response.

158. I would never let *** teach an online class again. All she does is yell at students and does not actually teach or help.

159. I would not change anything about the course.

160. I would not change anything about the course.

161. I would not have changed anything. It was a great course and I use what I learned in this class in my other classes.

162. I would offer the final online. Coming in for an on-campus final is difficult to accommodate, though of course I will make it work.

163. I would perfer that the teacher made it easier to contact other students within the course because a study group would have benefited me greatly.

164. I would post all the assignments at the beginning of the semester, rather than at the beginning of each week to allow student to complete them early if they wish, and to be better able to manage their workload schedule.

165. I would prefer it to be a ""live"" course that meets in person, and not online

166. I would prefer more moderation and feedback by the teacher. There has been zero feedback on the discussion boards. This is my first online course and I have no idea how I am doing.

167. i would prefer to have a book than just to have it online

168. i would speak to the teachers because some take forever to respond to my messages and it gets very irritating

169. I would suggest a different math program than Aleks

170. I wouldn't chage nothing.

171. I wouldn't change anything about the course per se, but it would be Very helpful to please have a tutor available in the tutoring center for online class help - we had only 1 this semester, they didn't have one for awhile and someone they did have that could help, their hours they worked were incredibly minimal and far between and was never able to get help from them.

172. I wouldn't change anything about this particular course, but for online courses in general I would get rid of the option for instructors to assign group projects. Group projects are completely unnecessary and detrimental to an online class where there are no meeting times. In fact I don't think group projects have a place in a college level class in the first place.

173. I wouldn't change anything.

174. i wouldn't change really much of anything

175. I would've liked more straight forward and helpful answers from the teacher instead of ""refer to the syllabus"" which wasn't always clear in itself.

176. I'd like to have received full credit for turning my assignments in by the stated deadline instead of being penalized for not turning assignments in early.

177. If I could change anything from the online course I would change the assignment due dates. Instead of having two assignments due in two weeks, I would rather have one assignments due in one week. Therefore, I would not have to rush my assignment on the last day.

178. if is about have an specific computer program, don't make them online for example: in making logos or in graphic design you need specific tools to make the project that the teacher assaying you, or for

example in another topic, this programs assaying you a lot more homework then in a normal class, and then I the student can have time to finish my homework from my other courses .

179. If the class is listed as a self paced refresher course, a required time commitment should not be applied. I was kicked from the class for not adhearing to a specific amount of hours for each week, not how much work was done but hours i spent logged onto the program during a SELF PACED REFRESHER COURSE as stated on reg-e

180. If there is a new book meaning if theres a new edition and you can only get the new edition the professor should be able to provide the new and old pages to find readings.

181. I'm currently enrolled at Math ***, online. Professor *** is the least carrying teacher I have met. From the way he writes his syllabus, it comes off that he simply doesn't care. There are no make ups, no late assignments accepted, doesn't drop the lowest score, his tests are hard and very lengthy, and the worst is the final. It must be taken at mesa college, and you must receive a 60 to pass the course. While I fully understand commitments, the main reason people take online classes is because they can not commit to the schedule of an in seat class, yet there is no margin for error. Also the only date in which you can take the final at Mesa college is Dec 15th. No times have been given, and you can not take the test early. I guess I have to miss a day of work, and or another class due to the teachers unwillingness to budge.

182. In any class I think it is appropriate to have a meeting the first of the semester to at least meet the instructor to go over the course in general. I have had two instructors put out YouTube Videos to accomplish this and that was great in replace of an on campus meeting.

183. in one course, nothing, in one I would change the way the weekly lessons were delivered. The information was delivered in PPD by subject, but not broken down by date, so one huge presentation for weeks worth of reading, very frustrating.

184. In Regards to ACT ***: I felt this course required way too much attention. There were links to the LearnSmart sessions which took about 2 hours and were due each week. In addition the weekly homework assignments took an average of 4 hours. Plus there were weekly quizzes and discussions. I understand that it is a 4 unit class but in comparison to my other online courses, I would estimate this course took about 3-4x longer each week. In the beginning of the semester I had some computer freezing issues on the first test and the teacher was very unwilling to let me make it up. He said since on his end it said I had the test window open for the full length of time he couldn't allow me to retake...but my mouse was frozen and I couldn't do anything.

185. In the assignment book there was discussion and quizzes that I believe were for another class that accidentally slipped in.

186. In the short term I didnot have time for study

187. Instead of listing the class schedule in the catalog as TBA list the actual date the assignments would be due. This would determined if this class is suited around my work schedule/activities schedule.

188. Instructor

189. Instructor response shoul be faster.

190. instructors' responsibilities

191. It is mostly reading a book with no instructor input. I liked the courses that have videos from the instructor. But sadly, most classes seem to be pretty dead and I often feel quite disconnected. It is reading a book and answering questions. It requires no effort form the instructor for teaching and only serves to grade assignments.

192. It lacks into regarding how each lesson can be useful in real life. Early lessons are OK, but later lessons leave lots of room for improvement.   Learning from the book is OK so far as it goes, but it is clear from the assignments that we are learning from the book at an introductory level, whereas the homework is at the advance level,   The professors tutorials are helpful, but even after submitting a successful homework, I know that I do not fully understand the processes that got me to a successful homework conclusion. I will require a great amount of personal study with other books and perhaps courses in order to feel confident in this Java programming language skill. The section on programming with arrays is way to compressed, at least for me.

193. It seems as if there was more work to do online than if you were in class face to face. I wish classes were online could be completed at your own pace. I also wish we could get questions answered in withing an hour or so instead of days later!
194. It would be great to receive email reminders about upcoming course deadlines/requirements (e.g. ""Don't forget your quiz tomorrow!"" or ""24 hours until Assignment #1 is due!"").
195. Its just really hard. Its an 8 week class teaching algebra. There is a lot of information that is hard to remember. I think it would be helpful to have access to some sort of notes of tools for our exams.
196. I've had positive online learning experiences with courses taken at SDCCD. I wouldn't know what to change to make it a better educational tool.
197. I've noticed communication with professors in online courses is hit or miss. If a course is fully online, professors should make an effort to be more responsive than they may be when there is a classroom setting available
198. Knowledge of teacher in how to use the online format and set up deadlines
199. Less structured deadlines
200. Less timed essays
201. Log in for web time tutorials that are given at campus.....for all courses.
202. Lower the price of books or give book to us online.
203. Make an online course available for ACCT *** and make the course available on every semester.
204. Make available all SIMNET chapter information.
205. Make it an actual class with a professor teaching !!!!!
206. make it face to face
207. Make it more structured like a face-to-face on-campus course.
208. Make it shorter.
209. Make sure the instructor uploads assignments on time and gives enough feedback about the submitted assignments
210. Make the interaction between students and the instructor consistent regardless of the course or teacher.
211. Make the test available right away to get ahead when possible.
212. Making the classes partially online, that is, having a once-a-week class meeting where it's easy to ask questions and feel like you're able to keep up well with the material, not feeling all alone wondering if you understand things on your own,
213. Making the organization
214. Master calender with all due dates posted. Too much confusion with all the teachers using different book sites for homework, Makes it hard to keep track of all the work
215. Material more organized.
216. Materials need to be more readily available
217. Math Lab at Pearson had a lot of technical difficulties and I got behind in class.
218. Maybe meet as a class half way through the semester discussing progress and have a review of what we have learned and what we will learn.
219. Maybe more response from instructor on my progress.
220. Maybe, less conjested due dates, having assignments more spread out, but its not that big of a deal.
221. Messages going through email not just through blackboard
222. MORE CHOICES ONLINE
223. More clearity of the assiments
224. More detail about assignments
225. More direct feed back from instructors.
226. More engagement from the professor and/or students. Unless there was a question asked, there was no preface or any involvement with the students to raise more understanding about the course material. Weeks can go by without any communication between the instructor and students aside from computer generated messages stating that an assignment has been posted. It would be helpful if there was a weekly message or open forum regarding quizzes/projects/hw for students who did not completely grasp concepts.

227. More explanation under how to ***
228. more feed back, more communication, more time sensitive email or
229. More flexibility about textbooks, it's too expensive always to pay for new books.
230. More flexible deadlines
231. more flexible hours to communicate with my instructor
232. More help
233. More input from the teacher
234. More instructor interaction. Also the quizzes are hard because the there is more than one answer to each question and it is difficult to understand
235. more interaction with classmates
236. More interaction with instructor and fellow students
237. More interaction with other students so that you can study in person.
238. More interactive learning
239. more manageable amount of reading
240. More obvious notifications regarding announcements or messages. Too many irrelevant notifications in BlackBoard.
241. more Simnet access and bonus assignments
242. more time on test, i only get an hour for most of my online test, if i took the same course on campus, I would get at least 90 minutes.
243. Move the submit button away from the save button. When I was writing my response in the space provided it didn't have spell check , I got a lot of points taken off for that ,and I couldn't press the tab button to indent.
244. My college success class had a group presentation assignment. Group projects do not have a place in online courses where there is no requirement to meet with others, and they don't have a place in college level courses to begin with. I would make it so that instructors can't assign group projects on Blackboard. Some people take these online courses from out of state, and it can be detrimental for students to have to rely on other students for their grade in a group project.
245. My instructor
246. My only issue is when we respond to a student in discussion and there is ongoing correspondence, we are not notified that a student responded to our comments, we have to actively go back and remember who else we posted to, to see if they responded. I would like to be notified if someone replied to a post of mine on another students thread
247. My professor designed the course material in a very interactive way using blackboard. There is nothing I would change
248. My professor disappears for days/weeks at a time and does not reply to emails and leaves the class hanging when it comes to questions we have about the assignments or due dates. I am very frustrated. She also does not grade assignments in a manner that would provide learning for the next assignment. My course is supposed to be an English critical thinking course but it a Black Studies Course. English is only taught after Black Studies. I am extremely discouraged.
249. My teacher was terrible. I essentially paid mesa and paid for the book to read it and learn by myself. There was zero instruction by the professor
250. N/A
251. n/a
252. n/a
253. N/A
254. N/A
255. N/A
256. N/A
257. N/a
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269. N/A
270. N/A
271. N/A
272. n/a
273. n/a
274. n/a
275. n/a
276. N/A
277. Na
278. Nada
279. Necessity to comment on others discussions
280. NEED MORE OF A VARIETY OF CRIMINAL JUSTICE CLASSES!!!
281. NO accumulative on campus final. that is WAY too much information to have to remember for one test. I understand that they need to have something on campus so that they know its ""you"" taking the class. But an entire semester's worth of information on one test when it was taken online is crazy. Even having the last half of the chapters on the final makes sense.
282. No comment.Have the professor;s check their blackboard E-mails more often.
283. No comments
284. No more Blackboard
285. No online class. You really don't learn anything through online classes.
286. No opinion.
287. No, changes
288. None
289. NONE
290. None
291. None
292. None
293. None
294. none
295. None.
296. Noon
297. Not a good value - the license fees in addition to registration fees make it very expensive especially without the benefit of an instructor lecturing.
298. not enough instruction in some of the courses that may need it like managerial accounting.
299. Not enough instructor feedback
300. Not much. It really worked out.
301. Not sure
302. not thing come to my mind right now.
303. nothing
304. Nothing
305. nothing
306. Nothing

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373. nothing
374. Nothing
375. Nothing
376. Nothing
377. nothing
378. Nothing - my Professor is very organized, provides very good feedback and great links to other sites to get good subject material.
379. nothing at all
380. nothing at all but Id change the instructors get back tim to you. because most of the time the online instructors take weeks even months and some of them never even attempt to email you back.
381. Nothing at all. I like the way it is set up
382. Nothing everything worked out as it should
383. Nothing I can think of.
384. Nothing I love it. Maybe a little more extra credit
385. nothing I think it is a great course
386. Nothing love it!
387. Nothing much.
388. Nothing really
389. nothing really
390. nothing really but also if the course seems to be more fitting in the classroom but can also handle online work, maybe there could be more hybrid classes
391. Nothing really but it'd be nice if she posted the powerpoints to the lectures along with the videos. Also, it'd be nice if future assignments were posted rather than go at the pace of the class. I like being able to finish all the assignments while I know I have free time so I don't have to worry about it later considering my course/workload.
392. Nothing really, I am finding that I need face-to-face interaction.
393. Nothing really, just have more classes added and schedule openings.
394. Nothing really.
395. Nothing so far
396. Nothing with the classes themselves, just that more classes were available through sdccd. I can't find some of my classes online that are required in my GE.
397. Nothing!
398. Nothing! Dr.*** is awesome! I've never been so confident about chemistry until now!
399. Nothing! My courses are all going well.
400. Nothing, l know how to use it and it's simple to understand.

401. Nothing, but feel like some of the other classes I have taken my help if there are active on-line chats at various times for interaction
402. Nothing, every online course I have taken so far, have been great!
403. Nothing, every online course I have taken so far, have been great!
404. nothing, great course
405. Nothing, it was great and well paced.
406. Nothing, it's good. I have never done online school so I don't have anything to compare it to.
407. Nothing.
408. Nothing.
409. Nothing.
410. Nothing.
411. Nothing.
412. Nothing.
413. Nothing.
414. Nothing.
415. Nothing.
416. Nothing.
417. Nothing.
418. Nothing.
419. Nothing.
420. nothing.
421. Nothing.
422. Nothing.
423. nothing.
424. nothing. it was great
425. Nothing. Like the instructors and the material is easy to access and use.
426. Nothing. Online classes are perfect for busy professionals.
427. Nothing. The online portion of this course is equivalent to On-Campus courses utilizing Blackboard for homework and assignments.
428. Offer all courses that pertain to specific degrees (i.e. some business courses are only offered once a year and makes planning gree requirements a challenge).
429. Once I got the hang of how to use the blackboard, I was ok. It was a little challenging at first to understand what I needed to do. I would like maybe some video instruction, lectures. I feel a little like I'm just on my own learning out of the text and that I'm missing the additions an instructor would make an a classroom.
430. One instructor expected us to do an online group project. This was extremely difficult. Some students were completely inactive in the course until last minute, others participated and then they disappeared. Some groups had way more students than others and the page length of the project was the same. One of the reasons why I enroll in online classes is because I get to work at my own pace and I don't have to rely on anyone else but myself. The class was perfect until the group project came up and it was a majority of our grade. It had to be one of the worse online class experiences that I had.
431. One of the online courses had unclear expectations and I was inexplicably dropped, and therefore unable to contact the instructor as to inquire why.
432. One professor has given me no homework and just tests and it is not very good for learning.
433. One test submission with no resets is a joke. Blackboard submitted my test when all I was trying to do was move on to the next question.
434. Out f date Pearson website. I would appreciate some integration with mobile like an app or something. Also, I never met a single classmate whom I could go to if the teacher was unavailable. I felt quite alone. Not a fan of how that Math *** class at City college was. Will not take math online in the future, but maybe other courses not like, like history of art or something.

435. Pearson was not the best for me. The buttons were so small and hard to see. The layout was very confusing. Lost lots of time trying (and failing) to understand pearson layout. Videos were good. Most of explanations were good. But timed tests meant rushing through very small hard to see buttons in math symbols. Loss lots of test questions because of that. Loss of morale in course after.
436. perhaps a required orientation. It would be cool to chat with the whole class introduce yourself online, therefore if I have any questions I have someone to reach out to questions Id rather ask a classmate about
437. Perhaps having an on-campus meeting three or four times per semester to clear up any questions. However, the instructor does have a class time that students can attend if they have any questions.
438. Perhaps some form of live-time (IE-live audio lectures, etc)
439. Please take a look at the ratemyprofessor web site. It may help you see what teachers should be teaching online and which ones shouldn't. *** ***
440. Profesor *** took almost two weeks to respond to an inquiry about submitting additional assighments as I had already used the link provided when submitting original assigned assignments (turned in work early)
441. Professor
442. Professor response. Clarity.
443. Professor. I also wish i took this class on campus rather than online. It was difficult for me because I had so many questions but could not get answers quickly
444. Quizzes to be more similar to test
445. Remove mymathlab and utilize the professor assigning problems he feels is relevant to what he wants to teach.
446. school should reduced test question at 20 to 30 per quiz, so that you can get time to read the quiz and answer them.
447. See #16
448. Should not be too difficult. The students instructed their own lessons, and worked on their own time.
449. some busy work is assigned that I do not think aided in learning the material
450. Some of the timeframes because the system or computer would sometimes freeze and had to reboot and therefore loose time to complete the quiz or exam.
451. Some online teachers are harder than others. Those who have demanding schedules, with forced class participation via forums and awkward mid week due dates, seem to me, to missing the freedom of online classes.
452. some teachers are not teaching, they're simply moderating. Posting a textbook and a set of problems is not teaching a class. The slides and and posts he makes are rarely helpful, and more often than not the slides are only more problems with no solutions. I am specifically referring to ***
453. Sometimes the professor was harsh with his responses
454. Specifically speaking of the History *** course I tool - I would have never taken this course had I know how COMPLETELY unresponsive the professor was. I don't have time to go to his office (as stated I work full time) and he hasn't graded anything for over a month. Don't even really know what my grade is.
455. Study guide for math courses.
456. switch from a paper book to an e-book
457. T
458. That it was face to face
459. That the material will be more easier.
460. The ability to make changes to go back after submitted information.
461. The amount of home work on some classes are ridiculous. Some are hard to download.
462. The amount of time the instructor has to return answers that are asked
463. the amount of work
464. The biggest issue of online courses at SDCCD is certainly the inability to visualize incorrect questions, which represents a great mean when it comes to learning. That needs to change. Also, online courses are made for people who aren't able to participate to on-campus classes for various reasons. They should be,

therefore, set up differently. One should be able to get ahead if the case. It's not fair having to wait for the teacher to open some discussion or the like. Discussions should be made public so that if students want to start working on them a month in advance, they are free to do that. Of course, deadlines have to be given and met, but a student must be free to pace himself all the way. What if something happen? What if one has to undergo surgery or unexpectedly leave town? A teacher should consider all these possibilities and act accordingly.

465. the books
466. The classes sometimes feel too easy, maybe change the course syllabus to be the exact same as the in school classes? (I dont know if they already are)
467. The course I'm enrolled in is labeled on the class schedule as fully online, but in the syllabus the instructor requires us to meet on one day at the end of the semester to turn in our workbooks. That doesn't seem fully online to me. And although this is not specific to this course, I would make a general change to Blackboard making it so that instructors can't assign group projects, because they simply don't have a place in online courses and college level courses in general.
468. The description: Make sure students know that just because it says at your ""own"" pace, it does not mean you won't reinforce YOUR pace.
469. the fact that it was an online course. The teacher was fine. The fact that it was an online course that I had to take was appalling.
470. The fact that it was online.
471. the fact that it's so expensive to take, costing more than the book would have for an on-campus course, is ridiculous, I've already paid to take the class, I shouldn't have to pay this much for the right to access the required materials
472. The formant of teaching an online course and the text book that was chosen for the class.
473. The format on the class website was incredibly unclear.
474. The homework hints (mini lectures on how to do problems) are very helpful but aren't present nearly enough.
475. The inactivity logging out time is too short!
476. The instructers be more flexible with the work we turn in. And give us more opportunities to Make up for a grade or extra credit.
477. The instructions for the assignments are either wrong or missing information therefore can't be done then I email him but don't always receive a response or the response is delayed therefore I can't do the assignment.
478. The instructor
479. The instructor doesn't provide assignments/tests that require us to read/know the material
480. The instructor has not given us any grades or feedback. I have asked for something and no response. I really hate the class. The instructor is horrible and I have never had this experience in prior SDCCD or SDSU courses since 2002 when I began my educational adventure.
481. The instructor I have for my current course is great, she communicates if she's behind in grading, responds to questions in a timely manner. She also posts the entire workload in advance, so I can work ahead when I have free time. Some of my previous courses were a disaster because instructors didn't post assignments on time, or took vacation without telling the class and questions went unanswered for weeks.
482. the material on homework could be more specific, some classes could be more lenient to homework
483. the math
484. the method how to resolve a problem
485. The midterm tests were simply to much for me. That doesn't make them wrong. I am an older learner, and a lot happen during this semester that weren't anticipated I used online E-books for the first time and that was a disaster, a physical textbook is much better for me even with online learning. I would never use online textbooks again . Of course for me, breaking up exams into smaller segments would be extremely helpful.For someone that is used to doing well, this really hurts.

486. The online course questions should more closely mirror the book. Either book should be corrected to reflect all of the online questions or vice versa. Also, the online occasionally had a glitch that counted wrong a correctly answered question.
487. The online courses are typically for people employed professionally. So, the syllabus should be more flexible with dates. I was deployed on a fire without internet for 2 weeks and missed some deadlines.
488. The only thing I would change is the short term part of one of my particular classes. After a few weeks, I felt sad that it was almost over already! But I understand the need for short term classes. Thank You...
489. The only thing I would like to see is me actual test when I have completed it. There is no way to see what problems I did wrong.
490. The organization was confusing. Well I think the TBA when the course was going to be oriented I would change, the scattered mess getting the textbooks the end of the second week of class, the late orientation in registering with the e-pearsons online simulation, spending hours just trying to solve one simple problem that when i ask the instructor he's like tough it out and find it where in class room probably just get answered, the disconnect with the tutoring center our tutor had old data trying to help us solve problems on newer applications and problem sets
491. The particular course I took at City online this semester was one of the most difficult in terms of dealing with the instructor. All instructors are adamant about timelines and making sure work is in on time, however if you are teaching an online course, I would expect the instructor to be logging in multiple times a day to assist any students with problems/questions. I attempted to reach out to my teacher approximately 4 times this semester and didn't hear back from her until, on average, 3 days later, sometimes a week later. I would just hope that all instructors are courteous to the students and we are to the teachers.
492. The professor *** didn't respond to a single discussion board post regarding math and didn't post at all beyond the 4th week of class. The professor did not respond to Emails or help what so ever.
493. The professors condescension and his inability to interact effectively with students. He is the only reason that I dropped the class, not the technology.
494. The quality& work load can vary tremendously between instructors.
495. the required textbook was worthless! i had to pay 70 dollars for an ebook of the professors notes?! not professional notes either
496. The response time of emails to professors
497. The site had issues with staying active when doing assignments. Have to start work over many times or lost attempts during tests
498. The teacher
499. The teacher
500. The teacher really needs to pay attention the email since that is the only way of communicating and that aspect has failed this semester in my class.
501. The teacher was HORRIBLE about changing things. The syllabus says one thing and I show up to class to a test that is on the syllabus for the next week. She is constantly changing things and gives very little instruction. This is probably my worst grade and it's the class I actually go to in person.
502. The teacher.
503. the test format. I like to see all the questions so I can answer the ones I know and go back to the harder ones later.
504. The tests. I don't like how the instruction puts one question per page because we lose valuable seconds just switching from question to question and we don't have the ability to go backwards.
505. The time the work was due
506. The variation between professors is very large and I don't feel all professors are very effective at teaching in an online environment. Instead of lecturing a lot of professors just do a power point of exactly whats in the text book and then they give a student 10 links to other websites each week to make up for a lecture which can take a student 20 plus hours a week to actually go through. I feel a professor should provide a lecture like they would in an in person class instead. I think professors who teach online

need to be very skilled at effective communication via chat or email. I also feel they should be available for office hours on a specific day during the week that is consistent either online or in person.

507. The way the teachers communicate with student poor communication has definitely affected my education!

508. THE WAY THIS COURSE PARTICULARLY WAS SETUP IS VERY CONFUSING AND FAR TOO COMPLICATED. I HAVE TAKEN MANY ONLINE COURSE AND THIS WAS THE WORST BY FAR.

509. The work load.

510. There are so many problems with the instructor communication that I would try to focus on that.

511. There is no leeway if you are even a few minutes late with an assignment. Sometimes I feel like the instructors are unreasonable with grading some of the assignments because they weren't specific enough with their expectations in the wording of the assignment and because you don't know the professor personally you don't know how strict/critical they are.

512. There needs to be more interactive content.

513. There should be a better way of notifying students whenever they receive a blackboard message/reply to a discussion board (e.g e-mail - even better if it could lead to a phone notification).

514. There should be more involvement from the instructor. It seems that instructors put less effort in the online courses compared to those face-to-face on-campus courses. The level of instructor involvement and availability should be the same no matter if the course in online or not.

515. There was little/ no communication w/ teacher. The Assignments where given at the beginning and no other instructions where given. The Assignments were poorly worded and at times very unclear. Questions regarding the assignments were left unanswered. Grading for assignments/ discussions was late, no feedback or corrective notes where given. I have taken online courses before but this was the worst I have taken.

516. There wasn't a lot of interaction between students. It might be good if more interaction was encouraged since in face-to-face classes you end up learning from your classmates as well as the teacher.

517. Time

518. Time limits on some exams based on questions

519. Timing of assignments/quizzes due because it often conflicts with my full time work schedule.

520. To have make up exams, my iPad crashed and kicked me out of the page where I was taking my test, and it automatically submit it my exam and got 3 out 50

521. Too many assignments in one period of time.

522. too many to describe

523. um the professors would actually educate.

524. Uploading attachments and at least 2 chances to submit if it requires 2 attachments.

525. us of MyITLab software

526. use more visual step by step instructions

527. We should have a time, as a group, juat to chat and use the online chat room in case we need to ask questions and more detailed feedback

528. when instructor responds to questions, it would be helpfull to be more concise.

529. When professor teach online courses they need to have very clear instructions for their students to follow.

530. wish the course had been a 3/4 or full semester instead of 1/2 a semester. I learned so much and really enjoyed the class but always felt under pressure to get the classwork completed.

531. With this course I would not offer any changes.

532. Work on making a better course discussion method. Maybe have a chat room instead of using forms

533. Workload.

534. Would like to hear from the instructor more regularly. There is very little communication, except for the essentials; although, prof. is pleasant when I do hear from her. IT lab needs to be open more.