



Miramar College Online Course Satisfaction Survey Report

Spring 2009

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Overview and Purpose

The purpose of this survey project is to collect additional information about students who took online courses at Miramar College in the spring 2009 semester. This report was created to measure students' perceptions and opinions about elements involved in online courses such as preparation, experiences in the course, technical support received, communication with the instructor and classmates, learning, and future needs.

Methodology

Survey Population

To be eligible for the study a student had to be enrolled in an online course at Miramar College as of first census in the 2009 regular spring semester. Students who dropped the course or never attended were excluded.

Implementation

The data collection methodology for the online course satisfaction survey was an online survey. A pre-notification email was sent to students in March informing them of the forthcoming online student satisfaction survey. Students received a survey invitation sent by the Office of Institutional Research and Planning in March 2009. Students were instructed to access the survey directly from a URL link in the survey invitation. Students were allowed access to the survey for approximately two weeks. In an effort to increase survey response rates, two reminder emails with direct access to the survey were sent to the survey population. Additionally, Online and Distributed Learning posted notifications to inform students to check their emails for an invitation to the survey. A notification was posted to the Blackboard and pop-up notifications were posted as students logged into their online courses.

Instrumentation

The Office of Institutional Research and Planning referenced the previous 2008 Online Course Satisfaction survey and collaborated with the Dean of Online and Distributed Learning to develop and confirm the survey questions. The survey instrument contained 26 questions and took approximately 4 to 5 minutes for students to complete. The survey contained 11 single response questions using Likert scales of helpfulness and agreement, 11 single response categorical questions, 2 multiple response questions, and 2 open-ended questions in which a student could provide verbatim responses. Several categorical questions allowed a student to provide a verbatim response in lieu of a categorical response. A copy of the survey is provided in Appendix A.

Analytical Plan

Analyses of demographic questions in the Student Profile included two comparison groups: the survey respondents and the general online student population. Responses to demographic questions in the satisfaction survey were compared to demographic information provided by the general online student population in their college applications. Analyses of remaining questions were provided for survey respondents only and were grouped into themes to elicit further comparison. Students' comments to the open-ended questions were provided verbatim in Appendix C.

Data tables are provided by section in Appendix B. Please note that within the tables, *Percents* include all students who completed a survey. *Valid Percents* include only those students who responded to the question and do not include question nonresponse or responses of 'Not Applicable'. Most of the narrative utilizes data from *Valid Percents*; however, in questions with a large proportion of nonresponse and/or not applicable, *Percents* are also noted.¹ Also note that individual response categories may not total 100% due to rounding.

Student Profile

Of the 3,505 surveys that were sent to students, 307 surveys were returned, yielding a 9% response rate. The response rate does not provide statistical representativeness of the population of online students served within Miramar College and is lower than comparative online survey response rates of the SDCCD online student population (18% in 2008 and 13% in 2007). However, this may in part be due to an atypical increase in the number of student surveys conducted during spring 2009 for the accreditation self-studies. In forthcoming years, response rates would likely revert to the range seen in previous years. Consequently, the generalizability of the data was determined via a comparison of the survey respondents to the general online student population using 4 characteristics: online format of courses taken, age, gender and ethnicity.

- When asked if the online course(s) taken in spring 2009 was fully online, partially online, or both fully online and partially online, the majority of students who responded reported their course(s) as online only (83%). (See Table 1.) This was similar to fully online course enrollment by the general online population (88%).
- The greatest percentage of students who responded were between the ages of 18 to 24 (28%), followed by students 30 to 39 (25%) and 25 to 29 (21%). (See Table 2.) Respondents between the ages of 18 to 24 were underrepresented (28%) compared to the general online population (45%).
- The majority of respondents reported their gender as female (69%). (See Table 3.) This was higher than the proportion of females in the general college population (61%).
- Slightly more than half of the respondents reported their ethnicity as White (52%), 15% were Asian/Pacific Islander, 13% were Latino, 8% were Filipino, 7% reported 'other', 5% were African American, and less than 1% were American Indian/Alaskan Native. (See Table 4.) The ethnic groups of students who responded were representative of the general online population.

In summary, survey respondents varied somewhat in age and gender compared to the general online population. However, the proportion of students in each course type and the ethnic distributions of students responding to the survey were similar to the general online college population. Thus, the group of students who completed surveys provided some representativeness with reservation. Keep in mind when generalizing the results to the entire population that certain groups may be over or underrepresented.

¹ Reporting tables with *Percents* and *Valid Percents*, and narrative from *Valid Percents* represents a departure from previous reporting methods. Previous year's reports included tables and narrative presenting *Percents* only.

The Findings

For reporting purposes, results are not referred to in question order; rather they are clustered into 6 general areas:

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

Student Preparation for Online Course

- When asked if they had previously taken an online course at SDCCD in the past two years, among students who responded, nearly three-quarters of the students (74%) responded that they had taken a course at SDCCD. (See Table 5.) Nearly one-quarter (22%) responded that they had taken an online course at another college in the past two years. (See Table 6.)
- Three quarters of the respondents (75%) felt they had sufficient information about online course requirements prior to enrolling (38% agreed and 37% strongly agreed). (See Table 7.) Fourteen percent responded neutrally.
- When asked how helpful the Online Learning Readiness Assessment was, 150 (49%) of the respondents who completed surveys did not respond or responded 'not applicable'. (See Table 8.) Among those who did respond with the level of help they received, 64% felt the Online Learning Readiness Assessment was helpful and 25% rated its' helpfulness neutrally.
- When asked how helpful the WebCT orientation was in preparation for an online course, 164 (53%) of the respondents who completed surveys did not respond or responded 'not applicable'. (See Table 9.) Among those who did respond with the level of help they received, 59% felt the WebCT orientation helpful and 31% rated its' helpfulness neutrally.

Student Experience in Online Course

- Half of the respondents (50%) reported they enrolled in two or more online courses during spring 2009. (See Table 10.)
- Among specific reasons offered as the cause of students' online course withdrawal, a personal/work scheduling conflict (26%) was mentioned most frequently. (See Table 11.) Personal reasons (24%), a course that was too time consuming (23%), a course that was too difficult (20%), no need for the course (17%) and not enough instructor feedback (17%) were also frequently mentioned reasons for students' online course withdrawal.
- Half of the respondents reported visiting their online course once or more a day (50%) and 45% of the respondents reported visiting their online course a few times a week (See Table 12.)
- Sixty-two percent of respondents spent 4 or more hours logged into their online course per week and thirty-seven percent spent 3 or fewer hours logged into their online course per week. (See Table 13.)
- When asked the reason why they took their online course, students who responded most often reported an intention to transfer to a four-year college

(40%), followed by a desire to apply the course toward their AA/AS degree (36%). (See Table 14.)

Technical Support

- Eighty percent of the respondents agreed that they had a positive experience using the online course tools and thirteen percent responded neutrally. (See Table 15.)
- When asked if the respondents were able to obtain needed help from Technical Support, 114 of the respondents who completed surveys (37%) did not respond or responded 'not applicable'. (See Table 16.) Among those who did respond, 66% agreed that they were able to obtain the help they needed and 22% responded neutrally.

Communication

- A large proportion of respondents (81%) agreed that they could communicate effectively with their classmates and 14% rated communication with their classmates neutrally. (See Table 17.)
- Over three quarters of respondents (78%) agreed that they were able to communicate effectively with their instructors. Equal proportions of respondents disagreed or responded neutrally (11% each). (See Table 18.)

Perception of Online Learning

- Nearly three quarters of the respondents (73%) agreed that the number of students in the course was appropriate, while 24% had no opinion on the matter. (See Table 19.)
- Many respondents (80%) agreed that the online format was an effective way to learn and 12% responded neutrally. (See Table 20.)
- Many respondents (80%) also reported enjoyment of the online learning method. Thirteen percent of the respondents responded neutrally. (See Table 21.)

Future Services

- Three out of four respondents (75%) would be likely to take another online course rather than a traditional on-campus course if given the choice. (See Table 22.) Fourteen percent had no opinion on the matter.
- Among potential services or support mentioned as beneficial, counseling was mentioned most frequently (43%), followed by tutoring (33%), English/Math placement testing (29%) and library services (29%). (See Table 23.) However, one in four respondents (25%) noted that they had no need for additional services or support.

Student Comments

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

Appendix A: Survey Instrument

Online Course Student Satisfaction Survey -Spring 2009

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

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

1. During which session(s) did you take an online course?
 - Intersession 2009 only
 - Spring 2009 only
 - Both Intersession and Spring 2009

2. If you took any online courses in Spring 2009, please indicate if they were fully online, partially online, or both fully online and partially online courses. **[Online courses are considered *Fully Online* if they are 100% online with no meetings or exams on campus. Online courses are considered *Partially Online* if they have one or more meetings on campus.]**
 - Fully online only
 - Partially online only
 - Both fully online and partially online

3. What is your age?
 - Under 18
 - 18 to 24
 - 25 to 29
 - 30 to 39
 - 40 to 49
 - 50 and above

4. Are you male or female?
 - Male
 - Female

5. What is your ethnic background?
 - African American
 - American Indian/Alaskan Native
 - Asian/Pacific Islander
 - Filipino
 - Latino
 - White
 - Other

6. How many online courses at the San Diego Community College District (City, Mesa, or Miramar Colleges) did you enroll in during Spring 2009?
 - One
 - Two
 - Three
 - Four
 - Five
 - More than five

7. If you withdrew from any online classes you enrolled in for Spring 2009 please indicate the reason(s) why you withdrew. **(Select all that apply)**
- I did not need the course(s) (i.e. change of major, transferred, etc.)
 - The course(s) did not fit into my course schedule
 - The course(s) did not fit into my personal/work schedule
 - Personal reasons (health, family, etc.)
 - The course(s) was too difficult
 - The course(s) was too time consuming
 - There was not enough instructor feedback
 - Blackboard was too difficult/problematic
 - I had technical difficulties with the computer/web
 - I prefer to take classes in person
 - Other, please explain: _____
8. How many online courses within the San Diego Community College District (City, Mesa, or Miramar Colleges) have you taken in the past two years before Spring 2009?
- None
 - One
 - Two
 - Three
 - Four
 - Five
 - More than five
9. How many online courses have you taken at other colleges outside of the SDCCD in the past two years before Spring 2009?
- None
 - One
 - Two
 - Three
 - Four
 - Five
 - More than five

If you enrolled in more than one course during Spring 2009, please answer the following questions based on your experience with the online course that is most representative of your overall experience.

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

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

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

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

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

Please indicate your **level of agreement**.

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

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

- Very unlikely
- Unlikely
- Neither likely nor unlikely
- Likely
- Very likely

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

25. What would you change about the course you took?

26. What additional online services or support would be beneficial? (**Select all that apply**)

- Counseling
- Orientation
- Placement Testing for English and Math
- Technical support
- Financial aid
- Library
- Tutoring
- No need for additional services or support
- Other, please specify: _____

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

Appendix B: Tables

Student Profile

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

	Survey Respondents			General Online Population		
	N	%	Valid %	N	%	Valid %
Fully online only	254	83%	83%	3,087	88%	88%
Partially online only	26	8%	9%	334	10%	10%
Both fully online and partially online	25	8%	8%	84	2%	2%
Total	305	99%	100%	3,505	100%	100%
No response	2	1%				
Total	307	100%				

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

	Survey Respondents			General Online Population		
	N	%	Valid %	N	%	Valid %
Under 18	1	0%	0%	5	0%	0%
18 to 24	86	28%	28%	1,570	45%	45%
25 to 29	63	21%	21%	833	24%	24%
30 to 39	77	25%	25%	659	19%	19%
40 to 49	47	15%	15%	300	9%	9%
50 and above	32	10%	10%	138	4%	4%
Total	306	100%	100%	3,505	100%	100%
No response	1	0%				
Total	307	100%				

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

	Survey Respondents			General Online Population		
	N	%	Valid %	N	%	Valid %
Male	96	31%	31%	1,365	39%	39%
Female	209	68%	69%	2,138	61%	61%
Total	305	99%	100%	3,503	100%	100%
No response	2	1%		2	0%	
Total	307	100%		3,505	100%	

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

	Survey Respondents			General Online Population		
	N	%	Valid %	N	%	Valid %
African American	16	5%	5%	228	7%	7%
American Indian/Alaskan Native	1	0%	0%	33	1%	1%
Asian/Pacific Islander	44	14%	15%	510	15%	16%
Filipino	23	7%	8%	279	8%	9%
Latino	38	12%	13%	517	15%	16%
White	159	52%	52%	1,453	41%	46%
Other	22	7%	7%	114	3%	4%
Total	303	99%	100%	3,134	89%	100%
No response	4	1%		371	11%	
Total	307	100%		3,505	100%	

Student Preparation for Online Course

Table 5. How many online courses within the San Diego Community College District have you taken in the past two years before Spring 2009?

	N	%	Valid %
None	80	26%	26%
One	45	15%	15%
Two	48	16%	16%
Three	32	10%	11%
Four	26	8%	9%
Five	11	4%	4%
More than five	62	20%	20%
Total	304	99%	100%
No response	3	1%	
Total	307	100%	

Table 6. How many online courses have you taken at other colleges outside of the SDCCD in the past two years before Spring 2009?

	N	%	Valid %
None	236	77%	78%
One	21	7%	7%
Two	11	4%	4%
Three	11	4%	4%
Four	4	1%	1%
Five	3	1%	1%
More than five	17	6%	6%
Total	303	99%	100%
No response	4	1%	
Total	307	100%	

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

	N	%	Valid %
Strongly disagree	17	6%	6%
Disagree	16	5%	6%
Neither agree nor disagree	40	13%	14%
Agree	110	36%	38%
Strongly agree	107	35%	37%
Total	290	94%	100%
No response/Not applicable	17	6%	
Total	307	100%	

Table 8. If you completed the Online Learning Readiness Assessment before you took this course, how helpful was it in preparing you to take an online course?

	N	%	Valid %
Very unhelpful	13	4%	8%
Unhelpful	4	1%	3%
Neither helpful nor unhelpful	39	13%	25%
Helpful	58	19%	37%
Very helpful	43	14%	27%
Total	157	51%	100%
No response/Not applicable	150	49%	
Total	307	100%	

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

	N	%	Valid %
Very unhelpful	8	3%	6%
Unhelpful	5	2%	3%
Neither helpful nor unhelpful	45	15%	31%
Helpful	46	15%	32%
Very helpful	39	13%	27%
Total	143	47%	100%
No response/Not applicable	164	53%	
Total	307	100%	

Student Experience in Online Course

Table 10. How many online courses at the San Diego Community College District (City, Mesa, or Miramar Colleges) did you enroll in during Spring 2009?

	N	%	Valid %
One	153	50%	50%
Two	79	26%	26%
Three	40	13%	13%
Four	16	5%	5%
Five	9	3%	3%
More than five	8	3%	3%
Total	305	99%	100%
No response	2	1%	
Total	307	100%	

Table 11. If you withdrew from any online classes you enrolled in for Spring 2009 please indicate the reason(s) why you withdrew.

	N	Percent	% of Cases
I did not need the course(s) (i.e. change of major, transferred, etc.)	11	10%	17%
The course(s) did not fit into my course schedule	5	5%	8%
The course(s) did not fit into my personal/work schedule	17	15%	26%
Personal reasons (health, family, etc.)	16	14%	24%
The course(s) was too difficult	13	12%	20%
The course(s) was too time consuming	15	14%	23%
There was not enough instructor feedback	11	10%	17%
Blackboard was too difficult/problematic	9	8%	14%
I had technical difficulties with the computer/web	3	3%	5%
I prefer to take classes in person	6	5%	9%
Other	5	5%	8%
Total	111	100%	168%

Response Summary for question set

Valid		Missing		Total	
N	%	N	%	N	%
66	21%	241	79%	307	100%

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

	N	%	Valid %
Less than once a month	2	1%	1%
Once a month	3	1%	1%
A few times a month	12	4%	4%
A few times a week	136	44%	45%
Once every day	74	24%	25%
More than once a day	75	24%	25%
Total	302	98%	100%
No response	5	2%	
Total	307	100%	

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

	N	%	Valid %
Less than 2 hrs/week	29	9%	10%
2-3 hrs/week	82	27%	27%
4-5 hrs/week	85	28%	28%
6 or more hrs/week	103	34%	34%
Total	299	97%	100%
No response	8	3%	
Total	307	100%	

Table 14. Why did you take this online course?

	N	%	Valid %
Personal enrichment	24	8%	9%
Apply toward AA/AS degree	99	32%	36%
Apply toward certificate	11	4%	4%
For career development	21	7%	8%
Transfer to a 4-year university	111	36%	40%
Other	10	3%	4%
Total	276	90%	100%
No response	31	10%	
Total	307	100%	

Technical Support

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

	N	%	Valid %
Strongly disagree	11	4%	4%
Disagree	10	3%	3%
Neither agree nor disagree	37	12%	13%
Agree	118	38%	40%
Strongly agree	119	39%	40%
Total	295	96%	100%
No response/Not applicable	12	4%	
Total	307	100%	

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

	N	%	Valid %
Strongly disagree	14	5%	7%
Disagree	9	3%	5%
Neither agree nor disagree	42	14%	22%
Agree	68	22%	35%
Strongly agree	60	20%	31%
Total	193	63%	100%
No response/Not applicable	114	37%	
Total	307	100%	

Communication

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

	N	%	Valid %
Strongly disagree	5	2%	2%
Disagree	11	4%	4%
Neither agree nor disagree	38	12%	14%
Agree	117	38%	42%
Strongly agree	110	36%	39%
Total	281	92%	100%
No response/Not applicable	26	8%	
Total	307	100%	

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

	N	%	Valid %
Strongly disagree	14	5%	5%
Disagree	18	6%	6%
Neither agree nor disagree	32	10%	11%
Agree	99	32%	34%
Strongly agree	127	41%	44%
Total	290	94%	100%
No response/Not applicable	17	6%	
Total	307	100%	

Perception of Online Learning

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

	N	%	Valid %
Strongly disagree	4	1%	1%
Disagree	4	1%	1%
Neither agree nor disagree	64	21%	24%
Agree	103	34%	38%
Strongly agree	96	31%	35%
Total	271	88%	100%
No response/Not applicable	36	12%	
Total	307	100%	

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

	N	%	Valid %
Strongly disagree	12	4%	4%
Disagree	10	3%	3%
Neither agree nor disagree	34	11%	12%
Agree	95	31%	32%
Strongly agree	142	46%	48%
Total	293	95%	100%
No response/Not applicable	14	5%	
Total	307	100%	

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

	N	%	Valid %
Strongly disagree	13	4%	4%
Disagree	6	2%	2%
Neither agree nor disagree	38	12%	13%
Agree	66	21%	22%
Strongly agree	171	56%	58%
Total	294	96%	100%
No response/Not applicable	13	4%	
Total	307	100%	

Future Services

Table 22. If you were given the choice between an online course and a face-to-face on-campus course, how likely is it that you would take another online course?

	N	%	Valid %
Very unlikely	14	5%	5%
Unlikely	20	7%	7%
Neither likely nor unlikely	40	13%	14%
Likely	57	19%	19%
Very likely	164	53%	56%
Total	295	96%	100%
No response	12	4%	
Total	307	100%	

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

	N	Percent	% of Cases
Counseling	111	19%	43%
Orientation	45	8%	17%
Placement Testing for English and Math	76	13%	29%
Technical support	46	8%	18%
Financial aid	65	11%	25%
Library	75	13%	29%
Tutoring	85	15%	33%
No need for additional services or	64	11%	25%
Other	16	3%	6%
Total	583	100%	223%

Response Summary for question set

Valid		Missing		Total	
N	%	N	%	N	%
261	85%	46	15%	307	100%

Appendix C: Student Comments

Question 7: If you withdrew from any online classes you enrolled in for Spring 2009 please indicate the reason(s) why you withdrew. OTHER SPECIFIED

1. first online to try out.
2. got hung up on one thing and stunted my whole prog
3. my textbook order arrived late
4. No lecture, & no way 2 learn new material
5. said fully online, but wasn't (group meetings)

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

1. AA/AS and transfer to 4 year
2. any of the options above
3. both AS degree and Transfer to a 4-year university
4. GE
5. Mesa college Rad Tech admission points
6. moved to different country
7. Pre-req for grad school
8. Prerequisite for another class
9. prerequisites for graduate program
10. To begin my formal study of nutrition.

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

1. Ability to work around my schedule.
2. a great English professor, who was always online whenever you needed him to be; having enough time during the week to turn in all the homework, quizzes, tests, and essays; great textbook, and the variety of resources available for the student to contact either the professor, and/or other classmates.
3. a ton of technical resources were available.
4. Ability to do course work according to my schedule rather than a fixed schedule found in class.
5. Ability to do the homework at my schedule. My job requires me to travel and I can still keep up with my classes when on the road.
6. Ability to study/participate on my own schedule and from anywhere, without having to commute to campus.
7. Ability to work at any time
8. Able to fit it into my schedule.
9. Able to work and study full time at the same time. Avoid the hustle of traffic equals less stress.
10. ability to contact the teacher as well as assignments given with enough time to complete it
11. additional resources available at the touch of a key.
12. all
13. All
14. All elements
15. Although not used very frequently in my current online class, the discussion forums where students post questions and receive feedback from both the instructor and other students is invaluable to me.
16. Aplia is a great tool that my teacher uses. I enjoy the discussion boards and the general board where you can ask a question to the entire class and teacher. The grades, the calendar and the tools teachers put on their home page are all helpful. All around good experience.
17. Assignments, Assessments, Syllabus
18. Assignments, quizzes, discussion board, email, text book study practice questions.
19. availability
20. availability to discuss weekly with other classmates
21. Because I work and I have two children it is easier for me to take online classes, even if I didn't work or have children I still would take online classes because it is just easier for me.
22. Being able to do the assignments and read the text whenever I wanted to.
23. Being able to email all of the students or instructor.
24. Being able to go at my own pace, sometimes I am tired from working so much, but I know I have to work harder to get it done the next day and on-line allows me to be flexible with my time.
25. Being able to have a site that did not have technical problems. Early posting of assignments (consistently) and exams.
26. Being able to login any time of the day.
27. being able to manage my own time for the course. flexibility of going online whenever it was a good time for me.
28. Being able to take test on my own time
29. Being able to take the course on my schedule.
30. Being able to work around my work schedule since I'm gone 10 to 12 hours a day.
31. Blackboard is easy to use. I love the freedom of working at my own pace.
32. Calendar presentation to let you know of upcoming tests
33. checking out my grades
34. complete course
35. completing all work online
36. convenience
37. convenience
38. convenience
39. Convenience
40. Convenience
41. Convenience of time and place of use. I am FT business professional and FT parent and wife, so This allows me to choose the best time to work school into my schedule.
42. Convenience was the most valuable element.

43. convenience-able to access anywhere, anytime; study tools; instant feedback on incorrect problems; didn't last an entire semester
44. convenience.
45. Convenient, easy to easy and learn, self education works better with me
46. Convinient. Fits sched. Works with my iPhone. U can do it anytime u want and can do it.
47. discussion
48. discussion
49. Discussion board, Emails
50. Do not need to travel to complete a course.
51. Ease of access
52. Ease of access to information and flexibility with my schedule.
53. Ease of access, operating on my own schedule and at somewhat of my own pace.
54. ease of time, I work in a very busy site and have little time for travel
55. Ease, open time-wise, ability to teach self.
56. Easier to understand.
57. Easy access to material
58. Email within webct.
59. Versatility with the course.
60. Every elements
61. everything the stucture is very important and the organization
62. everything, the prompt reply from the Professor, the way everything is organized. It is hard to not understand the instructions. They are very clear ans easy to follow.
63. exams, forums, additional info that helps with assignments
64. Feedback from the instructor, flexibility of schedule during the day, course content, calendar, discussions, grades
65. flexibility
66. flexibility
67. Flexibility
68. Flexibility
69. Flexibility
70. Flexibility and Instruction
71. Flexibility and no commuting time. I convert commuting time to study time and achieve A's.
72. Flexibility in time.
73. Flexibility of being able to work on it when my schedule permitted. I was able to work at my pace. I took a vacation during the course and was able to continue the course over the internet while on vacation.
74. flexibility schedule
75. Flexibility with regards to the time of day I am able to devote to the course.
76. Flexibility, discussion with other students and teacher feedback on assignments and email.
77. flexibility, organization, the calendar
78. Flexible format in order to juggle full time work and school.
79. Flexible schedule
80. Flexible schedule
81. Flexible schedule, learnat my own pace
82. Flexible scheduling; convenience; ease of use (mostly); professor accessibility;
83. Flexible time
84. Flexible time, not have to travel.
85. Free access 24/7
86. Freedom to get things done ahead of time or whatever time of the day I wanted to start an assignment.
87. I am a mother of two children, inline courses are very convinience.
88. I am able to sign in when it is convenient for me.
89. I appreciate the ability to do my work in my own time without the hassles of going to class. This makes my life so much easier.
90. I can login and go to class in my own time.
91. I can set my own pace
92. I can study anytime I want.
93. I can take the class on my own time. I t very useful once I don't have much time available to take in campus classes.

94. I can work at my own pace and time schedule. We still meet weekly with the instructor. That's very important and useful. A 100% online course would not be as helpful especially for the Banking class that I am taking.
95. I did not have to attend class on campus
96. I enjoy online classes because I am able to work within my own time line. I also dont like sitting in a classroom for a hour an 30 minutes and sometimes up to two hours, I lose interest. Online classes are better for me because when I'm ready to work/focus, I can sign on at that time and do my work.
97. I enjoyed the convenience of only having two course deadlines. Because I am a full-time student at SDSU, this allowed me to put the online class on hold during difficult points in the semester. Also, I could then easily catch up when my work load was light at SDSU.
98. I have a difficult work schedule that online courses are easier to take for me.
99. I have a full time job and it is convenient
100. I like having the freedom of being able to log in and do homework whenever I want to. I like not having to make time to come to class.
101. I learn more because I must do everything myself (although the teacher is usually there in a pinch).
102. more time and less gas consumption
103. I like that it makes it easy to keep going to school and working towards a degree while looking after my son. I don't want to put him in daycare for hours every day.
104. I like the fact that I can study and do the assignments/quizzes on my own time. I hate being in a classroom listening as I am easily bored.
105. I liked being able to do my work after I got off work. Having it all due on a specific day, but able to be turned in was cool. I could take a midterm at midnight, and get up and go to work at 8. I liked not having to come to class.
106. I liked that i could work at my own time/pase and was able to stay home and take of my children.
107. I liked that it was fully online. It was an easy course
108. I liked that it was self-paced and the instructor was easily accessible and prompt with his replies.
109. I liked the fact that I could do my work at my free time.
110. The pressure is never there because you work at your own pace.
111. I love the flexibility since I work a 40 hour week and have a young family.
112. I value the convienience of being able to work at home. I also value not fighting for parking and traffic in order to get to my class. I work full time and time is valuable.
113. I was able to contact instructors easily
114. I was able to get my grades fast, communicate with the instructor if needed quickly.
115. I'm able to do classwork on my own time.
116. I'm able to work on my schedule.
117. Don't spend time commuting back and forth to campus.
118. It is convenient and compatible with my military career.
119. It is flexible for me because of my full time job
120. It's easier because you can do the work when you want and are able to.
121. Just being able to go on it whenever it was convenient for me because of my schedule.
122. keeping my own schedule
123. Lack of constraint conserning time of day for working.
124. More convenient for my schedule, and there's on average less busywork it seems to me (like stuff's due once a week, not twice, and it's just important stuff).
125. More efficient use of my time avoiding commuting/parking as well as scheduling flexibility. I am not limited to a particular campus.
126. na
127. No set class hours.
128. Not having to make my own notes; online versions of heavy books.
129. not many, the teacher was not helpful and his web page was under construction most of the time and couldn't get the proper information to success in the chemistry class.
130. Nothing
131. on my own time and at my own pace
132. Online courses allow me to complete my assignments at my own pace and meet reasonable deadlines.
133. Online links to different websites addressing the current lesson
134. Open book helped me learn the material.
135. Open communication with the instructor.
136. Powerpoint presentations, Learning Modules

137. Powerpoint, intro to typing, intro to powerpoint,
138. Professor **** is very accessible, and has proven to be a "high touch person" in a high tech world. The class interaction has been great! The other students in this class have been both informative and encouraging.
139. professors are great
140. save times, gas, money.
141. Saved time and money
142. Self paced for the most part. Quizzes and tests online, online support for material was available to help study for tests and quizzes. I could take the tests/quizzes at anytime during the window available.
143. Self-paced at times, Work at own schedule, Save on gas, Time saver, Overall Awsome.
144. Self-paced, free of unreliable teaching methods are what is valuable to me!
145. Study time is flexible, don't need to drive to school.
146. subject matter, flexibility
147. taking it on my own time
148. testing my cognitive ability
149. That I was able to log on anytime of day or night that was most convenient for me. I've learned so much and the class was enjoyable.
150. That it is self-paced
151. The ability to complete my coursework on my own schedule.
152. The ability to set my own schedule and not have to drive school.
153. The ability to talk to the instructor when needed.
154. The calender!!! I wish all of the online teachers would use this correctly. It makes life easier for me, I took 6 classes and 3 were online.
155. The convenience of not having to go to a class in person. Being able to save my work and come back to it later.
156. The convenience of the online course.
157. The convenience.
158. The course is more flexible to individual schedule.
159. The discussion board was effective in expressing my thoughts and learning from other classmates.
160. The discussions we had benefitted me much
161. The discussions with the other students were very helpful and encouraging. Being able to communicate with the Professor was also great. Just knowing that everyone was just a click away was a good feeling. I've learned quite alot from this online course and I feel the instruction and assignments were fantastic. Well done! It was a Java programming class.
162. The e-mail and printed syllabus info.
163. The experiance was great, but I found that my work schedule is just too demanding for me to dedicate the needed time for the class
164. The fact that I can do the work at my time and pace.
165. the fact that I can review - review until I get it.
166. the fact that i didn't have to take time out of my work schedule to attend class
167. The fact that the course was available when other face to face classes were full.
168. The flexibility of being able to log on late at night or ver early in the morning.
169. The flexibilty of logging in late at night after my children go to sleep.
170. The freedom and flexebelity
171. The freedom to access my course whenever it was convenient for me.
172. The lay out since you know exactly what is expected and when.
173. The most valuable part of this course is that I can do it when I need to and I am home more with my children when they are young.
174. The on-line aspect is the most valuable part. I can take the classes, learn and not have to find parking, etc.
175. The online courses allow me to study and learn from my house. I have three kids and a job with long sporadic hours. I also save time and money not having to fight traffic driving to school.
176. The online format allowed for flexibility with my full-time work schedule. Also, being able to easily download the instructor's PowerPoint slides was beneficial - I was able to use them as a guide and to take notes as I studied from the textbook.
177. The open schedule.

178. The response from the professor were very important. My response back were quick, but we still need to remind everyone that personal response back is very important. That was better this semester than in others in the past. Please keep that as a big focus for the instructors in the future.
179. there are no time constraints, i can go to class whenever i have time.
180. time constraints. This way I can study when I want
181. TIME CONVIENCE
182. Time flexibility
183. Time flexibility
184. Time flexibility was most important.
185. time management
186. Time management
187. Time management
188. Time management. I work full-time, so I appreciate the flexibility that the online courses offer.
189. Time save + convenient
190. Time, I can do homework/test day or night, which ever works best for me
191. time. I like the flexible study-time
192. to be able to be at home, still study when caring for elderly or children at home.
193. very easy to control the study time, improved the computer skills
194. very flexible
195. Very little was valuable about Blackboard for my Spring Math class. But Course Compass for my intesession Math class was invaluable and allowed me to succeed in that class.
196. working from home on my own time frame
197. Working Independently, Setting my own class hours, instant submission of my coursework (no more "my dog ate my essay." easier to keep my assignments organized on my computer and all that goes with that.
198. Working on my own schedule, not having to drive to class or park, learning on my own. I love online courses! I am able to work full time and take a full course load only beacause oline courses are available! Please keep offering them!
199. You can proceed at your own pace. My teacher was available when I needed him.
200. 1. Convenience 2. Cost-savings

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

1. A more standardized format for all online courses, so all online courses would be reasonably the same.
2. Absolutely nothing.
3. add a preview button where I would submit my assignments. (This to me seems to be a functionality inconsistency with webct, not the course itself)
4. add lectures
5. All three courses are good. I like them as they are.
6. The only gripe was with math 095. I was unfamiliar with the Cengage website and missed two tests. I took all four quizzes, passed all with a 100%, but did not realize there was also a test for each week, until it was too late. I would like to see maybe a tab or alert for missed assignments or assessments.
7. allow us to opt out of one or two of the in person classes required and allow us to get the information online
8. Although I took a 1 unit, Refresher course, I would have like more interaction from the professor.
9. anyone who is taking online course must know how to organize his or her time. it is easy to fall behind
10. Better instructor
11. Combine the two interfaces to only need one location to sign in and use e-mail and the course itself. And oh by the way, it'd be nice if the teacher ever replied to the one e-mail I ever sent him.
12. discussions
13. eh...
14. emails and messages sent to teacher were not answered in a timely manner.
15. Expense of book
16. Final exams being took online, instead at the campus.
17. For ALL online Math classes, Blackboard should not be allowed. My instructor used Course Compass for the Intersession class which was substantially more effective than the Blackboard. That is the reason I was not able to continue with the Math class that used Blackboard.
18. fully on line - the watch it is great! Had trouble with discuss.
19. Given the class is fully online, instructions and specifications from the instructor must be carefully thought out and provide extremely clear directions. This is not the case with my Spring 2009 class.
20. For the current online class, I would highly encourage the professor to significantly revise his programming specifications to be more closely aligned with each assignment. Too often, specifications for the current programming assignment included instructions for both it and the next assignment making it difficult to figure out what to do.
21. Group projects just don't work well in an online class.
22. Have more references to other sources
23. I am still taking it. This, being my very first fully online class, has been very arewarding experience for an older student like me..
24. I am taking Math 95 with ****. She does it through web assign.net and it needs more videos to understand the concepts. And she takes a long time to respond to questions or concerns.
25. I believe it is up to the teacher what setting the assessments are on but it bothered me to not be able to go back and see what questions I missed on the tests and quizzes. Seeing my mistake is a big part of what helps me learn.
26. I cannot think of anything that I would change.
27. I did not know I had to meet with students to grade each other, I thought it was fully-online but it wasn't that big of a deal.
28. I did not like that I had to pay to go to another site for my math class (on top of buying a book) i didn't have to pay for my previous math class outside website.
29. I do not like the layout of the online "classroom" (for lack of a better word). I think the website layout is very inefficient and it is complicated to navigate. The link bar on the left side is poorly organized, icons do not make sense and text is too small. I just did not like the web design at ALL and it deterred me from wanting to spend time there. Come on, anyone can open up FrontPage nowadays and make a website.. make yours a little interesting !!! We DO have to spend a lot of time staring at that screen, making it appealing to our senses will make us want to learn! duh.
30. I don't think I'd change anything.

31. I dont know
32. I had a big problem this semester with all my online classes that i never had a problem with in my other online classes. Their was a huge problem with plagiarize in my classes. I contacted the professors and received a quick response back from them, but this was a big issue.
33. I had some difficulty with my computer crashing in the middle of my 1st quiz. The homework assignments changed in an email, but the change was not made in the My Grades section with was very confusing. My instructor was slow to respond when I did have questions.
34. I hated Nutrition 150 because the teacher did not use Blackboard but used a really stupid system called coursecompass. There wasn't any textbook - you could only read on line and so you could take notes or underline or even learn. It was hard to get to and to take the test were impossible. Each question had to be submitted one at a time - so you couldn't go through and answer the easy ones first and then take your time with the hard ones. You couldn't go back - it was the worst system ever. The assignments weren't available ahead of time so you couldn't pace yourself. It was the worst class ever. I had hoped to learn something about nutrition but instead all I did was fight with the stupid program. You ought to require all the teachers to use Black board. I also took health but tht teacher used blackboard so it was easy once I got the schedule figured out.
35. I have no idea
36. I have taken a few satisfactory online courses but the Political Science course I took was very disappointing. The links were not linked together such as learning modules were accessible from one page but not the other. There was no assessments button. Tests and Quizzes were not prompted on the Calendar until last minute. The overall layout was not organized. There were weird links that did not pertain to the class. I think the most helpful aspect would be to have a master calendar with current chapters or tests available for students to keep track of the schedule. I felt like the spring 2009 online courses I took had very little teacher input on what they thought on the subject. The professors rely on students to participate on the discussion board yet I felt there was a lack of dialogue between the teachers and students.
37. I learn better in an oral discussion environment.
38. I think the idea of the online course it great and it has been really helpful to me. I would not change anything. What is sad is I believe that some teachers are not ready to be an online teacher and something make the class very hard for the students. I have taken more than 6 classes online and never had a problem until now. I am very frustrated with this 2 classes I am taking and not only me but my colleges express their disappointment feelings. CRN **** and CRN ****. The tests are absurd, the grading system is unfair, teachers can't open documents saved in office 2007. I am sorry but these are the only 2 classes I had this problem. I think this is unacceptable.
39. I thought this particular course was fine just the way it was.
40. I took Banking course and we still meet with the instructor in class. So, the online is just a supplement. That works well.
41. I would ask for an easier way to speak with the teacher. Perhaps an instant messenger type of set up.
42. i would change the work load. the amount of work is rediculous, especially for basic classes.
43. I would have every homework deadline consistent among each class - due on Sunday @ 11:59 p.m. with all next week assignments available that same day for print-out and review if necessary.
44. Grades could be posted by the following Friday / Saturday evening prior to assignments being turned in on Sunday evenings. Class discussions and chats could be done on Fridays / Saturdays as well prior to assignments being turned in.
45. This would work well with classes that required video viewing or play / concert critiquing too. We would view the piece Fri/Sat and write/submit the Critique on Saturday / Sunday while the memory is still fresh.
46. I would have preferred to work at my own pace rather than have certain sections locked until a particular date.
47. i would have the emails sent to my personal email and not to my course email. my instructor frequently changed the dates and times of tests and assignments and it was hard to keep up with what was going on and when.
48. I would like to be able to work ahead more
49. I would make an address list for the students to obtain the instructors names when they want to e-mail them.

50. I would like a larger window for exams...rather than 2 day three is more appropriate...I had a sick kid during a test and failed dur to that...but my 2 year old was vomiting what was I to do...certainly not the test
51. I would make the DEADLINES MORE CLEAR.
52. i would not change anything
53. I would not change anything I love the way all the professors teach their online classes. Hopefully there will be more online classes available.
54. I would prefer more lecture and a few more questions about the content of the work just to get a better insight on the test and quizzes.
55. I would try and take an easier class to acclimate myself to the on-line format
56. I wouldn't change any thing at all.
57. I'm taking two accounting classes, both online. One uses Cengage; one does not. I would change so they both used Cengage for the homework.
58. If I work would allow, I would like to attend on an campus course taught by my instructor.
59. Instructor
60. Instructor should be contact at any time.
61. Instructor's level of communication and posting grades and progress.
62. It is impressive that we can take a chem lab online and I find it very valuable. The professor doesn't participate in discussion boards though which is too bad.
63. It would be fully online as opposed to partially online.
64. Know in advance what the tech requirements are needed for my computer and what books are needed for the course prior to registering.
65. lengthier session. I was not prepared for the 5 week session.
66. Less canned questions that just see if you read the material and more questions about revelant material that you should be learningl
67. make computer tools that teachers use like course compass cheaper.
68. Make it more interactive, than just forms to print. Would like to have been able to view them in a powerpoint presentation format.
69. Make the exam online, hard to find time to go to class to take a test.
70. Make the instructor more accountable. He did not respond readily to inquiries, sometimes just ignored them completely. He was not very helpful. I could have taken this course without him and learned just as much so why pay for the instructor? Even his "slide-show" for the chapters were outdated (by a number of YEARS) on a number of issues regarding CA RE Law--incredible!
71. Math software needs to be better. Difficult to learn and understand.
72. Maybe at least have one or two in-class sessions to put faces with the names on the discussion board.
73. more and more efficient tools to help understand the concepts being learned
74. more comunication between the instructor and with other students
75. more deadlines to keep me on track
76. More explanation from teachers. Not just powerpoints. Explain assignments and how to do it. Communicate with students one by one to make sure they understand. Not just class discussions. Have videos! Of solving math problems. Step by step process. And lecture from teachers.
77. more guidance from instructor
78. More instructor guidance and involvement.
79. More reliable software, the course software and the blackboard software being combined, more interactive lessons/study practice, rich media examples.
80. more teacher interaction.
81. More time on the tests
82. More video to look at on how to do it.
83. More Videos, definitely in Math...
84. my instructor - i believe she was incompetent in that she was always behind on grades and email responses
85. My instructor suggested that we attend his on-campus class as often as we could. I think this is a no-no for an instructor in an online class. It seems to me that the online instructor must tailor his or her course to the online student - and not the other way around.
86. N?A
87. n/a
88. n/a

- 89. N/A
- 90. na
- 91. no
- 92. no changes
- 93. no feedback on quizzes to prepare better for following quizzes
- 94. No group assignment. Hate depending on other members of the group.
- 95. No more Coursecompass.com It is a complete programming failure.
- 96. none
- 97. none
- 98. none
- 99. none
- 100. None
- 101. Not all of the teachers participate.
- 102. Not have quizzes timed.
- 103. nothin
- 104. nothing
- 105. nothing
- 106. nothing
- 107. nothing
- 108. nothing
- 109. nothing
- 110. nothing
- 111. nothing
- 112. nothing
- 113. nothing
- 114. nothing
- 115. nothing
- 116. nothing
- 117. nothing
- 118. nothing
- 119. nothing
- 120. nothing
- 121. Nothing
- 122. Nothing
- 123. Nothing
- 124. Nothing
- 125. Nothing
- 126. Nothing
- 127. Nothing
- 128. Nothing
- 129. Nothing
- 130. Nothing
- 131. Nothing
- 132. NOTHING
- 133. nothing i loved it
- 134. nothing really
- 135. Nothing- the course and what I have learned are perfect.
- 136. Nothing, it was great!
- 137. Nothing, overall it is a good experience.
- 138. Nothing, this current course went very well. Professor **** (sp?) (history teacher) she has been very effective in teaching through the online method.
- 139. nothing!
- 140. Nothing! It was great taking online classes.
- 141. nothing.
- 142. Nothing.
- 143. Nothing.
- 144. Nothing.
- 145. Nothing.
- 146. Nothing.

147. Nothing. It seemed just fine this semester.
148. one day out of a week would be a real class meeting for all business students to talk about their work
149. open the assignments/assesments to work ahead
150. Prefer that the instructor has more knowledge of posting grades
151. Provide correct answers to the questions I missed instead of making me do a new set of questions. It's hard to learn when I don't know what I did wrong!
152. Provide video lectures. It is all about an instructor bringing topic to life.
153. quizzes, example; if you answer w/ a misspelled or incorrect tense your answer will be counted as incorrect
154. Quizzes/tests were only available during certain times. It would have been nice to have them available as the previous tests/quizzes were completed.
155. Simplify it
156. Some of the teacher word test questions poorly, and some teacher don't grade papers right away leaving you hanging
157. Some of the teachers communicate very well. Other teachers completely ignore their students. I would like to fill out a survey about each individual online course so the administration would be aware of which teachers are doing their jobs and which aren't.
158. Some of the teachers didn't seem to understand that they worded stuff badly in the instructions. You would ask them to clarify and they would refer you back to the instructions. I don't know how you could change that really though. It was pretty ok. Also one of the teachers didn't give spring break just because it was online which was a little messed up. It wasn't even a short term class or anything.
159. Some of them should have a few more resources.
160. Some teachers allow to work ahead of schedules others do not. I think getting ahead of schedule is nice in case you know of an impending situation.
161. Sometimes the "Instructor view" and the "Student view" of blackboard are different enough that it can cause confusion when talking about certain elements. Different instructors set up the blackboard (or at least options) differently, some of which are more, or less, effective. This one did not use the calendar, and this class would end up with three or four "links" to the same tests (duplicative and confusing, etc.) Some of the technology seems cumbersome. Would like to have more of the needed materials online instead of having to buy \$100++ books.
162. Sometimes the discussion board format was a little awkward; moving from topic to topic or between postings required several steps and screen refreshes. Also, the Blackboard itself sometimes seemed to slow down to a crawl at the most inconvenient times (right before a quiz or when I needed to download something). So, I would possibly improve the actual technological equipment/servers and possibly get improved formatting for the discussion board feature.
163. Speed of Blackboard, Being able to edit submitted assignments
164. Spend more time for the courses
165. Standardize the dates and times of module completion dates. i.e.: Weeks assignments due by Monday 12:01am instead of online instructors making assignments due on several different dates throughout the week
166. Structure. The course was confussing and not outlined well, grades where slow to get. There where often discrepancies between what the prof said and what happened. The current affairs assignments where all garbled together and confusing. Clarity
167. syllabus available in advance, so that students can purchase a book in advance not delaying any assignments. as most people buy the books online, it takes few weeks to receive the book, which inadvertently causes to lose time in learning the course effectively.
168. Teachers requiring that we post information about ourselves, we would never have everyone introduce themselves in a face to face class.
169. Technical Support by the publishing co.(Cengage Learning)
170. tests should be available after closed, to see where the student missed the mark and what the correct answer is. our quizzes were never gone over.
171. The amount of discussion. It is too much for a day.
172. The Blackboard could be more user friendly.
173. The course was only worth 1 unit. With all the work and time put in, it should have been worth 3 units.
174. The course work did not count toward my grade only the tests and quizzes counted. Some students do not test well and course work helps bring up the final grade.

175. The deadlines every week. As long as I finish the class on time, I think it should be good enough. Some weeks are busier than others, and sometimes I didn't have time to finish all the work for the week.
176. the instructor
177. The instructor
178. The instructor did not respond asap to questions. I think I waited at one point for almost 2 weeks before getting a response.
179. the math 096 class had assignments due very close together, so if I got stuck on any little thing it would have severe consequences. Also math is a difficult subject for me, it might have been easier to take online if there was more emphasis on the chat feature of WebCT so that if I had a question maybe I could chat with a classmate or the instructor to ask quick questions.
180. The online tests contained errors and garbage characters in all 4 of my computer courses, and desperately need editing.
181. The online text tutorial was not always a good preparation for the chapter tests. I found it easier to read the book and work through the examples.
182. The only problem with online classes is the lack of interest in some instructors! they seem to ignore the e-mails student send! and if they do respond its not fast.
183. The professor was extremely uncommunicative. He did not respond to questions posted to the message board or emailed to him directly.
184. The SAM test was not a good experience for me. I would discourage instructors from using this as a tool.
185. The teacher because she was extremely unhelpful and too hard on her online students but supppper easy to her inclass students
186. The teacher in one course did not even use our WebCT course but once at the beginning of the semester. We were not able to communicate with ANY of our classmates because he removed that option. That was frustrating because he was hard to contact and there was nobody to discuss questions with.
187. The teacher was not available as often as she would have been in a classroom. Also, it is not easy to do an online group project so I would take that out.
188. The teachers were very disorganized in their syllabus and assignments. Things were not explained very well and it took multiple emails and phone calls to point out errors and corrections needed to their course.
189. The WebCT system is terrible. There should be ONE clear place to see which assignments are due that day. Links/areas should be labeled for easier use for less technologically-inclined people. In all, the WebCT interface is very confusing and disorganized. Also, it seems that teachers could do well with some instruction on a standardized way of posting assignments, due dates, etc.
190. There are lots of improvement in today's online classes, one is less "bugs" and fast access.
191. There is almost no participation, interaction or feedback from the instructor. She provides no feedback for assignments, her announcements and assignments are incredibly poorly written, and until I contacted the department chair with my concerns, she did not participate in the discussion board. This class is like paying to read a book, and also feeling obligated to speak up when fellow students post dangerously incorrect information on the discussion board -- since the instructor, who in a classroom setting would answer questions and correct inaccurate information.
192. There was way too much work. I spent more time working individually than I would have spent in the classroom AND doing assignments.
193. There were some technical problems with an online library class, which seemed to only affect the teacher.
194. This course was good, but previous courses did not have instructor presence at all!
195. This course was well run and I enjoyed it.
196. To be able to move on to other chapters, instead of keeping you stuck in one until you pass it. Especially since some chapters were not even related to subsequent ones.
197. Too much info in syllabus. Too much info on blackboard made it confusing and discouraging. I'm not a winzip user that was something needed to be used for the course.
198. Upgrade the online tools, remove bugs
199. Weekly assignments as opposed to 1 test every 2 months. Keep the students involved weekly otherwise no one will be doing any work until the last minute. It's too hard to go so long and to have to remember so much information. I'd also like to see my test results. I have no way to see what I got wrong or right.

200. Well WebCT/Blackboard sucks and seems SO 1997. If there would be an option that you could use to replace it that doesn't use so much slow javascript and outdated iframes, it would help a lot.
201. When I had a proactive, interactive professor it was a great experience, but when the professor only gave you the assignments; left you on your own, it was very difficult.

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

1. A better notification system of due dates
2. a general student chat room; not just the 1 class
3. A second set of eyes review class instructions.
4. Better teacher communication.
5. Current sem. syllabuses in advance of registration
6. Information on Student Clubs and their activities
7. Instructors that value the course/students
8. Make sure the instructors are online capable.
9. more contact with professor
10. More online classes
11. offer online classes on math252; up and chem 201+
12. parking permit pay and printout would be nice too.
13. Software training
14. Student to student advisory
15. Teachers should be provided with an orientation
16. Use Course Compass for Math classes NOT Blackboard