

Motivation and Needs of On-line Learners at Virginia Tech

by

Fredric L. Everett

Thesis submitted to the Faculty of the

Virginia Polytechnic Institute and State University

in partial fulfillment of the requirements for the degree of

MASTER OF ARTS IN EDUCATION

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

APPROVED:

Steven M. Janosik, Chairperson

Landrum L. Cross

John Muffo

May, 1999

Blacksburg, Virginia

Keywords: On-line, Distance Education, Student Services

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Dr. Steven Janosik, Chair
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ABSTRACT

There has been a phenomenal growth in distance education since it's early days as correspondence study. Computers and the tools that go along with them, help to bridge the gap between physically separated people. Computers allow for resource sharing, decentralization, and limitless opportunities for instantaneous communication and transfer of information around the world.

A variation of the traditional distance learner is the on-line learner. The on-line learner is a student on or near campus who chooses to take a class on-line versus the traditional classroom method. Questions are generating regarding why these students choose to take these on-line courses when they have they have access to the physical classroom. Since these students are familiar with an on-line setting, questions are also generating regarding the availability of on-line services.

The participants included in this study were on-line learners enrolled in 13 totally on-line classes offered at a large, public, research university located in a mid-Atlantic state. The purpose of this study was to examine what motivates students to take on-line courses and to assess their interest in receiving other academic and student services on-line. Data were collected through a survey designed specifically for this study.

ACKNOWLEDGEMENTS

This research project could not have been completed without the help and willingness of some good people. First I would like to thank Steven M. Janosik for his words of encouragement when revisions got rough. I would also like to thank the other members of my committee, Dr. Landrum Cross and Dr. John Muffo.

I would like to thank my mother for providing continual words of encouragement and reinforcing the fact that the Lord had not brought me this far to leave me. I would also like to thank the rest of my family for their continued support through all of my endeavors.

You can't pick your family, and sometimes you can't pick your friends. I would like to thank all of my friends who helped me to deal with my stressful situations.

Most importantly, I would like to thank my Lord and Savior Jesus Christ. With him all things are possible and nothing is impossible.

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CHAPTER ONE:

INTRODUCTION

The diversity among students in higher education is broad. Students take different classes, study different majors, and learn differently. It is important to look at how and where students learn. Institutions need to focus their attentions on providing all possible means to encourage students to learn. Institutions are providing more opportunities for access to groups of people to experience higher education who never had the opportunity before (McIsaac & Gunawardena 1996).

One way higher education is providing more opportunities for students is in the delivery of instruction. Students have the opportunity to enroll in classes that take place on traditional college and university campuses as well as away from these traditional campuses. The term coined for this relocation of instruction from the traditional campus is called distance education (Brown & Brown, 1994).

At its most basic level, distance education takes place when a teacher and student(s) are separated by physical distance, and technology (i.e., print, data, voice, and video) is used to bridge the instructional gap. These conditions may change the nature of the interactions between the teacher and the learners. There is the potential for increased interpersonal distance, reduction in the amount and frequency of interactions, loss of feedback, and interference in the transfer of messages (Gottschalk, 1996).

In earliest form, distance education was accomplished in the form of word of mouth. People would travel from place to place spreading news and enlightening others about information (Brown & Brown, 1994). With the invention of writing and print, distance education moved towards correspondence. Early university programs used correspondence to educate

students with paper based processes. This method of instruction proved to be of low cost, reasonably well understood, and was completely learner-paced. The only notable limitation was the limited effective interactivity that could be achieved with print media (Brown & Brown, 1994).

Correspondence continues to be an important and flexible form of education, but advances in communication technologies provide alternative delivery options that supplement and often replace correspondence. These alternative options include audio applications, video applications, and computer tools (Brown & Brown, 1994).

Audio applications in distance education include radio, pre-recorded media and telephone. Radio was the earliest means of delivering education apart from the classroom setting. This service continues today providing courses through the "University of the Air." Pre-recorded applications include phonograph records, audiotapes, and compact disks. These technologies are often used in combination with correspondence courses as a supplemental teaching aid. Telephone applications have been a dominant mode of audio delivery since the 1970s. Telephone applications provide an educational range from the common conference call to more sophisticated transmissions which may include visual data (Brown & Brown, 1994).

Video applications in distance education include pre-recorded video, televised instruction, interactive video, and videoconferencing. Pre-recorded video includes a lesson or series of lessons produced to deliver specific instructional objectives. These programs may be delivered by videocassette, broadcast, cable, or satellite. Televised instruction involves transmitting classroom lectures to off-campus location. This method makes use of this application's technology of television transmission but does not utilize the presentational characteristics of television. Interactive video integrates video with a computer. Learners can

interact with the subject matter by computer-controlled instructions, activities and feedback. Videoconferencing replicates a face-to-face meeting or conference. It is similar to televised instruction but is usually designed to incorporate the presentational characteristics of television (Brown & Brown, 1994).

Computer tools for distance education are helping to bridge the instructional gap between physically separated people (i.e. instructor and distance learning student). Computer managed instruction incorporates the computer's ability to branch, store, and retrieve data, into the learning process. The computer is used as a tool to carry out many management and teaching tasks in the learning process. Linking computers, or networking, extends computers capabilities by providing for resource sharing, decentralization, and limitless opportunities for communication and the transfer of information around the world. Although networking is not essential to distance education, it provides the opportunity to utilize curriculum-enhancing resources, as well as encourages interactivity among participants (Brown & Brown, 1994).

A variation of the traditional distance learner is the on-line learner. The on-line learner is a student on or near campus who chooses to take a class on-line versus the traditional classroom method. Why are these students choose to take these on-line courses when they have they have access to the physical classroom? Since these students are familiar with an on-line setting, what other types of on-line services might they want and use? (Helmick, 1998).

The mission of Student Affairs is to promote student learning and personal development. Consistent with the universities goal of "educating the whole person," student affairs offers programs and services that contribute to a just and caring student body and encourages the development of productive, healthy lifestyles. This is achieved by collaboration between student affairs and academic affairs to link out-of-class experiences directly to the academic mission of

the universities. Regardless of where a class takes place, on campus or distantly, the concern is still focuses on the students' experiences (Yeagle, 1998).

Purpose of the Study

The purpose of this study was to examine what motivates students to take on-line courses and to assess their interest in receiving other academic and student services on-line. Data were collected through a survey designed specifically for this study.

Research Questions

1. What prompts students to take an on-line course?
2. What types of academic services would on-line learners like to access on-line?
3. What types of student services would on-line learners like to access on-line?

Significance of the Study

The results of this study had significance for future practice in distance education. On-line students might use the results to identify the services they might use as distance learners. They may find that they use the same services as other distance education students, which may make them more comfortable in the distance learning environment.

Student affairs professionals might use the results to gain a better understanding of the experiences of distance education students. This may enable practitioners to identify which areas of service are beneficial to distance learning and which service areas need improvement. New programs may be developed to meet the needs of distance learners.

Limitations

Like all research, this study was not without some limitations. First, the sample included some on-line learners participating in their first on-line course and others who had completed an on-line course before. It is possible that more experienced on-line students had different needs

than their newly enrolled counterparts. If so, this may have been a limitation which influenced the results.

A second limitation of this study also involved the sample. All of the participants in the study were volunteers. They may have differed in some significant way from non-volunteers. For example, volunteers may have strong views and want to participate to express their views. If volunteers were different from non-volunteers in some way, the results may have been skewed.

A third sample limitation was also important. Data were collected from on-line students enrolled for on-line courses offered by a single institution. On-line students at different institutions may have motivations for taking on-line courses, and would like to see different academic services and student services available on-line than on-line students from the sample institution.

Despite these limitations, this study provided useful insights into the needs of on-line learners. Given the limited amount of research on this population of college students, the present study added to the body of literature on on-line students.

Organization of the Study

This study is organized around five chapters. Chapter One introduced the topic, purpose of the study, research questions, and significance of the study. Chapter Two reviews the literature available on distance education. Chapter Three describes the methodology including sampling techniques and data collection and analysis procedures. Chapter Four presents the results of the study, while Chapter Five discusses those results and their implications for future practice and research.

CHAPTER TWO:

LITERATURE REVIEW

To fully understand student service usage of distance education students, it is important to review the related research on the topic. There has been research written on who the distance education student is, how student services have been defined, academic services, student services, and how student services are accessed. The research in this chapter is organized around these topics.

Who is the Distance Education Student?

The improved access and availability of electronic technology has enabled more students to participate in the learning process. Students who enroll in distance education courses may do so for many reasons: one of them is convenience. Students may be either time-bound, have travel limitations or are location-bound due to commitments to home, family, and the work place (Galusha, 1997).

Approximately two-thirds of U.S. colleges and universities have distance education programs where students take classes away from a main campus. As many as 15 percent of college students are taking these courses. Although presently having a low participation rate, distance education is expected to continue to grow nationally at a rate of 15 percent to 20 percent a year on the college or university campus (Gendreau & Stewart, 1996).

University distance education students are typically thought of as adults, studying part-time, often at a geographic distance from the campus. All previous data presented a student body that is older, increasingly involved in part-time rather than full-time instruction, less able and disposed to study in the resident instruction mode, and more selective in exercising their educational options than any student population in the past. This growing body of learners was

increasingly concerned with life-long learning opportunities and specific programs geared to the needs of business and industry that lie outside of traditional undergraduate and graduate instruction (Cookson, 1989). Evidence suggests, however, that the demographics of distance learners are changing.

Demographic shifts were investigated using enrolment data from the past decade. Results indicate that the independent study or distance learning population has shifted toward younger students, local residence, and students with full-time course loads who combine independent study with on-campus courses. These shifts indicate a convergence in characteristics of the independent study and on-campus populations (Galusha, 1997).

This context must also allow for self-paced learning unfettered by the traditional constraints of time and place. Education will become an on-going part of life and the necessity for increased flexibility, expanded delivery, and the ability to respond to and meet the individual needs of learners must match the demands of life-long learning. The community of learners in the future will demand a new educational context, the development of new systems of delivery, and the creation of new and expanded areas of scholarship to meet their needs in a rapidly changing and increasingly interdependent world (Harry, 1992).

Defining Student Services

From the colonial days to the latter part of the nineteenth century, the college president and members of the faculty were responsible for the development of students. Originally, religious-oriented institutions included student services that focused on the development of both a student's intellect and character.

A shift in emphasis from religious to secular concerns along with the expansion of institutions in size and complexity between 1879 and 1930, made it necessary for college and

university presidents to assign direct responsibility for student development to someone other than the faculty. The faculty were responsible for the intellectual and extracurricular affairs of the student. The faculty became overwhelmed with handling both of these tasks. Institutions hired new staff to become solely responsible for supporting and serving students outside the classroom. These new staff members allowed the faculty to shift their focus from student development to academic concerns, which in turn, increased the hiring of professionals designated to serve students' needs (Knock, 1988).

The Student Personnel Point of View (1935) shaped professional practice in student affairs during the profession's formative years. This landmark statement is a declaration of purpose and commitment. The expansion of American higher education after World War II caused attention to be drawn away from philosophical consideration to accommodating greater number of students. This period of expansion started with the influx of veterans supported by the G. I. Bill of Rights. The "baby boomers" followed the veterans to college. The late 1960's and 1970's brought issues relating to the Vietnam War and civil rights (Knock, 1988).

The student affairs profession knew that it had to reestablish and renew its professional vitality on college campuses and continue the role of service providers promoting programs and services that were developmental and learning oriented. This was demonstrated through the creation of The Student Learning Imperative: Implications for Student Affairs (ACPA, 1994). This publication's main intent was to stimulate thought and discussion on the topic of intentionally creating campus conditions conducive to student learning and personal development (Ender, Newton & Capel, 1996).

Programs and services developed by college student affairs professionals emphasize the importance of students being participating members of the academic community. These activities

are designed to foster individual decision-making on the part of the student, and not for prescribing decisions or answers. The college student is regarded as an adult who is responsible for personal conduct and personal development (Knock, 1988).

Academic and Student Services

On a traditional college campus, services to students are available that contribute to student learning and personal development (Mission Statement, 1998). Colleges respond to the changes in the student population. With these changes in the student, there are services that may contribute to learning and development. These services can be divided into having an academic focus and having a student focus.

Academic Services

Academic services are those activities that support classroom learning. Academic support units typically include academic advising, computer, credit-by-examination, library, and tutorial (ACT, 1994).

Academic Advising

Academic advising provides students with guidance in identifying and developing suitable programs of study using the existing curricular structure of the institution. A fundamental task of academic advising is to help the student to decide appropriate directions to take in planning a program of study from among the alternatives in curriculum. It includes the development of student goals consistent with the students' interests, aptitudes, strengths, and background experiences (Winston, Ender & Miller, 1982). As part of this service, students may also take appropriate tests, find occupational/educational information and financial aid information (NRCC, 1997).

Computer

Computer services provide software, training, documentation, and consulting for systems and resources at many colleges and universities. Students, faculty, and staff have access to a broad array of networks, computer systems, software, and electronic information resources to support their academic endeavors. Computer services provide details and support to ensure functionality of these systems (VTCC, 1998).

Credit-by-Examination

Credit-by-examination is full-credit applicable to many degree programs and may be transferable to many other colleges and universities. A student who evidences prior proficiency for selected courses due to previous work or educational experience may apply for credit by examination provided the student is currently enrolled in the college or has completed all admission requirements. Courses bypassed by testing carry no grades or quality points but appear on the transcript as credit-by-examination (CPPC, 1998).

Library

Library Services meet the instructional, research and service needs of students, faculty, and staff at colleges and universities. Libraries may have printed volumes, serial subscriptions, microforms, and maps. Many libraries are selective depositories for federal documents and are members of the Association of Research Libraries (Armstrong, 1998). The Association of Research Libraries is a not-for-profit membership organization composed of the libraries of North American research institutions. The mission of the Association of Research Libraries is to shape and influence forces affecting the future of research libraries in the process of scholarly communication. ARL programs and services promote the effective use of recorded knowledge in support of teaching, research, scholarship, and community service (Webster, 1998).

Tutorial

Tutoring services provide academic assistance to students in a variety of subjects. The goal of tutoring is to maximize the individual student's capacity to become a self-learner.

Tutoring services are made available by college staff, college or university students, and other volunteers (NRCC, 1997).

Student Services

Student services are those out-of-class activities that support student development. Student service units typically include career planning, day care, financial aid, health, job placement, orientation, personal counseling, student employment, and veterans. (ACT, 1994).

Career Planning

Career planning services help students prepare for the competitive job market and implement plans to help them achieve their goals. Career planning services help students come to understand the relationship between their capabilities, interests, experiences, and potential opportunities by providing information on current and projected employers and employment opportunities (Rheiner, 1998).

Career Services offers a full range of services and resources for all students, regardless of major or degree level, who are: selecting a college major, making career decisions, needing career-related work experience, developing job search strategies, designing cover letters and resumes, applying to graduate schools, and making future career plans (Rheiner, 1998).

Day Care

Day care services provide support groups on parents, student and childcare concerns, as well as budget assists for tuition, books, child care, and transportation. Colleges and university

may offer facilities where parents can have their children cared for while they attend to business on campus (NRCC, 1997).

Financial Aid

Financial Aid Programs provide information about the various options that a student may have to fund their academic experience. The primary responsibility for financing post-secondary education rests with the student and his/her family. Financial assistance from institutions and other sources are only intended as supplementary to the efforts of the family. Included in this information are details regarding grants, loans, work-study, scholarships, and options for payment of tuition and fees (Brewer, 1996).

Health Services

Health Services provide medical support for the general populace of the college or university campus. Treatment is provided for ailments ranging from symptoms of the common cold, to broken bones, to minor outpatient surgery. Wellness is an integral part of the health education aspect of student health services. Student health professionals work to develop a favorable attitude in students toward the acquisition of knowledge and skills that will protect their health (Student Health Services, 1998).

Job Placement

Job placement services were once only seen as a vehicle to match individual students to employment positions. Job placement has become more than that. It has evolved as an educational process which students come to understand the relationship between their capabilities, interests, and experiences with professional opportunities (NRCC, 1997).

Orientation

Orientation programs design programs to assist “entering students” to adjust to their new academic surroundings and to derive maximum benefit from their new educational environment. Any effort on the part of the institution to help entering students make the transition from their previous environment to their new collegiate environment may contribute to and enhance the student’s success at the institution. Orientation programs may include a tour of the campus, overview of the student's college or department, meeting administrators, faculty and staff, and organization of the student's class schedule (Orientation Programs, 1998).

Personal Counseling

Personal counseling programs provide individual and group counseling for students, faculty, and staff of a college or university. Professional counselors provide individual and group counseling to students faculty and staff members to help define and accomplish personal and academic goals that are congruent with the overall mission of the college or university. Personal counseling programs are unique in that they do not have a specific function, such as does Financial Aid. The staffs are trained in counseling and psychology with a specialized knowledge of the psychological and developmental characteristics of college students. This extensive knowledge allows personal counseling programs to provide consultation crisis management and outreach services for individuals on topics such as stress, eating disorders, substance abuse, personal/social issues and other areas of concern (Gore, 1998).

Student Employment

Student employment services inform students of temporary employment and student career experience related to their academic major. It is available to all levels of students: associate degree, baccalaureate degree, graduate degree, and professional degree students.

Employment opportunities are available for enrolled students in wage positions and work study positions (Usajobs, 1998)

Veterans

The VA Education Service is the organization within the Veterans Benefits Administration charged with the responsibility of administering the education programs designed for veterans, reservists, National Guard persons, widows, and orphans (Veterans Affairs, 1997).

How Student Services are Accessed

Programs, services, and activities for students are usually linked to how college administrators can effectively improve school life for students. This task becomes increasingly more difficult when providing services to distance education students. In an attempt to provide equal access to all services, many student services have made their offerings available on-line. Many colleges and universities only offered on-line student access to some of the most practical and often used information (NCRVE, 1998).

Many services such as academic advising, career planning, job placement, library, health insurance, financial aid, and computer services allow students to fill out forms or applications on-line. They may also allow the user access to on-line catalogs and databases, provide reference assistance, and deliver documents directly to the students. Other services such as personal counseling, tutorial, and food may not provide their services through electronic means. This means that the student would have to physically visit the campus, or find an alternative to receiving the service. The main goal is to provide students with effective services and developmental opportunities, the literature search revealed no comprehensive student services system that effectively and efficiently delivered essential services to all students, regardless of their local (NCRVE, 1998).

Conclusion

The literature revealed that there are many services that a traditional college campus offers to its student population. Who exactly the distance education student is, is constantly changing. The present research is very limited with regard to the demographics of the distance education student. The present study sought to address this gap in the literature and contribute to the body of knowledge about the academic and student service usage of distance education students.

CHAPTER THREE:

METHODOLOGY

The purpose of the study was to examine what motivates students to take on-line courses and to assess their interest in receiving other academic and student services on-line. Data were collected through a series of three open-ended questions:

1. What prompts students to take an on-line course?
2. What types of academic services would on-line learners like to access on-line?
3. What types of student services would on-line learners like to access on-line?

Sample Selection

The participants were students enrolled in 100% totally on-line courses at the time of the study. The target institution had 13 totally on-line courses. There were a total of 800 students enrolled in these 13 courses.

Instrumentation

The researcher studied the themes from The Student Opinion Survey (ACT, 1994) to aid in the categorization of data. The researcher also studied existing student affairs functions which proved helpful as the researcher developed a framework by which data could be classified.

The instrument developed by the researcher was divided into four sections. The first section asked the participant about their motivation for taking an on-line course. The second section asked participants as an on-line learner, what type of academic services they would like to access on-line. The third section asked participants as an on-line learner, what type of student services would they like to access on-line.

The fourth section asked for demographic information of the participants. The participants were asked to provide information regarding their gender, place of residence,

experience with on-line courses, their academic level, and their electronic mail address. The participants could choose either male or female with regard to gender. The choices available for place of residence were whether the participant lived on campus, commuted to campus, or did not live on campus and did not commute to campus. The participant could choose whether they were involved in their first on-line course, or if they were an experienced on-line student. There was a text box for the participants to input their electronic mail address.

The survey developed by the researcher was administered totally on-line (Appendix B). The participants completed the survey by typing their responses in the corresponding text boxes provided with each question. Once finished completing the survey, the participants clicked a "submit" button, which sent the responses to the researcher as an electronic mail message.

Data Collection Procedure

The present study was conducted at a large, public, research university located in a mid-Atlantic state. The instructors of the 13 totally on-line distance education courses (Appendix C) at the target institution were contacted via electronic mail and asked of their willingness to participate in the research project. This emailing discussed the role the instructor would play in this research project as well as the role of the researcher and the participants (Appendix D).

The instructors confirmed their willingness to participate in the research project. The researcher replied to the instructors with an electronic mail message (Appendix E) with the survey information and instructions on how to distribute to the students enrolled in their distance education courses at the date of the study.

The instructors received two more electronic mailings from the researcher to forward to the students enrolled in the distance education courses. This message reminded the students to complete the survey (Appendix F).

Authenticity and Trustworthiness

Authenticity in qualitative research refers to the consistency with which data collected relate to the research questions posed in a study (Miles & Huberman, 1994). This study's authenticity was enhanced by a technique called peer review. The survey questions were reviewed by several experts to ensure they would elicit information pertinent to the research questions.

Authenticity was also enhanced by piloting the survey to ensure the clarity of the research questions. The on-line survey was administered to twenty undergraduate students with different majors. The survey responses received from these students contained data that was determined by the researcher to be consistent to the research questions.

Trustworthiness in qualitative research refers to the truthfulness of the data (Miles & Huberman, 1994). While there is no way to know whether respondents have been honest, certain steps can be taken to enhance trustworthiness. Trustworthiness was enhanced by collecting data common to the population. Since all of the students participated in on-line courses, numerous other participants could have been selected to participate in the study and similar data would have emerged.

Data Analysis

Analysis of Participant Data

The analysis of participant data was conducted in three stages. The first stage consisted of examining the first section of the survey. The electronic mail messages received were analyzed for information regarding the motivation of the participants to take on-line courses.

The second stage involved the researcher looking for key words in the participants' responses in the second section of the survey. The key word responses in the second section of the survey were compared to the list of traditional academic services compiled by the researcher.

If the key words matched the description of an academic service, it was assigned to a category called “Match Academic Service”.

The third stage involved the researcher looking for key words in the participants’ responses in the third section of the survey. The key word responses in the third section of the survey were compared to the list of traditional student services compiled by the researcher. If the key words matched the description of a student service, it was assigned to a category called “Match Student Service”.

If the key words did not match a traditional academic service and a traditional student service, it was assigned to a category called “Additional Service”. If the key words did not match a traditional academic service and a traditional student service, and could not be considered a service to add to either list, they were assigned to a category called “Non-service”.

It was possible that themes besides “Academic Service” and “Student Service” could emerge during analysis. The researcher paid special attention for additional themes to analyze them in the same fashion as the pre-determined themes.

Once all key words in each message had been assigned one of the four categories, the research calculated the percentages of services assigned to each of the four categories (Match Academic Service, Match Student Service, Additional Service, Non-service). The results were then sorted by gender, experience of participant with on-line courses, and educational level (undergraduate or graduate).

Conclusion

This study sought to determine what motivates students to take on-line courses and to assess their interest in receiving other academic and student services on-line. The methodology discussed in this chapter was deemed sufficient to elicit data.

CHAPTER FOUR:

RESULTS

To explore the motivation and needs of on-line students, the participants in the research project completed an on-line survey. The responses to the survey were sent to the researcher as an electronic mail message.

Results from the data collection are described in this chapter. First, a description of the respondents is provided. Next, the results of the on-line survey are detailed. This analysis is broken into four distinct areas: motivation, academic services, student services, and other services.

Respondent Group

Instructor participants were solicited through the procedures outlined in Chapter Three. Thirteen totally on-line courses (Appendix C) were taught by ten different instructors. Of these ten instructors, eight agreed to participate in this research project. One of the ten instructors informed the researcher that although the course is listed as totally on-line, students can actually take tests in person if they are close enough to the physical campus. One of the ten instructors did not respond to the initial message sent by the researcher.

Student respondents were solicited through the procedures also outlined in Chapter Three. Two hundred forty two students agreed to participate in the study. This group included 135 males and 107 females. Two hundred thirty three of the respondents were close to campus (103 females & 130 males) and 9 of the respondents were not close to campus (4 females and 5 males). For 197 of the respondents, this was their first on-line course (91 females and 106 males). Forty-five of the respondents had taken an on-line course before (16 females and 29 males). Undergraduates composed 238 of the respondents (106 females and 132 males) and 4 of

the respondents were graduate level (1 female and 3 males). The results reported in this chapter are based on data provided by the 242 respondents. Data were submitted as electronic mail messages to the researcher. Once all survey responses were received (Appendix F), data analysis began. It should also be noted that the data is reported just as it was received by the researcher.

Results of on-line survey

When analyzing the electronic survey responses, the researcher used comments as a unit of analysis. A comment was defined by the researcher as a string of words, phrases, or sentences that focused on a single topic. A comment may have consisted of one or more sentences, but each comment could address only a single thought or topic. If the thought or topic changed, then a new comment was identified.

Motivation

Comments placed in this section included all reasons or justifications for taking an on-line course. Four major themes were identified for the analysis of why the sample chose to take an on-line course. The four major themes identified were Flexibility/Learn at Own Pace, Requirement for Major, Interest in Course, and Easier/Less Work. The motivation factor of Flexibility/Learn at Own Pace accounted for 62% (150) of the responses received. The motivation factor of Requirement for Major was found in 17% (41) of the responses. Interest in Course accounted for 10% (24) of the responses. The motivation factor of Easier/Less Work was found in 9% (22) of the responses. A remaining 5% (12) of the responses were of various topics.

Flexibility/Learn at Own Pace

Comments that reflected Flexibility/Learn at Own Pace included, “I figured that I could learn at my own pace and not have to worry about going to another class 3 hours a week.” (male respondent) and “I was looking for a class that I didn’t have to actually attend, due to my busy

school/work schedule. I wanted to be able to do the work on my own time.” (male respondent)

Other typical comments in this category included:

I work full time and the undergraduate course offerings from Virginia Tech are only available from 9-5. This prevents me from taking many of the classes I need. With the emergence of the online classes, it allows the working professionals in the area to take classes around their busy schedules. (male respondent)

I wanted freedom in the time when I would have to do the work in this class. I also liked being able to go through the lectures from my own room instead of attending class. If I do not understand part of the lesson, I have the notes in front of me. I can review them until I get the point I missed. (female respondent)

The freedom to study when and where I wanted to. I am interviewing my senior year and have a very random [schedule]. I can prioritize and learn things at the pace i need to. my time does not feel wasted by going to class and not paying attention. I know that when i go on line i am ready to pay attention. (female respondent)

I decided to take an online class because it gives me the ability to decide when I want to work. The lectures are much easy to focus on in the quiet of my own home and if I miss something, I can just rewind the voice and hear it again. In fact, I go over all of the lectures before each test and that is how I study (although it is inefficient). (female respondent)

My schedule is extremely hectic because I manage the women's basketball team here at Tech, so I find that having an on-line course really subtracts from the scheduling problems that I fall into when trying to schedule my classes around practices and games, and since I cannot "miss" class when they are on-line, I don't fall behind as I do in my other classes, and my grades in both on-line courses have been dramatically higher than in other courses this semester and last semester. (female respondent)

The time factor prompted me to take an on-line course. Instead of being restricted to having to go to a class at a certain time a day for two or three days a week, you can do the work when you want. (female respondent)

I was interested in taking an on-line course because it would allow me to work when the time was best for me. This method allows me to do my work and studying later on in the day, allowing me time to do all of my other work when I get out of class. I was also interested in an on-line course because if I am sick or unable to attend a lecture or class I will not have to worry about finding out what I missed that day, it's posted on the site! At the same time, I am able to get ahead if I know that I have a busy week ahead of me, I know that I can always get ahead with my on-line course no matter what! (female respondent)

Requirement for Major

Comments that reflected Requirement for Major included, “I needed the credit for an elective, and the course seemed especially interesting as an online course.” (male respondent) Other typical comments in this category included, “I had to take it for my Computer Science minor requirements.”(male respondent), “I needed the credit and the course sounded interesting.” (female respondent), “The requirements for Computer Engineering changed; thus, I needed1 more credit to graduate...I guess I am taking it to satisfy graduation requirements.” (male respondent), and “I needed to take a course to satisfy my area 7 core. I already had 16 hours on my schedule, and figured an online course would be easier on my time.” (male respondent).

Interest in Course

Comments that reflected Interest in Course included, “I was interested in computers and online stuff.” (female respondent) Other typical comments in this category included, “Just wanted to try this style of learning and how I would handle a class with no real set guidelines.” (male respondent), “It is an interesting course and it is easy to follow online and it is easy to test for.” (male respondent), “The course seemed especially interesting as an online course.” (male respondent), “I was interested in taking an on-line course.”, and “I like using the internet and I wanted to learn more about it.” (female respondent)

Easier/Less Work

Comments that reflected Easier/Less Work included, “There usually tends to be less work involved and hence a little easier than going to a class.” (male respondent) Other typical comments in this category included, “Ease of access. It allowed me to take courses I was interested in, even when they conflicted with my current schedule/location.” (male respondent), and “Experience with the internet and computers in general, so I thought a solely online course

would be easier.” (male respondent) and “I thought that an online course might be easier than one that is taught in the classroom.” (male respondent)

Various Topics

Comments that reflected Various Topics included, “The fact that it is not in class.” (male respondent) Other typical comments in this category included, “I love the internet.” (female respondent), “So I would have a 1 credit course that would increase my credits.” (male respondent), “No final exam at the end of the semester.” (male respondent), “An email from a [professor]” (male respondent), and “A friend recommended this course to me.” (female respondent)

Academic Services

Comments placed in this theme included all comments that related to traditional academic services. Four major themes were identified for the analysis of what academic services on-line students would like to have access to on-line. The four themes identified were Tutorial Services, Library Services, Academic Advising, and Writing Center. Tutorial Services was found in 36% (86) of the responses received. Library Services were found in 26% (64) of the responses received. Academic Advising was found in 14% (35) of the responses received. Writing Center was found in 2% (6) of the responses received. Another 10% (24) responses either stated that they did not need any academic services on-line or that they could not think of any academic services that they would like to have access to on-line.

Tutorial Services

Comments that reflected Tutorial Services included: “I think that tutorials are a fantastic way to learn. I would like to access tutorials if they exist. Especially for chemistry.” (first course respondent), “I think the best sort of on-line academic services are academic advising and on-line

tutoring, both of which would make on-line class experiences much easier.” (first course respondent), “Tutorial services online would be neat too so you didn't feel so dumb when you asked questions, because they wouldn't really know who you were if they'd see you.” (first course respondent), “I think that tutorials are always a good idea to help learning.” (first course respondent), “I'd like having tutorial services and library services online” (first course respondent), “I think that tutorial services maybe a help in learning material for on-line classes.” (first course respondent), “Tutorial services may be fine for those in the area but what if you are taking the class because you can't be here.” (first course respondent) Other comments in this category included:

I think tutorial services would be great! They would enable people to receive the help that they need when it is most convenient for them. Also, it would be great for those who may be too shy or embarrassed to admit that they need help with their classes. This could allow them to receive help anonymously or it could just provide them with one-on-one help where only the student and the tutor would know who needed help; no one else would know that they are receiving help. (first course respondent)

I think it would definitely be helpful to have an online tutorial service. There have been times in the past where I would have liked to have extra help in a class and have been unable to coordinate a time with a tutor or would just like to review further before a test when a review [session] is not held or I am unable to attend. (first course respondent)

Library Services

Comments that reflected Library Services included, “The library is a big one. I use Infotrac a lot.”, “Library [services] are helpful.” (first course respondent), “I like to be able to access the library system at Virginia Tech so that if I am not provided with needed information in my class, I can find it without being on campus.” (first course respondent), “I think that the library services would also be very helpful. The only [problem] that I see with what the library offers at this time is that it is somewhat hard to use and follow.” (first course respondent), “I'd like having...library services online” (not first course respondent), “I think the library services

are very important.” (first course respondent), “Online library resources, such as is already available via Addison on the VT Library site.” (first course respondent), and “It would be nice to have more library materials (reference materials) online.” (first course respondent)

Academic Advising

Comments that reflected Academic Advising included, “I would like to see detailed outlines of class choices for majors.” (first course respondent), “Make an interactive planner for determining what courses I need.”. (first course respondent), and “Academic advising would be great! My advisor is only accessible if I can catch him in the office, and that is rare.” (first course respondent) Other comments in this category included:

As far as academic advising goes, in my case, all professors and academic advisors on campus I have had have e-mail addresses and respond quickly in matters involving academics. (first course respondent)

Online, realtime advising, scheduled in advance would be helpful. My current advisor is almost unreachable and virtually useless to me. If she is so busy, as she claims, then perhaps technology would help her make better use of her time. (first course respondent)

Academic advising online would be great, or if it was just through email. Sometimes you have to wait so long to see the advisor, and if you are a commuter with lots of classes, the convenience of a conversation through email would be great. (first course respondent)

I would love to have academic advising available online as many of my current advisors have been professors who just end up referring me to someone else when it comes to questions, it would be nice to finally have a single source of information for all answers. (first course respondent)

Writing Center

Comments that reflected Writing Center included: “Writing Center, perhaps. Just about everything else is online.” (first course respondent), “I would like to access the Writing Center on-line.” (first course respondent), and “Maybe there could be an on-line spell checker.” (first course respondent)

Student Services

Comments placed in this theme included all comments that related to traditional student services. Five major themes were identified for the analysis of student services on-line students would like to have access to on-line. The five services were Career Services, Personal Counseling, Health Services, Student Union, and Student Accounts.

Career Services was found in 38% (93) of the responses received. Personal Counseling appeared in 18% (43) of the responses received. Health Services was found in 17% (40) of the responses received. Student Union was found in 5% (12) of the responses received. Student Accounts was found in 4% (9) of the responses received. Another 12% (29) responses either stated that they did not need any student services on-line or that they could not think of any student services that they would like to have access to on-line.

Career Services

Comments that reflected Career Services included “The services which would be beneficial is career planning and job and internship postings by major.” (close respondent), “Career planning and on-line resume tips/instructions.” (close respondent), and “I would like to see aids for career planning online.” (close respondent) Other typical comments in this category included:

Along the lines of career planning, especially for co-op students, it would be helpful to have a database of companies and peoples experiences working for these companies. It is hard to get a feel for what it will be like working for a company by just talking to the people who are hiring you. If the experiences from former co-op's could be accessed, it would be easier to determine which companies would be a good match for you. (close respondent)

How to prepare for interviews with certain companies. Also, testimonials of students who have worked for certain companies. So future students can see what is it really like to work for a company? (close respondent)

Campus directories, maps, grades, and scheduling all work well and are easier to access on-line. I would like to see some improvements in the job and career search areas. (close respondent)

Career compatibility tests. Tests that would access your interests and list potential careers which go along with those interests. (close respondent)

Maybe, some sort of career profiling. One of those tests that [asks] specific questions about a persons strengths and weaknesses and gives a suggestion on the type of major or career they should pursue. Then provide the name of someone to contact to learn about the suggested information. (close respondent)

I would like to receive notification of career opportunities based on my major. If a opportunity should arise, it would be good to receive an email telling me about it. (close respondent)

It would be good to have an alumni database of past Hokies and the companies that they work for. (not close respondent)

I would like to see some career planning. I came to Tech and had no clue what I wanted to do and I asked professors and only a few were able to help me, I could have used some serious [online] help in this area. (close respondent)

Personal Counseling

Comments that reflected Personal Counseling included:

I believe that personal counseling would be the best service to provide to students via the web. I think that there are many students at Tech who realize that they need help and counseling but are too shy or embarrassed to be seen in person asking for help. I think that allowing them to access counseling and help on-line would definitely help them with any problems they may be experiencing, whether it is stress, anger [management], or something more complicated like psychological disorders. It would also benefit many freshman because they may not know where to go around campus if they experience problems and decide to seek help or counseling. (close respondent)

I would want counseling. I always find that when I need to speak to a counselor, he/she is [busy] and can only see me when I have something to do. I think that it would simplify the process. (close respondent)

I think it would be really helpful to have certain...personal counseling programs available on-line. Many more people might take advantage of them if they knew that they would never have to [actually] face the [counselor], etc. (close respondent)

Be able to make appointments for [Cook Counseling Center] online instead of calling. That way you can make one anytime during the day. (Close respondent)

Health Services

Comments that reflected Health Services included “I would like to make appointments with the health services people through my computer.” and “make appointments with health [services] on line.” Other typical comments in this category included:

An online Health Service would be excellent. Perhaps something where you could either type in your symptoms, and ask medical questions as well. (close respondent)

Even more students may require basic knowledge of certain health issues that may be affecting them or someone they love and care about. (close respondent)

I would like to be able to schedule appointments at SHC online instead of having to go there in person and wait in line. (close respondent)

Be able to make appointments for SHS online instead of calling. That way you can make one anytime during the day. (close respondent)

There should be an online discussion group for students to ask questions. Some students may feel uncomfortable asking someone they do not know sensitive questions about diseases, alcohol, and sexual issues. Also, a web page could be devoted to the frequently asked questions so students would not have to wait for a response. (close respondent)

I think it would be really helpful to have certain health services...available on-line. Many more people might take advantage of them if they knew that they would never have to [actually] face the [counselor], etc. (close respondent)

Health services...would also be great online. One big reason for this is that many people feel uncomfortable talking about their...health, or personal lives in front of someone they do not know, and I think more people would [definitely] take advantage of these services if they were offered online as a more "non-threatening" way. (close respondent)

Student Union

Comments that reflected Student Union included, “It would be cool to be able to purchase tickets to on campus events from the comfort of my own room.” (close respondent) “The student center could put up the day’s meeting times for the student organizations who will be meeting in the student center.” (close respondent) “VTU productions.” (close respondent), “It would be nice to have lists of all of the different campus activities going on such as local bands

coming, hiking trips, or plays/movies being played. Also it would be nice to have a site which people can post items they wish to sell with everything from furniture to cars and books.” (close respondent) and “A url that lists VT events/concerts and group/club meetings, etc. would be very helpful along with the flyers and posters around campus.” (close respondent)

Other Services

Comments placed in this theme included all comments that neither related to traditional academic or student services. One major theme was identified for the analysis of other services on-line students would like to have access to on-line. The service was Registrar/Treasurer. Registrar/Treasurer was found in 5% (12) of the responses received.

Registrar/Treasurer

Comments that reflected Registrar included, “Scheduling classes should be done online, not just drop/add.” (not first course respondent), “I would like to see DARS requests put on-line.” and “Going to Burruss Hall can be time consuming (waiting in long lines), so having access to financial and class records would be very convenient.” (not first course respondent). “Most of the account stuff that's done at the Treasurer in [Burruss] could be done online, I feel. Sometimes it's annoying to have to go in to officially request information or pay a bill that I'm going to pay with a credit card anyway.” (first course respondent), “course scheduling/class registration” (first course respondent), “Being able to request a DARS, registering for classes...” (first course respondent)

Summary

The results summarized in this chapter reflect some very interesting patterns and trends which correspond to the research questions posed in this study. A discussion of the results and their implications for future practice and research are offered in the following chapter.

CHAPTER FIVE:

DISCUSSION AND IMPLICATIONS

The purpose of this study was to investigate what motivates students to take on-line courses and what academic and student services these students would like access to on-line, if any. Data were collected in the form of an on-line survey. The results of the study revealed several interesting trends.

A discussion of these results is organized around five sections in this chapter. First, the general findings revealed in the study are discussed. Second, the research questions posed in this study are examined in light of the results. The findings of this study compared to the findings of previous research are presented in the third section. In the fourth section the implications of these results for future research and practice are discussed. Finally, in the fifth section the limitations of the study are discussed.

General Findings

The general findings of the study seem to fall in seven categories. These include motivation, academic services, student services, gender, proximity, experience with on-line courses, and academic level.

Of all responses received from respondents, 62% (150) of the responses cited flexibility and the ability to work at their own pace as the main motivation factor for taking an on-line course.

Of all responses received from respondents, 36% (86) of the responses cited Academic Advising as an academic service they would like to have access to on-line in some capacity.

Of all responses received from respondents, 38% (93) of the responses Career Services as an academic service they would like to have access to on-line in some capacity.

Gender was the focus of another general finding of this study. The results of the data analysis revealed that there was very little difference in on-line course registration by gender. Male participants comprise 56% of this study's respondents, while females made up 44% of this study's respondents.

The data seem to suggest that there are no gender differences with respect to on-line courses. It may be that on-line instruction is a neutral form of education in which nothing is revealed about the students except what is deliberately communicated in a message. Further research is needed to explore the possibility that traditional stereotypes with respect to gender and technology may not be supported. In this study, both males and females who were students in on-line classes were respondents.

Proximity to campus was another general finding of this study. The results of the data analysis revealed that there was a big difference in on-line course registration by proximity. Participants that lived on or close enough to the physical campus to visit everyday made up 97% of the study's respondents. Three percent of the survey's respondents did not live on or close enough to the physical campus to visit everyday.

The data may suggest that on-line learning is not exclusively for students who are physically displaced from campus. Many students within close proximity to the campus take on-line courses to "add more credits to [their] courseload without adding the classroom time." Instructors of totally on-line courses do not know if a student is physically located in a residence hall on campus or in an apartment located half way around the world.

Experience with on-line courses was another general finding of this study. The results of the data analysis revealed that there is a difference in on-line course experience among these on-

line students. For 82% of the respondents, this was the first time they had taken an on-line course. The remaining 18% of the respondents had taken an on-line course before.

The data suggest that as more and more institutions make classes available on-line, enrollments may increase. At the target institution, there were only thirteen totally on-line courses. As more and more on-line courses are developed and implemented, students will find out about the courses, and enrollments may increase. This study has shown that students express comfort with using this form of technology, and this may continue.

Academic level was another general finding of this study. Ninety-eight percent of the respondents for this study were completing undergraduate coursework. Two percent of the respondents were completing graduate coursework.

The data suggests that on-line study is not just for the non-traditional student completing their post-secondary degree.

Responding to the Research Questions

Given these general findings of the study, it was important to analyze the results in terms of the research questions posed in the study:

4. What prompts students to take an on-line course?
5. What types of academic services would on-line learners like to access on-line?
6. What types of student services would on-line learners like to access on-line?

The first question explored what motivates students to take on-line courses. Clearly flexibility and self paced learning, requirements for major, interest in course, and easier and less work were the main motivations of the respondents. While these were the major motivation factors for which students take on-line courses, there were other factors given as responses.

While there are major familiar motivation factors, there is also great breadth in other factors that influence motivation to take an on-line course.

These data suggest that students are finding on-line courses to be very flexible with respects to time and self paced learning. At the same time, to some extent, some students are using this instruction method to satisfy their interest in courses, to fulfill academic requirements, and because on-line courses are perceived to be easier and have less work compared to traditional classes.

The second research question posed in this study asked what academic services the students would like to have access to on-line. The data revealed that participants would like access to tutorial services, library services, academic advising, and writing center.

These data suggest that students would like to receive services that have traditionally been conducted face to face, in an on-line form. Students would also like to have access to on-line tutorials for classes such as Chemistry. Would this eliminate the need for the student who excels in Chemistry and uses his or her talent to offer tutoring to students to fund their college education? Students would like to have more library materials such as reference materials available on-line. Would this service eliminate the purchasing of the physical reference books? In terms of academic advising, the participants would like to see detailed outlines or have an interactive planner of class choices for majors on-line. Would this service eliminate the need for the academic counselor? Students would like to have access to the Writing Center on-line. Would this service eliminate the need for the physical writing center laboratory? What these data suggest is that students believe access to on-line academic services would be a productive method for receiving their academic service needs.

The third research question posed in this study asked what student services the students would like to have access to on-line. The data revealed that participants would like to have access to better Career Services, Personal Counseling, Health Services, Student Union and Registrar/Treasurer. In terms of Career Services, one item the participants would like to see on-line are resume tips and instructions. Would this service eliminate the need for the career counselor? Students would like to have counseling services available on-line. Would this service eliminate the need for the counseling center? Students would also like to be able to schedule appointments at the health center on-line. Would this service eliminate the need for the health care receptionist? Students would also like to be able to find out what is happening in the student center for that day on-line. Would this service eliminate the need for the student union building manager? Students would also like to handle scheduling and account transactions on-line? Would this service eliminate the smiling teller at the cashier's window? What these data suggest is that students believe access to on-line student services would be a productive method for receiving their student service needs.

Relation to Previous Literature

It is important to examine the results of the present study in light of previous research. As noted in chapter Two, there is not too much current literature on the academic and student service needs of on-line students. Therefore, it is not possible to compare the findings of this study to previous research. However, this study could be related to other studies. For example, research has been conducted for on campus students regarding their academic and student service usage. This study also focused on the level of satisfaction achieved by the students with regard to these services. Although this study does not explore these topics exactly, a comparison could be drawn regarding service usage of on campus students versus on-line students. Although

it is not feasible and possible to have all academic and student services available on-line, it is helpful to provide a more complete picture of what services on-line students would like to have access to on-line.

Implications

Given this comparison with previous research, it is important to examine the implications of the present study. The study had implications for both future research and practice. While the investigation did not examine every aspect of students' on-line service usage, the results provide a basis for further research on the topic.

For example, the present study examined the motivation and needs of on-line students at one large, public, research institution. An investigation of students' email use at other types of institutions (e.g., liberal arts colleges, community colleges, etc.) might reveal different results that would strengthen the body of research on the topic.

This study was designed to explore on-line students' motivation for taking an on-line course and to explore which student services this student would like access to on-line. Other studies might be conducted with a more narrow focus. Research that explores specific academic or student services units (e.g., Academic Advising, Career Services, Health Services, etc.) might prove valuable.

Another area not examined in this research was the amount of time students spend completing the coursework (reading and completing assignments) for the on-line courses versus the amount of time that a student who attends the traditional lecture version of the course spends completing the coursework. Information like this might provide further insight into the developmental implications associated with on-line courses.

As stated, there is limited research on the topics of motivation and the needs of on-line students. To further explore these topics, an advisory board, comprised of current users, could be created to make recommendations about on-line service delivery. Instead of leaving the task of deciding what should be available up to faculty and administrators, persons who are actively using services would provide accurate information regarding what services are needed. This would reduce the assumptions that are made regarding what on-line services students would like access to.

Additional research may be conducted on the level of satisfaction associated with the usage of on-line courses and the usage of academic and student services. Conclusions could be drawn to state that the re-enrollment of students in on-line classes constitutes a certain level of satisfaction on the students' part. The point could also be argued that time limitations, convenience, or proximity outweigh the negative aspects, if any, of taking a course on-line and accessing academic and student services on-line.

The study also had implications for future practice. The results revealed that while students are taking on-line courses and using on-line services, they are only doing so on a limited basis. They are intrigued and comfortable with the technology. With more and more universities developing and implementing on-line courses, the possibility of students spending a considerable amount of time using on-line services is highly likely. Given this trend, university administrators, including academic and student service professionals, need to concentrate programming efforts to insure that students have access to services on-line.

Limitations

As with all research, the present study was not without some limitations. Some of these were noted in Chapter One. For example, the research sample included some on-line learners

participating in their first on-line course and others who had completed an on-line course before. It is possible that more experienced on-line students had different needs than their newly enrolled counterparts. If so, this may have been a limitation, which influenced the results.

The research used volunteers as participants. The participants who volunteered for this research project may have differed in some way from non-volunteers. A few of the responses received from the respondents contained data that would not be useful to the research. Giving an incentive to respondents could be considered both good and bad. It could be considered good because it may increase response rate by encouraging persons to respond if they feel they would get something for their time. At the same time, some respondents may give responses that might not be genuine to satisfy the eligibility requirements to be considered for the incentive. This difference could have influenced the results.

A third sample limitation was also important. Data were collected from on-line students enrolled for on-line courses offered by a single institution. On-line students at different institutions may have motivations for taking on-line courses, and would like to see different academic services and student services available on-line than on-line students from the sample institution.

A fourth limitation may have involved the methodology. The methodology used in this research project was analogous to an individual interview. The on-line survey provided useful data that was produced with limited direct input from the researcher. At the same time, the researcher had little control over the data that was generated. If the research were collected through another method such as a focus group, the results may have been different.

A fifth limitation may have involved the survey. The researcher provided examples of academic services and student services on the survey. The purpose of these examples were to

stimulate thought in the participants. These examples may have influenced some of the responses that were received. If the researcher had not provided examples of these services, the results may have been different.

Despite these limitations, the results of this study revealed some interesting trends about the motivation of students to take on-line courses and the academic and student services they would like access to on-line. On-line courses have become an integral part of college student life and college administrators need to explore new and effective ways to ensure that on-line courses are beneficial to the overall development of college students.

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Appendix A:
Student Opinion Survey

See separate pdf for this document

Appendix B:
Survey Developed by Researcher

See separate pdf file for this document.

Appendix C:
100% Online classes for spring, 1999

<u>Course ID</u>	<u>Title</u>
CS 1604	Introduction to the Internet
ENGL 3624	Appalachian Literature
ENGL 3764	Technical Writing
ENGL 3764	Technical Writing
ENT 2004	Insects and Human Society
GEOG 2034	Geography of Global Conflict
GEOG 2134	Geography of the Global Economy
Math 1114	Elementary Linear Algebra
PHIL 1504	Language and Logic
PHIL 3015	Political Theory
PHIL 3015	Political Theory
PSCI 5414	Industrial Democracies
WS 5984	Special Study

Appendix D:
Electronic Mailing to Instructors

My name is Fredric L. Everett and I am a second year master's student in Higher Education and Student Affairs. I am presently in the process of conducting research project on the topic of "Motivation and Needs of On-line Learners at Virginia Tech". Dr. Landrum Cross, Vice President for Student Affairs, Dr. John Muffo, Director of Academic Assessment, and Dr. Steven Janosik, Associate Professor of Higher Education and Student Affairs are assisting me with this research project. I am aware that you participate as an instructor of a totally on-line distance education course and am contacting you asking your assistance in my research project.

My research focuses on what motivates students to take on-line courses and to assess their interest in receiving academic and student services on-line. I have posted a survey at the following internet address: <http://www.vt.edu:10021/F/feverett/research/survey.htm> I am asking you to ask the students enrolled in your class this semester to complete the survey. In exchange for their participation, they will be eligible for a drawing of \$200.00. In exchange for your participation, I will be more than willing to share my results with you. The results should prove valuable in showing distance education instructors the student services that may influence a distance education student's experience.

Should you agree to participate, you can expect to receive three email messages from me to forward to your students. The first message, which would arrive soon after your response of participation, would contain an invitation for the students to participate in the research project, an explanation of the research project, and directions for accessing the survey.

The other two emails would be reminders regarding participation in the research project. They would arrive on April 19, 1999 and April 26, 1999.

I anticipate your response to this emailing. If you have any questions or concerns, do not hesitate to contact me via email or at (540) 232-4447.

Thank you for your time and consideration.

Appendix E:
Electronic Mailing to Students I

My name is Fredric L. Everett and I am a second year master's student in Higher Education and Student Affairs. I am presently in the process of conducting research project on the topic of "Motivation and Needs of On-line Learners at Virginia Tech ". Dr. Landrum Cross, Vice President for Student Affairs, Dr. John Muffo, Director of Academic Assessment, and Dr. Steven Janosik, Associate Professor of Higher Education and Student Affairs are assisting me with this research project. I am aware that you participate as a student in a totally on-line distance education course and am contacting you asking your assistance in my research project.

My research focuses on what motivates students such as yourself to take on-line courses and to assess your interest in receiving academic and student services on-line. I have posted a survey at the following internet address: <http://www.vt.edu:10021/F/feverett/research/survey.htm> I am asking you to take a few moments of your time to complete the survey. I understand that your time is valuable, so in exchange for approximately ten minutes of your time for completion of the survey, you will be eligible for a drawing of \$200.00. You will be notified if you have won the drawing via email.

If you have any questions or concerns, do not hesitate to contact me at feverett@vt.edu.

Appendix F:
Electronic Mailing to Students II

My name is Fredric L. Everett and I am a second year master's student in Higher Education and Student Affairs. I have recently contacted you asking for your assistance with my research project entitled, " Motivation and Needs of On-line Learners at Virginia Tech ".

I appreciate all whom have assisted me thus far with this research project and am reminding others in case you many have forgotten.

My research focuses on what motivates students such as yourself to take on-line courses and to assess your interest in receiving academic and student services on-line. I have posted a survey at the following internet address: <http://www.vt.edu:10021/F/feverett/research/survey.htm> I am asking you to take a few moments of your time to complete the survey. I understand that your time is valuable, so in exchange for approximately ten minutes of your time for completion of the survey, you will be eligible for a drawing of \$200.00. You will be notified if you have won the drawing via email.

I you have any questions or concerns, do not hesitate to contact me at feverett@vt.edu.

Again, thank you for your time.

Appendix G: Raw Data

Male/Close/Inexperienced

Motivation1=The time factor prompted me to take an on-line course. Instead of being restricted to having to go to a class at a certain time a day for two or three days a week you can do the work when you want.

Academic Services2=I think the library services are very important. Tutorial services may be fine for those in the area but what if you are taking the class because you can't be here.

Student Services3=Career planning sounds like a great idea. Personal counseling sounds a little impersonal to me and in general health service does not seem to help. Certainly some specific things may be helpful but off-line health service is about the only way to do it

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=No boring waste of time lecture classes to attend. A real class with 3 credits. Easy course material.

Academic Services2=None that I can think of.

Student Services3=I have not needed any student services, so I have no comment.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=The convenience of a flexible schedule that meant I didn't need to go to class when I don't have time.

Academic Services2=Writing center, perhaps. Just about everything else is online

Student Services3=Scheduling classes should be done online, not just dropadd.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=Time availability. I work full time and the undergraduate course offerings from Virginia Tech are only available from 9-5. This prevents me from taking many of the classes I need. With the emergence of the online classes, it allows the working professionals in the area to take classes around their busy schedules.

Academic Services2=I think most of the services are available online. I do think that Virginia Tech should utilize something like interactive Java chat or NetMeeting rather than the MOO forum for class discussions however.

Student Services3=The services which would be beneficial is career planning and job and internship postings designated by major.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=No final exam at the end of the semester.

Academic Services2=Online library resources, such as is already available via Addison on the VT Library site.

Student Services3=Career planning and resume tips/instructions.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I was trying to keep my schedule open so that I could work this semester.

Academic Services2=I think that on-line library services are helpful, but for me, most material is better presented in a real classroom setting. I don't think on-line education can work for me in its present state, and I'm not sure what, if anything, would change my mind about this.

Student Services3=Campus directories, maps, grades, and scheduling all work well and are easier to access on-line. I would like to see some improvements in the job and career search areas.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I was looking for a class that I didn't have to actually attend, due to my busy school/work schedule. I wanted to be able to do the work on my own time.

Academic Services2=It would be nice to have more library materials (reference materials) online.

Student Services3=Career planning would be good.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I figured it would be an easy way to take a class and that it would be an easy 'A'.

Also this course is required for a CS minor.

Academic Services2=I'd like access to library services and tutorial services if they exist.

Student Services3=Maybe an interactive planner for determining what courses I need.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I wanted a course which i could complete in the privacy of my own home, instead of having to get up each morning and going to campus. Also, i enjoy computer courses so thought this might be helpful towards my future.

Academic Services2=Being able to chat with the professor at designated hours on the class chat room about the class and any problems i've had would be great.

Student Services3=None at the moment
Gender=Male1
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=Nothing, I take this course because that I interest in this course itself.
Academic Services2=academic advising and library services
Student Services3=career planning
Gender=Male1
Location=Close1
First Course=Yes1
Level=Grad2

Motivation1=i needed the credit and I wanted a course that I did not have to attend class. Also, I wanted to learn how to make a web page.
Academic Services2=I don't need any extra services to complete a class like this
Student Services3=Career planning and personal counseling would be nice.
Gender=Male1
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=I needed the credit and the course sounded interesting.
Academic Services2=I do not approve of on-line help when a student is on campus.
However i feel the best communication is e-mail because chat rooms become chaotic.
Student Services3=I do not think that personal counseling or health services have a place on-line unless computeres are used to make appointments or for general information.
The career services web page is an extremely useful service for students searching for co-ops or permanent employment.
Gender=Male1
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=I could not fit the on campus class in my schedule. Myu advisor said that this class could be arranged.
Academic Services2=I would like to access the Writing Center on-line.
Student Services3=I would like the sga voting to be on-line.
Gender=Male1
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=I could not fit this class in my regular schedule. My advisor said that the course was arranged.

Academic Services2=I would like to access The Writing Center on-line.

Student Services3=I would like to access sga voting online.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=It was an interesting topic and didn't add any physical hours to my current course load.

Academic Services2=I think that tutorials are a fantastic way to learn.

Student Services3=I enjoy career planning.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=The main attraction of taking an on-line course for me was the convenience of learning what I wanted and when I wanted in my own home, (within reason of course). The directions for taking the online course are pretty straight forward and it's pretty well understood by the student what will be expected of them.

Academic Services2=I wouldn't mind seeing some kind of study sessions held maybe once a week for students who have questions on the material they are studying. Something in the form of an online discussion between students and teaching staff. Tutoring Services would be a plus as well.

Student Services3=Possibly a chat room that can be entered by only the students in the class so that students might talk with other students in the same class and discuss the material with one another rather than maybe having to e-mail questions to the professor all the time.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=So I could take it at home whenever I wanted to. I didn't have to wake up and drive to class (find a parking spot). Also, the topic of Insects and Society was very interesting to me.

Academic Services2=I would avoid academic advising online. The library services I need are already online. I don't think tutoring online would be very beneficial either.

Student Services3=Again things like personal counseling can't be very effective online. I find the Virginia Tech Career Services to be a very online friendly service.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=This is my last semester here and I am taking it pass/fail.

In addition to that, I'm working part time so with this course I don't have to attend class

Academic Services2=Overall, I think this course, Entomology is very sufficient in providing information to students by using the Real Audio. Beside that, I don't think you can do much about it

Student Services3=I'd like to see more of the class activities such as personal counseling. Why? Sometimes students feel out of touch with an on-line professor. As a result, there 's nowhere to turn to

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=It fit well into my busy scheduale. The class doesn't ask to much out of me, and i dont lose points for participation. I learn at my own pace, and if i dont understand something i dont fall behind. I go back and review it until i do understand it.

Academic Services2=Everything i have needed has been found on their web-page, and if i do have another question i am allowed to email a professor for clarification.

Student Services3=An online map to the campus. I live in the upper-quad, and im only a first year student so it took me a while just to find out where some buildings are. Such as the time i had to find the building that the milkweed bugs were at. Im thinking of something like a map were i would put in my location, and where i would be headed, and The building i needed would be highlighted or something like that

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I needed to take a course to satisfy my area 7 core. I already had 16 hours on schedule, and figured an online course would be easier on my time.

Academic Services2=Library services and tutorials are both useful services to have online. As to other services, I don't use enough of them to know... maybe thats why my grades are so low. =)

Student Services3=Just about any extra information that can be put on the internet is helpful.

Bus schedules and other timetables, and contact information are the things I found myself looking for the most.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I actually was going to take the course whether or not it was online. The fact that it was was a total supply. I went along with it since it allowed greater flexibility in my schedule.

Academic Services2=I enjoy the freedom of being able to learn at my own pace but there are dissadvantages as well. Sometimes I want to ask questions about material then and there but there is no instructor present. I would like to see increased use of technology that links a professor to students in real time. Perhaps increased use of realtime audio would be good.

Student Services3=I feel that there definatly is a line between what service belong totally on line and thoes that do not. For instance a database web page for careers is useful. However if I was

seeking counseling I would not like trying to diagnose my situation on my own. Some Humanistic services need a bonified human present to dispense the service.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I thought that an online course might be easier than one that is taught in the classroom.

Academic Services2=The ones for the course that I am taking are fine. They cover all of the material in enough detail that they do not need to be changed.

Student Services3=The services were fine also.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I wanted freedom in the time when I would have to do the work in this class. I also liked being able to go through the lectures from my own room instead of attending class.

Academic Services2=At the end of each lecture, I would like a practice quiz, so I could tell what material I may have missed, or what I needed to review.

Student Services3=I am satisfied with the career planning, health services, and other student services which are already accessible on-line.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I had to take it for my Computer Science minor requirements

Academic Services2=Notes, sample tests, koofers, and reference materials.

Student Services3=Online schedules, information, stock quotes, notes, class information, web related material, snowboarding material.... everything and anything the web has... which is everything.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I needed the credit for an elective, and the course seemed especially interesting as an online course. I figured that I could learn at my own pace and not have to worry about going to another class 3 hours a week.

Academic Services2=I would like to access library services, as those would make research easier. Also, the discussion forum that we use in the class is excellent, because you can ask a question and have it answered by any of the students or instructors.

Student Services3=Personal counseling would be a helpful resource online. I also like the Hokie SPA, where you can check grades, funds, etc. all from your dorm room.

Gender=Male1
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=I heard it was an interesting course and it was easy to follow online and it was easy to test for. Plus I can read the lecture whenever I want to so its very easy to do overall.

Academic Services2=I would like to see more tutorials available online. I only know of a few tutorials that Tech offers that I can use. I know other schools have amnay online helps fro classes.

Student Services3=I would like to see some career planning. I came to Tech and had no clue what I wanted to do and I asked professors and only a few were able to help me, I could have used some serious online help in this area.

Gender=Male1
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=I concluded that I could use my computer as a resource to learning and could spend my time better.

Academic Services2=Tuturial services for chemistry.

Student Services3=Career planning is a important service I would like to be better capable of accessing.

Gender=Male1
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=AT first I didn't have any choice in the matter of choosing an online or classroom class since the classroom class was full. However, I am fortunate to have been participating in the online class. It's different and more exciting that way.

Academic Services2=I believe academic advising would be a large help. If I ever had a question, I would have to submit it through the discussion forum or e mail my teacher. That takes time and waiting for a response can take a while. Maybe if there were an academic advising link for immediate help, the problem would be solved.

Student Services3=I can't really think of any needed student services to access online. However, career planning would be very interesting. There is a large dilemma in students ability to choose a carreer for them. Perhaps with a carreer planning service that problem can be solved.

Gender=Male1
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=I needed to take a course to satisfy my area 7 core. I already had 16 hours on schedule, and figured an online course would be easier on my time.

Academic Services2=Library services and tutorials are both useful services to have online. As to other services, I don't use enough of them to know... maybe thats why my grades are so low. =)
Student Services3=Just about any extra information that can be put on the internet is helpful.
Bus schedules and other timetables, and contact information are the things I found myself looking for the most.

Gender=Male1
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=needed this class to try to get into cs.
Academic Services2=Calc.

Kind of a help line that goes along with the book
Student Services3=don't know

Gender=Male1
Location=Close1
Level=UGrad1

Motivation1=It allowed me to work at my own pace.
Academic Services2=nothing really except maybe some koofers
Student Services3=nothing that isn't already available

Gender=Male1
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=I wanted to take a full load of classes this semester, but the classes that I had already signed up for were really going to be strenuous aka (several biology and chemistry courses). The Insects and Human Society online course looked like both and interesting class, and one that I could progress at my own speed. I could even do "lectures" on the weekend when I was waiting for my girlfriend to wake up. I like the fact that I can "go to class" in my underwear and not feel too bad.

Academic Services2=Luckily, I have the benefit of living on campus with the library very close to me if I need it. I have always been able to get assistance from any of the instructors of the online class just by sending email or calling. I think if more links to sites with dedicated extra material were available, the course may be improved even more.

Student Services3=I am a Pre-Pharmacy student living in the technology age. I sort of wish that Tech offered some sort of real program for myself and others like me going into the field of pharmaceutical dispensing. I think that even an online course or some sort of online service would be beneficial to us.

Gender=Male1
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=The amount of time that I am online for other various reasons. I knew that adding a totally online course that I could take from the comfort of my room would prove to be beneficial to both myself AND my QCA.

Academic Services2=Well, I think that if the entire internet is allowed to be used for learning, as in this course, that is sufficient.

Student Services3=It is convenient to be able to access EVERYTHING online that you would consider looking into outside of the net, so I'd say as much as possible should be online.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=It was a required course for a minor in computer science

Academic Services2=Tutorial services

Student Services3=course planning

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=an email from a proffesor

Academic Services2=online libraries of course materials, explanations of book topics, and notes

Student Services3=i would like to see detailed outlines of class choices for majors.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I had a pretty full schedule and I really wanted to take something flexible to fit in my schedule.

Academic Services2=Notes are the best type of services available. They can be reviewed continuously to learn material.

Student Services3=All the ones currently present are good. Such as grades and current status.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I took the on-line course because it was only a one-credit addition to my class schedule, and I anticipated that it would increace the span of my internet knowledge.

Academic Services2=I think that the best sort of on-line academic services are academic advising and on-line tutoring, both of which would make on-line class experiences much easier.

Student Services3=There is only so much an extent to which counseling and health services can be handled on-line - in this sense I believe that there are already enough student services readily available on-line.

Gender=Male1

Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=The convenience of taking a class at my leisure. I work 20-30 hours per week and attend school full time so "on line" is ideal.
Academic Services2=Library services, tutorials
Student Services3=Health services, financial services, more hands on input/output services such as dropadd.
Gender=Male1
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=I was interested in taking an on-line class so I could set my own schedule for the course. I liked the idea of not going to class at a particular time.
Academic Services2=I think for on-line learning a tutorial service is the most needed aspect because there is really no place to turn for help.
Student Services3=Personal counseling would be great because this could help people remain anonymous and I feel more people would reach out if they need help.
Gender=Male1
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=3 credits without having to go to class!
Academic Services2=Any and every resource that can be offered online makes learning that much more convenient.
Student Services3=Same answer as above!
Gender=Male1
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=i wanted to take a class that gave me the freedom to do the lectures on my time. the online class was the perfect way to do that.
Academic Services2=i think that all of the information is already there for me to use. through vt, i get access to the library and tutorial services. i guess that links to these services would be helpful.
Student Services3=i think that all of these services would be perfect for online users. this way it gives you a way to get the information without having to talk to a person face to face. this will save the embarrassment of asking questions. i think that this will also allow more people to get the answers they need.
Gender=Male1
Location=Close1
First Course=Yes1

Level=UGrad1

Motivation1=I wanted to try it out.

Academic Services2=advising, question & answer by email

Student Services3=none

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=Simplicity. No one likes to conform to a schedule they have little or no influence on. With on-line learning, you do things when its convenient for you. If you miss a point or don't recall something from prior lectures, you have easy access to that information. Attendance and note-taking are not factors of your learning, nor your grade.

Academic Services2=Tutoring could be very effective on-line. Many times students have the same misconceptions. On-line help could clear up a lot.

Student Services3=All student services should have some sort of existence on-line. Students have too many complications, (classes, parking, appointments, etc.) to seek these services on campus.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=The fact that this course was on-line had no significant influence in my decision to take the course. I just took the course in order to fulfill a credit towards graduation.

Academic Services2=I think I have used the library services the most this past year. Having access to the library database allows me to stay in the dorm while still getting the information I need. With the amount of research that I have been doing, this service has come in handy.

Student Services3=Because I am pursuing a medical career I would probably like to have access to health and career planning services. I am also an active participant in the Service Learning Program which seeks volunteers to help within the university community. The on-line information I receive from them is very helpful.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=It gave me the opportunity to be able to do the class work at anytime during the day, on any day that I wanted

Academic Services2=I would like to access tutorial services and academic advising the library services aren't a big problem for me

Student Services3=all three of these services sound like something that I would like to access

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=#1. Money #2. Only 10 minutes

Academic Services2=I would like to be able to access tutorial services.

Student Services3=I would like to access personal counseling.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=The fact that I wouldn't have to listen to a whiny instructor. Being able to work at my own pace without dealing with tedious homework and in class exercises.

Academic Services2=library services would be cool. Advising is a mess at this school, I'm not sure online would help that much.

Student Services3=VT does a good job of having these kinds of things online. I love the housing services web site. Career planning is an interesting idea.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=Convenience and flexibility it adds to a schedule.

Academic Services2=In the future more interactive tutorial services.

Student Services3=Health services.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=it would give me more time to concentrate on other classes and an easy way work at my own pace and still make a good grade.

Academic Services2=library services, review for tests

Student Services3=career planning, health services

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=Very easy to fit into my busy schedule. I can do the assignments when I have time for them.

Academic Services2=Tutorial services, like on-line quizzes have been helpful to me in the past when I was taking a course that wasn't on-line.

With this course I have been able to find everything I need through the extensive links.

Student Services3=All of the above, I like banking on-line, have used career services site to help obtain interviews and a job.

Anything that can be made available I would use, as long as I am able to access the internet and have the time to find exactly what I need.

Internet accessibility can be a problem, I have had some problems this semester with access to the modem pool.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=the idea of taking this course on line and at my own pace. With regard to when assignments are due. I enjoyed that fact, and the fact that it was the only course that could fit into my busy schedule.

Academic Services2=Academic advising, library services, and ability to ask any question and get a direct response.

Student Services3=Health services, careere planning, advice from peers as well as from professors, and banking.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=The requirements for Computer Engineering changed; thus, I needed 1 more credit to graduate and this class was suppose to be an easy joke class for Senior CS/CpE majors. I guess I am taking it to satisfy graduation requirements, but honestly I should not be in the class it was a joke for me I understood everything from the start. I guess it just goes to show us how the educational system fails us.

Academic Services2=I would like to see the learning process at the students pace. ie If I wanted to finish the coarse all in two-weeks then let me, or if I want to take the entire semester too.

Reserved texts in the library would also be helpful. I am not a fan of hyper links they confuse me....

Student Services3=I like newsgroups and other learning environmental services that promote interactive learning, which online classes lean away from . I am no longer a face; NOW I am truely a number (social security, student id).

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=It was the only way that is was offered and I needed it for my CS minor

Academic Services2=Better library access on-line would help

Student Services3=there are no real Student service needs

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I didn't have to actually go to sessions and I could do it at my own pace, I needed the class for a minor.

Academic Services2=all of the above

Student Services3=career planning, personal counseling

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=On-line courses allow me to learn at my own pace. An on-line course fit into my schedule well, since there was no actual lecture period, I can take the time I need to understand the lecture, without taking the chance of spending an hour or more in class, listening to the professor rehash a concept I already understand. It just allows me to manage my time more efficiently

Academic Services2=Library and tutorial services are quite important. After all, if you have no access to information for a class, then what is the point in taking it. Advising services would be beneficial, even though they present something of a logistical challenge. I would like to see services such as DARS requests put on-line, as well.

Student Services3=Providing student services on-line may be helpful up to a certain point, but for things like career advising, I think that it is more important to meet an advisor face to face. The same goes for personal counseling. These are things that require a more personal, human, touch.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I decided to take the online course because i can move at my own pace, and i dont have to wake up at any given time to go to class.

Academic Services2=Academic advising would be nice to have online, because it is not always convenient to schedule meetings with advisors who are most likely trying to get you out of their office. Library services are already online, and with the growing internet technology, surely more academic services will be available.

Student Services3=Im not sure that there are too many services besides things like having someone fix your sink in your dorm room that would work online. Career planning could be worked online, but one on one with an advisor seems like a better idea.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I figured that it would not be too difficult, and since i could make my own hours, i could study as i needed instead of on a tight time schedule.

Academic Services2=The CS 1604 online information and class material is all i need for the class

Student Services3=Most student services would require an in person appearance just do the the nature of such an encounter. It seems that online counseling and the like has a greater chance of being misused.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I thought it would be an alternative to going to a class I'd be tempted to skip.

Academic Services2=-referencedata (physical constants, etc)

-class notes

-homework solutions

Student Services3=none of the above

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I decided to take an on-line course because of a recommendation from a friend.

Academic Services2=I would like to access on-line library services.

Student Services3=Career planning would be helpfull.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=It was flexible and convenient(can be done in the dorm room)

One of the requirements was to make a webpage, which I have wanted to do for some time. This provided the motivation to do that.

Academic Services2=Services that I think would be beneficial include on-line library catalogs, tutorial services, message boards for out of class discussions, postings of grades to track progress, and class notes for those who miss class.

Student Services3=Career planning and health services would be good. Not too sure how effective personal counseling would be on-line though. Also to consider would be a site dedicated to activities taking place on campus(which is kept current), and maybe an on-line status of the student center(how many pool tables /bowling lanes are currently not in use, how many of each item is left to rent from Venture Out)

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=The main reason I took an on-line course is the convenience of being able to take the quizzes and tests from the computer in my room, not having to attend lectures, and being able to set my own pace in the entire process of comprehending the specific topics from the course.

Academic Services2=We could definitely need more available resources for the on-line as well as for the regular classes. Something like learning manuals that would be accompanied with simple tests/quizzes where students could test their knowledge before they actually take the real tests for grade. Also, more involvement by the faculty would be more appreciated. MORE KOOFERS!!!!!!! But, I guess it depends more on the teaching habits of the particular professors and departments. They should really do something about our school's web page. It is full of useless data and finding important information can get frustrating since whoever designed it didn't think about the relevance of the presented info. and how links correspond to each other.

Student Services3=We need more job related data bases that could include good tips on how to prepare for an interviews with certain companies, and that could provide more interaction between students themselves, since those are student services, right?

Personal counseling? I don't know how personal can you get with the computer, though. Maybe, there could be set up specific chat rooms where students could interact with each other, answer to each other's comments, questions, problems, or have forums of Jerry Springer type (bases for the latter is that we could use some entertainment, too, since every faculty member tend to make its teaching subject as boring/hard as possible especially around the finals.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=the fact that i can learn at my own pace and not have to go to class to learn the needed material

Academic Services2=the academic advising is a big plus, being able to ask questions and get a response from a teacher is very good

Student Services3=all of the above are very good

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=No waking up for a useless class i am going to fall asleep in anyway.

Academic Services2=More quiz and test material on the web... to help students know what is going to be on a test or quiz.

Student Services3=Health services appointments... appointments for anything that need planning a head of time.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=easy access and i can learn on my own time

Academic Services2=I'd love to see any and all academic services online, like more library stuff, more tutorials, and academic advising, and anything else that could help me out as a student.

Student Services3=I wouldn't want that many student services online because the examples you listed seem to be more things that I feel should be done one on one with another person. I could see the career planning online though.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=It was easy to fit into my schedule and I could work out my own learning schedule. For example, I could learn all of the scheduled material in one or two days rather than three as would be required if I went to class. On-line learning lets you move at your own pace.

Academic Services2=For my entomolgy class, I can think of no service that is lacking. The class is straightforward and you can e-mail an instructor if you have trouble learning something. I can't think of how the library could be more on-line. As far as academic advising goes, in my case, all professors and academic advisors on campus I have had have e-mail addresses and respond quickly in matters involving academics

Student Services3=Career planning may be a service that would be helpful if it were more on-line. It would be nice if all of the dining halls would put their menu on-line for each day.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=Because i heard that it was easy. Also, being an engineer, I prefer not to have to attend another misc. class that is not in my major. This way i can simply study the day before the test and get good grades

Academic Services2=I think this course is not lacking in anyway as far as services go. I am not really sure what should be added.

Student Services3=Well if this a general question as i am assuming it is, It would be nice to make medical appointment online. Other than that i can't think of anything.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I enjoy being able to set my own time for taking this class. This class also filled one of my requirements for one of the general areas.

Academic Services2=I would like practice tests and possibly more information about what the tests will cover.

Student Services3=I'd like more availability of the counselors online instead of always being required to meet in person and schedule inconvenient appointments.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=They are easier to access. I can work in my class time around the rest of my schedule.

Academic Services2=Once the student enters his PID and password. He/she should be able to access his dars online, and other information like total classes taken at the university. Also, student bills(in detail) so we don't have to track over to buruss or go see our advisor everytime we need this sort of info. It is a pain for everyone.

Student Services3=Maybe schedule health appointments, or make information more readily available. I didn't even know we had career planning or counseling here.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I needed to take CS 1604 for my CS minor.... at least that's what I've heard.

Academic Services2=I would like to see possibly an FAQ for academic advising for a bunch of courses... such as maybe the workload amount, what area the course is under, how it can be used for minors.... and so forth

Student Services3=I would like to have access to my Hokie Passport account and Flex Plan accounts online..... That would be much more convinient than having to walk all the way down to Owens.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I have a job and it allowed me to go over my lectures when I had the time. Be it on weekends or at night.

Academic Services2=Notes from lecture classes or just some of the overhead diagrams.

Student Services3=Counseling, health services, I also would like to check on and buy tickets to on campus events and concerts.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=needed one more credit and wanted to learn more about the internet

Academic Services2=I'd like to see everything go online

Student Services3=more adequate links of who to contact for information

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=For the convenience of being able to work the course at a very flexible schedule.

Academic Services2=Grading, advising, and progress feedback from the instructor.

Student Services3=Carrer planning and events information.

Gender=Male1
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=ease, it was an easy class to fit into my schedule. I like not going to class.

Academic Services2=???

Student Services3=career planning is nice,
maybe personal counseling

Gender=Male1
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=Allowed me to do my work when I wanted. It was more convenient than walking all the way to campus. It takes me 20 minutes each way going to campus. By taking this class all I have to do is roll out of bed.

Academic Services2=I would like web addresses of other sites that are similar to the work done in the class. This could help me to better understand the material.

Student Services3=I would like a web site that tells me about activities going on in the area.

Gender=Male1
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=I can work at my own pace. With a busy major, this is critical and I plan to take another online course this summer.

Academic Services2=I think a class of any hard difficulty would have to be taught in the classroom. I think in an online setting, only the very brightest few would acquire the desired knowledge gains. All the information in this course is on the internet. The course simply provides the motivation to find it.

Student Services3=The more available resources the better, but I don't think that health services should be related to distance learning.

Gender=Male1
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=required to get a CS Minor

Academic Services2=just notes

Student Services3=career planning, health, class scheduling, etc

Gender=Male1
Location=Close1
First Course=Yes1

Level=UGrad1

Motivation1=I needed a few core classes and on-line seemed like the way to go. It's easier than having to go to class everyday and doing 3 hours of homework per class every night. It was a bit confusing at first and hard to keep from slacking off of it but all in all it has been great and I plan to take 3 more on-line courses this summer.

Academic Services2=I would like access to talk one-on-one with someone to ask general questions about the class to try to avoid some of the initial confusion of taking an on-line class. Possibly a Instant Messenger type system to talk to tutors.

Student Services3=on-line listing for job searches. Type in a occupation, money, location and find out what is available in the geographical location where you want to work.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=Well I thought I would try it out to see if I liked it. Well I have come to the conclusion of it is well worth it in this class anyway. Good way to show people hands-on experience for the internet.

Academic Services2=I like that we are able to search the library. I think we have a lot of stuff online that is available to us. You can get a lot about your standing with the school.

Student Services3=I would like to see a schedule aid online for helping to make a schedule for your years one will be attending TECH.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=It seemed as though it would be an interesting class, and they didn't offer it in any other format.

Academic Services2=I would like to see tutorial, academic advising, course notes, tutorial services, and libraries.

Student Services3=I'd like to see career services.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=just sounded interesting

Academic Services2=library services and tutorial services

Student Services3=career planning and personal counseling

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I needed a credit and a friend had taken the class. She said that the class was interesting and there was a web page project. I had never made a web page before and was interested in learning.

www.vt.edu:10021/T/tgatehou/

Academic Services2=With the use of VTLS and the ability to surf and the infinite resources on the internet I do not think that there is a great need for additional on line resources provided by the school. It is just an added cost to go into tuition.

Student Services3=I think the services are out there for the informed internet user and again would only be an added cost pasted onto the student.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I already had a class in my major scheduled in a time slot and it could not be changed, but i also wanted to take this class so I opted for the online course.

Academic Services2=An interactive program in which you could answer questions and it also feeds you information would be more effective than just reading course notes online, with programs like java and shockwave this would not be to difficult.

Student Services3=Anything that can be put online as long as it is secure is almost always more convenient than having to go somewhere to find this information. So, just about anything that can be put online I feel should be.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I use my computer a lot and thought it would be convenient.

Academic Services2=I would like to start an IRC Network. Internet Relay Chat. It could be used for class discussions etc. I have had a lot of experience with IRC networks and could start administer one if given the opportunity.

Student Services3=I would like to have help with a resume online. Again also possible in an IRC network.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=convenience. there is no scheduled time for class, i can do it at my leisure.

Academic Services2=library services

Student Services3=

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=The flexibility of when I was able to complete the assignments and not having to attend lectures prompted me to take an on-line course.

Academic Services2=The greatest service that I could be provided with would be something like a tutorial service, that might be in the form of a chat room, such as IRC, where the professor would participate and be available for questions that could be answered immediately.

Student Services3=It would be nice to have access to career planning and health services online. It would be useful to be able to have some questions answered on-line. Then I would not have to schedule an appointment.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=The main reason I decided on the on-line course is the flexibility it offers compared to lecture courses. I can do the lectures whenever I want, and have the ability to go back for information that I may have missed.

Academic Services2=The discussion forum for Insects and Human Society provides all the students with advising on the course. All my questions have been addressed so far.

Student Services3=There are already some good on-line career services. The addition of health and counseling services would be good.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I'm not an early morning person and the only other time the class was offered was at 8 am.

Academic Services2=I think every class should have some aspect of on-line learning. Such as a set of quizzes that would be offered online to help prepare students for exams.

Student Services3=Curriculum discussions groups would be ideal.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I was getting frustrated trying to find classes that would fit into my schedule. I believed an on-line class was the answer since I got to choose when I would do the course work.

Academic Services2=I think on-line aids for doing internet research and basic study skills would be helpful.

Student Services3=Maybe some kind of online student center, where you could interact with other on-line learners in a constructive and voluntary environment.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=On-line classes are pretty easy. Doesn't require much time. You just study once in awhile over the web. I have ethernet connection so i'm always connected.

Academic Services2=Advising on-line is a good idea. Some people want to know what's going on but don't take the time to go see the advisors.

Student Services3=Career planning on-line is a good idea.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I had a full course load and was looking for a class to fulfill a core elective. This one allows me to decide when and where I go to class.

--Convenience

Academic Services2=I think academic advising services are really the only one I can think of that I would use.

Student Services3=Financial aid and student accounts are the main services I would use.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=Better than waking up for an 8:00 class

Academic Services2=anything possible, the more the better

Student Services3=not too important, but helpful.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=don't have to go to class

Academic Services2=academic advising

Student Services3=career planning

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=Requirement for major

Academic Services2=Most services are already available online in some form.

Student Services3=Most services are already available online in some form.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=Able to study when I want

Don't have to waste 3 hours of my time goint to a lecture

Academic Services2=for my entomology on line class, I would find it usefull to have a review session for material on the test, not just a 2 hour chat.

Student Services3=career planning would help a bit

I am not sure what else I would need right now. Basically, what ever you offer, it needs to be able to be accessed quickly. I am taking 18 credits in Engineering and I have a hard enough time scheduling in my leisure time.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I took this on-line class because I did not want to give an oral presentation like I would if I had taken the normal class. I also took the class on-line so I would not have to schedule a time to take the class. This freed up my schedule so I could do other stuff.

Academic Services2=I think all professors should have their notes, assignments and answers to assignments available on the web.

Student Services3=I think it would be nice to be able to input the classes you have taken at college and have the computer tell you what classes you still need to graduate. This would be easier than having to flip through all of the checklists and it could be updated easily so I would not have to worry about having the newest checklist.

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=Required for CS minor

Academic Services2=up to date grades, Quizzes & tests, notes, tutorials

Student Services3=directorys, schedules

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I was enrolled in an online course because that si where i was placed. I guess there wasn't room in teh regular course. I hated it so much that i dropped the class. I never dropped my name from the list serve so i found out about this survey. I was enrolled in teh political science course about midevil and ancient philosophy.

Academic Services2=

Student Services3=

Gender=Male1

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=It was a requirement, but I feel the ease and convenience also motivated me.
Academic Services2=This class had everything I need, this class could be taken without even seeing or talking with a teacher.
Student Services3=If I need to do something like career planning, I'll go talk to someone.. things of those natures require more interaction than what an online medium can provide.
Gender=Male1
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=Experience with the internet and computers in general, so I thought a solely online course would be easier and more convenient.
Academic Services2=Library services, especially access to materials on reserve, perhaps restricted access to books and periodicals.
Student Services3=Career planning services would be useful, especially for those of us who are graduating.
Gender=Male1
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=convenience
Academic Services2=academic advising, and tutorial services
Student Services3=Career planning
Gender=Male1
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=I needed an extra credit and did not have time to schedule a normal course.
Academic Services2=The tutorials that we have for our class are good.
Student Services3=
Gender=Male1
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=I love the internet and I like not going to class so I can work at my own pace
Academic Services2=Video conferencing would have been nice to conduct once a week or so
Student Services3=Career planning should be big online because it is something that is good to do on your own time when you want to.
Gender=Male1
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=The fact that it is not in class.
Academic Services2=on-line tutor services would be nice.
Student Services3=on-line counseling would be nice.
Gender=Male1
Location=Close1
First Course=Yes1
Level=UGrad1

Male/Close/Experienced

Motivation1=I was intersted in Computers and online stuff I think its the future
Academic Services2=All services
I think everything should be provided on the internet
Student Services3=All again, I think everythig shoud be on the net
Gender=Male1
Location=Close1
First Course=No2
Level=Grad2

Motivation1=It makes schedule management much easier. It is FAR more convenient to take a class almost"whenever I want."
Academic Services2=I would want an online tutor. Someone that is there that can answer any questions that I may have.
Student Services3=I would want counseling. I always find that when I need to speak to a counselor, he/she is buisy and can only see me when I have something to do. I think that it would simplify the process.
Gender=Male1
Location=Close1
First Course=No2
Level=UGrad1

Motivation1=I needed an additional 3 credits and I liked the idea of being able to set my own schedule for the class.
Academic Services2=I think it would be nice if some of the math classes were online. Math is a type of class where the professor can easily screw up in trying to teach the information. If the info was simply online and set up for self-learning it would be much easier.
Student Services3=It would be nice if you could set appointments with advisors through some sort of automatic online service.
Gender=Male1
Location=Close1
First Course=No2
Level=UGrad1

Motivation1=Online courses are much easier to manage, u can read when u need, things are easier to get to, a click away, as opposed to having to find a book, open it.. etc....

Academic Services2=online notes are very helpful along with online announcements and sysalbus' I think every class online or not should have a webpage, for posting grades and other such information.

Student Services3=Not sure about this one, there are alot of built in out of class pages that are viewable on one of my online classes web pages, it's very helpful to have links to other information to furthur learning.

Gender=Male1

Location=Close1

First Course=No2

Level=UGrad1

Motivation1=The ability to make my own hours, and do more work with something I find interesting (computers)

Academic Services2=more online tutorials. Especially for things like math, such as online examples of homework problems, the way Math 1114 has it, only have it like that for every math class.

Student Services3=I feel these services are ok as is

Gender=Male1

Location=Close1

First Course=No2

Level=UGrad1

Motivation1=The fact that this class was an online course enticed me into taking this course.

Academic Services2=Tutorial services would be great advantage to many people.

Student Services3=I would like to access health services on line. Scheduling appointments would not be so difficult.

Gender=Male1

Location=Close1

First Course=No2

Level=UGrad1

Motivation1=A friend told me about it!

Academic Services2=None are needed for this class...everything is online and on the web page!

Student Services3=i dont know...sorry

Gender=Male1

Location=Close1

First Course=No2

Level=UGrad1

Motivation1=to have a better understanding with the inner-works of computers and the internet, and also since it was only 1 credit

Academic Services2=tutorial services

Student Services3=career planning definitely

Gender=Male1

Location=Close1

First Course=No2

Level=UGrad1

Motivation1=There usually tends to be less work involved and hence a little easier than going to a class. You can study whenever you want without there being specific times during which you have to attend class.

Academic Services2=I would like to see drop/add and vtls be used via a browser and not a terminal window. Would also like to register for classes via the internet.

Student Services3=Make health service appointments over the net. Career services already have a good website where you can setup interviews.

Gender=Male1

Location=Close1

First Course=No2

Level=UGrad1

Motivation1=Ease of making it to class from the comforts of my own home whenever was convenient for me.

Academic Services2=Online walk through tutorials and study aids are the greatest advantage to online portions of classes. For me it makes studying easier, more efficient and more fun.

Student Services3=Most of the account stuff that's done at the Treasurer in Burrus could be done online, I feel. Sometimes it's annoying to have to go in to officially request information or pay a bill that I'm going to pay with a credit card anyway.

Gender=Male1

Location=Close1

First Course=No2

Level=UGrad1

Motivation1=Ease of access. It allowed me to take courses I was interested in, even when they conflicted with my current schedule/location. Also, it seemed an ideal way to take courses which I didn't see would take any benefit from traditional lecture time.

Academic Services2=I believe easy access to online information, such as the library services you mentioned, is of significant importance. Also, access to previous students' works or writings would be beneficial so that online students could see the type of progress they are expected to make during the duration of the course.

Student Services3=Career planning would be a welcome addition. An online ticketing system for sporting events would seem to make a great deal of sense as well... some of us have classes during ticket distribution times and don't always have the connections we need in order to get tickets.

Gender=Male1

Location=Close1

First Course=No2

Level=UGrad1

Motivation1=Requirement

Academic Services2=i love the library and wish i could use it 24/7.

Student Services3=make appointments with health services on line.

Gender=Male1

Location=Close1
First Course=No2
Level=UGrad1

Motivation1=I thought that it would be nice to never have to go to class.
Academic Services2=I think that more tutorial services would help. I would also be cool if you could make appointments with your advisor over the net.
Student Services3=I would like to make appointments with the health services people through my computer.
Gender=Male1
Location=Close1
First Course=No2
Level=UGrad1

Motivation1=Flexible scheduling, to prepare for graduate school without having to stop full-time employment.
Academic Services2=Library access, directed chat rooms
Student Services3=Career / degree planning
Gender=Male1
Location=Close1
First Course=No2
Level=UGrad1

Motivation1=course only offered online
Academic Services2=academic advising should remain as a interpersonal as possible. the only way i'd like to access advising on line is an email to set up an appointment. the university core curriculum needs to be online, as well as dars, transcript requests, etc.
Student Services3=see above
Gender=Male1
Location=Close1
First Course=No2
Level=UGrad1

Motivation1=I had taken an online course this past summer at NOVA community college and thought that it was a very convenient way to get the credits that I needed to graduate without having more classes to attend.
Academic Services2=I think that having access to some type of network where we see the professor discuss our material on-line would be very beneficial. Also, being able to receive tutoring on-line would be a good idea as well.
Student Services3=Definitely career planning and student housing. I feel that doing this on-line can be very efficient. I don't think that personal counseling on-line would really be as personal as some people need that are seeking counseling.
Gender=Male1
First Course=No2
Level=UGrad1

Motivation1=The ease of time management and the ability to work at my own pace.
Academic Services2=Scheduled on line chat sessions with the instructor and students.
Student Services3=online help with course planning.
Gender=Male1
Location=Close1
First Course=No2
Level=UGrad1

Motivation1=I took this as a way to better my knowledge of the internet and mainly to learn HTML basics
Academic Services2=academic advising, tutorial services and office hours for professors... in the form of an active online chat if you need it at particular hours
Student Services3=career planning
Gender=Male1
Location=Close1
First Course=No2
Level=UGrad1

Motivation1=I took an on-line course at Virginia Tech because I liked the idea of learning material at my own pace and on my own time.
Academic Services2=I would like to access an online library and tutorials.
Student Services3=I would like to have personal counseling for my online classes
Gender=Male1
Location=Close1
First Course=No2
Level=UGrad1

Motivation1=I could do the work at any time, and at my own pace, right from my dorm room.
Academic Services2=I would like access to tutorials, and library services.
Student Services3=Out of class activities might be neat.
Gender=Male1
Location=Close1
First Course=No2
Level=UGrad1

Motivation1=CS-1604 was an interesting subject. The fact that it is an on-line course just reinforces the subject matter, unlike say, MATH1114, where a teacher and a class room would have been far more desirable.
Academic Services2=I think supplementary material and reference material are great on the web, however, unless it is a computer course dealing with the internet, I do not think that the internet should be substituted for a teacher and a class room.
Student Services3=I think that a central message board that people from Tech can access would be a good idea, fraternities and sororities can post there, clubs etc. as well.
Gender=Male1
Location=Close1
First Course=No2

Level=UGrad1

Motivation1=I guess the biggest thing was I didn't have to goto class. Also when you write papers or something you must do it on the computer so why not take the course on-line?

Academic Services2=Library services would be nice but with the vast knowledge of information already on the web I am satisfied with web links.

Student Services3=Personal counseling on-line would be very helpful in asking questions and getting feedback. I really have no need for any of these listed services but I suspect that counselling would be good because you could ask your advisor about classes and they could get back to you without making an appointment. You can do it when you have time.

Gender=Male1

Location=Close1

First Course=No2

Level=UGrad1

Motivation1=

Academic Services2=

Student Services3=

Gender=Male1

Location=Close1

First Course=No2

Level=UGrad1

Motivation1=I have a full time job. I wanted to take more than one class. It is very very difficult to fit regular lectures into my schedule.

Academic Services2=Online, realtime advising, scheduled in advance would be helpful. My current advisor is almost unreachable and virtually useless to me. If she is so busy, as she claims, then perhaps technology would help her make better use of her time.

Student Services3=Cannot think of anything.

Gender=Male1

Location=Close1

First Course=No2

Level=UGrad1

Motivation1=The ability to do the coursework at my own convenience. The work for classes is the same in the classroom as it is in on-line courses. (This is the second totally on-line course I have taken at Tech). Since the work is the same, why not choose the option to attend the lectures (virtually) and complete the work at my convenience. Further, and similarly, the ability to attend lectures on-line precludes the necessity to park on campus, this is one of the primary reasons I chose to sign up for this course.

Academic Services2=I would like to access all types of services on-line. Tech is already providing many academic services through the Hokie SPA, and this has been such a convenience and time saver. Further, it removes the necessity of a call center employing several people to field random or repititious questions. I am not sure I completely understand the definition of academic services, but the first thing that comes to mind, is multi-media type information that is related to the course topics. For example, movies and other visual and audio content that would

enhance the information being discussed in class. This is an area where the on-line class may be able to do more than is possible in the classroom at present. This entomology course has provided some links to such materials.

Student Services3=Again, all services that are feasible to offer on-line are services that I would appreciate being offered as such. Health services providing a scheduling service on-line may reduce the headache factor of dealing with someone over the phone. Counseling may not be a great idea for on-line use, as that is something inherently personal in nature. Some things are not wise to conduct on the internet, and there may always be a debate over which things they are.

Gender=Male1

Location=Close1

First Course=No2

Level=UGrad1

Motivation1=The convenience or not having to go to class at a set time and being able to work at your own pace. I have a very intense schedule this semester and the online course really helped my out a great deal.

Academic Services2=I think that it would be a tremendous help to be able to have an online forum where you could inquire about certain classes. When scheduling, I am always wondering which classes to take (when there is a choice) and ask everyone I know if they have taken that class and what they thought. If these types of questions could be proposed online to a large section of the student body, perhaps better information could be obtained...leading to more informed decisions about which classes to take.

Student Services3=Along the lines of career planning, especially for co-op students, it would be helpful to have a database of companies and peoples experiences working for these companies. It is hard to get a feel for what it will be like working for a company by just talking to the people who are hiring you. If the experiences from former co-op's could be accessed, it would be easier to determine which companies would be a good match for you.

Gender=Male1

Location=Close1

First Course=No2

Level=UGrad1

Motivation1=It sounded like a more laid back style of class which i like , and the classroom course was at an early time.

Academic Services2=sure , tutors, library is good. academic advising may be better face to face but could work.

Student Services3=those are good services. I dont have any other ideas though

Gender=Male1

Location=Close1

First Course=No2

Level=UGrad1

Motivation1=Convenience. No set class times and being able to complete all coursework from my home fofice were my primary motivators. I also had taken a previous on-line course and had a good experience with it.

Academic Services2=Home access to VTLS is a great tool for all my classes.

Student Services3=Personal counseling and career planning would be great.

Gender=Male1

Location=Close1

First Course=No2

Level=UGrad1

Male/Not Close/Inexperienced

Motivation1=Required for my major.

Academic Services2=references, such as dictionaries, encyclopedias, and thesauruses, academic advising, tutoring, library services, etc.

Student Services3=personal counseling, physical and mental health services, activity planning (event occurring on and off campus), etc.

Gender=Male1

Location=Not Close2

First Course=Yes1

Level=UGrad1

Motivation1=I have always wanted to do academic work at Tech. This gave me an opportunity to do so. I also appreciated the Va. Teacher's Discount. I need this course to complete 18 hours above my master'

s in order to teach college myself.

Academic Services2=I would like to see a spontaneous chat line that would allow us to converse back and forth and see the replies and exchange,etc. instantly.

Student Services3=None

Gender=Male1

Location=Not Close2

First Course=Yes1

Level=Grad2

Motivation1=too much time on my hands.

I work in as a volunteer in Africa, there is no cinema, no bands, no decent tv, so the evenings are quite long. I wanted something to keep me occupied. an on-line course was easier to arrange than a conventional distance learning course. It meant I didn't have to travel 500 miles to the capital city in order to take exams, and I didn't have to wait months for books to arrive - all the essential material was available on line.

Academic Services2=two things

1. better links to text books. for my course (CS1604 intro to the internet) there was a webpage listing course text books. But I had to trawl through the VT bookstore, Amazon, Barnes+Noble, to find them (most of them didn't have the books I wanted even VT - or at least I couldn't find them). It would have been much easier if there had been a direct link to the book (I have seen this kind of thing in the atlantic magazine www.theatlantic.com)at amazon or someone.

2. links to similar on-line courses. The course I am doing has got me really interested in the subject and I would like to continue studying. Last time I looked at the VT online course there was a great variety of course, but very little depth. I would like more course on the same or similar subjects.

In the course page there are plenty of links to sites with more indepth INFORMATION, but hardly any to more in depth STUDY.

Student Services3=The one thing that would be nice is some kind of certificate to say we have completed the on line course, our grade and the topics covered (an electronic one would be fine)-especially since I am an external student.

I haven't reached the end of my course yet so am not sure if I will get this

Gender=Male1

Location=Not Close2

First Course=Yes1

Level=Grad2

Male/Not Close/Experienced

Motivation1=I am co-oping in Northern Virginia and I wanted to take some classes so I can get some credits out of the way.

Academic Services2=Academic services such as: tutoring, netforums, library services, advising, chat rooms, mpeg files on problems given for homework,etc...

Student Services3=Students services such as: class scheduling, the ability to deposit money to your Hokie passport, the ability to pay phone bill, health services,etc...

Gender=Male1

Location=Not Close2

First Course=No2

Level=UGrad1

Motivation1=I felt I could take an online course or two while I'm on coop since I could do so with out being in town, and I had plenty of after hours time to complete any such work I was assigned.

Academic Services2=

Student Services3=Maybe, some sort of career profiling. One of those tests that asks specific questions about a persons strengths and weaknesses and gives a suggestion on the type of major or career they should pursue. Then provide the name of someone to contact to learn about the suggested information.

Gender=Male1

Location=Not Close2

First Course=No2

Level=UGrad1

Female/Close/Inexperienced

Motivation1=I didn't really sign up for this class. I was suppose to take my on-line class in a regular classroom.

Academic Services2=i can't really think of anything off the top of my head.

Student Services3=I wish that there was more of a job selection for people looking for jobs, or to have things posted on the web.

Gender=Female2

Location=Close1

First Course=Yes1
Level=UGrad1

Motivation1=Convenience

Academic Services2=I would use library services, but I think academic advising would not be a could idea. The on-line class should be used as a convenience but not as a total basis of learning.

Student Services3=I think most student services need to be dealt with on a person to person basis.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=It fit into my schedule easily and I've never done a class like that before.

Academic Services2=I would like to have someone, kind of like a GTA to ask questions I have about my class. Because our class is so big, I don't feel like I can ask questions very easily about the class.

Student Services3=I think personal counseling would be a good service for us. I know I've had times that I would have liked to talk to someone, but have found it hard to find someone to talk to.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I was interested in taking an on-line course because it would allow me to work when the time was best for me. This semester all of my classes are in the morning and I'm done around 1:30 or earlier each day. I thought that this would be a great course to take and when I noticed that it was being taught via the web I thought "great!!" This method allows me to do my work and studying later on in the day, allowing me time to do all of my other work when I get out of class. I was also interested in an on-line course because if I am sick or unable to attend a lecture or class I will not have to worry about finding out what I missed that day, it's posted on the site! At the same time, I am able to get ahead if I know that I have a busy week ahead of me, I know that I can always get ahead with my on-line course no matter what!

Academic Services2=I would like to be able to access books and other literature on-line. It doesn't have to just pertain to the given class or subject, I would like to be able to access anything possible. I think tutorial services would be great! They would enable people to receive the help that they need when it is most convenient for them. Also, it would be great for those who may be too shy or embarrassed to admit that they need help with their classes. This could allow them to receive help anonymously or it could just provide them with one-on-one help where only the student and the tutor would know who needed help; no one else would know that they are receiving help.

Student Services3=I believe that all three services mentioned above would be beneficial to all students. Many students may require assistance in career planning. Even more students may require basic knowledge of certain health issues that may be affecting them or someone they love and care about. I believe that personal counseling would be the best service to provide to

students via the web. I think that there are many students at Tech who realize that they need help and counseling but are too shy or embarrassed to be seen in person asking for help. I think that allowing them to access counseling and help on-line would definitely help them with any problems they may be experiencing, whether it is stress, anger management, or something more complicated like psychological disorders. It would also benefit many freshmen because they may not know where to go around campus if they experience problems and decide to seek help or counseling. In the long run, students would feel better knowing that they can receive any kind of help yet still remain slightly anonymous.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I wanted to take another credit and the only way that I could fit it in would be an online course since my time schedule wouldn't allow it.

Academic Services2=We use tutorials in the class that I am in now and that works out very well. It also helps that we can email the professor and that we have the list-serve to get help from other students when it is permissible.

Student Services3=Career planning would definitely be a good thing to have on line, but I think that most other services such as personal counseling or health services are best done in person.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I didn't want to actually have to show up for class.

Academic Services2=interactive lectures and more quizzes. Tutorial services are nice.

Student Services3=

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=not having to go to class

Academic Services2=tutorial services is a plus. I don't really like the idea of a discussion forum since it's not private and I feel awkward posting my questions on there.

Student Services3=Since I'm taking Entomology as an elective class, I'm not sure what student services I would like to have access to. Maybe health services.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I chose the online course because it allows me to listen to the lectures and do the work at my own pace, and at times that I can fit it into my schedule. I can work on this class late

at night, or early in the morning. This convenience has been great, and I will probably take more online courses in the future.

Academic Services2=I really don't need to be able to access anything online, except maybe the tutoring sessions that are available and the hours could be posted. Things like that are always hard to find! The library webpage is great!

Student Services3=The only out of class activity that I would like seeing provided is possibly an exam review session before upcoming exams. Career planning would also be nice to let people know what is available.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=The course I am taking is a computer course, so it makes sense to use my computer while taking it.

Academic Services2=Some kind of instant message service with the professor during a spot of time on certain days may be helpful for any questions a student may have.

Student Services3=Same as above

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I was interested in taking a course online because I wanted to see how I would deal with a course where there were no real set guidelines and restrictions to do something. I was interested in my capacity to handle a class where learning was entirely my responsibility. I think Insects and Human Society has been helpful in my discovering my learning abilities because I have learned a lot about myself. Initially I slacked because I thought I could make it up later, but after test 1 I kept up a lot with the lectures and received a better grade on my 2nd test.

Academic Services2=The discussion forum is about as good as office hours for me, because I always get my questions answered whenever I have them regarding the course. Sometimes though, I wish that there was an actual person that I could go to, if I had a question that I felt stupid asking online. As far as tutoring services go, I think that the supporting websites provided in the lectures themselves sometimes are very helpful in answering my questions. I don't have the time always to sit around and find the answer to my questions, and that is when I feel the need for a physical "teacher" who can answer my question in a moment.

Student Services3=It might be nice to have a place on every department's webpage where students can post those questions about their majors or qca's and advisors can answer them, and if the questions are common enough, then they would permanently stay online to read.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=Ability to learn at my own leisure

Academic Services2=

Student Services3=
Gender=Female2
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=The course sounded interesting. I like using the internet and I wanted to learn more about it.

Academic Services2=tutorials are always nice
somewhere where I could ask questions too

I like to see my grade reports

Student Services3=recreational activities
listing of upcoming events
etc.

Gender=Female2
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=Easy to fit into my schedule, allows me to work when I want.

Academic Services2=academic advising, scheduling of classes, postings for non-on-line classes
where students could ask questions.

Student Services3=career planning

Gender=Female2
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=I was required to take the course before graduation and the class is usually at 8 am,
need I say more? And one of my friends took the course on-line and said it was so easy and you
never had to go to class.

Academic Services2=None that I can think of.

Student Services3=I don't know what you mean, I don't think student services has anything to do
with taking a course on-line. I still benefit from all of those services.

Gender=Female2
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=I took the on-line course b/c it would allow me the freedom to go over the material
as I had the time, and not at a set time every day. This way I would have more flexibility with
my schedule.

Academic Services2=I would like to have access to library services, and perhaps some tutorial
services.

Student Services3=I would like to have access to some services that would help me with career
planning.

Gender=Female2
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=I took entomology to fulfill an area and decided for the online course so that i could work with my otherwise busy schedule.

Academic Services2=as many as possible, i suppose, especially the academic advising, and tutorial services.

Student Services3=as many of these as well.

Gender=Female2
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=The convenience of never having to go to class outside my room. Also I am able to go at my own pace with the lectures and re-read/re-listen to things I may miss the first time around

Academic Services2=I like having the ability to check my grades on line. I hate walking somewhere probably far away just to look at a grade. I also like the discussion forum available in the ento. class. Here you can ask questions and get them answered as well as see other people's questions.

Student Services3=I am interested in doing an exchange with another university and being able to read about and get information about such things is helpful.

Gender=Female2
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=Because I needed to complete my area 7 requirement, and other people had told me that it was an interesting class.

Academic Services2=Actually all of the ones that already are on-line are what I would suggest.

Student Services3=Being able to make doctor appointments at the health services center on-line.

Gender=Female2
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=i needed a free elective and it would be nice to work at my own pace and at my apartment

Academic Services2=library services

Student Services3=career planning, health services

Gender=Female2
Location=Close1
First Course=Yes1

Level=UGrad1

Motivation1=I was curious about the on-line course and knew that I didn't want to take another regular lecture class.

Academic Services2=The types of academic services that I would like to access on-line are ones that are already available. The library is a big one. I use Infotrac a lot. I do think that there should be more academic advising on-line, however. I don't like having to bug advisors in person for every little question.

Student Services3=Career planning services would be great. I would like to be notified about career opportunities. I think it would also be great to be able to access on-line health services and personal counseling.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=The eligibility of winning \$200.

Academic Services2=Tutoring services and academic advising are the academic services I would like to access on-line.

Student Services3=I believe that personal counseling is a must! Most of the student services provided to in class learners/students should be available to on-line students.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I thought it would be better for my schedule because I can pick and choose when to learn each lecture.

Academic Services2=It would be nice to have academic advising and learning services because it is very helpful to have things at your ease.

Student Services3=I think they should have personal counseling and maybe even career planning because it would give the students more time and time that they have anytime.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I was really interested in this class but the time that the class was held on campus did not work out with my schedule.

Academic Services2=tutorial services would be nice. Academic advising would also be beneficial.

Student Services3=career planning, possibly personal counseling.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I needed to take a course that didn't require me to actually GO to class (i wanted to work at my own pace).

Academic Services2=I think it would be totally great if they had an online tutoring service at certain hours of the day and you get an immediate response (kind of like a chat room). Are there services like that?

Student Services3=I think that they should have advisees who could answer students questions on future career fields.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=the freedom to study when and where I wanted to. I am interviewing my senior year and have a very random schedule. I can prioritize and learn things at the pace i need to. my time does not feel wasted by going to class and not paying attention. I know that when i go on line i am ready to pay attention.

Academic Services2=I feel that my most of my needs have been adequately addressed. the only one not really touched on is computer support. Since this is on line if i have computer problems then i get behind in the material. There might be some kind of network we could form in the online class network or in each class for support. We have a discussion forum which takes care of most questions and needs. And my class links me to tons of other schools and sites that are relevant to my class.

Student Services3=I definitely think personal counseling is important sometimes you need someone who can point you in the right direction. I have done a lot of career planning on line and there is so much information out there... some of it needs to be more interactive...

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=Well, first semester I took Human Development I, with Cosby Rogers as the teacher, and I got an A in the class. The entire class was basically an on-line course though we took tests in class, so my advisor suggested since I did so well in that class that I should try the on-line Entomology class. My schedule is extremely hectic because I manage the women's basketball team here at Tech, so I find that having an on-line course really subtracts from the scheduling problems that I fall into when trying to schedule my classes around practices and games, and since I cannot "miss" class when they are on-line, I don't fall behind as I do in my other classes, and my grades in both on-line courses have been dramatically higher than in other courses this semester and last semester.

Academic Services2=I love having lectures on-line, but more than that I love being able to hear the lectures, that was not a quality that we had in Human Development, and I really like that addition to this course. I also really support the ideas of video clips, but there have been none too far that I have been really impressed with. I think that by far the best feature of on-line courses, though, are the quizzes and tests given throughout the semester that you can take as many times as you would like to, and from which the test questions are taken. That feature is

what allows me to understand, learn and apply all the concepts that we learn, and be able to get good grades in these on-line classes. This feature was present in my Human Development course, and if you put forth the time and effort, there is no way that you could do poorly. Student Services3=Well, I am not sure that I really understand the question, but I will try and answer it. I think that offering classes on-line is a very good start as far as offering services on-line. I think that something that would be incredible for students here who have very tight schedules would be offering on-line job opportunities for students, in which they can work at their own times and schedules. There could be some sort of a "log-in" and they get paid for as long as they are logged on and doing work. I know from personal experience that there comes a point in the semester where there is just about nothing that you wouldn't do for some cash, but with my practices in the afternoons and games on the weekends and classes in the mornings, there is just no time for a job except at night, and there is nothing to do on campus at night, and without a car that limits many options for students. This is just an idea, I am not sure what you were looking for....

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=Actually, I was interested in the fact that I never had to go to class and I could complete the lectures at my own leisure and move at my own pace. If I wanted to go through the lectures 5 in a row at 2 in the morning I could and then be done with it. Also, it fulfilled an area 7 requirement which I needed to graduate.

Academic Services2=Library services are helpful and i'm sure that tutorial services would be helpful, however I believe that advising should be done in person unless it is a minor question. I know it is just another excuse and makes missing class easier, but it would also be nice if all class notes were posted on the web. However, if this was done, I'm afraid that not many students would attend class unless attendance was counted. Many times during class I have to see the professor afterwards because I couldn't write fast enough or i missed something he/she said. It would be nice if all professors posted notes on the web.

Student Services3=More information about the graduate programs and career planning would be really helpful. Right now I'm trying to look into grad school and I'm having a tough time locating much at all on the web. At VT I believe that everything else is pretty much covered on line that needs to be.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=It is convenient because I do not have to schedule extra time out of my day to go to class. I also can pace myself with the course material.

Academic Services2=For this particular course, I do not feel that academic services are needed. However, I think that tutorial services could be helpful in some cases.

Student Services3=Career planning would definitely be helpful, especially in the last semester before graduating.

Gender=Female2

Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=I have to work as well as take classes so it was a very convenient way to get a few extra credits.

Academic Services2=Academic advising is really something that needs to be done in person. Perhaps have just the requirement information for each department would be helpful but not much else.

The most useful is the library services with access to articles and journals.

Student Services3=Career Services, and health services might be helpful. The Hokie Spa information is extremely helpful. It is wonderful to be able to pull up my financial records and class records without having to go to the administration office.

Gender=Female2
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=I felt that an online course would allow for a more easily configured schedule. Also a few friends of mine had taken some online courses and gave some input on how they went, which was that it went well. I am an organized person anyways so I didn't think I would procrastinate in the course.

Academic Services2=Actually a lot of services are available online already via e-mail and the internet. What I think would be nice to have on-line would be more solution guides to textbooks...it is a pain to have to walk to the library and check them out. AS of now I cant think of any other problems I have had with the use of on-line services and I cant think of any other online services that I might benefit from.

Student Services3=Actually it would also be nice to have personal counseling on-line too, that is perhaps have chat rooms where you can ask for advice, students are much more likely to ask for help , and be honest about their needs when they dont have to ask for it face to face. In terms of on campus sports, it would be nice to be able to register for intramural sports online.

Gender=Female2
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=This is my last semester at Tech and I thought I 'd like to try this style of teaching before I left.

Academic Services2=
Student Services3=
Gender=Female2
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=Well first it was the need to fill in an area in my major but, I have now learned of the convenience in taking an online class. I guess overall I just wanted a class that I could do at my own pace.

Academic Services2=Tutorial services would be a neat idea for classes like Math, and the others could be used on ones own time so I don't think there is a need.

Student Services3=Things like health services and career planning ideas would be a great on-line service. For Personal counseling I am not sure how that would work? I think personal counseling should stay personal meaning in person.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=Flexibility with the course, not having to face another 8 am class (the only other time the course was offered).

Academic Services2=Probably the most resourceful type of academic service would be to get into study groups.

Student Services3=Personal counseling!

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=Able to listen to the lectures when I have the time. It has allowed me to have more time to work at my job and be able to do my lectures at night!

Academic Services2=Dars registration, Requirement lists for all majors

Student Services3=Health services-pharmacy, VTU productions

Gender=Female2

First Course=Yes1

Level=UGrad1

Motivation1=I needed a 1 credit class to fulfill a requirement and the idea of not spending any time in the classroom appealed to me!

Academic Services2=Library services

Student Services3=Career planning

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=Not restricted by a time schedule (except for examine times). More flexibility as to when I will review the course material. The on-line course was something new and intriguing. Opened up time slots where another course must be scheduled for the days/hours specified.

Academic Services2=Additional helpful websites & reading materials that will further aid in understanding the material covered in the course that can be obtained anywhere (not just around

university). Tutorial services 24/7. Set time slots where professor/TA will answer questions on lectures that were difficult to understand every week.

Student Services3=Provide a variety of information on the job potential and/or further studies (if interested) after learning the course. Since it is an on-line course, some students who take it may be very far away making health services and out of class activities fairly impossible. However, activities which might be done by anyone anywhere which enhances the learning experience pertaining to the course may be done. Then, there could be a discussion forum or assignment where the student reports on his/her activities via the web to other students; providing interesting facts or projects for other students to try.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=It's a great way to get in more hours that fill core requirements when you have a schedule that is hard to fit in other classes or can't get into any other classes

Academic Services2=i think everything is fine

Student Services3=it might be nice to have a person that you can e-mail any type of question too involving general problems and questions and they would write you back within the next day.

Like on line information.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I thought that it would be neat to learn from home.

Academic Services2=Notes and tutorials online would help for any class.

Student Services3=I think that those are better on a personal level.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=General curiosity played a large part. Since this is my last semester at Virginia Tech, and one of my last required courses was offered on-line, I thought it would be to my benefit to be exposed to a new, different, and cutting-edge type of learning. I have always considered myself very computer literate, so I was not intimidated in any way with the prospect of a 100% on-line course.

Academic Services2=discussion forum, tutorial services, enrichment links (to supplement course material), library services

Student Services3=career planning, course scheduling/class registration,

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I guess the main reason I decided to take an online class is because I could not fit another class into my schedule, and this way I can listen to the lectures whenever I have time.
Academic Services2=I guess the only disadvantage is the missing out of asking questions at the end of class, which I consider to be an academic service. It is kind of a pain to write down all of my questions during a lecture and then have to e-mail the teacher at the end of class. By the time the answer gets back to me I have already forgotten the context of the question.
Student Services3=In context to this class, I can't think of any student services that I would need.
Gender=Female2
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=I thought it would be easier to learn in the privacy of my own room and I could do the work whenever I wanted to (meaning I didn't have to wake up for class).
Academic Services2=Library services and tutors
Student Services3=Health services, career planning
Gender=Female2
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=I wanted to become more familiar with the computer.
Academic Services2=such courses that are already mainly online courses and also I think there should be a better selection of online courses over the summers.
Student Services3=I don't see needing that. Maybe grammar checking services.
Gender=Female2
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=I thought it would be nice to have a class that I could sort of make up my own weekly hours for, and that if I was behind one week, I could catch up pretty quickly.
Academic Services2=I think just about everything should be accessible on-line, but that it should not take the place of having teacher/staff and student relations.
Student Services3=I definitely think that career planning should be accessible via on-line, but I think that health services, and counseling, etc, should be kept to a person to person level. My main concern is that on-line usage is going to end up taking the place of human contact!
Gender=Female2
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=I needed the class because it was in Area Seven. When I saw that it was offered on-line, I decided to try it. I had never taken an on-line class before and thought it would be interesting. Also, I thought it would be nice not to have a certain time each day to go to class.

Academic Services2=I think that having on-line discussion groups would be really helpful. It would give everyone a chance to see how well other people are adapting and make you not feel as though you are the only one in the class. We often see lots of names of people in the class, but it doesn't really have an impact until you meet or talk to them.

Student Services3=I think it would be really helpful to have certain health services and personal counseling programs available on-line. Many more people might take advantage of them if they knew that they would never have to actually face the counselor, etc.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I was curious how it was to take a class on-line.

Academic Services2=I think more library services should be offered on-line, just for convenience.

Student Services3=

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I thought that it would be an interesting experience and the scheduled class meeting time did not fit into my scheduling.

Academic Services2=The library services is one of the more important of the academic services available. I think the opportunities for job placements and research are also a help.

Student Services3=I would like to be able to access more detailed career planning. Planning one's future is something that should be taken seriously and all possibilities should be looked into.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=The other class was only offered at 8 a.m., plus I heard good things about this course from other people.

Academic Services2=Maybe an on-line text book so you wouldn't have to buy one.

Student Services3=I think all of these demands have been met :)

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I decided to take an online class because it gives me the ability to decide when I want to work. The lectures are much easier to focus on in the quiet of my own home and if I miss something, I can just rewind the voice and hear it again. In fact, I go over all of the lectures before each test and that is how I study (although it is inefficient).

Academic Services2=I don;t think tutoring online would be all that helpful but I would like to see more online classes. It would also be nice to have some visual types of learning that went on with classes. Or be able to print notes off of the web before going to class. Teachers could give an outline online that you fill in in class so that you still actually have to go.

Student Services3=It would be nice to have lists of all of the different campus activities going on such as local bands coming, hiking trips, or plays/movies being played. Also it would be nice to have a site which people can post items they wish to sell with everything from furniture to cars and books.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=The attraction was being able to take the course without having to physically have to go to class. Parking is a huge pain if one lives off campus.

Academic Services2=can not think of anything that is not already offered.

Student Services3=Being able to request a DARS, registering for classes, can't think of anything more at this time.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=The ability to listen to the lectures when I could instead of having a set schedule

Academic Services2=Tutorial services

Student Services3=Career planning

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I decided to take an online classes because I didn't have to make time to attend another on-campus lecture.

Academic Services2=The online course that I am enrolled in has lots of support, in the form of tutorials, question and answer sessions, pre-tests, and post-tests.

Student Services3=I would like access to more supplemental information about employment opportunities in the field in which the class is conducted.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I can get much more accomplished when I can pace myself. Taking a distance on-line course allows me to somewhat go at my own pace. I can get more out of a subject when I have the time to put into it. With these courses, I can work in the middle of the night if I need to.

Academic Services2=It would probably be impossible, but I would like to be able to research journal articles from the library rather than surfing the www. I would like to see a site at our homepage where students can give you tips and pointers on different things (like graduate admissions).

Student Services3=I don't use many things that classify as student services so I don't feel it's appropriate to respond.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=It was convenient that I could do the lecture at my own pace, and not sit in class. I can also access the class from any location

Academic Services2=I would like to see more tutorial services that could be done via email or in a chat room

Student Services3=n/a

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I thought it would be nice to do something on my own time instead of a scheduled time.

Academic Services2=tutorial services

Student Services3=career planning

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I am a very self-motivated person and I liked the idea of getting credits without ever needing to go to class.

Academic Services2=A live chat room would be nice. Listservs are good, but sometimes they take a while to answer a very simple question.

Student Services3=A url that lists VT events/concerts and group/club meetings, etc. would be very helpful along with the flyers and posters around campus.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=time saving aspect of it. DIDnt have enough motivation to go to class every week when i had thousand other things to do

Academic Services2=detailed lectures, visual aids, pictures, audio services, getting in touch with teacher on line...online chat rooms with the classfellows

Student Services3=all of the ones you mentioned are the ideal ones...

Gender=Female2
First Course=Yes1
Level=UGrad1

Motivation1=I enjoy the freedom of self-paced learning and not having to attend a class.
Academic Services2=E-mail has been plenty for me to keep in touch with my advisor and professors. Access to the virginia tech Library is also sufficient. No complaints or suggestions.
Student Services3=This area is already covered--We can access any of these services via on-line.
Don't change a thing!

Gender=Female2
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=I have a rather large family and need to spend as much time at home as I can. I also work better on my own without direct supervision.
Academic Services2=It would be nice to have a way to contact people who specialize in my field of study and have them answer my specific questions. Like an on-line tutor, I guess.
Student Services3=It would be nice if there were a place on-line to put information about your career interests and experience, and somebody would contact you when a job that matched your interests and experience came available.

Gender=Female2
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=I will give you my thought process while choosing this class. I am a graduating senior and I did not want to get up for the not on-line class at 8am. I wanted to be able to do things at my own pace in my own time.
Academic Services2=All of the academic services that are listed above are covered in the entomology online class. I have not experienced a class without them.
Student Services3=I do not understand why we would want to put student services online. To me, those things seem as though they would be better left personal. If it is made impersonal as though emails, I think that that could make people's problems worse than they initially were.

Gender=Female2
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=1. Convenience
2. Work at own pace

Academic Services2=Basically, the library is the number one academic service needed, which is provided. The newer version of Netscape needs a bookmark like the older version had. It was much more convenient.

Student Services3=1. Health Services needs to be easier to contact. I think it would be helpful if all the major services i.e. library, health services, registrar, etc. had bookmarks installed already for the student. The links on the VT homepage could be more specific to these needs. The ones that are there are vague.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=Flexibility

Didn't have to attend scheduled lecture

Academic Services2=Tutorial services would be nice.

Also being able to talk to the professor(s) on-line.

Student Services3=Make appointments on-line for services

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I have a limited amount of time, and I thought it would be easier than having to go to class all the time.

Academic Services2=I think library services would be most helpful.

Student Services3=Career planning is a service available on-line, and I find it useful.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I decided to take an online class for many reasons. One being that I can go over information as many times as I need until I feel I have a complete understanding of it. Also, I am able to learn the information at a time of my convenience, rather than having to go to a lecture at a given time. It is also helpful to see and hear the information at the same time, as opposed to being lectured for 50 minutes.

Academic Services2=I think it would definitely be helpful to have an online tutorial service.

There have been times in the past where I would have liked to have extra help in a class and have been unable to coordinate a time with a tutor or would just like to review further before a test when a review session is not held or I am unable to attend.

Student Services3=I think all of the above student services would be helpful to have on line.

Personal counseling would be helpful in times that there is no one around to talk to also and advising service as far as classes go because it is sometimes hard to make time to visit an academic advisor or you feel rushed when they have appointments waiting after you.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I had to take 18 hours to graduate.

I still needed to fulfill area 7 for my core requirements and Bugs on Line seemed like the most convenient way to accomplish both of those goals. It allows you to complete your work on your own time in the comfort of your own home.

Academic Services2=I don't necessarily need any more access to services than I already have.

Student Services3=I think the services provided in this area are adequate for my needs as well.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I took an online course in order to study at my own pace and on my own schedule.

Academic Services2=I would definitely like to see tutorial services. I am enrolled in ENT 2004 online and I have to say that the lectures that are taped and put on the web don't always coincide with the pictures we see. The classroom section gets more pictures, etc., that I believe are helpful in learning the material.

Student Services3=I would love to see personal counseling offered online. I think more people would seek help if they could talk to someone online instead of face-to-face, especially with certain embarrassing topics.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=Because it would not fit into my schedule otherwise.

Academic Services2=tutorial services

Student Services3=career planning, health services, and personal counseling

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=It allowed me to take the class mostly at my leisure, without the stress of attending classes and such. It was just very convenient with the rest of my schedule this semester.

Academic Services2=I am happy with the services available to me now, the internet offered enough for me to complete my course.

Student Services3=they all sound cool, but not completely necessary.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I needed to take this course to fill an area and it was offered both in a classroom and on-line. I figured it would be more convenient for me to do the material anytime (like at

night) with the on-line class. That way I could do the work when I had time and if I had a busy week, I could put it off without really missing class.

Academic Services2=I would love to be able to use the library databases from off-campus. I have to go to the library and search the databases, and then I just end up e-mailing the information/articles back to my home computer because I can get work done better here.

Student Services3=Career services has a database of jobs and alumni that would be helpful when looking for a job or connections. I would like to browse that in the comfort of my own home at my convenience (can't go to career services at night!).

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=Easy access and being able to take it at any time that is convenient.

Academic Services2=Most of the services that I get with my on line course now are sufficient for me.

Student Services3=A help center on how to get started with a resume and finding a job.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I was curious to see how it would be different from regular classes and if it would be easier or more difficult.

Academic Services2=I think that library services and tutorial services should definitely be available on-line

Student Services3=Career planning would be a great service to have on-line. I know that I have had problems figuring out what I want to do in the future and having the opportunity to work with that on-line would be really great.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=So i could fit a couple of extra classes in my load.

Academic Services2=tutorial services would be nice to have

Student Services3=i like the idea of career planning online

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I am taking 19 credit hours and including the 3 hours of field study. I also have a work-study that can take 8-15 hours a week of my time. I didn't want to spend my time in class, so I opted for an on-line class that would finish my core curriculum.

Academic Services2=I think that it should be a little more easier to find the web sites and an hour or two of optional class time at night for those who need it.

Student Services3=Career planning would be nice. I would like to know more of what jobs are available in the major taht I am going to graduate in.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=i felt that because the occupationi attend to pursue invloves using a computer that it would be beneficial for me to know more about computers and the internet itself.

Academic Services2=i think there should be a detailed tutorial on how to make web pages, or making your own animated GIFs.

Student Services3=it would be nice if we could have access to to a site that allowed us to receive nutrician tips, or talk with an online nutricianist.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I thought it would be easier

to take an online course; as opposed to going to a specific time slot every other day.

Academic Services2=I feel the classes need to be more specific to the class and need to have as much importance as those classes that are not online.

Student Services3= I think online classes should provide as many if not more, advantages to students, because online courses have the opportunity to provide more INFORMATION than regular classes.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=Not having to go to class.

Academic Services2=tutorial, koofers, libraries

Student Services3=counseling, career services, calendars

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I wanted to take an online course becuase I liked the idea of being able to go over the material at my own pace, and if I missed a point I could just go back to that slide.

Academic Services2=I found everything to be perfect for the course. The only academic service that would be helpful would be perhaps online worksheets and mini quizzes (similar to the Entomology Whiz Quizzes).

Student Services3=An online Health Service would be excellent. Perhaps something where you could either type in your symptoms, and ask medical questions as well. Career planning is also a great idea. Maybe a website with ample info. about the jobs available out of each major.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=Easier to handle than having to attend a traditional class.

Academic Services2=Tutorial services would be beneficial for on-line users, because since we do not have a traditional classroom, we should have tutors at our convenience, that is similar to our learning.

Student Services3=Career planning would be cool, but I can't think of anything else!

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I don't have a lot of time during the day for extra class time. With on-line course I can go at my own pace and not have to worry about getting to class ontime or missing class.

Academic Services2=I pretty much have access to everything. The library services definitely helps. The way the CS1604 notes were set up, I could go to various links and learn more about the topic at hand. That was really helpful.

Student Services3=Career planning

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=I wanted to take a class that I would enjoy but would not interfere with my current schedule. No one likes to have to rearrange their entire schedule to fit in one class.

Academic Services2=The additional website links were a help. they provided additional information on a subject in case you did not fully understand or were just curious about. The discussion forum site was an excellent idea. You could post questions that the teacher responded to rather quickly or find out what types of problems other students were having and how they adjusted to them.

Student Services3=I don't see a need for too much student services. If there were any serious problems that you were having with an on line course you could speak to the professor about it.

Gender=Female2

Location=Close1

First Course=Yes1

Level=UGrad1

Motivation1=heard it was easy

Academic Services2=think i'm good

Student Services3=i'm good

Gender=Female2
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=I heard CS1604 was going to be easy
Academic Services2=VA Tech seems to have all of these
Student Services3=career planning
Gender=Female2
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=I had to take 17 credits this semester and couldn't find room for another class and since I also had to fulfill area 7, I decided to take entomology.
Academic Services2=The entomology class is set up in such a way that I don't need any outside academic services, and I am doing great in the class. There is a discussion forum, which lets you post questions if you have any, which helps a lot when I'm confused about something.
Student Services3=I don't think I need any of these services for this particular class. It's not needed for my major.
Gender=Female2
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=The reason I signed up for this course(Intro to the Internet) is so I would have a 1 credit course that would increase my credits as well as give me insight on on-line courses. They seemed too good to be true, so I signed up.
Academic Services2=I would simply like supplemental information to be available, besides the internet search engines.
Student Services3=I think that there should be a common, anonymous listserv that is available to all students to express their happiness with VTech and their unhappiness.
Gender=Female2
Location=Close1
First Course=Yes1
Level=UGrad1

Motivation1=More convenient since I have a computer in my room.
Academic Services2=I would like to see more tutorial services online. I think academic advising would be harder to have online if it was ALL online, but I think that e-mail communication makes it a little easier.
Student Services3=I like Hokie SPA online as well as Dropadd. I also like career planning services online. I don't think health services would be beneficial to have online.
Gender=Female2
Location=Close1
First Course=Yes1

Level=UGrad1

Motivation1=The method of instruction for this course was WEB. What I was hoping for was a course that was not only offered via the web but also more self-paced. As an adult learner with job, home and personal commitments I was hoping for a course that enabled me to manage the learning experience for myself. I want an opportunity to enhance my skill set without being locked into a scheduled class.

Academic Services2=None. I have my own resources.

Student Services3=None.

I do not wish my name to be included in the draw. Thank you,

Gender=Female2

Location=Close1

First Course=Yes1

Level=Grad2

Motivation1=The primary reason that I took an online course was because I have a difficult time finding classes that fit into my schedule.

Academic Services2=It would be helpful to me to be more familiar with library resources and how to use them.

Student Services3=I don't think that I would need any of these types of services.

Gender=Female2

Location=Close1

First Course=Yes1

Level=Grad2

Female/Close/Experienced

Motivation1=I thought it would be interesting and I am not into computers as much as I would like to be. I took my first online class last semester and loved how you could go on it whenever you wanted and had the freedom in chats of remaining somewhat anonymous. Plus, I am learning more about computers and making web pages for final projects.

Academic Services2=Tutorial services may be good, but I have only taken classes such as English and Political Science, so it wasn't really needed. Just emailing the teacher a question usually gives me the prompt answer I need.

Student Services3=I think many of these things have to be done in person. A lot of them can be done online, like activities available, etc. But for personal matters, I think a personal one-on-one visit is essential.

Gender=Female2

Location=Close1

First Course=No2

Level=UGrad1

Motivation1=It fit into my schedule better than taking the class and it doesn't take as much time to work on because you can work at your own pace. I tend to work faster so I like the online course.

Academic Services2=I don't feel as though we are lacking in any services. I think that tutorials are always a good idea to help learning.

Student Services3=I think that career planning is very important and that would be great to offer online. But that doesn't really have anything to do with the class that I am taking.

Gender=Female2

Location=Close1

First Course=No2

Level=UGrad1

Motivation1=I must miss many classes this semester because I am traveling extensively with my extracurricular activities, and on-line allows me to work at my own pace (or procrastinate until the night before a deadline and have the full course materials available to me at that time). Plus, the only time the class is offered is at 8 am on campus, and I work much better late at night.

Academic Services2=Academic advising would be great! My advisor is only accessible if I can catch him in the office, and that is rare. I prefer to do research online, as opposed to sitting in the library, so I am quite fond of text which has been adapted to an online format. Supplemental course materials are nice to have online access to. By this, I don't necessarily mean the lecture outlines. For instance, I am struggling greatly with genetics, and I would be very happy to spend some time with an online tutorial or interactive something to try and help me understand these concepts.

Student Services3=Making health center appointments online would be nice. So would websites devoted to agricultural jobs in this area. Our career services lady does a great job, but she's SO busy it's hard to track her down.

AND, while I'm at it, I'd like to be able to pay my parking tickets and other various fees online with my credit card, instead of having to traipse across the drillfield to do so in person.

Gender=Female2

Location=Close1

First Course=No2

Level=UGrad1

Motivation1=I began taking on line courses mainly because it helps me to schedule my classes easier as well as it frees up a lot of time. I have a particular way I like to study and online classes allow me to do this.

Academic Services2=I prefer to be able to go see the professor if need, lists of additional books/references if needed, and also a way to contact other on line students to study with.

Student Services3=I suppose I would like to be able to contact student advising/career planning. Thus far I have not needed any of these services.

Gender=Female2

Location=Close1

First Course=No2

Level=UGrad1

Motivation1=Saves time from going to class. A more self paced method of taking a class. Can be more convenient in completing assignments.

Academic Services2=On-line resources for research, tutorial services for freshman classes, VTLS.

Student Services3=Be able to make appointments for SHS online instead of calling. That way you can make one anytime during the day. Same with Cook Counseling Center. Career Services is already pretty convenient.

Gender=Female2

Location=Close1

First Course=No2

Level=UGrad1

Motivation1=I liked the idea of being able to take a class at my own pace. I feel like I don't have to be pressured to do work

Academic Services2=I think that entomology is step up nicely because there is an online question and answer session that is helpful

Student Services3=Probably more job opportunities for people graduating with my degree

Gender=Female2

Location=Close1

First Course=No2

Level=UGrad1

Motivation1=The subject matter was of interest to me, and I like being able to do the work for the class at any time.

Academic Services2=I would like academic advising and tutorial services online.

Student Services3=I would like to see aids for career planning online.

Gender=Female2

Location=Close1

First Course=No2

Level=UGrad1

Motivation1=An online course gives me flexibility in time. I learn when I want to, and I follow my own pace. We are still interacting with students and a professor through e-mail, so it's not like we're losing every aspect that makes a class. I have taken an online class before. It was wonderful to be able to pace myself, but I believe if you are not remotely self-motivated then an online class would not be the most suitable means of taking a course.

Academic Services2=There are lots of academic services that are not well known to every student. I know that there are learning workshops that are held from the counseling center, but if you don't see the few flyers in the dorm halls, then you're not aware of them. There are also study retreats, but most of the time, the people who find out are those on academic probation. Others would like information like this online and available. You should know what learning resources you have.

Student Services3=For a technology-focused university, I see no reason why all major student services (health services, recreation, computer labs, etc.) would not have basic online information. This avoids having to call about every little inquiry such as hours of operation and procedures. Currently, I have yet to not find a page for a student service that I have needed.

Gender=Female2

Location=Close1

First Course=No2

Level=UGrad1

Motivation1=I enjoy the flexibility that online classes offer.
Academic Services2=libraries,tutoring, access to instructors and peers
Student Services3=career planning, personal counselling
Gender=Female2
Location=Close1
First Course=No2
Level=UGrad1

Motivation1=I decided to take an online course because in my experience they tend to be easier and I don't have to go to a class which is good for me. I learn and retain things better at night, so I can do this at 2 in the morning and it doesn't matter.
Academic Services2=I, personally, wouldn't need/use online academic services. I do think it would help if there were more library services online.
Student Services3=I believe student services are things that really should be handled in person.
Gender=Female2
Location=Close1
First Course=No2
Level=UGrad1

Motivation1=On-line courses work well for me because i am able to pace myself when learning the material. I find that i learn more when i do the work myself rather than sitting in a lecture class.
Academic Services2=I think that tutorial services maybe a help in learning material for on-line classes.
Student Services3=I think both personal counseling and career planning would be helpful.
Gender=Female2
Location=Close1
First Course=No2
Level=UGrad1

Motivation1=scheduling around two jobs and other studio classes it is difficult to obtain as many hours as i need without on-line classes
Academic Services2=i like having tutorial services and library services online
Student Services3=as many online services as it is possible to get. having resources at ones fingertips is very important to me.
Gender=Female2
Location=Close1
First Course=No2
Level=UGrad1

Motivation1=I had a full load of class and I thought that with an online class I could budget my time better. I could do the lectures for this class at my convenience. Therefore, It would not compromise my other classes grades. Also, I am not that interested in insects, so I wouldn't have to sit through a boring lecture!

Academic Services2=I don't really need any of that. I am a pretty independent worker and rarely need help from outside sources.

Student Services3=I don't really need any of this. As I said I am pretty independent.

Gender=Female2

Location=Close1

First Course=No2

Level=UGrad1

Female/Not Close/Inexperienced

Motivation1=I needed to finish the core requirements for my degree while I was out on Co-op assignment.

Academic Services2=I like to be able to access the library system at Virginia Tech so that if I am not provided with needed information in my class, I can find it without being on campus. Also, it would be very beneficial to be able to access tutorial services online as well.

Student Services3=I would like to access Career Services and also other inner-department information. I need to plan for my next semester on campus while being out on Co-op assignment, and that includes finding a job for the next semester on campus.

Gender=Female2

Location=Not Close2

First Course=Yes1

Level=UGrad1

Motivation1=I needed to take 18 or 19 credit hours, and I am a commuter (1 hour) so it was very appealing to me to take an online course, where I could choose when I wanted to view class material and go at my own pace, not the instructors. I had my other classes that I had to go to, but had lots of flexibility with the online courses. I am taking 2 this semester and looking into 1 for the summer.

Academic Services2=Academic advising online would be great, or if it was just through email. Sometimes you have to wait so long to see the advisor, and if you are a commuter with lots of classes, the convenience of a conversation through email would be great. I praise the VT library for the access to the E Reserve, even from my house. Tutorial services online would be neat too so you didn't feel so dumb when you asked questions, because they wouldn't really know who you were if they'd see you. I'm in favor of almost anything on-line.

Student Services3=I would really like access to the Hokie Passport system online. I had something to do in the Hillcrest computer lab with a program (could only be done there) and needed money on my passport to print something, so it was very frustrating and timely to go to the office near Owens, fill out a form, and put \$10 on my card so I could print something out for 10 cents. Health services, personal counseling, and career planning would also be great online. One big reason for this is that many people feel uncomfortable talking about their future, health, or personal lives in front of someone they do not know, and I think more people would definitely take advantage of these services if they were offered online as a more "non-threatening" way.

Gender=Female2

Location=Not Close2

First Course=Yes1

Level=UGrad1

Motivation1=I'm taking alot of courses this semester (19 hours) and taking this online course allowed me more scheduling flexibility to take all the courses I wanted to take this semester.

Academic Services2=I would love to have academic advising available online as many of my current advisors have been professors who just end up referring me to someone else when it comes to questions, it would be nice to finally have a single source of information for all answers.

Student Services3=Career planning would be ideal online. The current online job search through VT is extremely useful if just to find the types of jobs available to your major. Health services, especially questions about drugs, alcohol, and sex, would be wonderful online as many people are too embarrassed to ask questions in person.

Gender=Female2

Location=Not Close2

First Course=Yes1

Level=UGrad1

Motivation1=I decided to take an online course because it gave me more time to take additional courses that may have had conflicting times. It saves time of having to walk to and from class. It also gives me extra time to reveiw exactly what is being taught and being sure that I haven't missed anything.

Academic Services2=I think that tutorial services would be very helpful and I think that the library services would also be very helpful. The only probably that I see with what the library offers at this time is that it is somewhat hard to use and follow.

Student Services3=I think that career planning would be very useful, being that almost every one comes to college to get education for a future career.

Gender=Female2

Location=Close1

First Course=No2

Level=UGrad1

Female/Not Close/Experienced

Motivation1=I have been taking on-line classes so that I can travel as I wish and continue my studies at the same time.

Academic Services2=I feel that additional resources pertaining to the materials in each class would be helpful in that without direct contact background information and context are often lacking. Supplemental materials of this type would be useful.

Student Services3=None.

Gender=Female2

Location=Not Close2

First Course=No2

Level=UGrad1

