

Florida
VirtualSchool

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Florida
VirtualSchool
2007 - 2008

2007 - 2008

ExitSurvey



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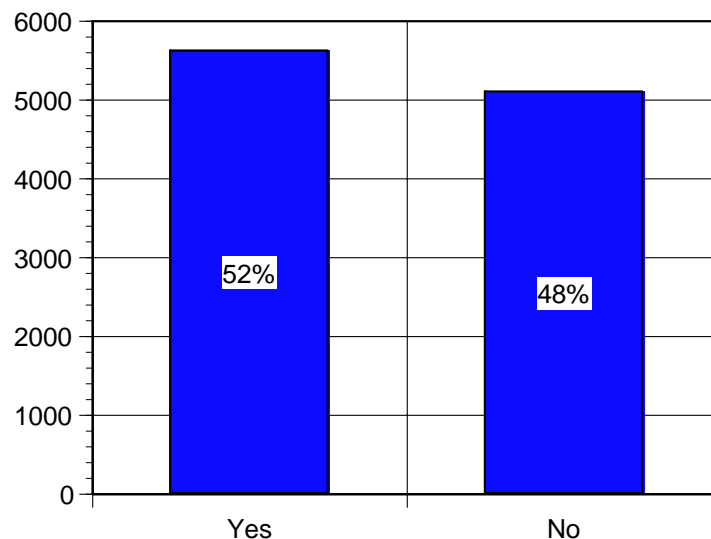
The Florida Virtual School

Exit Survey

2007-08

For school year 2007-08, Florida Virtual School (FLVS) contracted with Optimal Performance, Inc. (OPI) to gather feedback and data from students who withdraw or are dropped from their FLVS course prior to completion. The surveying process designed by OPI and FLVS is one in which an Exit Survey is automatically “sent” to the exiting student. This automation is set up on a course-by-course basis, so students may complete several of these surveys annually depending upon the number of FLVS courses they drop prior to completion. The return rate for the 2007-08 Exit Survey was 10,848 responses or 34% of FLVS students classified in their course as: Withdrawn Failed (WF), Never Activated (NAC), or Withdrawn No Grade (WNG).

Did you start this course or do any of the course work?



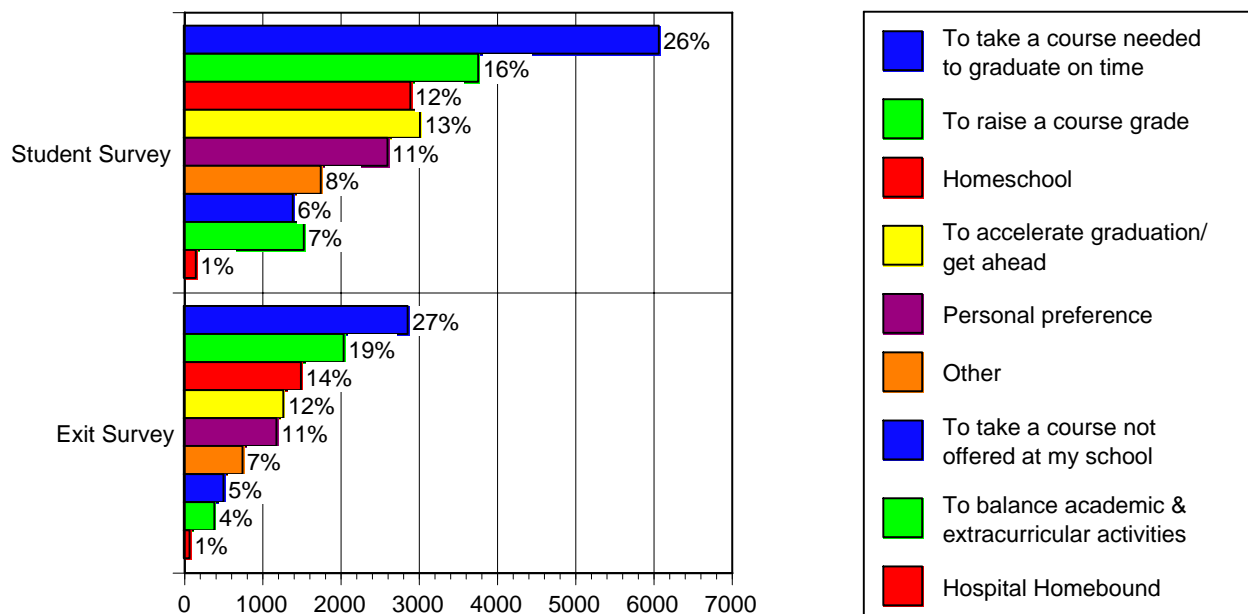
The survey was intended to capture information from two separate groups of withdrawn students: those who actually began the course work and those who were enrolled but not involved in the course at all. Understanding that each of these groups would have different levels of experience with FLVS, the survey branched students to different questions depending upon their level of course involvement. Answers to the question, “Did you start this course or do any of the coursework?” show that about half (48%) of survey respondents

were enrolled in the course but never active and 53% of individuals completing the survey had started their FLVS course.

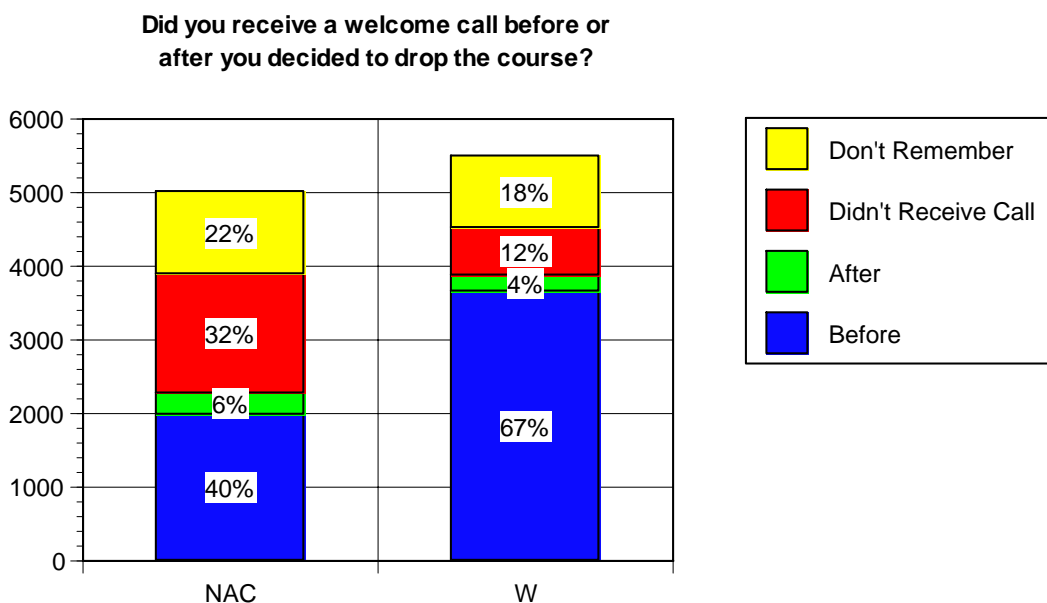
Though FLVS has been collecting and reviewing customer satisfaction survey data for almost a decade, school personnel have not been privy to information from the large group of individuals who, for one reason or another, decide their FLVS course is not for them. The FLVS Exit Survey provides first time insight into this cohort and, in some instances, they seem to be very similar to individuals who have success with FLVS. In other cases, students who withdraw and those who have success provide rather different answers on certain survey items. The data and text that follow draw those comparisons, pointing to similarities and differences as they arise and helping FLVS personnel better understand the individuals they serve.

For instance, when asked about their primary reason for registering for the online course, the withdrawn students' answers look almost exact to students who completed their FLVS class. The top three reasons for each group included: taking a course to graduate on time; raising a course grade; and homeschool.

What is the main reason you enrolled for the FLVS course?

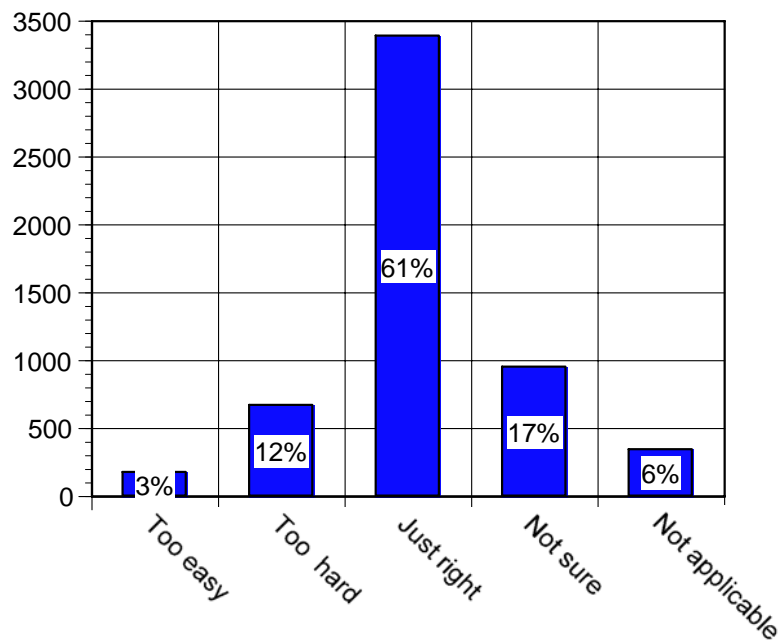


Both students that were never active in their course and those who participated to some degree were asked about the welcome call to determine what roll, if any, this may have played in their lack of success. The graph below shows that there was some difference, in the percent of students never active (NAC) and those who withdrew (W) after doing some of their course work. Thirty-two percent of the NAC group said they never received a welcome call compared with 12% of the W group. While this is a finding worthy of some attention, additional information provided by the survey makes one cautious in assuming any relationship between the welcome call and a students' desire to complete his/her online course.



The following twelve graphs provide specific information about the FLVS course and students' experience with the various components/qualities of the course. These questions were answered only by individuals who actually participated, to some degree, in their FLVS lessons. Where possible, answers from the Exit Survey are compared to similar survey items from the Student Survey, meaning from individuals who were close to successfully completing their course.

The overall reading level of this class was:

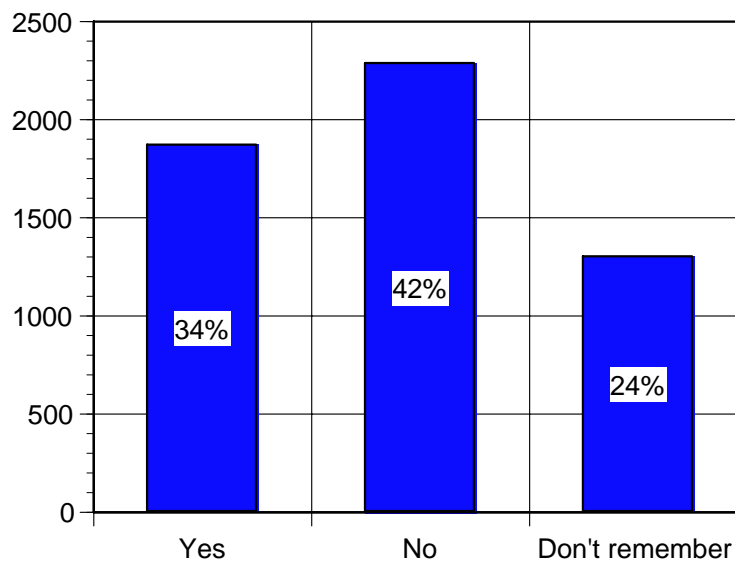


When asked about the reading level of their FLVS courses, the majority of students (61%) indicated that it was “just right;” only 12% of respondents felt the material was too difficult. Their comments seemed to reflect these numbers as well, with most remarks stating that the reading level wasn’t “too hard or too easy“ and a few alluding to some difficulties.

- *I read material on this level on a daily basis, so I'm used to it, but it is not to say that it is too easy either.*
- *The overall reading level of this class was just right because it was easy to understand.*
- *Sometimes hard, sometimes easy.*
- *The material was a little difficult to understand but it is expected since it is a college level class...*
- *Explained everything in a clear way, with good examples.*
- *There wasn't too much reading and the reading that you did have to do wasn't hard to understand.*
- *Compared to previous math classes i have taken before, this online school was easy to read and complete.*
- *I enjoyed the reading without thinking of it too hard or easy.*
- *I am an extremely good reader, but I didnt understand how to navigate through the website*
- *It wasnt challenging, but it wasn't easy to the point that i didn't have to read previous information.*
- *The reading level of the different topics was fairly easy to grasp and understand, it wasn't hard.*
- *I chose too hard because it was so much reading and i didn't really have alot of time to finish the course and with all the reading it really made it even harder.*

- *The reading level wasn't extremely hard or to easy, it was a good level.*
- *I don't know I just couldn't understand what they were talkin about. I would have to read it two or three times just kinda understand what was being said, then i would have to reread it so i can remember what was being said!*
- *The text placed me in a position in which I was able to understand the material and relate to it, while at the same time completing my learning experience.*

Certain assignments or modules in the online course were particularly difficult.

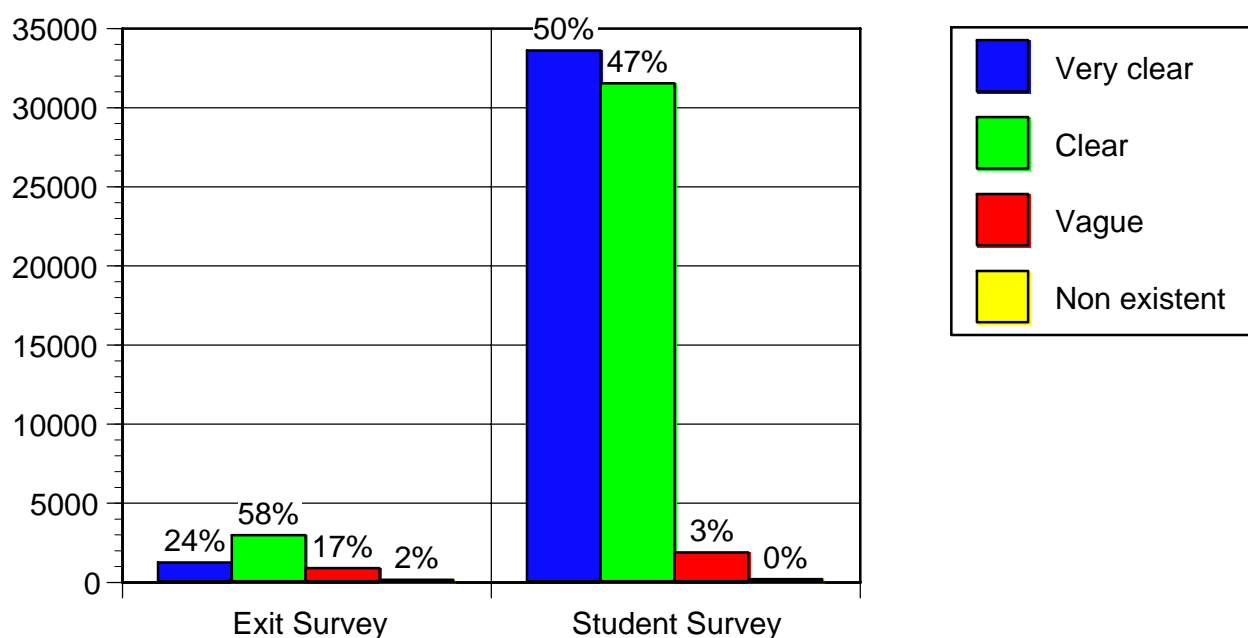


Thirty-four percent of students thought certain assignments or modules were hard. In many instances, their open-ended comments included the specific assignment or module by name. However, many respondents did not remember much about their course and therefore were unable to respond about particular assignments. Also, while perusing the thousands of comments related to this item, it appeared as though many individuals found certain math assignments complicated, and some students remarked that the length of assignments was what made them difficult to complete.

- *All of the tests were very difficult. The lessons were useless in my passing them.*
- *I don't recall which ones were difficult exactly.*
- *I always have a hard time remembering everything about slope.*
- *They were not explained as if she would say it.*
- *I am not sure which modules they were off the top of my head, but I do know that many of them were challenging for me.*
- *Problems with equations*
- *Just like module 6 is hard for me.*

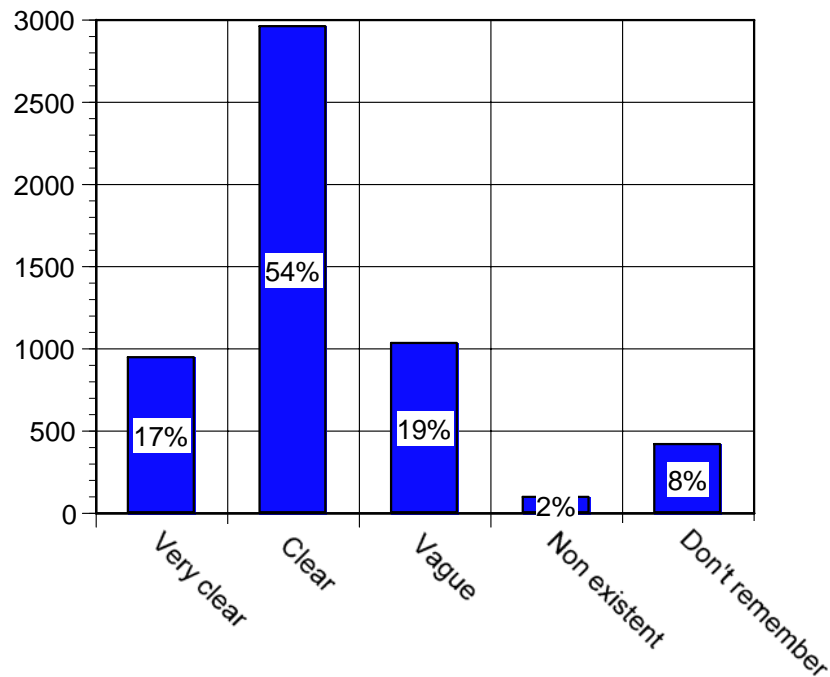
- *Assignments that were longer were really hard for me to find time to finish it at once. I can't recall exactly what modules but sometimes math is very difficult to study without being taught it so that's why certain things were difficult.*
- *I don't remember the exact modules but there were a few that were hard.*
- *the roots of numbers and plotting things*
- *I had trouble 2.07 honors assignment. But I eventually got it done.*
- *The assignments pertaining to building molecules.*
- *Most of the difficult lessons were any labs that required explanations for why something during the lab happened.*
- *The midsummer night dream was the hardest for me.*
- *The assignment that tripped me up was the big make your own website project. i wouldnt have gotten that as a typical english assignment considering some people dont work very well with computers.*
- *Proofs.*
- *Pretty much all the assignments were difficult for me.*
- *Complex fractions were really hard for me to understand how to solve them.*
- *I cannot recall the exact assignments and/or modules, but I can say that some were particularly difficult.*
- *It's not that I COULDN'T complete the assignments, didn't know how, or was not confident enough to cooperate, but it was so time consuming, and while balancing a regular school schedule with all weighted classes, one of which is an AP class, and a social life, as it is my senior year, it was very difficult to find the immense amount of time the course required.*
- *Once again only because they were so lengthy and involved.*

The goals and objectives of this online course were:

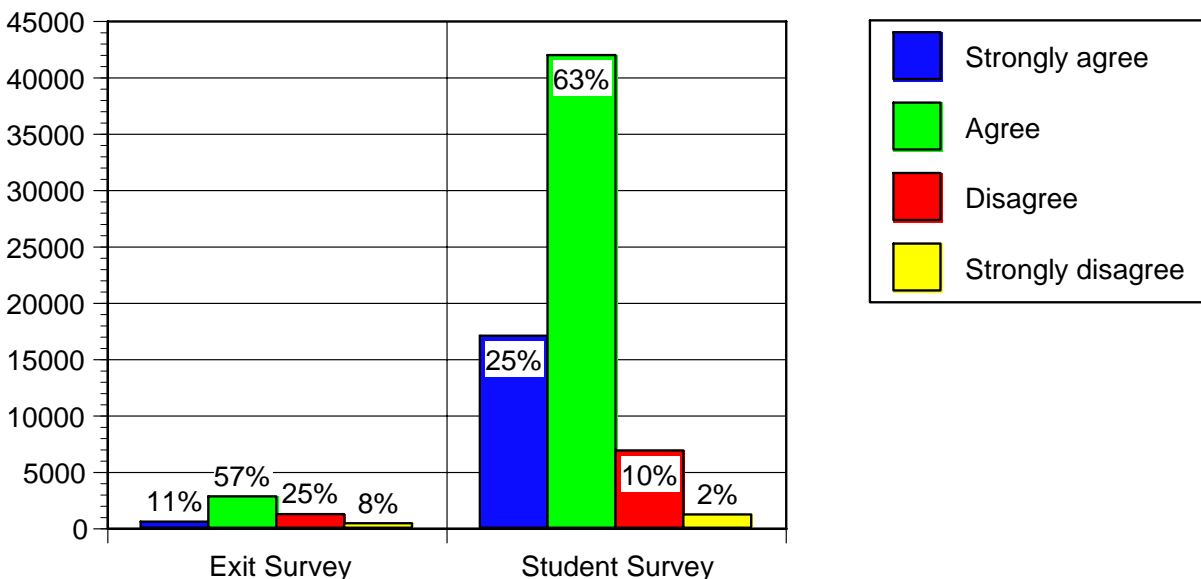


It is most useful when reviewing the graph above to look at the percentage comparisons from the Exit Survey to the Student Survey, remembering the Student Survey reflects students who are at least 65% complete in their online course. While the majority of individuals from the withdrawn students group and the 65% complete students group said the goals and objectives of their online course were either “very clear” or “clear,” only 3% of the students close to completing their course felt the goals and objectives were “vague” compared to 17% of those students who never completed their course. Similar percentages were found when reviewing students’ opinions regarding the clarity of course directions. Seventeen percent said the directions throughout the course were “very clear,” 54% believed instructions were “clear,” 19% described them as “vague,” and only 2% felt the directions were “non-existent.” Eight percent of survey respondents had no recollection regarding course instructions.

**Overall, the directions throughout this
online course were:**

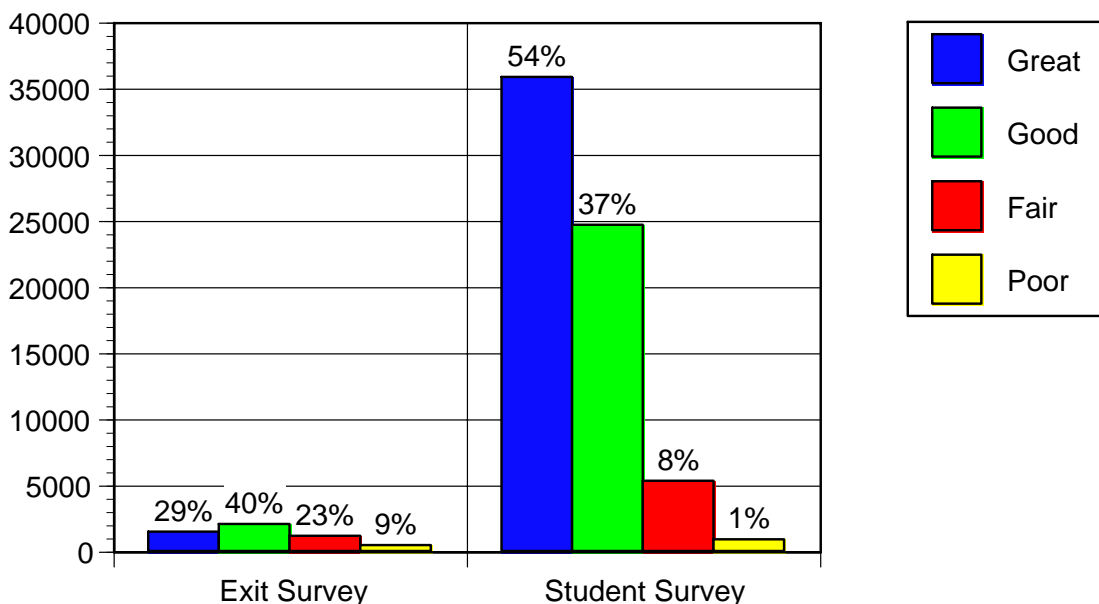


This online course captured my attention:

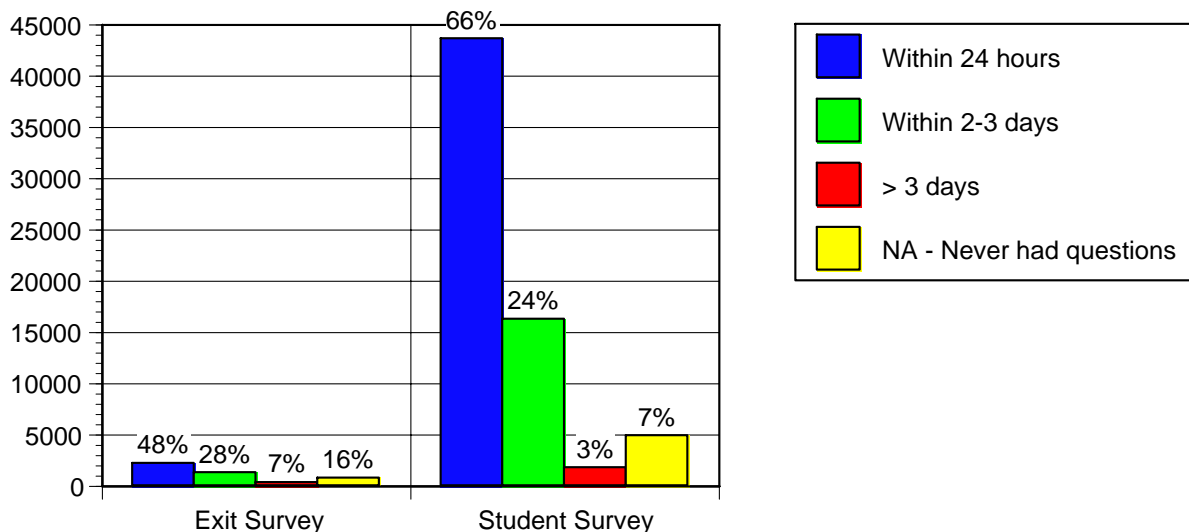


Regarding students’ response on their course’s ability to keep their attention, there seems to be some differences between Exit Survey and Student Survey respondents. Students completing the Exit Survey are less pleased with their courses ability to capture their attention than students completing the Student Survey. In fact, 33% of students who withdrew either “disagreed” or “strongly disagreed” that the online course captured their attention compared to only 12% of students who were close to completing their course.

Communication with the teacher of this course was:

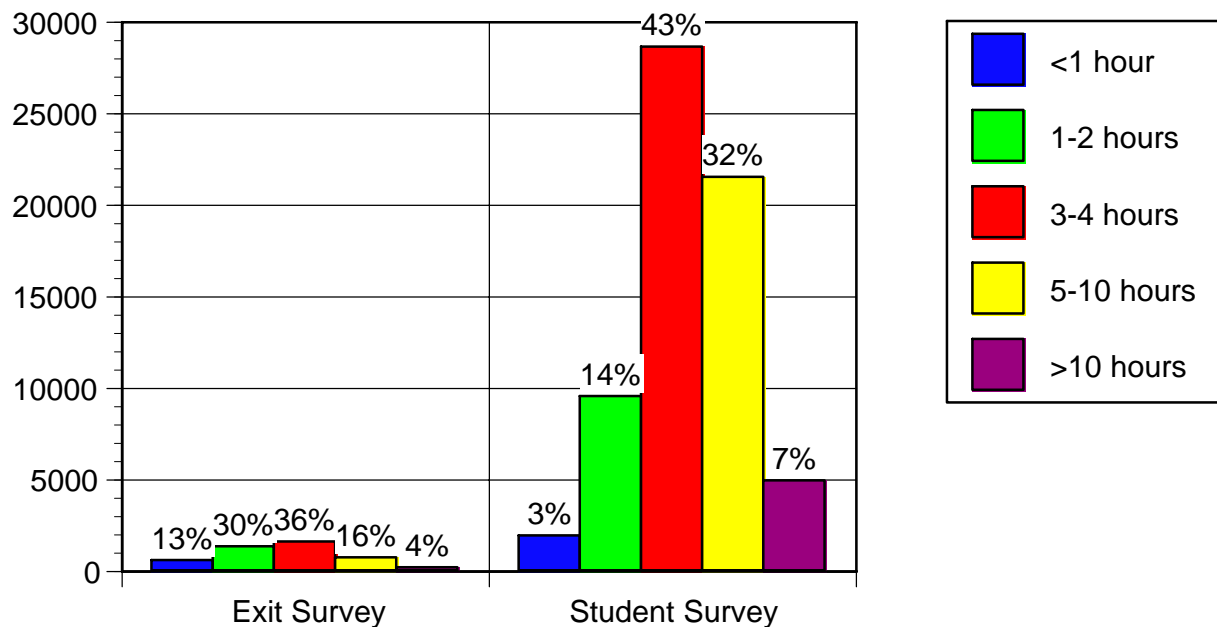


Most questions related to course content or assignments were resolved:



Communication ratings continue to reveal differences between those who completed the Exit Survey versus students who took the Student Survey. For both groups, the majority of individuals rate the communication between student and teacher as either “excellent” or “good.” However, 69% of the withdrawn students rate teacher-student communication favorably compared to 91% of students close to completing their courses. A major factor here could be that students who remain in the course have more time available to develop a relationship with their teacher and more opportunities for communication. The disparity in communication results also arises when students share about the amount of time it takes for content questions to be resolved. FLVS strongly encourages teachers to respond to students within a 24 hour timeframe. This expectation is being met for 48% of the students who eventually withdraw or are dropped from their FLVS course; this is compared to 66% of the students who remain to complete their course.

**The hours per week you spent on this
online course were about:**

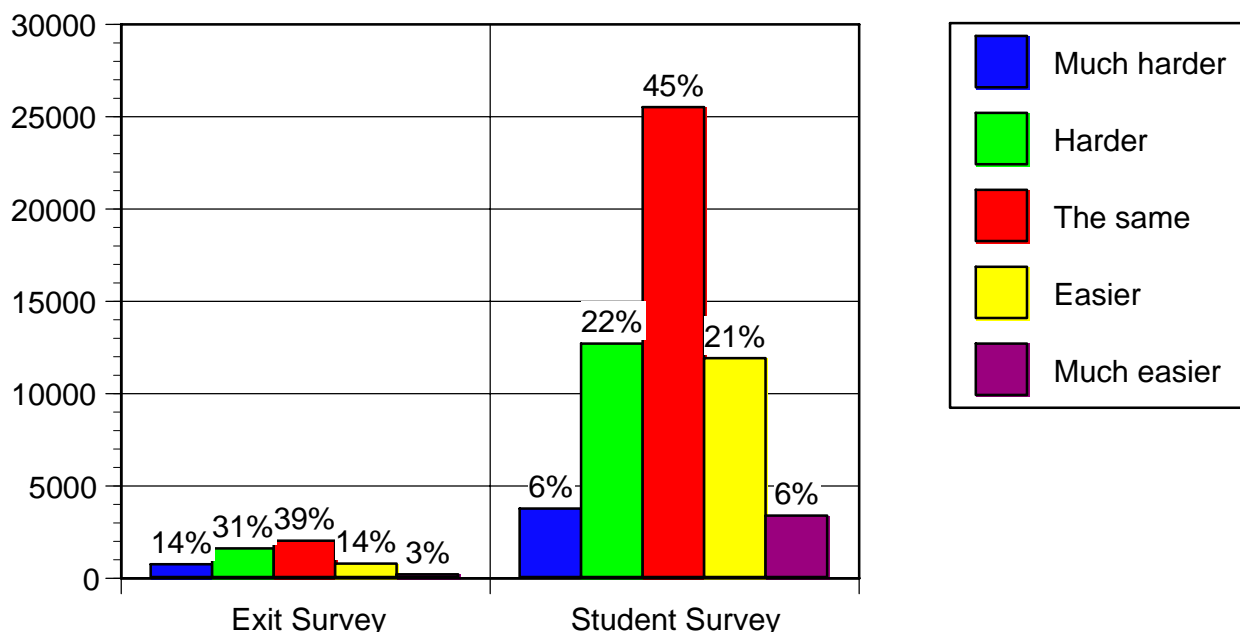


A distinction shows up again when comparing Exit Survey students with those completing their courses regarding hours spent per week on their online course. The graph above shows that students who withdraw from FLVS tend to spend less time on their course than those who are close to completion. Also, the majority of individuals in both groups thought that their FLVS had the same level of difficulty and was of the same quality as a traditional school class. However, the graph related to difficulty levels shows that 45% of students who exit FLVS early rate the difficulty level as “*much harder*” or “*harder*” than a traditional course in contrast to 28% of students close to completing their online course. Student comments reveal that for those that find the online course more difficult, oftentimes this is a factor of not having a teacher immediately available for assistance and clarification.

- *Different aspects made it hard and easy just like in a classroom setting.*
- *I had so much more to read than I found the time for. I get 2-4 chapters a week AND the tests and assignments. In my regular class, we cover a chapter every week and a half. It pushed me to think a lot more than any other class I ever took.*
- *The course wasn't particularly too hard but it is more challenging than courses offered at school.*
- *Even though the quality is better, this course was harder than a traditional school's class.*
- *Even though I had a teacher, it is different reading the material and learning it like this than having someone stand in front of you and explain it.*
- *All the math problems were at the same difficulty*
- *It was different not having a teacher in front of me , but i could still call or email and ask questions .*

- *Although, I did not do very well I did grasp things better with the online class versus when I was in a traditional school class.*
- *I'm better with having a person i can ask for help and give me more examples and give me hands on learning.*
- *The difficulty level of this online course was a bit difficult because I did not have a teacher in front of me explaining everything I am reading. Although my online teacher did clear things up as soon as I called her.*
- *It is just harder to not always have a person there to ask questions right away.*
- *Well in regular school you can talk to friends the teacher might not teach well people can cheat or share answers work in groups in FS it is up to you to do all the work which is a good thing so I can learn it 100%.*
- *Well coming home from school everyday leaves me really tired and worn out and i have tons of homework to do on top of that so i find it very hard to try and concentrate on this kind of work at the time.*
- *The assignments were harder but they were more clearly explained The material was more thorough but it was also more thoroughly covered... so I guess it evens out..although I think I learn more in FLVS. Also in these FLVS its up to you what grade you get.*
- *The teacher never gives you test questions that weren't covered or that you were absent for.*
- *I think it was alot easier because if i wanted to go back to look back at something i had the chance to do so. i had all the answers right there with me when i needed them and when i needed help i could easily call my instructor and ask to assist me or ask one of the other students who have the online course and instructor that i have.*

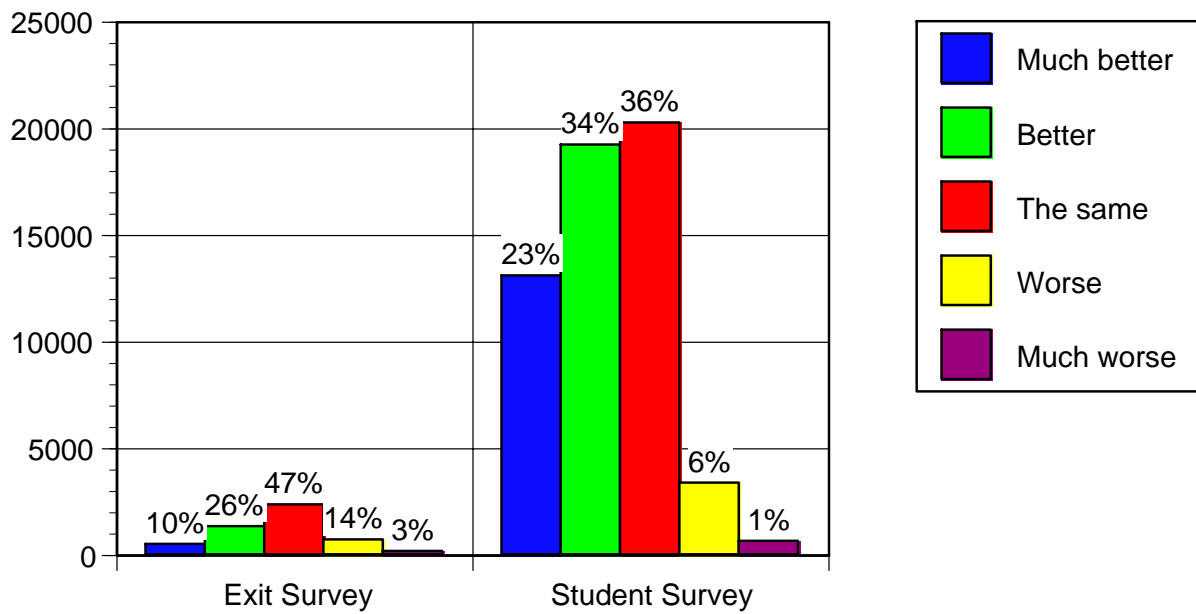
Compared to a traditional school class, the difficulty level of this online course was:



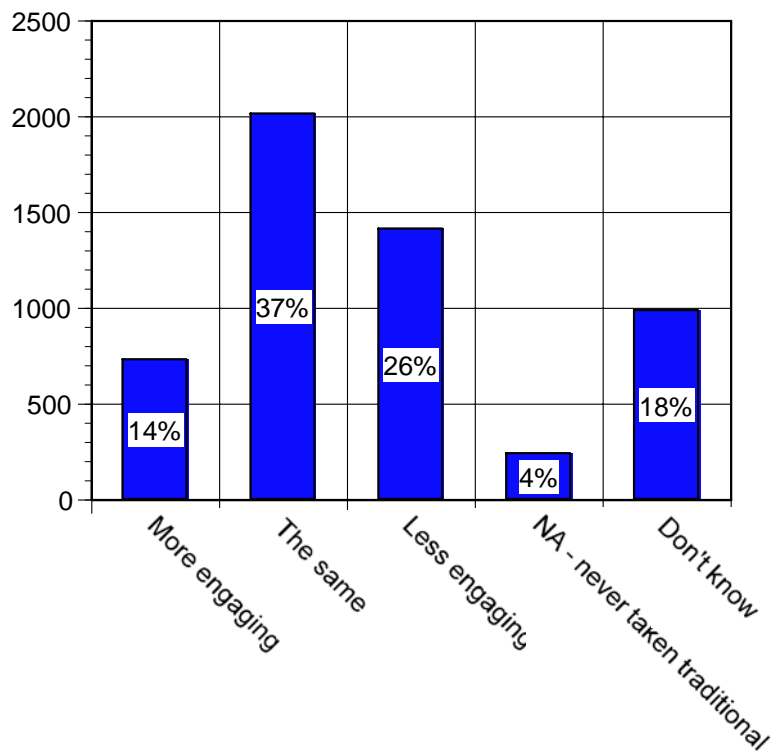
While all students give FLVS relatively high quality ratings, differences again show up between the two groups. Forty-five percent of “exit” students said the quality of their FLVS class was “*much better*” or “*better*” than a traditional course compared with 57% of completing students.

- *You don't have someone behind you all the time telling you that you need to finish this in 5 minutes you just take your time.*
- *The steps that were shown to solve the problems on certain assignments were clear There were a fair amount of examples and a lot more information. I loved it! I had so much more help and the directions were much clearer.*
- *It was about the same as being in a class the only difference is that you get to go your own pace.*
- *It was horrible, I didnt understand anything.*
- *The examples were hard to understand.*
- *You do not have put up with the lazy people in your classes and also all of the joking around.*
- *I get to work in the comfort of my own home. I also get to work at my own pace and at the times which are best for me.*
- *It was easier and faster to get my work done because the feed back on my work was almost immediate.*
- *It is easier to understand because the instructions are set in stone, and it is easier to understand the examples.*
- *FLVS classes are much better than the standard school class that would be offered at a public school. The teachers actually seem to care and they are a lot better than public school teachers.*
- *There isn't as much hands on learning when doing the online course, but I feel that the quality of this course is about the same of a traditional school class.*
- *They both taught me and kept my interest.*
- *You have peace while doing your work.*
- *I don't have many distractions, when i needed help my teacher was there as opposed to a classroom teacher who is busy with grading or with other students.*
- *The quality is much better because there are no interuptions. You get more help.*
- *Better, I must admit. One doesn't get the attention in traditional classes.*

**Compared to a traditional school class,
the quality of this online course was:**



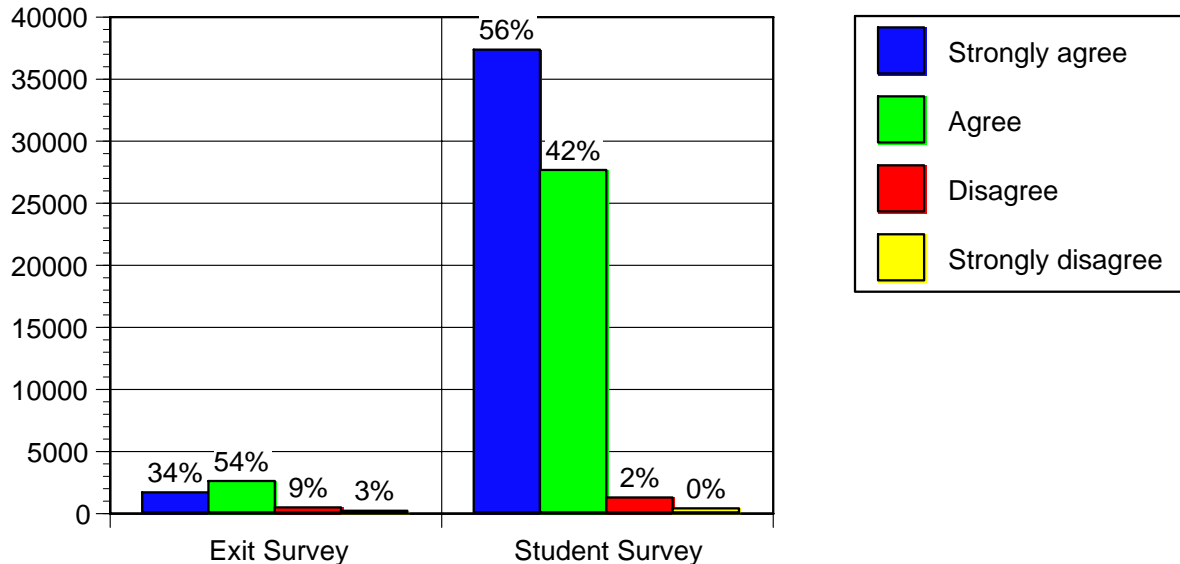
**Compared to a traditional school class, the
engagement level of this online course was:**



Pertaining to level of engagement or how engaging a course is to the students, there was no Student Survey item available from which to compare findings. Overall, 37% of students believed their FLVS course had the same level of engagement as a traditional course; 14% said it was more engaging and 26% thought it was less engaging. Comments show that for those that found the course “more engaging,” students were most appreciative of the easy connection with their teachers and the lack of distractions from other students. There were relatively few comments related to the actual material/content and it’s engagement level.

- *Both types of classes utilize ways to capture one's attention.*
- *If your not in a classroom, the teacher can't ask you a question while doing an activity and you can't work with other students on certain assignments.*
- *It was the same for me because I don't really talk to anybody, I'm a quiet person. When I was in a traditional school, I was the same way.*
- *There were no hands-on activities.*
- *I don't have to wait for others to catch up or for the teacher to move on, I can go at my own pace, so I don't zone out or forget stuff as often, and I am more interested in the course.*
- *I felt like I communicated alot more than I would have in a traditional school class.*
- *It was as close to the same engagement level as is possible without being face to face.*
- *This course was much more engaging because there is no outside distractions to take my focus off of my work.*
- *You really have that connection with the teacher, and what ever question you have, you don't have to worry about what the other students think.*
- *In school the teacher has to constantly stop what thry are doing and deal with someone doing something stupid.*
- *I think sometimes it is harder to push myself to do the FLVS because my friends aren't doing it and there aren't any live teachers to joke with...but your program does try to make it interesting with issues like the bottled water thing.*
- *This class made me want to learn more about English and the assignments were fun and interesting to complete.*
- *Math has always been hard for me so it this online course had just about the same engagement level as traditional school.*

The online teacher demonstrated an interest in your success as a student.

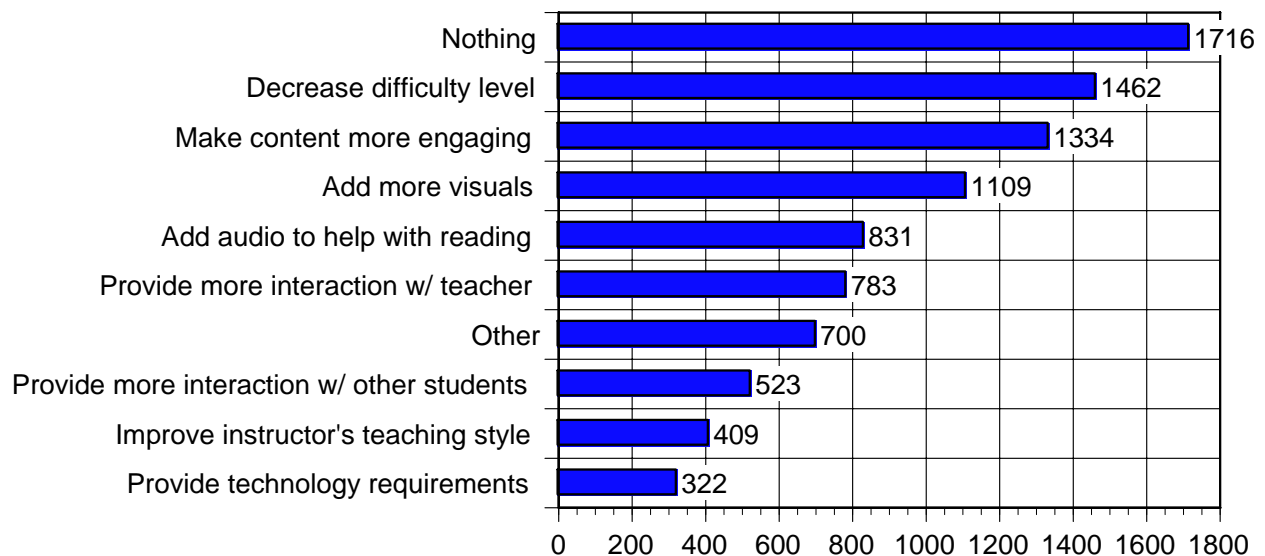


The majority of students from both groups (87% Exit Survey; 98% Student Survey) indicate that their online teacher demonstrated interest in their success. In fact, most of the open-ended comments are complimentary towards FLVS teachers and the amount of support and interest they take in their students.

- *I thought she genuinely cared for my success.*
- *Mrs. Buffington really took the time with me to discuss my options and helped me through a really rough patch. I can't say that many other teachers would take the time and energy and focus in on one student.*
- *Mr. Jordan actually cared about what and how much work I did.*
- *My teacher seemed very excited when I did well on an assignment, and ready to help when I didn't do so well.*
- *They put in bold letters fo me about how much it means to m e for me to stay with the online class and finish it.*
- *This is one teacher in all my life that never gave up on me and she tried more than any teacher I have ever met....A GREAT TEACHER!!!*
- *Dr. Dove is one of the best teachers I've ever had.*
- *My teacher helped me whenever i needed it and she was concerned with everything i did in the class If I was falling behind or having trouble in a module, the teacher let me know what I was to do and told me how to improve. She called if there was an unnecessary absence.*
- *My teacher was very patient with me whenever I had computer problems and even when I called her one time and she was obviously sick with a bad cold or flu, she helped me out.*
- *She pushed me to help achieve my goals.*
 - *Ms. Boeckle tried to help me succeed as much as she possibly could. She was very understanding and tried to help me as much as she possibly could, sadly it was not enough.*

- *Yes, Mrs. Corsan is a really nice lady. And She would always message me to say I was doing a great job and to keep moving on. And when ever I needed help with something she would write me back to explain to me how to do the assignments. But the past couple of weeks or month ago I just have been slipping on doing my work. And I just have had a lot going on in my life. With working, Family problems, and just so much. That I just haven't had the time to do my class. I really wish my life was a lot easier. Because I really did want to finish this course. And from the looks of this survey it looks like I have been dropped. =/ And I'm already probably going to get kicked out of my house because of this. Long story! But I will be alright.. But think you for all your help Mrs. Corson.*
- *She called periodically trying to get me on my task, but I didn't have enough time to spend hours trying to figure out the problems.*
- *The two teachers I have had so far on FLVS are without a doubt the most tuned in instructors I've had. Every time I have called with a question they have been more than happy to help me (as I am a bit new to this) and have personally went over my pace in the course so far.*

Are there any changes that could be made that would have helped you stay in the course?

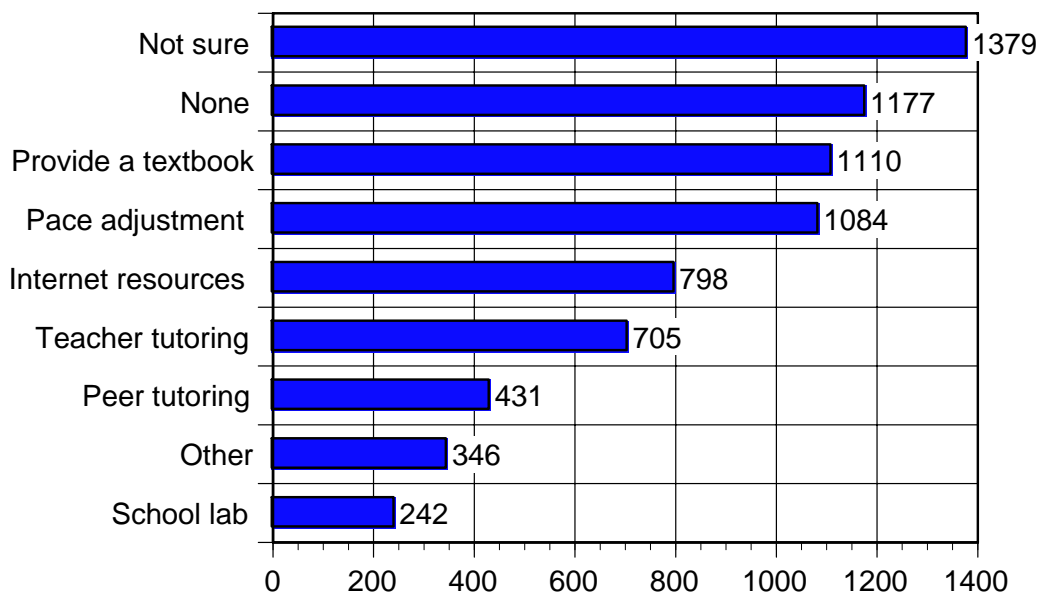


For the question on changes that could be made to help students stay in their course, students were able to choose all the options that could have enabled them to stay in their online course. The most frequent answer was “nothing,” followed by “decrease difficulty level.” Many students expressed that personal issues interfered with their success in the FLVS course and that there was not much FLVS could do to help them complete. Individuals indicating “other” were

encouraged to expand on this choice in the open-ended section of the survey. Students provided an array of ideas, but most often cited were comments about lengthening the amount of time to complete work. Also, there were many remarks revealing that certain students were not clear that they were actually dropped/removed from the course.

- *Less assignments*
- *Give more time to complete task considering that I had a family problem.*
- *More time or less work in one week*
- *Make it more entertaining.*
- *I've been having problems with staying on course...if there was some kind of reward system, as well as a disciplinary system to warn the students in a way that would engage their interest more, other students with this problem might have more drive to stay on course.*
- *This is the first on-line class i took and I have taken many were i did not feel like I was able to approach teacher for help.*
- *WAY more practice! The one thing that would have allowed me to stay in this course is more practice throughout the entire course on previous lessons so I don't forget the material two weeks after. It would really relieve a lot of stress then because I wouldn't have to study a lot of material towards the end.*
- *i guess for something like a chat window built into the lessons page for whoever may be in the same lesson area so you could ask another student if you were confused on directions or something, saving the trouble of going to a teacher.*
- *I would have liked a little more time on some assignments.*
- *I'm not leaving the course so I don't understand?*
- *Decrease student interactions, reason being I like working by myself better than collaborating.*
- *Change all lessons to multiple choice and true or false questions.*
- *I have not dropped this course. I started segment two yesterday, January 7.*
- *I like games,if that helps?*
- *I dont remember leaving the course.. did i push a wrong button? it was little hard and i had a hard time keeping up though, but am working on that.*
- *Haven't started course yet!*
- *It was simply the circumstances in my life at the time of my enrollment.*
- *I had problems with my computer during the time that I didn't get on and I also couldn't do anymore work until I took my oral test. I was waiting for the call and never got it.*
- *She was suppose to call me back after I took my break and she never called so I was unabe to start the course so I never ment to drop out of it!*
- *My "traditional" school made me drop the course because I didn't finish before the 2007 school year. I would have liked to stay in it and finish since I was 75% of the way done - but the program I'm in wouldn't allow it.*
- *I only needed 1/2 credit therefore I completed the work required.*

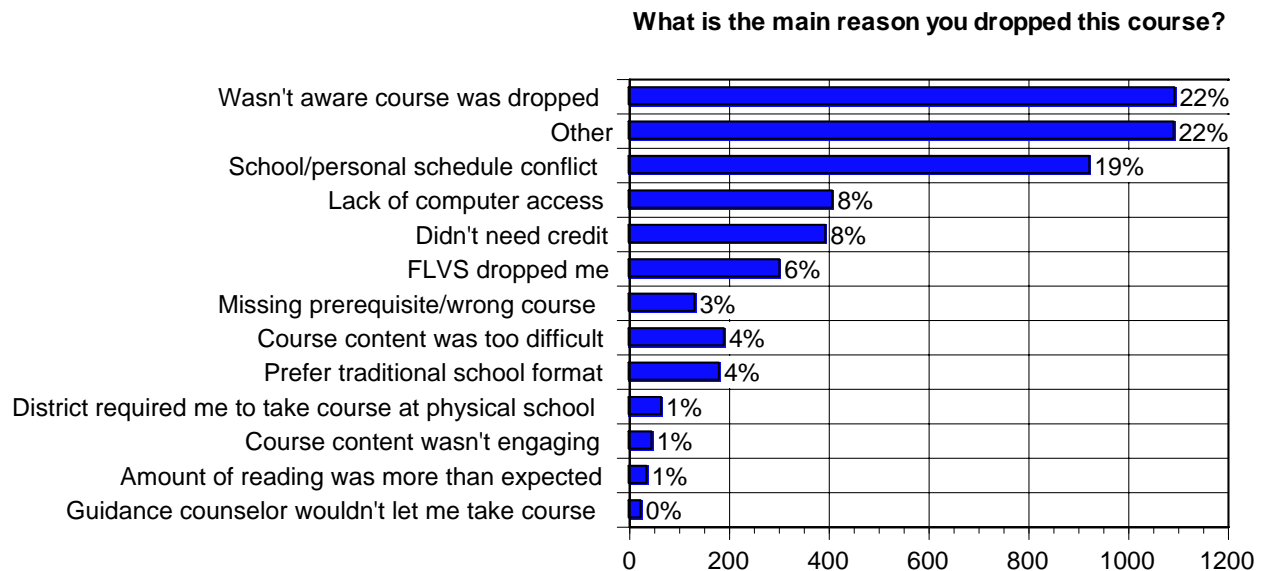
What other resources or assistance might have helped you continue in the course?



Most students responding to the question about additional resources said they were “*not sure*” or that there were no other resources or assistance that would have helped them remain in their course. The third choice regarding assistance was for FLVS to “*provide a textbook*” along with the course. Below is a subset of the hundreds of comments provided from students choosing the “*other*” option. The ability to adjust their pace and improved access to technology were two of the most commonly cited ways to provide support to students.

- *For some time I didn't have internet at home and it was hard to go the library where everyone needed to get on teh computer and you only get to be on the internet for a certian amount of time.*
- *Talking to a teacher in my school to help me further understand concepts.*
- *I just did not feel like anyone cared if I passed, failed, or even tried.I have taken many FLVS classes and have had teachers who have showed great interest in my work and called and helped me if they saw I was having a problem. This was not the case in this class.I have finished the first half and It took me forever. I took lower grades because I could not stay on pace, but there was no call to see why or how I could be helped. I struggled to get the D that I finished with and I am goint to take the 2nd half of the course in my regular school.*
- *Personalized program/pace.*
- *I had to visit my father who lives in Michigan as part of the divorce arrangement, he did not have internet or a computer, so I had to reapply for the course.*
- *I wish i could have put my time on hold so i could finish the marching band season and complete FLVS once i was ready.*
- *The timing was unfavorable and really stressed me out.*
- *I needed more time i have been extremely busy.*

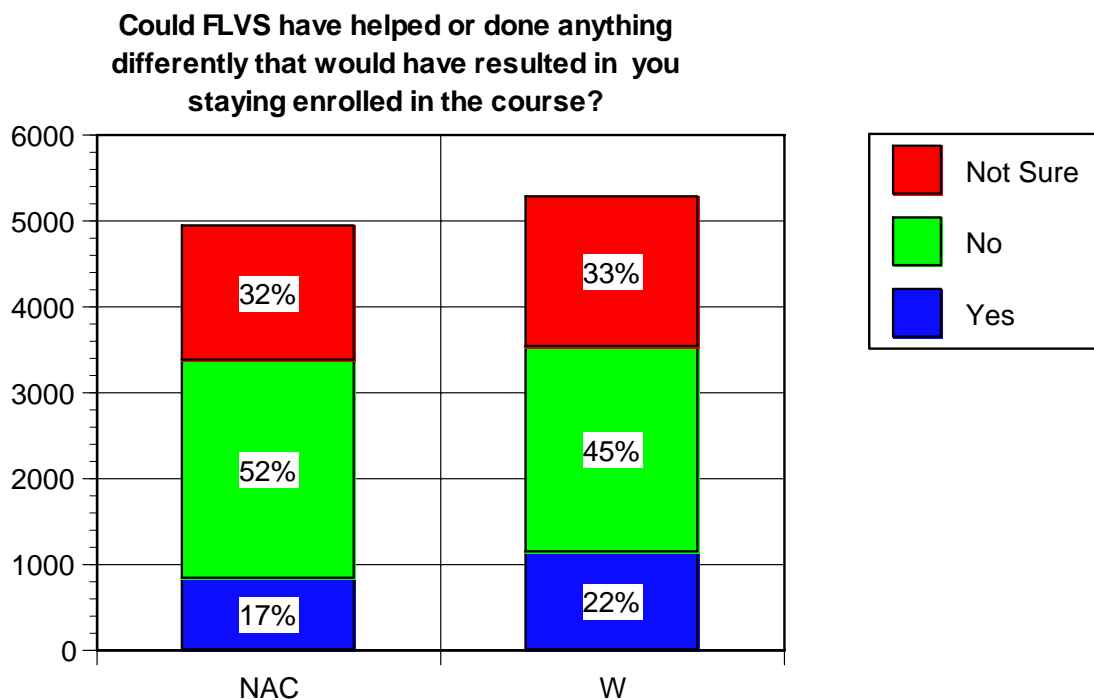
- *For me it's hard to keep the pace and to turn in everything on time because it might be that i have 2 weeks that are very hectic but then later on it becomes easier to manage.*
- *It would be better that instead of reading the assignments and stuff, you could play a video that will instruct you, it would help the slow readers, and the people who understand better by ear. I think that the result will be amazing.*
- *I wish my teacher could have talked to me about it and helped me find another way instead of dropping me.*
- *Maybe if we could have like an online class were people are actually on line visual or audio interacting doing some of the activities together.*
- *The reason that I was unable to complete the course was because of unknown technical difficulties that prevented me from accessing parts of the course and to not be able to submit my completed work, so technical support and/or alternate ways to submit work might have helped me continue in the course and prevented me from being wrongly dropped from the course. I am waiting for this error to be corrected because I am eager to be reactivated in the class and succeed.*
- *Pace adjustment definitely. Im balancing taking 3 classes online and 7 classes at school, which is another reason I had to drop this class because it was too much.*
- *I did not have a computer at home and getting to one was becoming more difficult. About the time i started this course my dad lost his job and we had to stop paying for internet connections. So i had to go to friends house to work. If there was a lab at school i could have done this class with ease and been done with it.*
- *The pace was too much for me, because I am very active and involved in close to 3 sports everyday, plus my daily school work.*
- *If you see im doing bad or weak in a certain area it would help if you called me and told me if I'm having trouble in that area or not.*
- *I feel that I should have had a say in my pace. I was told that I needed to do 5 assignments a week since that was the desired pace for honors. This class which I very much want to complete was cancelled without any notification because I did not reach her desired pace. Yes, there was a week without any assignments but I called and I believe I also emailed Ms. Grant about how our home computer was messing up so that I was not able to be on line.*
- *My computer had crashed so I hadn't been able to consistently get on a computer, it was just a few minutes here, there, anywhere I really could.*



A rather interesting finding from the Exit Survey relates to students' answers regarding the main reason for dropping their online course. The majority of students (22%) were unaware that their course was dropped. Another 22% of respondents gave "other" reasons for withdrawing, of which the two most cited were that "*the course started too late*" for their schedules or that they were taking too many other courses and wanted to avoid overload.

- *I intended to start the course later in the year and was not ready to take on the workload yet.*
- *i was not accepted soon enough and i wasnt sure i could complete the corse by may for the ap exam.*
- *I had too much going on during the summer, which is when I was primarily going to do the course.*
- *Couldnt get into the course and ended up taking it at my school.*
- *I had trouble logging on to the system, I hadn't recieved a welcome call, or that I had been accepted into the class by the time i got the welcome call, regular school classes had already started.*
- *It never came available during the summer.*
- *i'm taking two other online classes right now and i felt too overwhelmed with three. i plan on taking algebra 2 online again after i am done with the two classes i am involved with now!*
- *I have not dropped the course, just delayed it.*
- *The reason why they dropped me is becuase i didn't respond fast enough because of certain cercumstances then i tried to contact the teacher but she never responded back.*
- *Signed up for too many online courses*
- *I was put in the class too late for my preference*
- *I switched from home school to public school so i didnt need to take the course anymore but i love FLVS.*
- *I never got a welcome call and I did'nt know that the course was active.*

- *I applied to take this course in May of last year and I was told it would take just a few weeks for the course to be open for me to take. This did not happen and it didn't come through until August when school was starting up again and I could not handle an online class and regular classes at one time.*

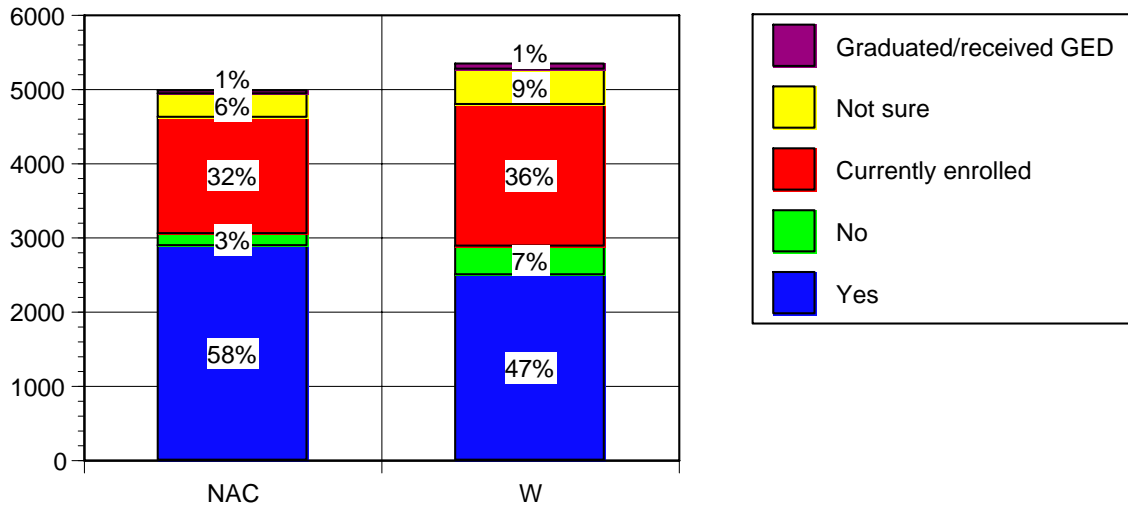


When responding to the survey item regarding what FLVS could have done to help keep students from withdrawing, most students said that there was “*nothing*” that FLVS could have done. Student comments show evidence that many students drop out of their online course due to “*personal reasons*” not as a result of anything FLVS did or did not do. Below is a subset of students’ open-ended remarks. Some of the reoccurring comments include:

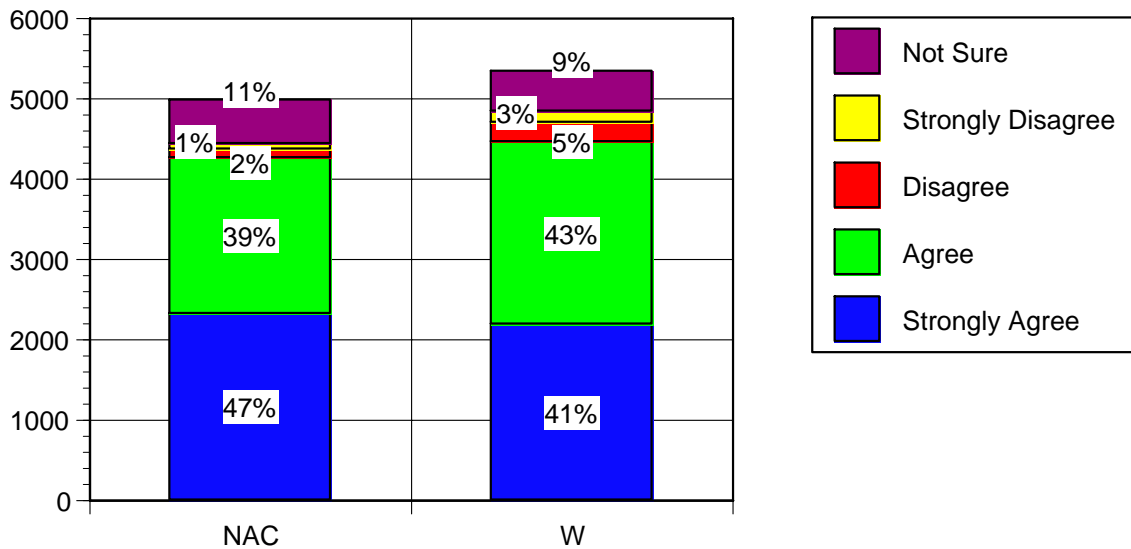
- √ FLVS should allow students to start their courses sooner or in a timeframe that better matches students’ schedules.
- √ FLVS should ensure that communication is complete regarding students being dropped. Many students were confused by this survey since they appeared to have no idea that they were dropped from the course.
- √ FLVS should ensure that students are aware that they have been activated in their courses. Again, there were many comments provided indicating that several students were completely unaware that they were enrolled and/or activated in their course.
- √ Lastly, several students mentioned that they had already completed their course, again leading to confused comments about their participation in this survey.

- *It was simply timing; I intend to sign up for the course again.*
- *There wasn't a problem with the course. It was a scheduling conflict; I didn't have time to do everything else I had to do as well as this course.*
- *They could have called me to let me know how to get a hold of my teacher so i could take the class. I waited almost three months for this class. I just got assigned to a teacher in december right before Christmas.*
- *I know it was out of FLVS's hands but the reason I dropped it was because the course finally started after my summer vacation ended which was the only time I had for the course.*
- *I'm not all that sure if it was just my computer lacking the hardware or I was probably incapable of actually going along with the program online. I was unable to communicate with the teacher virtually using the virtual classroom software or whatever it was called and I knew that because I was unable to fix it, I would instantly fail or possibly do horribly in that class.*
- *I never took this course; I dropped the class for personal reasons, NOT because of teacher or curriculum. I just had personal schedule conflicts, obviously not FLVS' fault.*
- *The course could have been offered at a time that I was able to take it.*
- *I did not know that i was able to take the course already.*
- *They should have explained to me that I was dropped in the course.*
- *Enrollment was in Dec and the actual welcome call was not made until the week of Feb 4th. This did not allow enough time to complete the course before starting classes in AUG. This course was a pre-requisite to Geometry.*
- *No, since the reason I did not stay is because I lacked a computer.*
- *My leaving has nothing to do with math, FLVS, school or anything, its a personal problem.*
- *FLVS could have informed me that the course was dropped I had no idea I was ready to start this course.*
- *Well, first off I was unaware of my starting the class. I had called him to speak with him and to try to explain that I was planning to start this course at the end of april but, all i got was a machine and no return call.*
- *They could have called me to let me know I was in this course!*
- *I do not want to be dropped from the course, I received a welcome call however my Mother wasn't home at the time, and I thought we were resceduling the welcome call for when my Mother would be present.*
- *I was in the hospital for 3 days so I was unaware that I was dropped from the class. My mother called the teacher and left a message but no one called back.*
- *My mother spoke with Ms. Flynn. I missed a phone call with her, and then called her two times and have not made contact. I did not know this course was activated.*

Would you consider registering for another course with FLVS in the future?



You would recommend FLVS to other students:



Two revealing questions related to students' satisfaction with FLVS include whether or not they would be willing to take another FLVS course and if they would recommend the online school to others. In both instances, students' responses appear favorable to FLVS. Data here show students who were never involved with their FLVS course, as well as individuals who began their course but did not complete. Most of the students from each of these groups would be

willing to take another FLVS course and recommend FLVS to other students. The remarks related to this survey item were overwhelmingly positive.

- *It helps in academics, and offers courses not offered in school.*
- *This is a good way to either make up your credits or take a new class.*
- *The material is there and is easy to learn.*
- *I've already recommended it to my brother so he could help finish his school year faster.*
- *FLVS is a great alternative to public schools because you're able to work at your pace.*
- *Good way to get better at math.*
- *I have and will continue to encourage my peers to take online classes through FLVS. It's possible there are other students like me that may require the assistance of a teacher first-hand while studying alone without the classroom disruption. I enjoyed FLVS very much, I would probably even have my own children take online classes. It was great only I fooled around with the time and messed myself up, so now I'm behind in traditional school...hope to make up some on flvs this summer and maybe get back on track...*
- *I would definitely recommend this course and all of the FLVS courses to other students. FLVS is great, it has given me the opportunity to spend more time with my family. As well as take on more activities I would not normally have time for.*
- *The over-all experience I have had has been great, I have had very caring teachers who have made me feel like they were interested and would do whatever needed for me to succeed. FLVS is an excellent way to school.*
- *The only courses I have had trouble with are the math courses, but that could be just me. All the other courses I have worked with are very easy to use and they do their jobs. The teachers I've had are very enthusiastic about my learning and they make it clear that they really want me to pass. They really want me to not only pass, but to learn the material and retain it for as long as possible.*
- *Maybe for another class but not for a math class.*
- *I would tell them that they need to have a lot of time to devote to taking a course. FLVS is a life saver if you need more credits.*
- *If you need to get a course done, that your school doesn't offer or you can't fit into your traditional school schedule, this is the way to do it.*
- *Certain classes I would, others I wouldn't. There are too many websites with unrelated information in them. The reading becomes dragged out and boring, losing the attention of the student.*
- *FLVS is a great site to take online courses. The teachers are very friendly and helpful, the information is all clear, and it doesn't have the distractions a normal classroom would have.*
- *Depends on who the person is and how dedicated they are.*
- *I found it to be very helpful more helpful than when I was in my other school. Because it has saved me. I can't go to actual school, I can't stand the teachers, and I get sick a lot. However I did not want to be a drop out, but that would have been my only choice if it wasn't for FLVS.*
- *My mom had to fight with the school administrators to allow me to take Virtual school class for grade forgiveness, she had to go to the Superintendent of schools and argue before they would approve the application. The online class is more challenging and*

makes me use more critical thinking skills, much better than the English teachers who should have retired 2 decades ago in my school.

- *i would recommend it to people that need a second chance or wish to get ahead in a class or two. however, i would warn them that it can be a little strenuous and to be willing and able to put everything asside and really spend some time working to complete these courses.*

Conclusion

First year findings from the FLVS Student Exit Survey reveal some interesting information. Perhaps, the most important thing revealed was that many students are either unaware that they were ever activated or that they had been dropped from their FLVS course. Given this finding, it may be useful for FLVS to review its current communication processes regarding students' status and determine if there are additional avenues for communication so that there are no doubts that students are receiving information regarding their status in FLVS courses. Also, a number of students indicated that they did not continue in their online course due to a schedule conflict caused by the delay between when they enrolled in their course and when they were finally activated. It appears that FLVS will have greater success in keeping students enrolled and participating if there is less time between enrollment and activation. Regarding specifics on course and school processes, the majority of students who never complete their online course appear to remain positive towards FLVS. Though many differences appear between students who are close to completing their FLVS course (Student Survey participants) and individuals who do not finish their FLVS course (Exit Survey participants), the latter still rate FLVS favorably in areas pertaining to reading levels, course difficulty, course content, and student-teacher communication. Most non-completers would sign up for another FLVS course and would recommend the virtual school to other students; this is indicative that their experiences were not negative. In fact, many students express that their early withdrawal from FLVS was due to personal reasons about which FLVS personnel could have done little. However, it would still be beneficial for FLVS staff to look closely at the data provided from the Exit Survey, especially in comparison to the Student Survey and determine ways to close the gap between responses on these instruments.