

**Quest for Online Success
Initial Surveys
Summary Report
Spring 2016**

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Introduction

In spring 2015, eight colleges were engaged in a pilot implementation of Quest for Online Success (QOS). To learn about students' experiences with QOS, online surveys were developed and administered at the time students engaged with the program and at the end of the semester. The former, called initial surveys, were intended to capture students' immediate impressions after going through each module. The latter, called end-of-term survey, was intended to learn more about how and when students engaged with QOS over the course of the term, and ask them to reflect on what impact they believe having access to QOS has had on their success in their online class.

In fall 2015, the pilot implementation of QOS expanded to include the 24 colleges listed below, all of which participated in spring 2016, with the exception of Imperial Valley College.

- Antelope Valley College
- Barstow College
- Butte College
- Cabrillo College
- Coastline Community College
- College of the Canyons
- Columbia College
- Foothill College
- Fresno City College
- Hartnell College
- Imperial Valley College
- Lake Tahoe Community College
- Los Angeles Pierce College
- MiraCosta College
- Monterey Peninsula College
- Mount San Antonio College
- Mount San Jacinto College
- Ohlone College
- Rio Hondo College
- Saddleback College
- Shasta College
- Ventura College
- Victor Valley College
- West Los Angeles College

Many experienced online students from spring 2015 indicated that the modules contained mostly information that they already knew. Based on this finding, the QOS coordinators created a new separate pathway of modules designed for experienced online students. These modules focus less on the online learning environment and more on aspects of learning that occur outside the classroom such as career, education, and financial planning.

Modules 1 through 4 now comprise the pathway for new online students, and the pathway for experienced online students begins with module 4 (Becoming an Effective Online Learner) and contains five new modules.

Module 5 (Getting Started/Next Steps) from the previous single pathway was removed. While the Getting Started/Next Steps MODULE was removed, all of the resources in that module were retained and added to the bottom of both pathways. The Getting Started information was designed to convey to students what they needed to do to get started in their online classes. Table 1 below shows the modules in each of the two pathways.

Table 1. QOS Modules by Pathway

Pathway 1: New Online Students	Pathway 2: Experienced Online Students
SmarterMeasure (Module 1, an assessment test that quantifies and identifies a student’s modules of readiness to take an online or technology rich course)	Becoming an Effective Online Learner (Module 4)
Introduction to Online Learning (Module 2)	Career Exploration (Module 5)
Getting Tech Ready (Module 3)	Education Planning (Module 6)
Becoming an Effective Online Learner (Module 4)	Instructional Support (Module 7)
	Personal Support (Module 8)
	Financial Planning (Module 9)

Students were given links to the appropriate survey at the conclusion of each module. These surveys were created by the evaluation team in SurveyMonkey and only the evaluators had access to the raw survey data. The survey data were kept completely confidential, but respondents were asked to provide their student IDs in order to be able to match their survey responses to outcomes data, such as final grade in the course. After completing the survey, students were directed back to their college’s course management system to take the next module in the sequence.

Spring 2016 Survey

After reviewing the fall 2015 data and discussing the pending changes to the modules in fall 2016, the RP Group evaluator and Readiness coordinators decided to administer only the initial surveys in spring 2016. From November 13, 2015 to June 18, 2016, between 162 and 390 students completed the nine initial surveys for Smarter Measure and the eight learning modules. This report presents the key findings from these surveys, and compares them to the results from the spring and fall 2015 surveys.

The largest numbers of students taking the initial surveys were from Fresno City College, followed by Foothill College, Monterey Peninsula College, and Cabrillo College. While there are no completed surveys from Antelope Valley College, this does not indicate that students at the college did not use QOS. The surveys for Modules 1-3 in the first pathway had more responses than the surveys for Modules 5-9 in the second pathway. Module 4 had the largest number of responses (390) because it is included in both pathways.

A total of 3,062 students were enrolled in the QOS courses at the 20 of the 23 pilot colleges that provided enrollment data. This enrollment figure was used to calculate response for each module, which ranged from 5% to 12% in spring 2016 and 2% and 10% in fall 2015. Note that the three colleges for which enrollment figures are not available, Antelope Valley College, Hartnell College, and Ohlone College, have been excluded from the response rate calculations. Modules 7 and 8 had the same response rate in spring 2016 as in fall 2015, but all other modules experienced slight increases in response rates from fall to spring. Please refer to Table 2 below for the count of survey respondents for each module of the QOS program from each college.

Table 2. Respondent Count by College and Quest for Online Success Module

College	New Student Pathway			Both	Experienced Student Pathway				
	Smarter Measure	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7	Module 8	Module 9
Antelope Valley College	0	0	0	0	0	0	0	0	0
Barstow College	2	2	2	3	1	1	0	1	1
Butte College	9	6	5	5	4	2	2	1	2
Cabrillo College	27	31	49	28	16	10	13	13	11
Coastline Community College	4	5	5	6	3	2	2	3	4
College of the Canyons	13	20	17	25	11	13	12	13	13
Columbia College	14	19	12	20	9	7	10	10	9
Foothill College	44	49	38	55	31	28	25	26	25
Fresno City College	107	120	95	131	79	54	53	55	50
Hartnell College	4	10	8	11	5	5	6	5	4
Lake Tahoe Community College	1	0	0	0	0	0	0	0	0
Los Angeles Pierce College	2	4	4	2	2	2	1	2	1
MiraCosta College	9	11	11	15	11	9	8	9	9
Monterey Peninsula College	20	36	26	37	30	20	21	22	16
Mount San Antonio College	10	9	7	9	7	7	4	5	4
Mount San Jacinto College	2	2	2	3	3	3	3	3	3
Ohlone College	5	4	3	4	1	2	1	1	0
Rio Hondo College	1	4	3	3	1	2	1	0	0
Saddleback College	1	1	1	1	0	1	1	1	0
Shasta College	4	5	5	11	6	5	5	5	4
Ventura College	16	16	10	16	7	5	6	6	4
Victor Valley College	5	4	4	5	1	1	1	1	1
West LA College	1	0	0	0	1	0	0	0	1
Total Count of Respondents	301	358	307	390	229	179	175	182	162
Response Rate Spring 2016	10%	11%	10%	12%	7%	6%	5%	6%	5%
Response Rate Fall 2015	7%	9%	8%	10%	6%	5%	5%	6%	2%

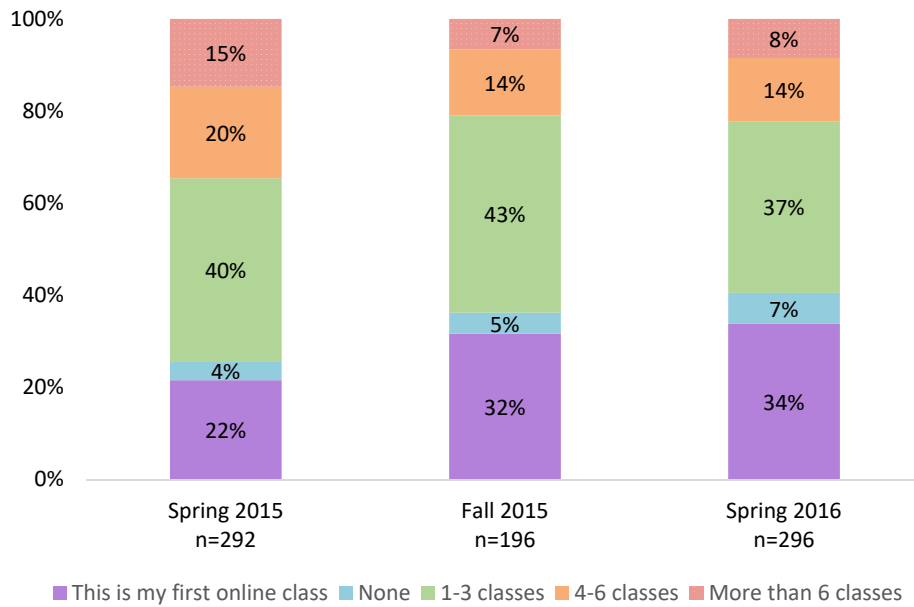
Due to the difference in content between the two pathways, different questions were asked on the surveys for the modules in pathway 1 versus pathway 2. Below are the survey results for modules in pathway 1, followed by the results for pathway 2. While module 4 was included in both pathways, the survey questions followed the same format as the modules in pathway 1, so the results for module 4 are included here. Students were not asked in the survey whether they had selected pathway 1 or pathway 2. In speaking with the Readiness coordinators about plans for fall 2016, students will no longer be asked to select a pathway. Instead, the Quest workshop has been redesigned to highlight the needs of students new to online learning (previously identified as Pathway 1) who are the primary target audience for the Quest Program. All resources have been retained and experienced online students are encouraged to complete Modules 4-9, the same as before. The difference will be merely in how the information is presented.

Results for Modules 1-4 in Pathway 1

Prior Experience in Online Courses

In order to gauge how much prior experience students have had with online courses, respondents were asked how many online courses they have successfully completed. More than one-third of respondents (41%) in spring 2016 indicated that they either had not successfully completed any online courses (7%) or that this was their first online class (34%), while 37% indicated that they had completed between one and three online classes, and the rest (22%) had completed four or more online classes. Results for fall 2015 were very similar, but in both fall 2015 and more noticeably in spring 2015, more respondents indicated that they had successfully completed online courses previously (see Figure 1).

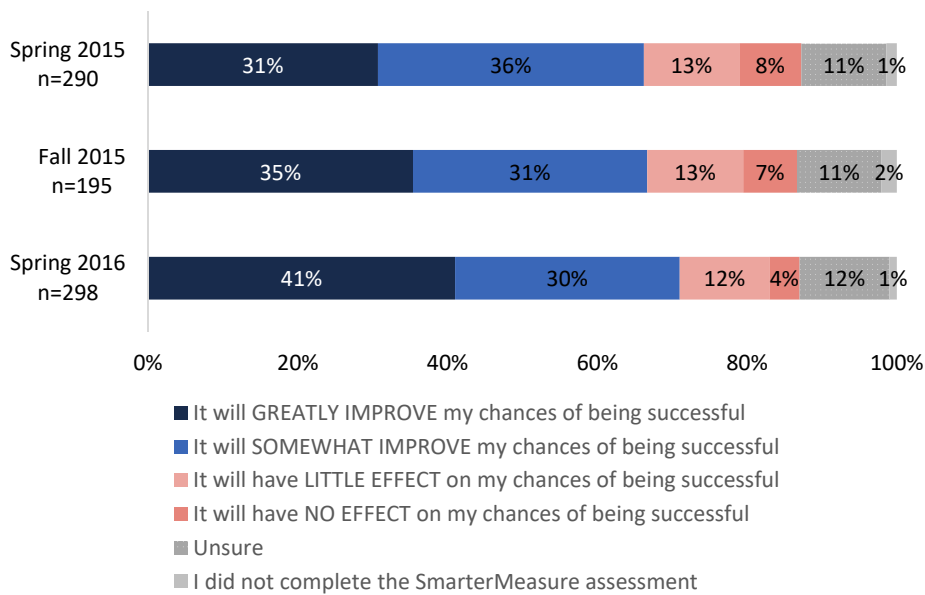
Figure 1. Number of online courses students successfully completed



Effect of SmarterMeasure Assessment on Success in Online Classes

Respondents were asked to gauge the effect of the Smarter Measure assessment on their chances of being successful in their online classes. Seventy-one percent of respondents in spring 2016 indicated that the Smarter Measure assessment would greatly (41%) or somewhat (30%) improve their chances of being successful, compared to 66% in fall 2015 and 67% in spring 2015 (see Figure 2).

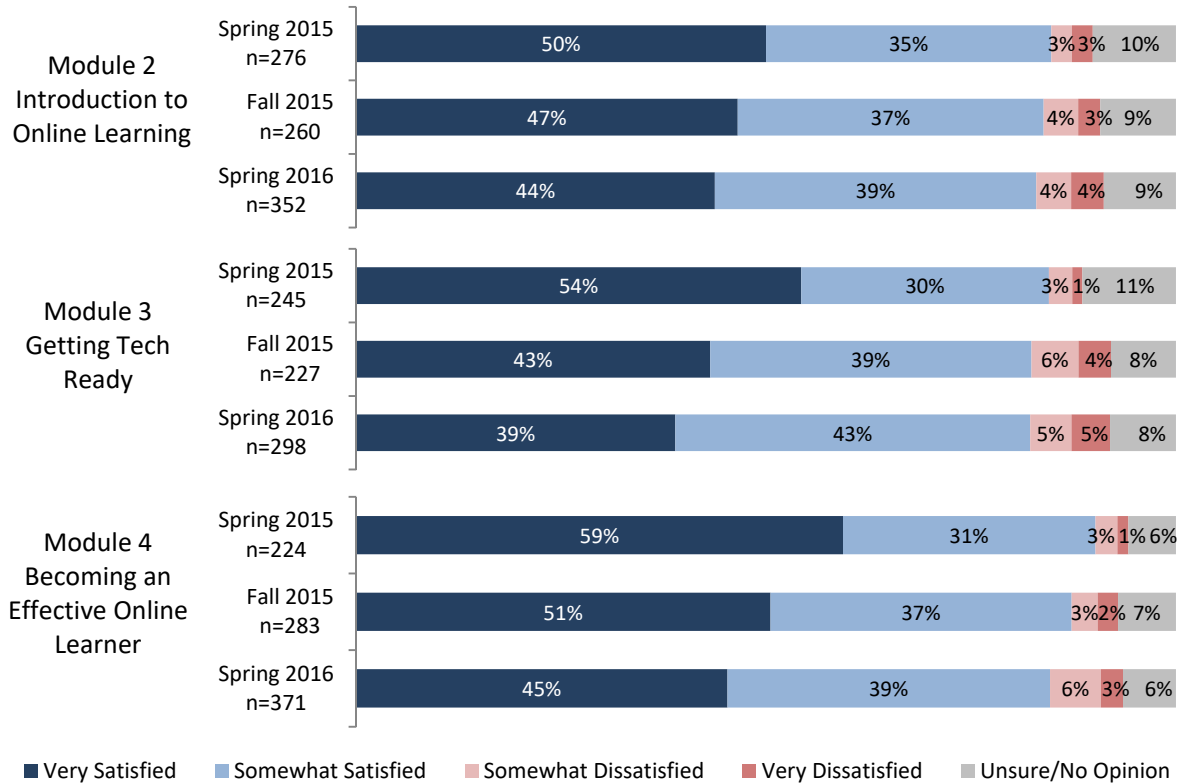
Figure 2. Effect students think completing the SmarterMeasure diagnostic assessment will have on their success in their online class(es)



Overall Satisfaction

When combining the respondents who were very or somewhat satisfied, students were most satisfied overall with module 4 (Becoming an Effective Online Learner). Responses remained fairly consistent across the three semesters, with the highest satisfaction ratings occurring in spring 2015 (see Figure 3).

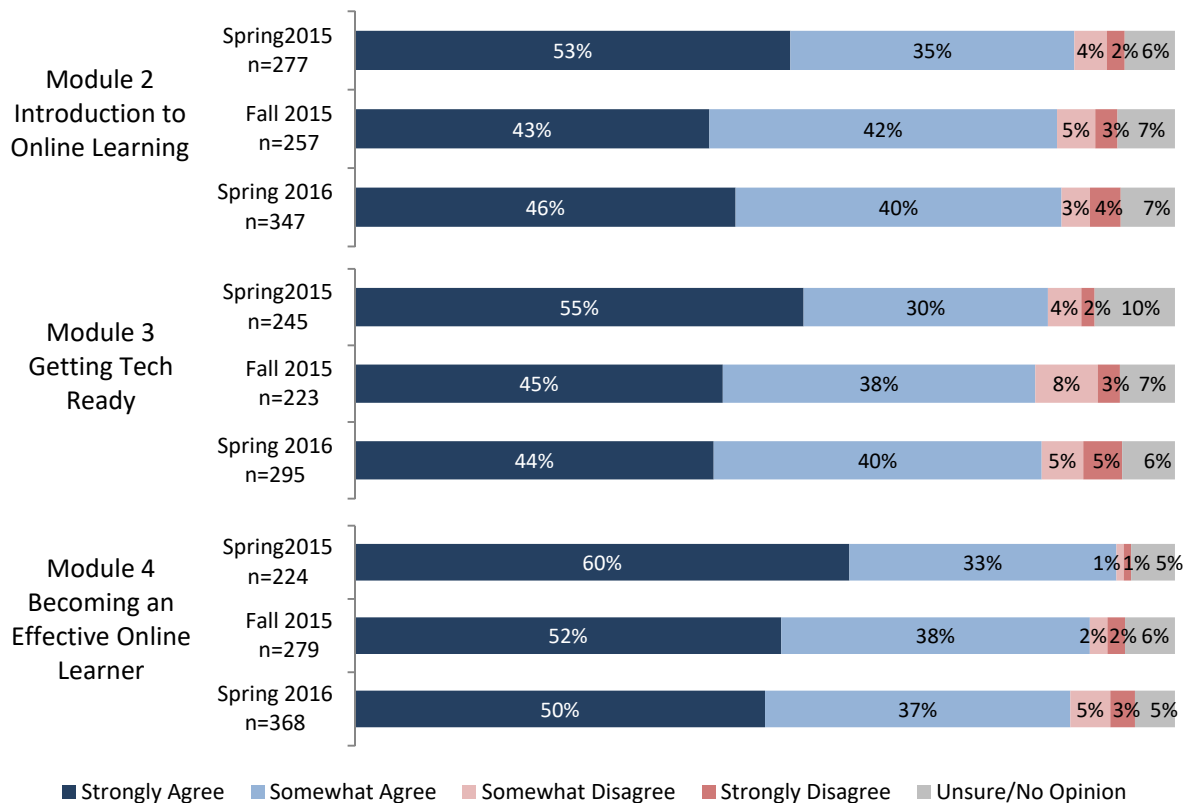
Figure 3. Overall satisfaction by learning module



Useful Strategies and Tools

While a majority of respondents strongly or somewhat agreed that the learning modules provided them with useful strategies and tools to help them succeed in their online classes, module 4 (Becoming an Effective Online Learner) garnered slightly more positive responses. Interestingly, the positive responses declined slightly from 93% agreement in spring 2015 to 87% in spring 2016 (see Figure 4). It is interesting to note that while 22% of respondents reported having taken four or more online courses previously, 87% of all respondents felt that module 4 was useful, which may be an indication that keeping module 4 at the beginning of the experienced online student pathway is justified. Note that this question about students' previous online experience was not asked on the surveys for modules five through nine.

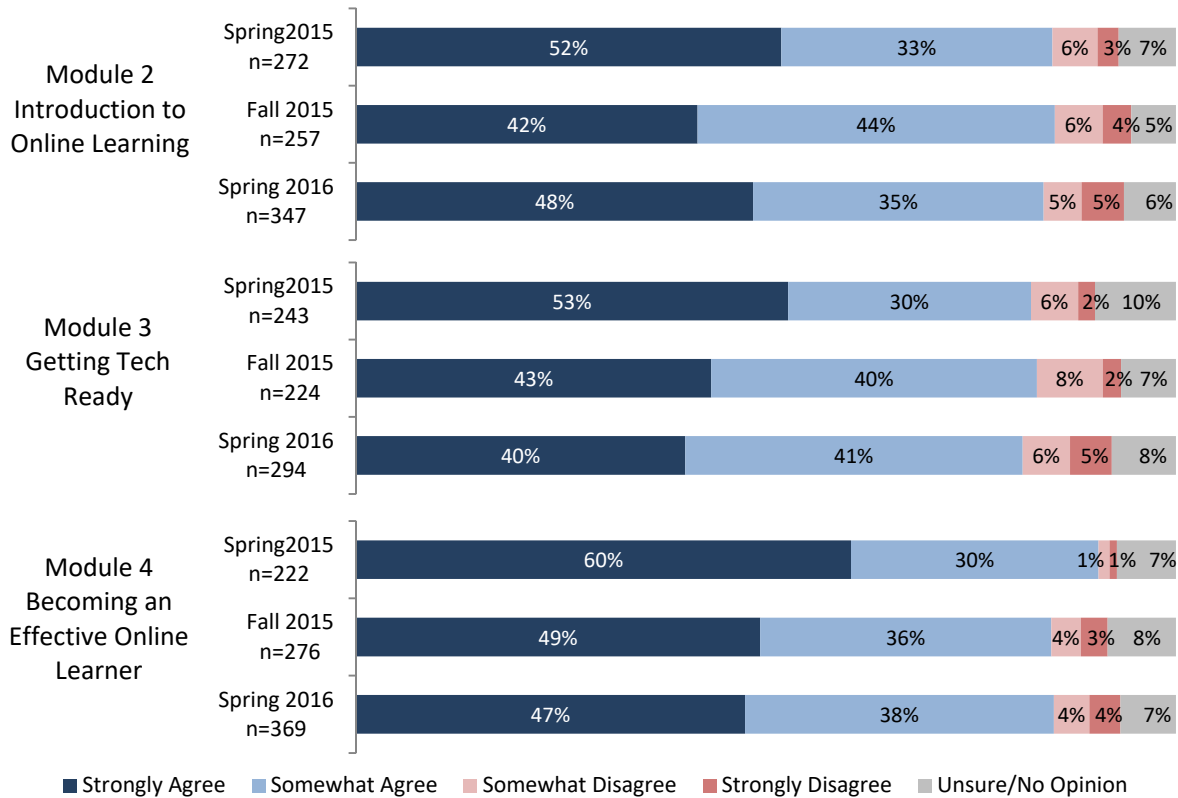
Figure 4. Students' belief that each module has provided them with useful strategies and tools that will help them succeed in their online class



Positive Contribution to Online Learning Experience

Module 4 (Becoming an Effective Online Learner) came out on top as having positively contributed to students' online learning experiences, followed by module 2 (Introduction to Online Learning), with 85% and 83% agreeing, respectively, in spring 2016 (see Figure 5). Responses have remained fairly consistent over the last three semesters, except for the slight drop in agreement in module 4 (Becoming an Effective Online Learner) from spring to fall 2015 from 90% to 85%.

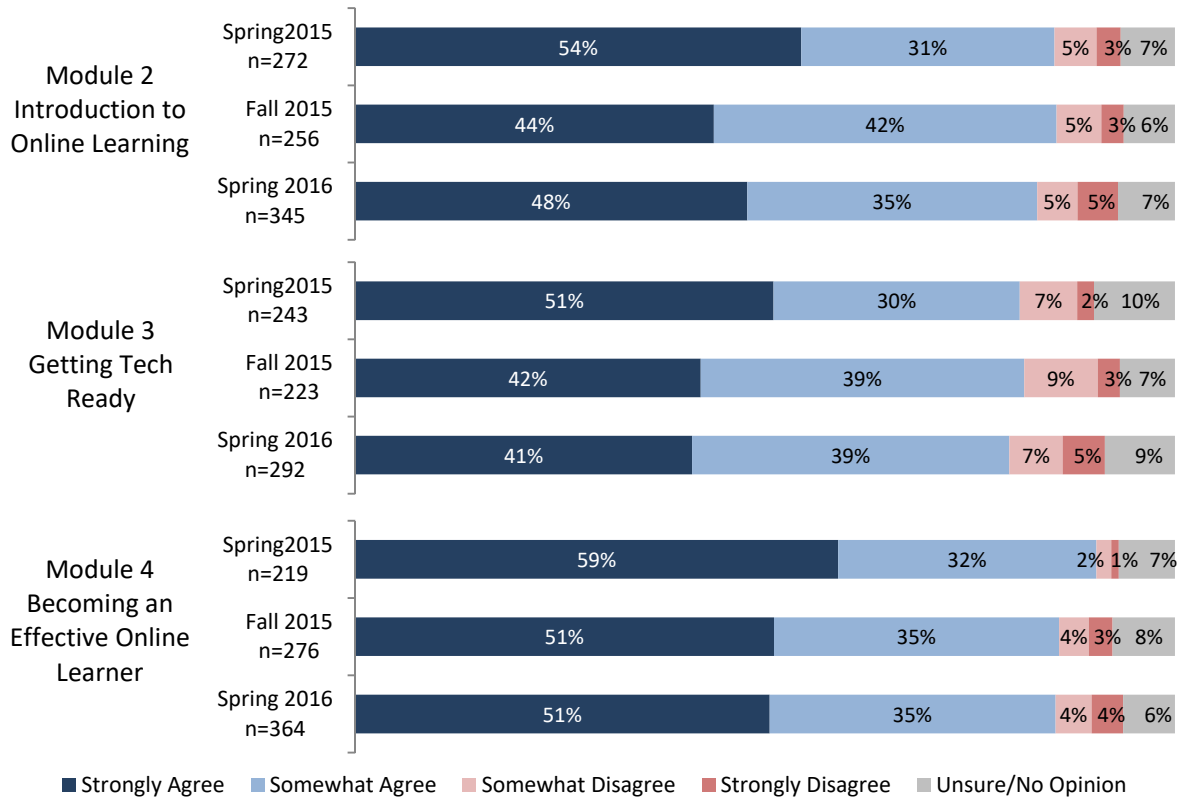
Figure 5. Students' belief that each module has positively contributed to their online learning experience



Preparation for Success in Online Classes

While a majority of respondents agreed that the learning modules helped them feel more prepared to be successful in their online classes, modules 4 (Becoming an Effective Online Learner) and 2 (Introduction to Online Learning) were identified as being the most helpful, with 86% and 83% agreeing, respectively, in spring 2016 (see Figure 6). Module 3 (Getting Tech Ready) had the largest proportion of respondents who disagreed or were unsure (21%). Responses have remained fairly consistent over the last three semesters, except for the slight drop in agreement in module 4 (Becoming an Effective Online Learner) from 91% in spring 2015 to 86% in fall 2015.

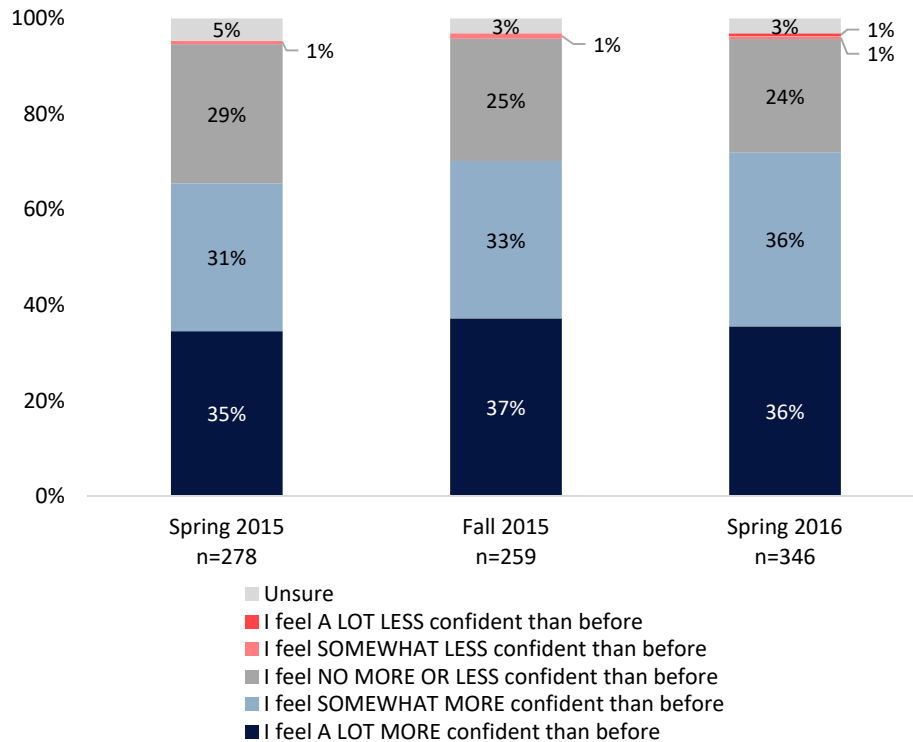
Figure 6. Students' belief that each module has helped them feel more prepared to be successful in their online class(es)



Effect of the Seven Myths on Confidence in Online Courses

The percentage of respondents who indicated that they felt a lot or somewhat more confident about successfully completing their online class than they did before learning about the seven myths of online classes increased from 66% in spring 2015 to 72% in spring 2016. One-quarter of respondents felt no more or less confident, while 3% were unsure and 1% felt somewhat less confident (see Figure 7).

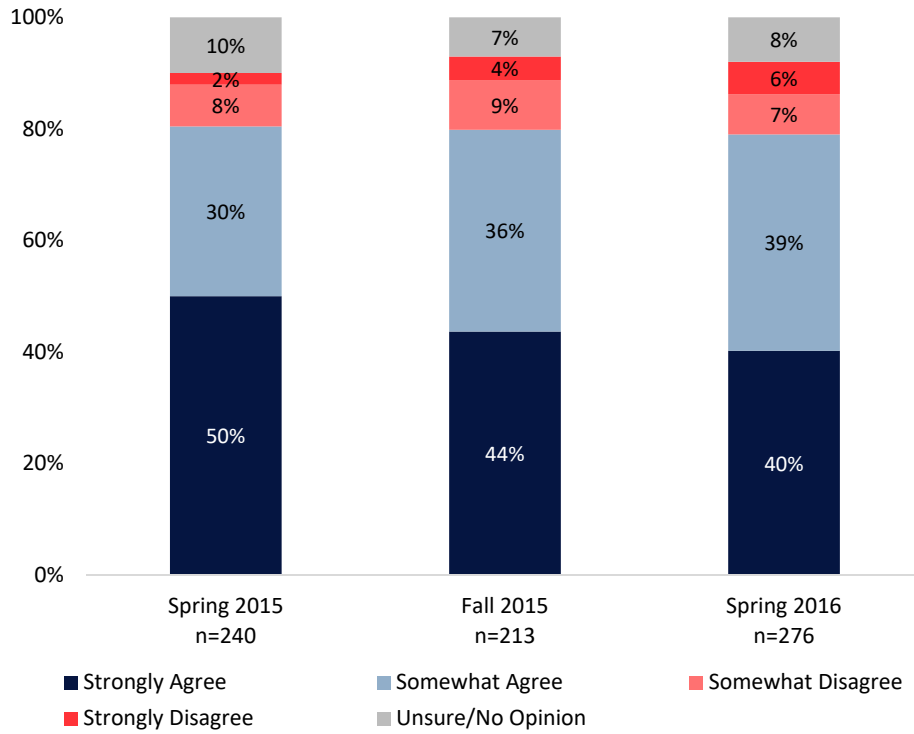
Figure 7. The effect that understanding the 7 myths about online classes (Module 2) has on how confident students feel about successfully completing their current online course



Effect of Technical Information on Computer and Online Skills

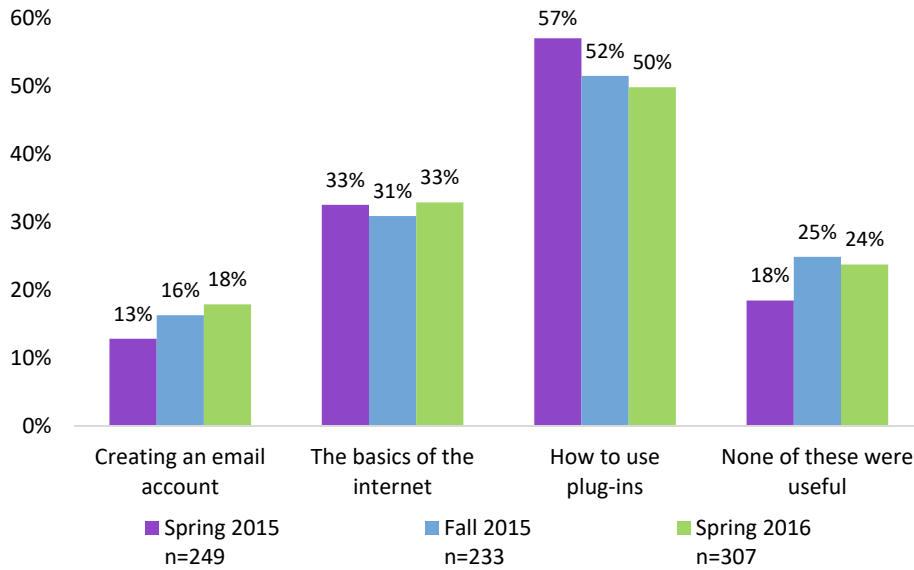
More than three quarters of respondents across all three semesters agreed, either strongly or somewhat, that the Getting Tech Ready module (Module 3) would help them improve their computer and online skills (see Figure 8).

Figure 8. Students' belief that the Getting Tech Ready (Module 3) module will help improve their computer/online skills



Over half of respondents indicated that the information on how to use plug-ins would help them the most with their current online classes, decreasing from 57% in spring 2015 to 50% in spring 2016. Almost one-third indicated that the information on the basics of the internet would help them most. The percentage of respondents who indicated that the information regarding how to create an email account would help them increased slightly, from 13% in spring 2015 to 18% in spring 2016. The percentage of respondents who indicated that none of the topics were useful also increased from 18% in spring 2015 to 24% in spring 2016 (see Figure 9).

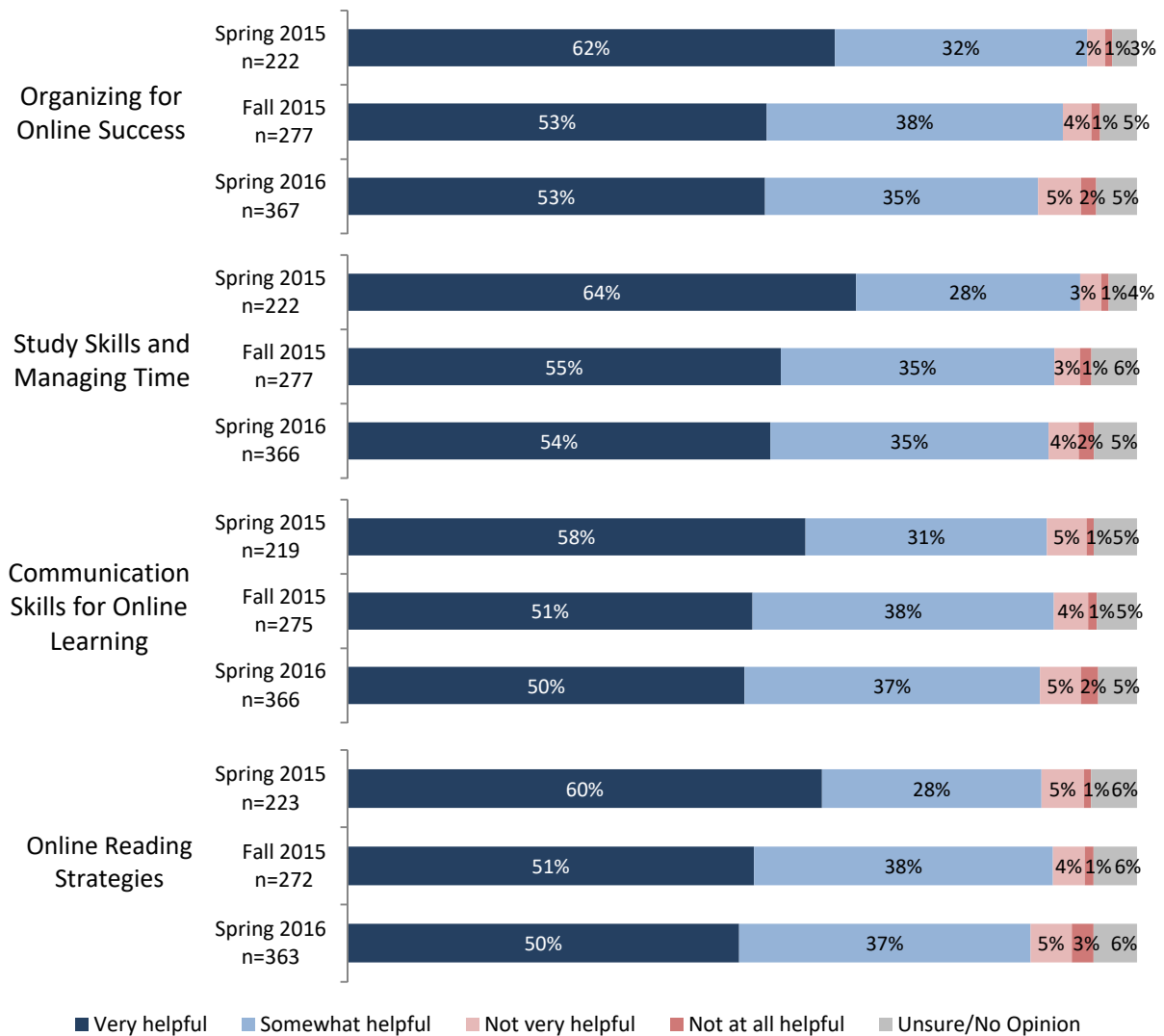
Figure 9. Students’ belief regarding which of the resources provided in the Getting Tech Ready (Module 3) module, will help them the most with their current online class(es)



Effect of Multimedia Modules on Online Student Success

The majority of respondents (87% - 94%) indicated that each of the four multimedia modules, “Online Reading Strategies,” “Study Skills and Managing Time,” “Organizing for Online Success,” and “Communication Skills for Online Learning,” would be very or somewhat helpful for achieving success as online students. While the spring 2015 cohort had the highest “very helpful” ratings in each of these areas, there were slight declines in perceived helpfulness over time for “Organizing for Online Success” and “Study Skills and Managing Time.” Respondents in fall 2015 rated “Communication Skills for Online Learning” and “Online Reading Strategies” slightly higher than respondents in the two spring cohorts (see Figure 10).

Figure 10. Students’ belief regarding how helpful the four multimedia modules will be in helping them achieve success as an online student (Module 4)

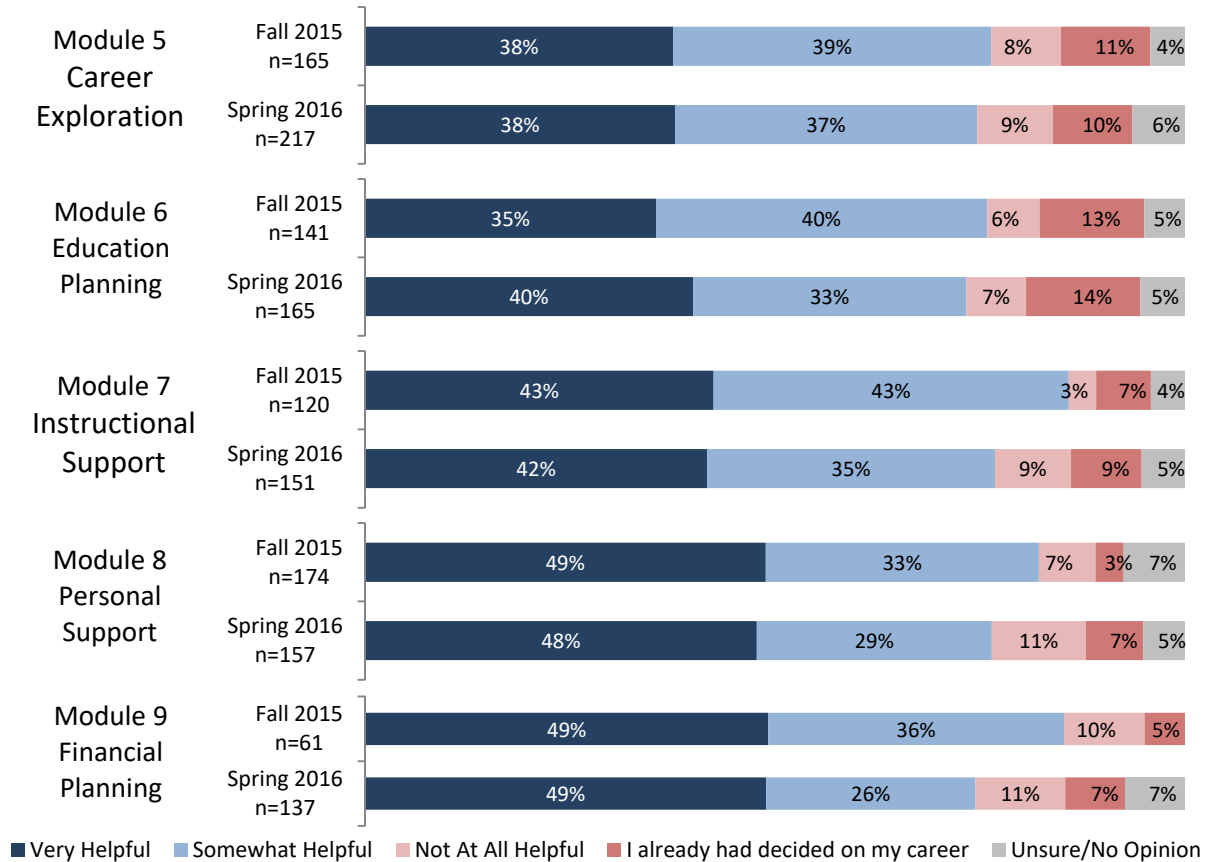


Results for Modules 5-9 in Pathway 2

Overall Helpfulness

Three-quarters or more of respondents indicated that the information presented in modules 5 (Career Exploration), 6 (Education Planning), 7 (Instructional Support), 8 (Personal Support), and 9 (Financial Planning) was very or somewhat helpful. However, the percentage of respondents who indicated that learning modules 7, 8, and 9 were very or somewhat helpful decreased from fall 2015 to spring 2016 (see Figure 11). Please note that modules 5-9 were added in fall 2015 and therefore, there are no survey results from spring 2015.

Figure 11. Overall helpfulness by learning module

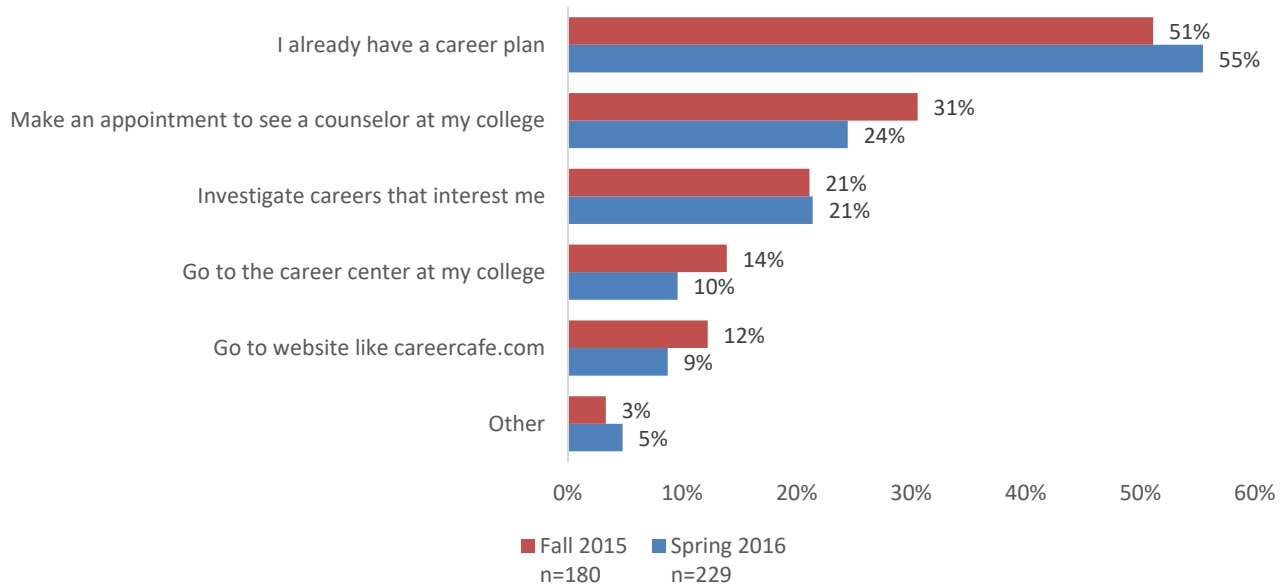


The following questions are specific to the focus of each module, asking students about their intentions after having viewed the module.

Students' Intentions Regarding Career Planning (Module 5)

When asked what they plan to do next regarding their career plans (Module 5, Career Exploration), 55% of respondents in spring 2015 said they already have a career plan, up from 51% in fall 2015. However, fewer respondents in spring 2016 said that they plan to see a counselor, go to the career center, or visit the website, as compared to fall 2015 (see Figure 12). Please note this question employed a “check all that apply” format, hence the percentages total more than 100%.

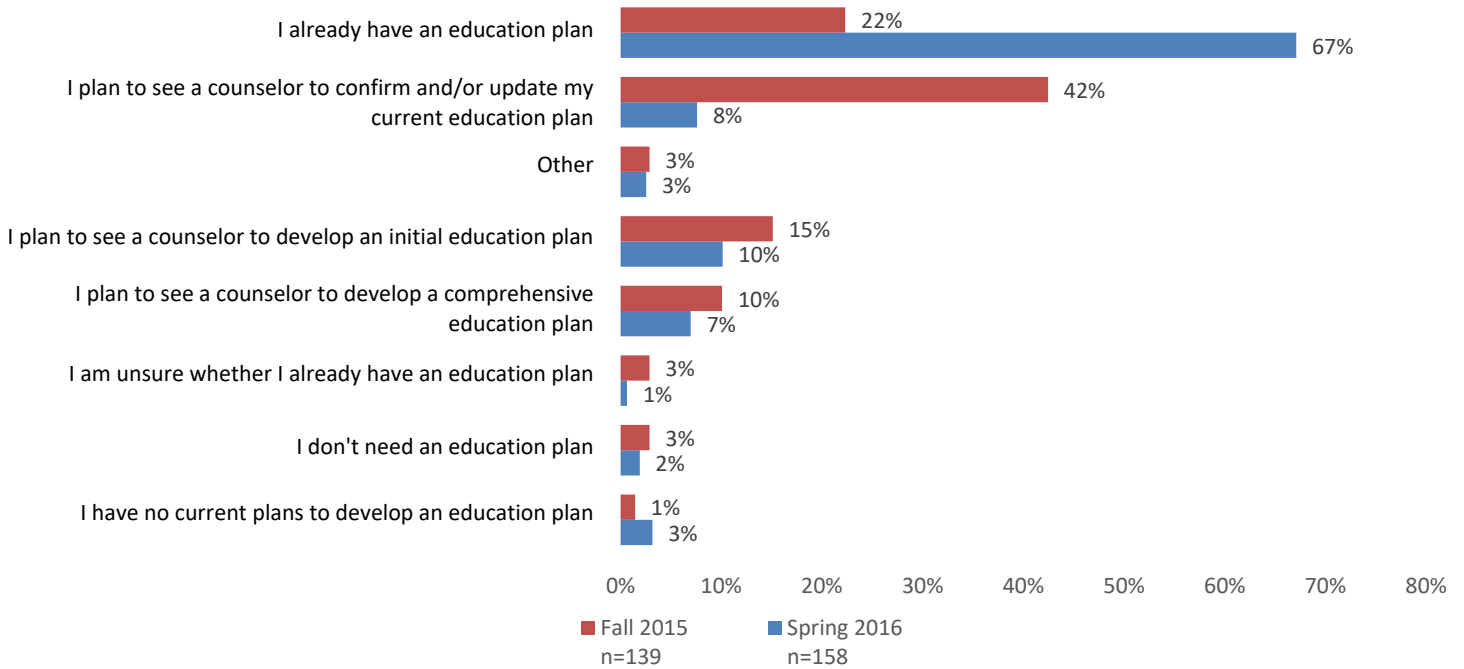
Figure 12. Students' intentions regarding career planning



Students' Intentions Regarding Education Planning (Module 6)

When asked what they plan to do next regarding their educational plans (Module 6, Educational Planning), two-thirds of spring 2016 respondents said that they already have an education plan, up from 22% in fall 2015. Eight percent of spring 2016 respondents said they plan to see a counselor to confirm or update their education plan, down from 42% in fall 2015. Slightly fewer respondents in spring 2016 planned to see a counselor to develop an initial (10%) or a comprehensive (7%) education plan, down from 15% and 10% in fall 2015, respectively (see Figure 13).

Figure 13. Students' intentions regarding education planning



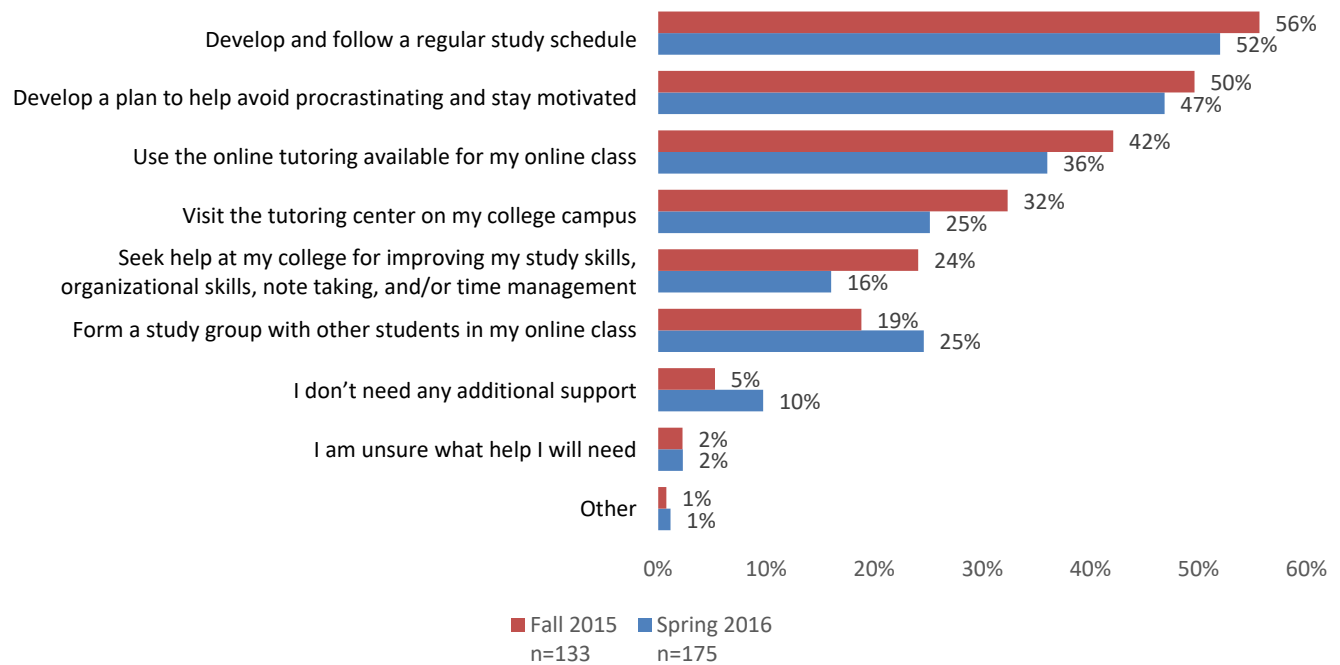
Students' Intentions Regarding How to Ensure Their Success This Semester (Module 7)

When asked what they plan to do this semester to help ensure their success in their classes (Module 7, Instructional Support), slightly smaller proportions of respondents in spring 2016 as compared to fall 2015 said they:

- plan to develop and follow a regular study schedule
- develop a plan to help avoid procrastinating and stay motivated
- use the online tutoring available for their online class
- visit the tutoring center on their campus
- seek help at their college for improving their study skills, organizational skills, note taking, or time management skills

Larger proportions of respondents in spring 2016 as compared to fall 2015 said they plan to form a study group with other students or indicated that they do not need additional support (see Figure 14). Please note this question employed a “check all that apply” format, hence the percentages total more than 100%.

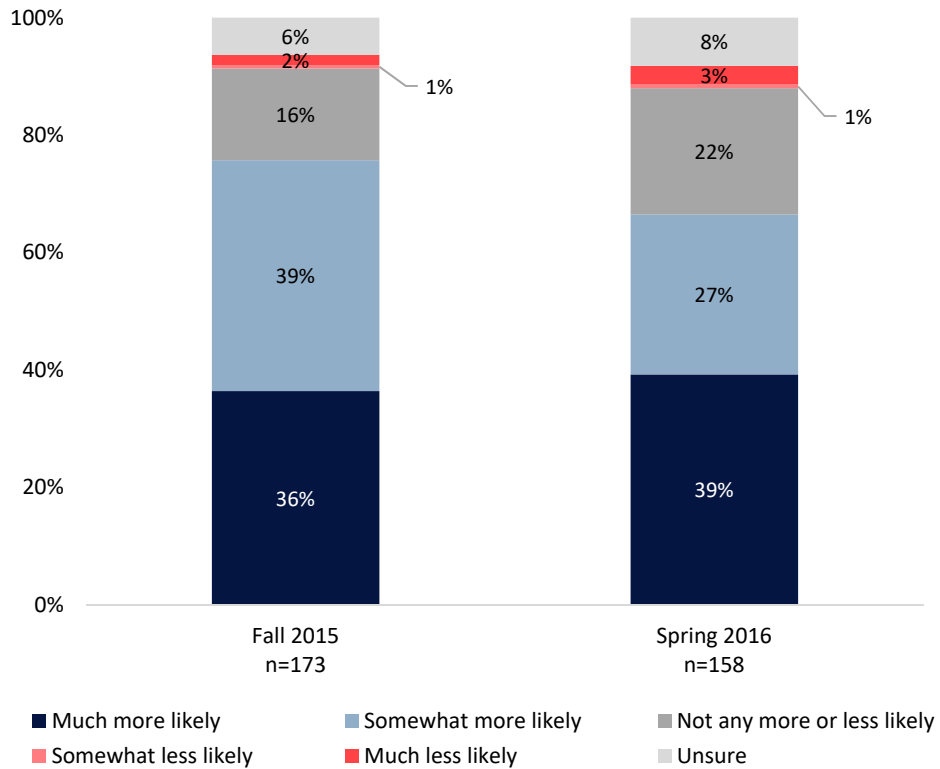
Figure 14. Students' intentions regarding what they plan to do this semester to ensure their success



Students' Likelihood of Seeing a Counselor for Any of the 10 Challenges (Module 8)

The percentage of respondents who indicated that they are more likely to see a counselor at their college after viewing module 8 (Personal Support) if they begin to experience any of the 10 challenges, decreased from 75% in fall 2015 to 66% in spring 2016 (see Figure 15).

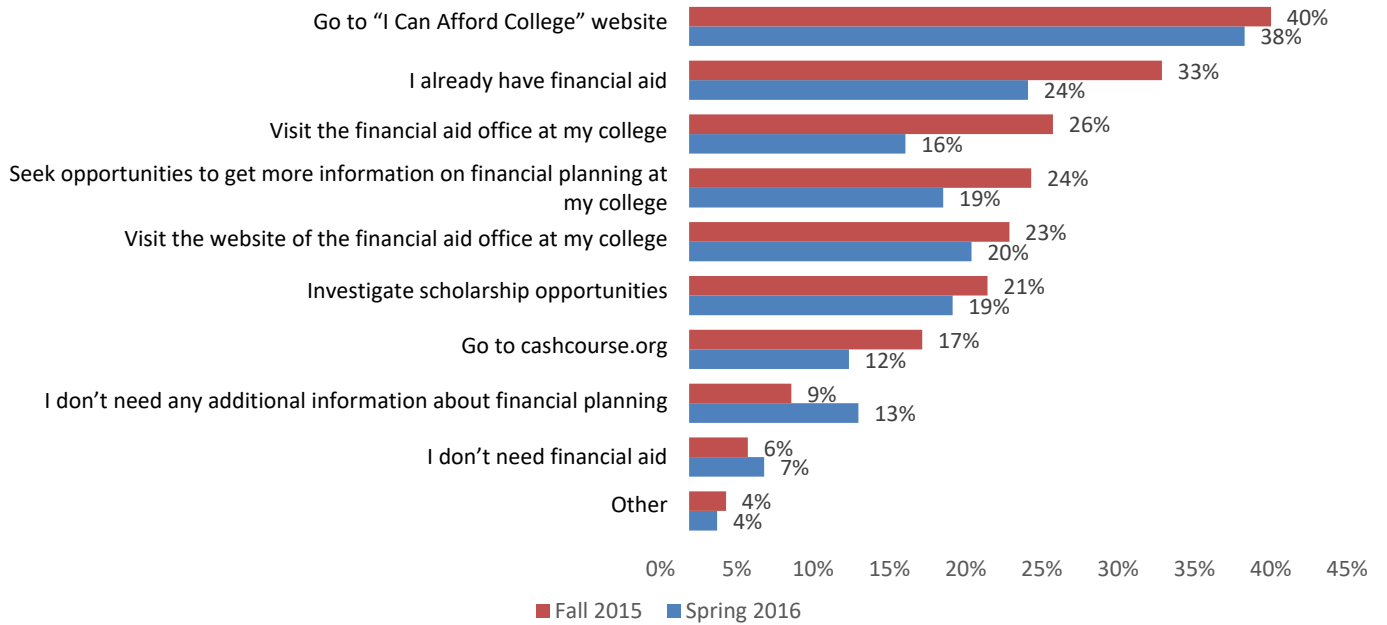
Figure 15. Students' likelihood of seeing a counselor after viewing module 8 (Personal Planning) if they begin to experience any of the 10 challenges presented in the module



Students' Intentions Regarding Financial Planning (Module 9)

When asked what they will do next regarding their financial plans (Module 9, Financial Planning), the largest proportion of respondents (40% in fall 2015 and 38% in spring 2016) said that they plan to go to the "I Can Afford College" website. The only item chosen by a larger percentage of respondents in spring 2016 than fall 2015 is, "I don't need any additional information about financial planning." All other items were chosen by larger percentages of fall 2015 respondents, most notably "I already have financial aid" and "visit the financial aid office at my college" (see Figure 16). Please note this question employed a "check all that apply" format, hence the percentages total more than 100%.

Figure 16. Students' intentions regarding financial planning



Results for Open-Ended Comments for Modules 1 – 9

The same open-ended questions were included on the surveys for all nine modules. The results are presented below.

What Students Found MOST Valuable about Each Module

When asked to identify what they found most valuable about each module within Quest for Online Success, the most common responses by module are presented in Table 3 below. For some of the modules, respondents identified the same aspect as being the most valuable in fall 2015 and spring 2016, while in some cases respondents indicated that a different part of the module was the most valuable. For example, fall 2015 respondents indicated that learning about the myths of online classes and learning about what to expect in online classes in module 2 (Introduction to Online Learning) were both valuable, but the information about the myths was more important, whereas the respondents in spring 2016 indicated that these two aspects of module 2 were equally important.

More respondents in spring 2016 identified trouble-shooting and technical support information as being the most valuable in module 3 as compared to fall 2015. Information about education plans, the importance of having an education plan, and the STEP process were identified by the same percentage of respondents in fall 2015 as the most valuable aspects of module 6 (Education Planning). Whereas in spring 2016, more respondents focused on the information about education plans as being the most valuable, and fewer respondents identified the importance of having an education plan and the STEP process.

Table 3. What Students Found MOST Valuable about Each Module

Module	Most Valuable Aspect	Fall 2015 Percent Response	Spring 2016 Percent Response
1. Smarter Measure	Identifying their strengths and weaknesses from the Smarter Measure assessment	38%	41%
2. Introduction to Online Learning	Learning about the myths of online classes	42%	37%
	Learning about online courses & what to expect	24%	37%
3. Getting Tech Ready	Trouble-shooting and tech support information	35%	44%
4. Becoming an Effective Online Learner	Organization	25%	25%
	Time management skills	26%	21%
5. Career Exploration	Information on how to choose and plan for a career	42%	42%
6. Education Planning	Information about education plans	13%	23%
	The importance of having an education plan	12%	8%
	The STEP process	12%	7%
7. Instructional Support	How to improve study habits	27%	23%
8. Personal Support	The 10 challenges students may face	15%	46%
	Resources and information to get help	14%	11%
9. Financial Planning	The resources and websites provided	48%	35%

What Students Found LEAST Valuable about Each Module

When asked to identify what they found least valuable about each module within Quest for Online Success, the most common responses by module are presented in Table 4 below. For some of the modules, respondents identified the same aspect as being the least valuable in fall 2015 and spring 2016. However, in some modules, respondents identified different things that were least valuable, in which case the corresponding cell for the other semester in the table is blank.

A larger percentage of respondents in spring 2016, 12% compared to 7% in fall 2015, indicated that the typing test section of the Smarter Measure assessment was least valuable. There was a decrease in the percentage of respondents who felt that the myths section in module 2 was least valuable, from 16% in fall 2015 to 6% in spring 2016. The percentage of respondents who indicated that they already have a career plan increased from 6% in fall 2015 to 10% in spring 2016. The percentage of respondents who indicated that they already knew the information in module 6 (Education Planning) increased from 5% in fall 2015 to 13% in spring 2016. Respondents in fall 2015 and spring 2016 identified different aspects that were least valuable in modules 7, 8, and 9.

Table 4. What Students Found LEAST Valuable about Each Module

Module	Least Valuable Aspect	Fall 2015 Percent Response	Spring 2016 Percent Response
1. Smarter Measure	Technical knowledge section	10%	9%
	Typing test section	7%	12%
2. Introduction to Online Learning	The myths section	16%	6%
	It is too long	5%	6%
3. Getting Tech Ready	Creating an email account	14%	12%
4. Becoming an Effective Online Learner	Online reading strategies	12%	13%
5. Career Exploration	I already knew this; I already have a career plan	6%	10%
	It is too long	2%	4%
	It is repetitive		4%
6. Education Planning	The students' stories	5%	
	Most of the information I already knew	5%	13%
7. Instructional Support	The introduction; how to define success	6%	
	Benefits of a study group		4%
8. Personal Support	The introduction was too long	4%	
	Not much information on how to get help		3%
9. Financial Planning	Not detailed enough; not tailored to each school	7%	
	Info on whether to work or take financial aid		5%

Students' Suggestions for Improving Each Module

When asked how they would improve each module to benefit online learners the most, more than half of the spring 2016 respondents in each module indicated that they would not change anything. Among those who did offer suggestions in spring 2016, the following were repeats of what students suggested in fall 2015:

- Make the modules more interactive
- Add an indicator to help students know which modules they have completed
- Provide links and phone numbers to technical support resources
- QOS should not be mandatory, or only for new online students
- Shorten all of the modules, particularly the Smarter Measure assessment
- Module 3 should include more advanced technological issues and how to troubleshoot and solve them

The new suggestions offered in spring 2016 include:

- Find out what students need help with first and have them go through the relevant parts of the module, allowing them to skip or test out of the parts they already know
- In module 5, provide more detail and/or examples on the steps
- In module 8, provide more real-life examples, and links to resources and information to deal with these issues
- In module 9, provide more links to resources, information on financial aid, and research that shows working too much while in school is harmful to students

Conclusion

A majority of respondents indicated that completing the SmarterMeasure diagnostic assessment would greatly improve their chances of being successful in their online course, with a slight increase in spring 2016 compared to the previous two semesters. Overall, respondents in Pathway 1 were most satisfied with module 4 (Becoming an Effective Online Learner); however, the level of satisfaction dropped slightly from 90% in spring 2015 to 88% in fall 2015 to 84% in spring 2016. Respondents agreed that module 4 provided them with the most useful strategies and tools to help them succeed in their online classes, again with slight decreases from 93% in spring 2015 to 90% in fall 2015 to 87% in spring 2016. Most respondents in Pathway 1 agreed that modules 4 and 2 (Introduction to Online Learning) positively contributed to their online learning experiences and helped them feel more prepared to be successful in their online classes. A similar drop was seen in module 4 from 90% in spring 2015 to 85% in fall 2015 to spring 2016, but the responses for module 2 were more stable at 85% in spring 2015, 86% in fall 2015, and 83% in spring 2016.

Most respondents indicated that they felt more confident about successfully completing their online class than they did before learning about the seven myths of online classes in module 2, and the responses increased from 66% in spring 2015 to 70% in fall 2015 to 72% in spring 2016. Most respondents agreed that the Getting Tech Ready module (Module 3) would help them improve their computer and online skills, decreasing only very slightly from 80% in spring and fall 2015 to 79% in spring 2016. The most useful resource provided in module 3 was how to use plug-ins, but this also decreased from 57% in spring 2015 to 52% in fall 2015 and 50% in spring 2016. The multimedia modules that were viewed as most helpful in module 4 were "Study Skills and Managing Time" and "Organizing for Online Success." Both experienced very slight drops in positive responses, from 94% and 92%, respectively, in spring 2015 to 91% and 90% in fall 2015 and 88% and 89% in spring 2016.

Students in Pathway 2 felt that modules 7 (Instructional Support) and 8 (Personal Support) were most helpful, but the ratings dropped from 86% and 82%, respectively, in fall 2015 to 77% in spring 2016 for both. Most respondents indicated that they already have a career plan, with an increase from 51% in fall 2015 to 56% in spring 2016, or that they

plan to make an appointment to see a counselor regarding their career plan, which decreased from 31% in fall 2015 to 24% in spring 2016. A large increase in respondents, from 22% in fall 2015 to 67% in spring 2016, indicated that they already have an education plan, and a large decrease in respondents, from 42% in fall 2015 to 8% in spring 2016, plan to see a counselor to confirm or update their education plan.

There were slight drops in the proportions of students from fall 2015 to spring 2016 indicating they planned to employ the different success strategies from module 7 (Instructional Support), except for an increase from 19% to 25% for students who plan to form a study group. Module 8 (Personal Support) influenced two-thirds of respondents in spring 2016 to see a counselor at their college if they begin to experience any of the 10 challenges, compared to three-quarters in fall 2015. Regarding financial planning (module 9), there were decreases in responses for all of the answer choices, except for students who indicated that they do not need any additional information about financial planning, which increased from 9% to 13%.

When asked what they found most valuable about QOS, students' responses focused on the information regarding the 10 challenges that students may face and troubleshooting technical issues that they may experience. Students' responses to the question about what was least valuable focused on information they already knew or information for online reading strategies. Students' suggestions to improve QOS included that it needs to be shorter, allow students to skip or test out of sections they already know, and introduce more advanced technological issues and how to troubleshoot and solve them.

In general, students liked QOS and felt that it provided valuable information to help them succeed in their online courses. Many students felt that they did not need QOS due to their prior experience in online classes, while others thought that QOS could be streamlined.