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Abstract

What experiences do students find satisfying in online courses? What experiences do they find dissatisfying? Satisfaction is an important pillar in the widely recognized Online Learning Consortium framework - *Five Pillars of Quality Online Education* - for judging the quality of online education. This study applied Herzberg’s Two-Factor framework, from organizational psychology, in analyzing survey responses of over 600 students who described online course experiences that they found to be satisfying and dissatisfying. *Satisfiers* included recognition, achievement, and course flexibility/convenience; while *dissatisfiers* included assessments, instructor facilitation skills, and course technology. Recommendations include using the *satisfiers* and *dissatisfiers* to inform the design of an evaluation framework. Online course practitioners can use such a framework to balance the selection of items or questions to assure that they address both *satisfiers* and *dissatisfiers* on course evaluation tools (e.g., self-evaluation checklist and formative and summative course surveys) to improve student engagement and outcomes.