



**2013 MCCVLC Distance Learning Administrators  
Survey Results  
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## MCCVLC 2012 Distance Learning Administrators Survey Results

### Name of institutions that responded:

Alpena Community College Delta College Glen Oaks Community College Gogebic Community College Grand Rapids Community College Jackson Community College Kalamazoo Valley Community College Kellogg Community College Kirtland Community College Lake Michigan College Lansing Community College Lawrence Technological University	Macomb Community College Mid-Michigan Community College Monroe County Community College Montcalm Community College Mott Community College Northwestern Michigan College Oakland Community College Schoolcraft College St. Clair County Community College Washtenaw Community College Wayne County Community College District West Shore Community College
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### Distance Learning Program

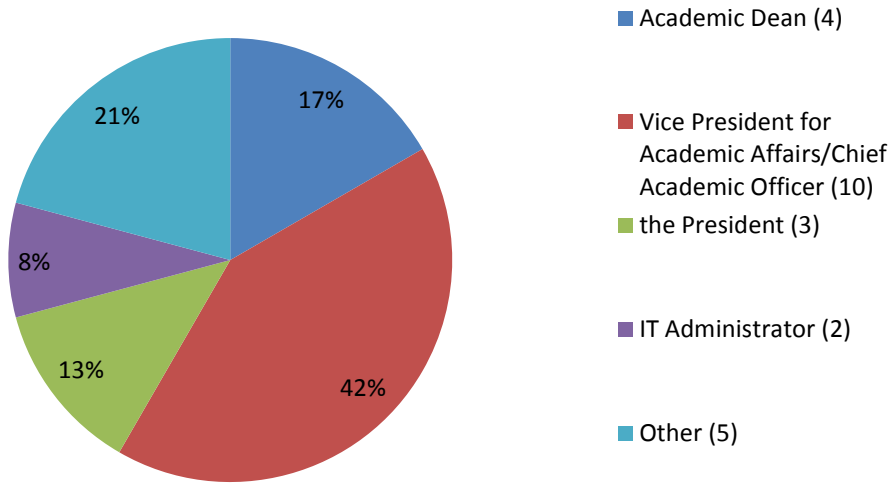
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#### 1. Title of person formally (or informally) responsible for Distance Learning at your institution:

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Director of Learning Technology Director, Educational Media Technologies Director, Distance Learning and Instructional Technologies Director of eLearning Director of Faculty Success Center Director of Learning Technologies Director of eLearning Services Director, Inst. Tech & Virtual Lrng Director of Internet Technologies and Distance Education	Dean of Instruction Dean of Arts and Sciences Dean of Distance Learning Dean of Arts & Sciences  VP Student & Academic Affairs
Coordinator of e-Learning and Instructional Support Online Learning and Technologies Coordinator	Associate Dean of Extended Learning & Workforce Development Associate Dean of Distance Learning
Manager, e-Learning Manager, e-Learning, Faculty Support and Web Services	At this time, there is not an official Distance Learning Program Administrator. Vice Chancellor of Academic & Student Affairs has final approval of faculty release time for online course development. Provost of Distance Learning
Instructional Designer	Distance Learning Consultant

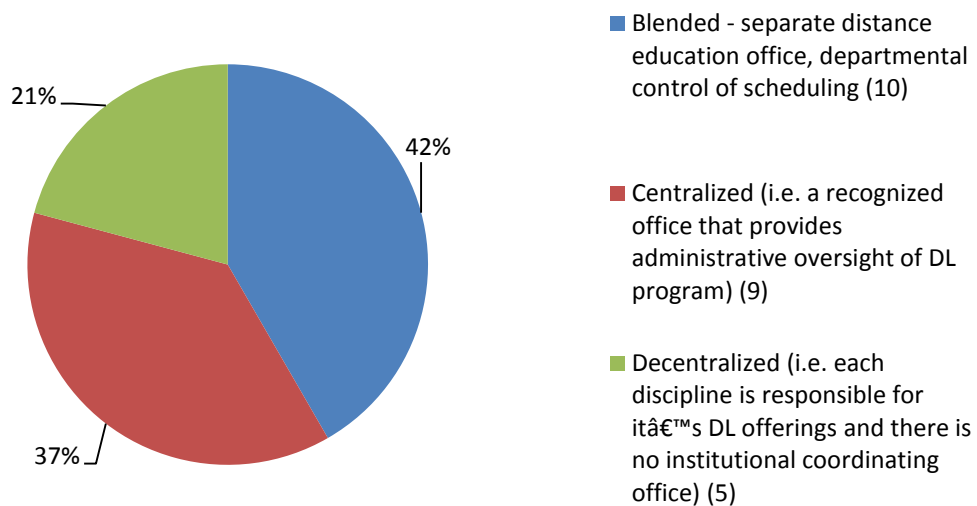
**2. Your Distance Learning program administrator reports to:**



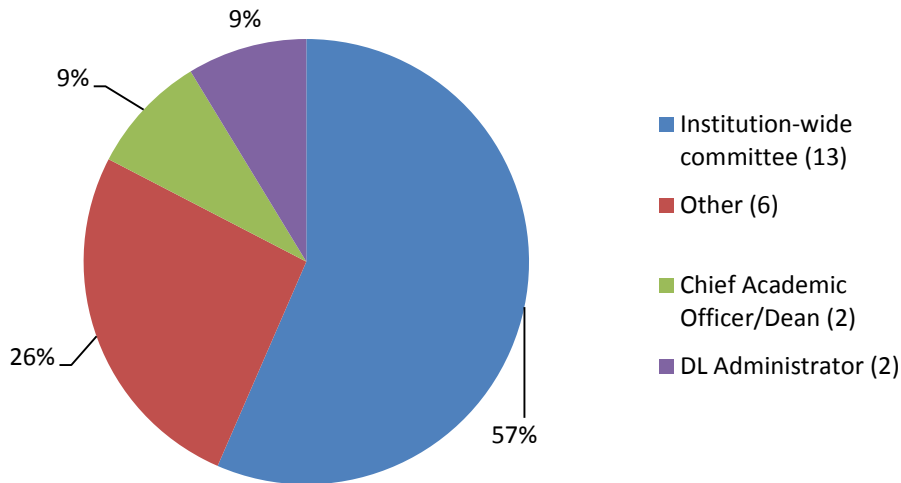
**Those who answered “Other” explained:**

- At this time, there is not an official Distance Learning Program Administrator. Vice Chancellor of Academic & Student Affairs has final approval of faculty release time for online course development. Faculty and their Discipline determine course offerings at this time. Academic Technology Group within IT provides LMS instructional support to faculty.
- Chief Technology Officer
- Associate Vice President for Academic Services
- Chief Information and Organizational Development Officer
- Associate Provost

**3. Administratively, is the organization of your Distance Learning program:**



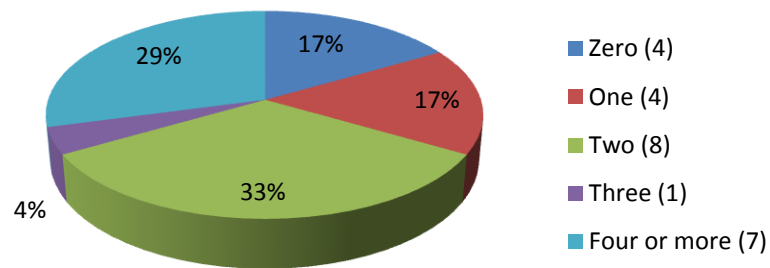
4. Administratively, how are policy/procedure decisions regarding the Distance Learning Program made (such as, program and course offerings, course development, and orientation)?



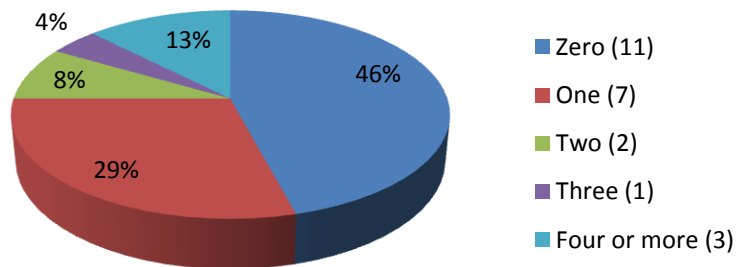
**Those who responded “other” briefly explained:**

- General policies and procedures are handled centrally. Program or course specific decisions are handled by the academic department.
- It is a mix. There is a centralized office that carries out instructional design, develops distance learning courses (online, blended, web-enhanced traditional), maintains support for the corresponding sites in the CMS used, tracks appropriate performance statistics, etc. Each discipline is responsible for recommending courses and faculty for online development and the supervising dean is responsible for scheduling the online sections, appointing faculty and monitoring faculty performance. However, it may be that there will be more decision making from the Chief Academic Officer and the Dean of Distance Learning in the future.
- At this time, there is not an official Distance Learning Program Administrator. Vice Chancellor of Academic & Student Affairs has final approval of faculty release time for online course development. Faculty and their Discipline determine course offerings at this time. Academic Technology Group within IT provides LMS instructional support to faculty.
- Program and Course Offerings, Course Development, etc. is decided by the department the course falls under.
- by the DL administrator with occasional input from an institution-wide committee.

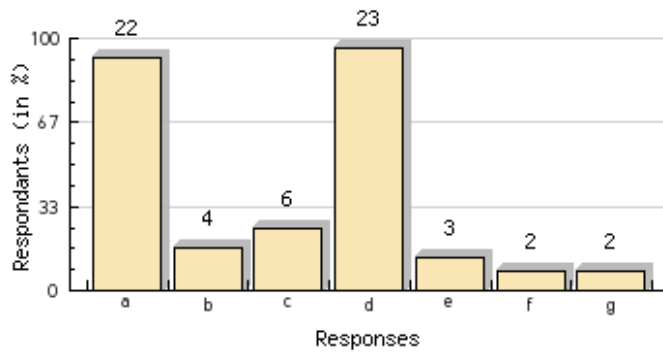
5. How many full time staff is employed in your distance learning program?



6. How many part time staff is employed in your distance learning program?



7. What types of credit courses are offered by your institution (mark all that apply):



Legend	Response
<b>a</b>	Blended/hybrid web classes (less than 50% of class offered online/tied to a traditional class) (22)
	Average percentage of total DE program 20.6%
	Median 15%
	Range 2-95%
<b>b</b>	Live two-way interactive video classes (dedicated network to deliver classes to off-campus/remote locations utilizing two-way video/two-way audio) (4)
	Average percentage of total DE program 4.9%
	Median 5%
	Range <1-8.6%
<b>c</b>	Open Entry/Open Exit web classes (more than 50% of class offered online – minimal or no on-campus time required) (6)
	Average percentage of total DE program 8.25%
	Median 7.5%
	Range 2 - 16%
<b>d</b>	Stand-alone web classes (more than 50% of class offered online – minimal or no on-campus time required) (23)
	Average percentage of total DE program 75%
	Median 81.5%
	Range 5-99%
<b>e</b>	Synchronized web-based conferencing (utilization of “groupware” and/or “voice-over-IP” technologies) (3)
	Average percentage of total DE program 3%
	Median 3%
	Range 1 - 5%
<b>f</b>	Telecourses/cable or broadcast classes (broadcast on local channel and/or local cable system)(2)
	Average percentage of total DE program 8%
	Median 8%
	Range 5-11%
<b>g</b>	Telecourses/other distribution classes (course content delivered using videotaped/CD/DVD mediums) (2)
	Average percentage of total DE program 2.5%
	Median 2.5%
	Range 2-3%

**8. What is the percentage of enrollment (credit/contact hr) that your institution's distance education program is of the total enrollment for your institution for this past Fall 2012?**

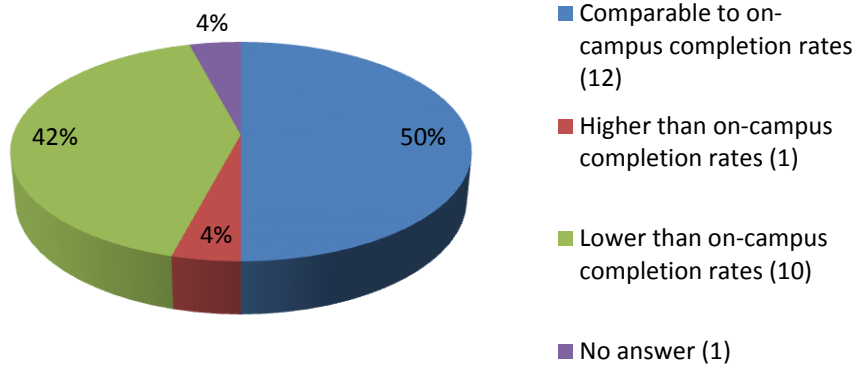
Average	14.7%
Median	12.4%
Range	4.5 - 38%



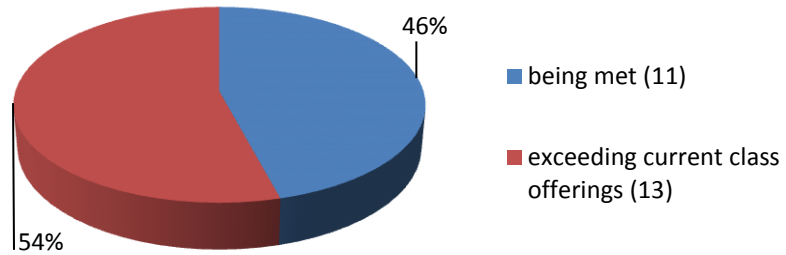
**9. What percentage increase in enrollment has your distance education program experienced in the past year? (Fall 2011 to Fall 2012)**

Average	5.5%
Median	6.7%
Range	-9.75 - 34%

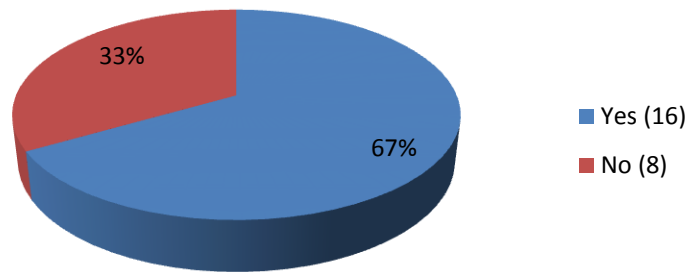
**10. At your institution, the overall completion rates for distance education classes are:**



**11. Is student demand for web-based classes at your campus:**



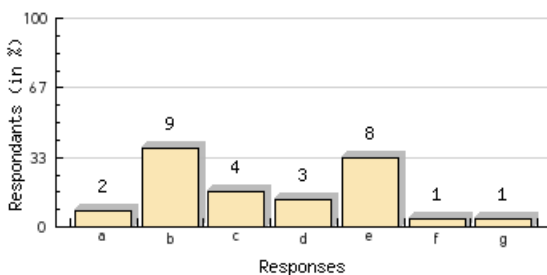
12. Does your institution offer variable length online credit courses - something other than the typical 15-16 week semester-based length?



Of those that answered 'Yes', a follow-up question asked to describe the course length options:

- 7
- 8, 10, 12
- 10 weeks, 12 weeks, considering others
- variable; open entry/defined exit
- 7, 8, 10, 12, 13, 14, 15 week
- 8 weeks
- 1st 8 weeks, 2nd 8 weeks, Late start - 10 weeks, 15 weeks
- 7, 12, 15
- 8 week and 12 week
- 12 week
- 12, 16
- 6 week and 12 week
- 6-week, 8-week, 10-week, 12-week
- 7-8 weeks, at times we have had 4 weeks.
- 1st 7 weeks, 2nd 7 weeks, 2nd 12 weeks

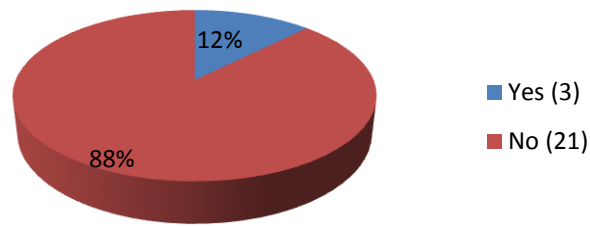
13. Which course management platforms does your institution use for web-based instruction (please mark all that apply):



Legend	Response
a	Angel (2)
b	Blackboard (9)
c	Canvas (4)
d	Desire2Learn (3)
e	Moodle (8)
f	Other (1)
g	WebStudy (1)

The Other response is: Internally written product called Aardvark

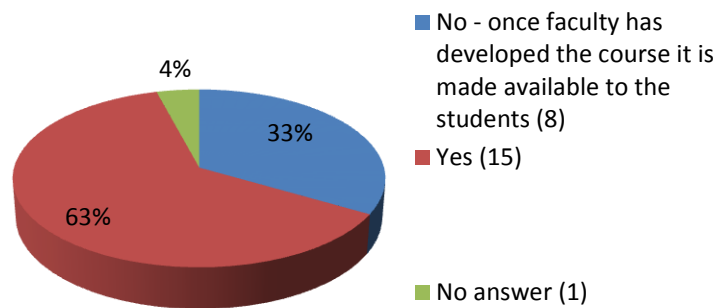
14. Is your institution considering switching the learning management system (LMS) it currently uses for web-based instruction in the next few years?



For those responding “yes” – the reasons for considering other options included:

- We've moved to Canvas after running both for a year...features!
- Price, features
- Moodle gradebook is too confusing for both students and faculty, Moodle version 2.2 did not meet expectations, Moodle required too much training and faculty and students still felt it was too difficult to use

15. Are there any quality assessments done of distance learning courses prior to offering to students?

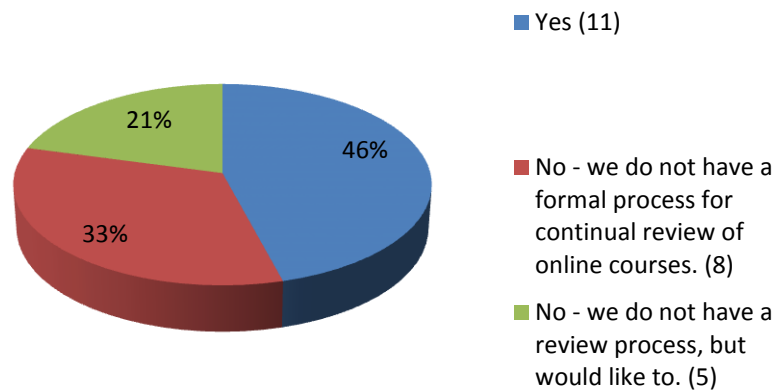


A follow-up question for those answering ‘Yes’, was to briefly describe the assessment process:

- New courses are reviewed by a committee before students are able to enroll. A custom rubric is used.
- When first developed, courses and syllabus have to meet quality standards.
- Once faculty has developed the course it is made available to the students.
- Work with Dean and curriculum committee
- Development of courses requires prior department (discipline) support. Development requires alignment with the standardized institutional master syllabus and course assessment plan. The Distance Learning department both develops and reviews courses and utilizes a staff/faculty Task Force to do so. The Task Force does quality assurance review in alignment with best online practices.
- Self-assessment using VLC rubric
- must meet w Instructional Designer for approval

- We use the Quality Matters peer review process but it is voluntary.
- Course is reviewed the first semester it is offered.
- The instructional designer works with faculty throughout the development process and uses a rubric based on the Quality Matters and MCCVLC rubric to provide a snapshot of the development at this time along with recommendations for enhancements to future iterations of the course.
- The course is reviewed by the DL administrator using the Quality Online Course Initiative Rubric.
- Online Course Development Committee (OCDC) made up of Deans, Online Faculty, Dir. of Learning Technologies responsible for reviewing the course offering application. Upon OCDC recommendation, Academic Cabinet approves the course for development. The Dir. of Learning Technologies provides instructional design support throughout the development process. Upon completion or development, the course is reviewed by Dir. of Learning Technologies using development best practices checklist. The Dir. of Learning Technologies brings recommendation to the OCDC committee. OCDC does a final review and recommends the course to Academic Cabinet for approval to offer.
- Must receive approval by the College's Online Instruction Committee made up of faculty and administrative staff using the Quality Matters rubric as measure of required standards.
- Faculty work closely with an instructional designer to build quality assessments into the course from the start. Once the course is taught, eLearning performs three quality checks each term to ensure compliance with quality standards.

**16. Are there any quality assessments done of distance learning courses at some point in time after the course has been offered to students?**

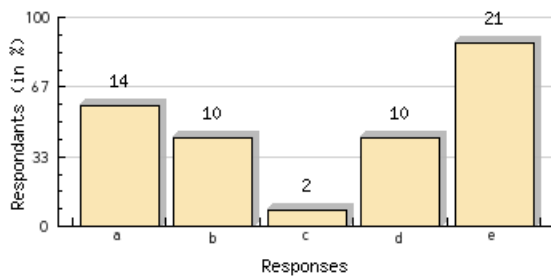


**A follow-up question for those answering 'Yes', was to briefly describe the assessment process:**

- Beginning this year there is a new faculty evaluation and observation system being implemented. This will include review of online courses.
- Courses are checked at the beginning of the semester and periodically throughout the semester for compliance to established standards.
- The Distance Learning department both develops and reviews courses and utilizes a staff/faculty Task Force to do so. The Task Force does quality assurance review in alignment with best online practices on a regular schedule.

- Division dean conducts course observations
- We use the Quality Matters peer review process but it is not mandatory.
- All newly developed courses or courses taught by a new instructor must go through a committee review process to meet the institutions Best Practice for Distance Learning standards. Courses that do not meet the committee's approval have one semester to bring the course up to standard before offering again. Courses that meet the standard, continue to run.
- Quality Matters
- The initial rubric is stored to use as a tool for promoting suggested enhancements on a four-year cycle.
- Each online section reviewed each semester two weeks before semester start to ensure content is uploaded, course personalized and ready for students at semester start. Courses updated as changes are made by the College's Curriculum Committee, as textbooks change, and on a regular schedule every 4-5 years for major redevelopment of courses.
- We review the course throughout the instruction of the course; we perform a "debrief" with faculty at the end of each term, and we review student comments to identify other areas for improvement.

**17. How do you evaluate your electronically-delivered courses (please mark all that apply):**

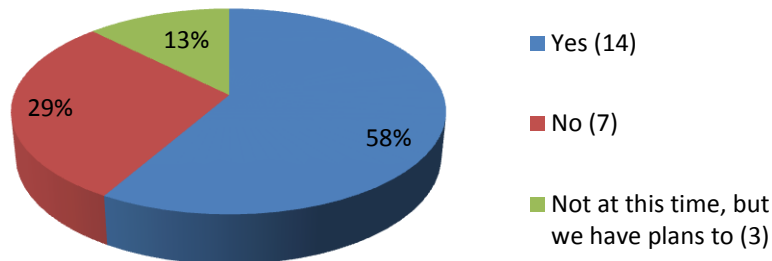


Legend	Response
a	administrative review (14)
b	campus standards/best practices (10)
c	other (2)
d	peer (faculty) evaluation (10)
e	student evaluation (21)

**The 'Other' responses are:**

- Online courses use the same evaluation practice as face to face classes. This varies by discipline.
- A rubric based on the Quality Matters and MCCVLC rubrics.

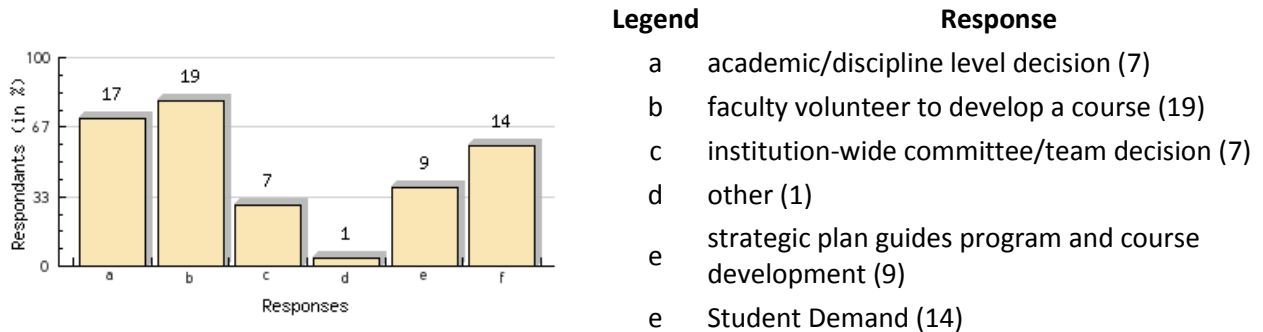
**18. Does your institution offer online degrees?**



Of those that answered 'Yes' – the following questions were asked:

How many Associate Degrees do you offer totally online?	How many Certificates do you offer totally online?
<ul style="list-style-type: none"> <li>• Average: 4.5 degrees</li> </ul>	<ul style="list-style-type: none"> <li>• Average: 4.6 certificates</li> </ul>
<ul style="list-style-type: none"> <li>• Range: 1 – 14 degrees</li> </ul>	<ul style="list-style-type: none"> <li>• Range: 1 – 10 certificates</li> </ul>

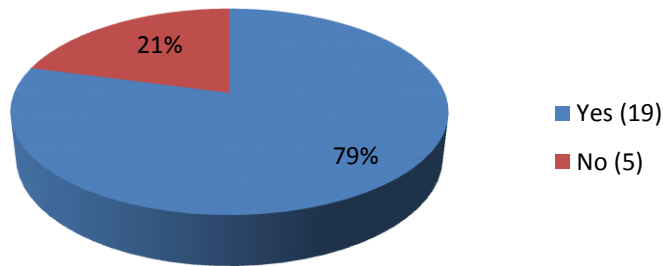
19. How are decisions regarding new distance learning courses and programs made at your institution?



For those that responded 'Other' – the response was:

- Departments and their supervising deans recommend courses for DL development. The DL dean and director recommend which should be moved forward and the chief academic officer gives the final approval. Programs for DL are recommended by the chief academic officer in coordination with the academic deans and the college president. The current plan is to move to build around programs: Highest enrollment/demand programs and those closest to completion to be fully online will have high priority.

20. Do section enrollment limits for distance learning courses differ from on-campus courses?



21. What is the enrollment cap for your online introductory math course?

- Average = 24
- Range = 18 to 33

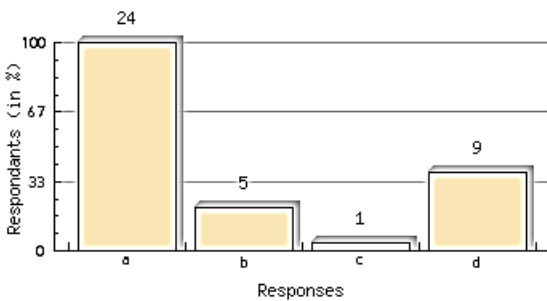
22. What is the enrollment cap for your online introductory English composition course?

- Average = 23
- Range = 18 to 33

23. What is the enrollment cap for an online introductory political science course?

- Average = 24
- Range = 18 to 33

24. Regarding student authentication in the online class, what strategies does your institution use to confirm student work? Check all that

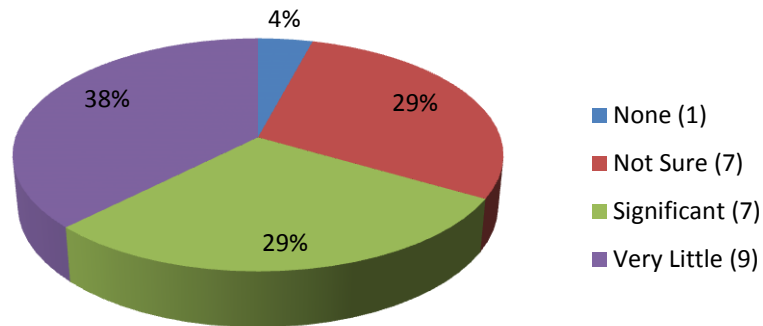


Legend	Response
a	Authentic username/passcode access to course (24)
b	Other (5)
c	Remote video proctoring (1)
d	Require at least one proctored exam (9)

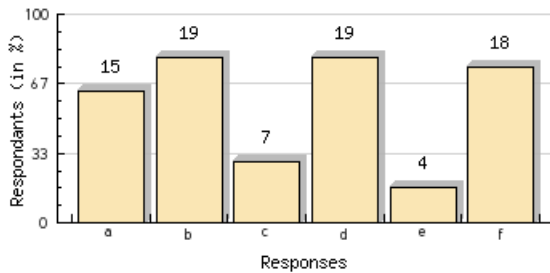
**For those that responded 'Other', the activities to authenticate student work were:**

- Some courses require an in person project/speech.
- Encouraging highly personalized, project-based assessments rather than objective exams.
- Policy language (from Online Course Development Committee) in the process of being approved by Academic Cabinet, online instructors, etc.
- Faculty will be required to articulate how they assess student work and attribute it to a particular student throughout the course. The results will be documented and tracked through the development process and the soon-to-be-developed review process.
- Online Math courses - Require all exams to be proctored.
- some require proctored exam

25. In the next 3-5 years, what level of impact do you expect Open Education Resources (OER) to have at your institution?



26. What roadblocks do you anticipate in adopting OER solutions at your institution? Please choose all that apply:

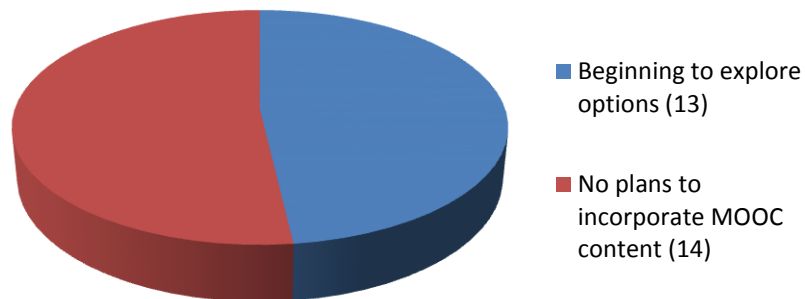


**Legend**

**Response**

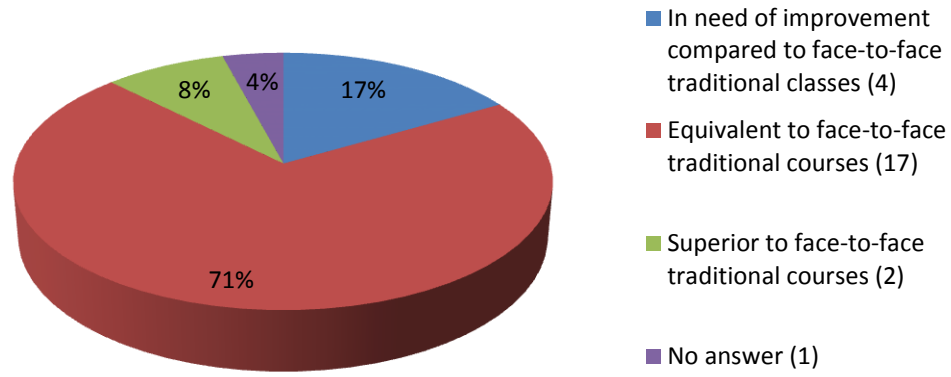
- a Credibility of sources (15)
- b Faculty reluctance to change (19)
- c Lack of ancillary materials (7)
- d Lack of faculty awareness (19)
- e Resistance from administration (4)
- f Time needed to locate and evaluate resources (18)

27. As concerns Massive Open Online Courses (MOOCs), which of the following apply? Please choose all that apply:

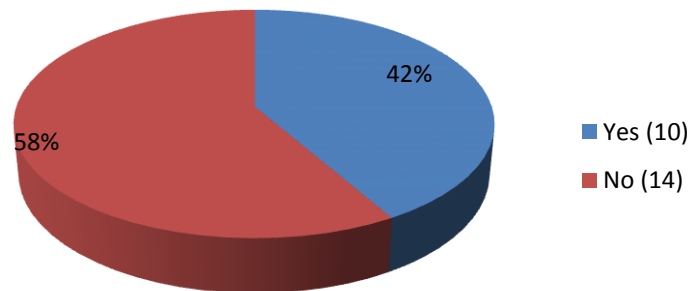




28. Accreditation standards require that distance education courses, content and rigor be equivalent to a face-to-face traditional course. Overall, your distance education courses are: (Please choose only one of the following)



29. At your institution, is there a requirement regarding how much interaction a faculty member has with online students? For example, is faculty required to be present in the class every day or respond to student request within 24 hours?



**For those that answered ‘Yes’, they responded as follows:**

- There is a DL Standard that includes a response within 24 hours. There is currently no official academic policy, however. This will be reviewed by the Academic Governing Council this year.
- Faculty is required to respond to student requests within 24-48 hours.

- three hours per week
- Respond within 48 hours
- Due to the asynchronous nature of e-Learning, faculty members will need to maintain an equivalent standard of communication to on campus classes.
- All online faculty are required to host online office hours 1 hour/per week/per number of courses that they teach. Per Best Practices, instructors are required to post weekly announcements and answer email within 24-48 hours M-F.
- We have a rule of 24-48 hour response to students.
- Highly recommended that the instructor is available and present daily in the virtual classroom.
- In 7 or 12-week course format, faculty must respond to students within 48 hours. In 15-week format, faculty must respond to students within 72 hours.
- Faculty are required to participate online a minimum of 4 days per week and to be active participants in discussion forums and other interactive areas.

## Greatest Challenges

30. As a Distance Learning administrator, please rank your greatest challenges for your program. Greatest = 1; Least = 12

Challenge	Ranking 2013	Ranking 2012 (Spring)	ITC Ranking 2012 (Fall)
Adequate quality assessment of distance learning courses	1	2	2
Support staff needed for training and technical assistance	2	5	3
Operating and equipment budgets	3	1	4
Adequate student services for distance learning students	4	4	1
Adequate administrative authority	5	3	5
Student authentication in online courses	6	7	7
Faculty acceptance	7	9	10
Organizational acceptance	8	8	11
Compliance with new financial aid attendance requirements	9	6	8
State Authorization regulations	10		6
Adequate space for training and technical assistance	11	10	9
Student acceptance	12	11	12

31. As the Distance Learning administrator, what other challenges are there for your distance learning program?

- Support from Other Departments in supporting students. Course Development time and resources. Accessibility Requirements.
- Meeting accessibility requirements, takeover of Publisher LMSs, ability to implement requirements for training / course design.
- Certification programs for distance learning faculty
- Consistency of teaching by faculty and following a true online teaching and learning philosophy in all classes
- Insufficient authority to set policies and procedures that apply to all faculty and all sections of courses
- Lack of a point person with both the responsibility and authority to create the DL infrastructure.
- To my knowledge there is not an official Distance Learning Program Administrator. This question may be best suited for the Vice Chancellor of Academic and Student Services.
- Student success
- How to measure quality in online education.
- LMS constraints
- We have not addressed online learning in our faculty contract.
- Web Accessibility and ADA compliance is a big challenge that we are currently facing.
- I would say they are all covered under these umbrellas.

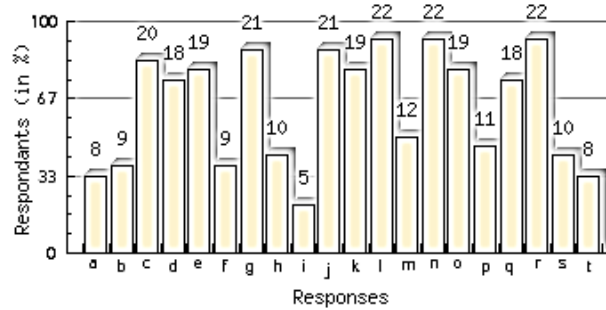
- lack of vision by executive administration for online learning
- Course growth online and hybrid, course designers, new technology, and non-traditional students.
- ongoing assessment, integrated instructional design
- Expanding support for non-academic (credit-based) online learning needs (Extended Education, Training Services, and internal professional development)
- Appropriate resources to support Blackboard.
- Lack of campus-wide shared vision and communication associated with supporting students through use of technology.
- since capacities for online courses are lower admin sees online courses as more expensive to offer, some faculty and admin believe students miss out on the "academic experience" if they don't come on campus
- state authorization and advanced accreditation (beyond HLC).

**32. Are there any public policy issues that place restrictions on your distance learning program?**

- Out-of-state authorizations; Concerns about further requirements for student authentication
- e-Learning faculty must be re-certified to teach e-Learning every two years.
- state authorization

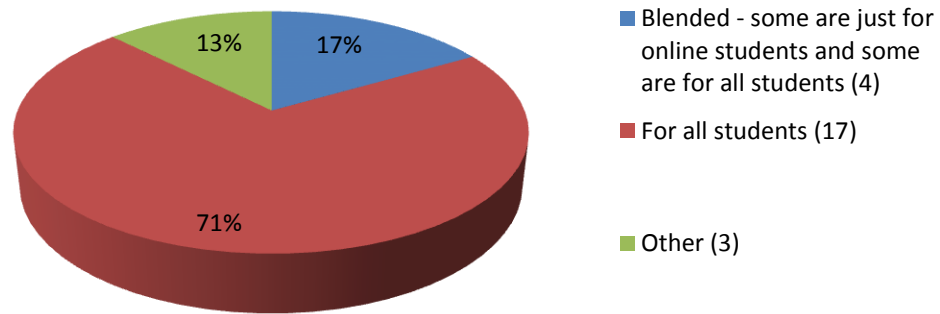
## Student Services Information

### 33. What services do you currently provide (mark all that apply):

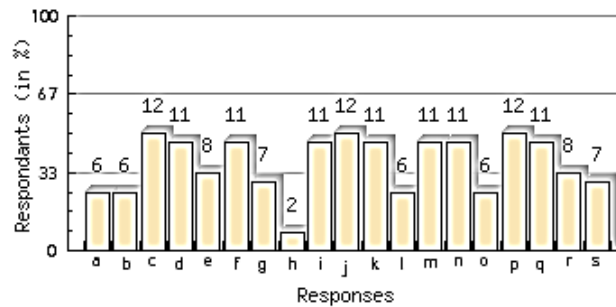


Legend	Response	Legend	Response
a	24/7 faculty helpdesk and technical support for distance learning classes (8)	k	online library services (19)
b	24/7 student helpdesk and technical support for distance learning classes (9)	l	online payment of tuition and fees (22)
c	campus testing center for distance learning classes (20)	m	online plagiarism evaluation (12)
d	dedicated distance learning program website (18)	n	online registration of courses (22)
e	dedicated faculty training staff for distance learning program (19)	o	online student course evaluation (19)
f	on-ground student orientation for distance learning classes (9)	p	online student organization web site and services (11)
g	online admissions to institution (21)	q	online student orientation for distance learning classes (or orientation CD) (18)
h	online advising services (10)	r	online textbook sales (22)
i	online counseling services (5)	s	online tutoring assistance (10)
j	online information and application to financial aid (21)	t	online writing lab (8)

34. Does your institution provide online student support services?



35. What services do you plan to offer in the next year or two? (mark all that apply):



Legend	Response	Legend	Response
a	24/7 faculty helpdesk and technical support for distance learning classes (6)	k	online payment of tuition and fees (11)
b	24/7 student helpdesk and technical support for distance learning classes (6)	l	online plagiarism evaluation (6)
c	campus testing center for distance learning classes (12)	m	online registration of courses (11)
d	dedicated distance learning program website (11)	n	online student course evaluation (11)
e	dedicated faculty training staff for distance learning program (8)	o	online student organization web site and services (6)
f	online admissions to institution (11)	p	online student orientation for distance learning classes (or orientation CD) (12)
g	online advising services (7)	q	online textbook sales (11)
h	online counseling services (2)	r	online tutoring assistance (8)
i	online information and application to financial aid (11)	s	online writing lab (7)
j	online library services (12)		

**36. How are student support services for online students developed at your institution? Who is involved in the development of those services?**

Over half of the responses below (52%) describe a collaborative effort to providing support services for online students. One response in particular describes the vision of online support services for all students, not just online students. In most cases the teams include members from instruction, information technology, student services and student success centers.

Another group of responses (13%), identify support services developed for online students through the student support services division. Finally we have a set of responses (35%) that indicate a variety of opportunities for online students spread out over several departments with no apparent oversight.

- Rely on the associated departments.
- Developed through the Student Success office.
- Collaboration of Multidisciplinary team consisting of Educational Affairs, Institutional Effectiveness, Student Services, and Information Technology.
- it is typically a collaborative effort
- Several areas work independently: The Distance Learning Department develops services (CMS and course support); The Computer Commons/Computer Information Services Tutorial area supports calls from distance learning students; The Learning Support Services are develops services for distance learning students with disabilities; The Counseling and Advising area develops services for distance learning area. Also: The Student and Academic Services area recommends services to any/all of the above area and reviews college services regularly.
- VP Student Sppt. Services
- Unsure of specific process. Depending on the service, approach may vary.
- Individual department
- Faculty and admin
- ITS
- Dean of A&S as well as Dean of Students, Library Director and Instructional Designer
- Usually just student services staff
- Registration services are run through the Student Service and Admissions departments. Online tutoring is run through the campus's Tutoring and Testing Center. Tech support and orientation for students is run through the Distance Learning Office.
- Worked with our Student Support Center having dedicated advisors for online students.
- We've established an ACCESS Team (Action Committee Coordinating Electronic Student Services) which is a four-member, decision-making committee with representation from Internet Technologies & Distance Education and Student and Academic Support Services. These team leaders evaluate needs and challenges, recommend policy and practice, and call others to action as necessary.
- Developed in coordination by support staff and administration
- Global committee of Student Educational Services, Student Retention, Student Success managers.
- Center for eLearning and Enrollment Services office work together to offer services online.
- Suggestions from Student Services dept. brought to Instructional division and would then be passed to Online Course Development Committee (or an ad hoc committee)

- Student Services do it themselves as needed; they are against providing "specialized" support for online students because they want students to come to campus if possible for face to face interaction.
- Online services are put in place to assist all students, not just online students. VP for Student Services and her team, Associate Dean of Learning Support Services and her team, Distance Learning Department, and our Blackboard Support team are involved in development of services.
- for special cases we provide some student services via telephone, like advising, counseling, tutoring
- Through a collaboration of key departments once needs are identified. Anyone can participate.

**37. As regards student orientation to online learning, how does this relate to your institution's new student orientation? Is there any connection between the two orientations, or are they completely separate?**

A clear majority of the responses (20 out of 22 or 91%) indicated that the orientation for online learners is completely separate. Several responses talked about a specific course, both non-credit and credit bearing class specifically for online students. One response indicated that the orientation for online learning space is available to all students due to the fact that so many of the face-to-face classes use the college LMS.

There were several responses that also indicated a coalescing of orientations – both online and on-campus. The orientations are currently in production in both cases, but focus on the New Student Orientation that incorporates technical training for the LMS.

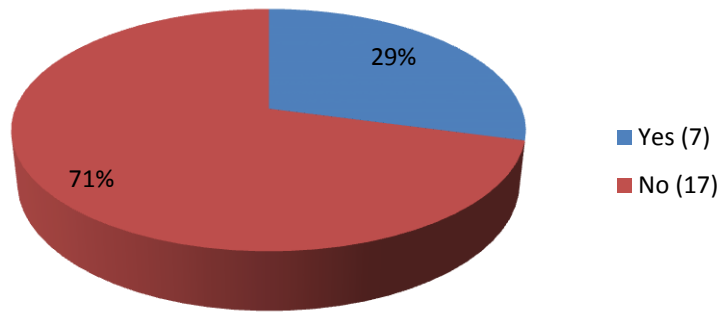
Finally, there was one response that stated “all students, even online, are required to attend F2F orientation. If someone cannot, they will go over things individually with them. Student Services is trying to get everyone to come to campus for what they believe as the "preferred" service level.”

**38. As a Distance Learning administrator, please rank your greatest challenges for your program as relates to students. Greatest = 1; Least = 9**

Challenge	Ranking 2012 (Spring)	ITC Ranking 2012 (Fall)
Cheating/Secure online testing	1	7
Orientation/student readiness for taking distance education classes	2	1
Low student completion rate	3	5
Computer problems/technical support	4	4
Assessing student learning and performance in distance education environment	5	3
Completion of evaluations	6	6
Providing equivalent virtual student services (e.g. financial aid, library services, tutoring)	6	2
Recruitment/interest in distance education	8	8
Disruptive student behavior	9	9



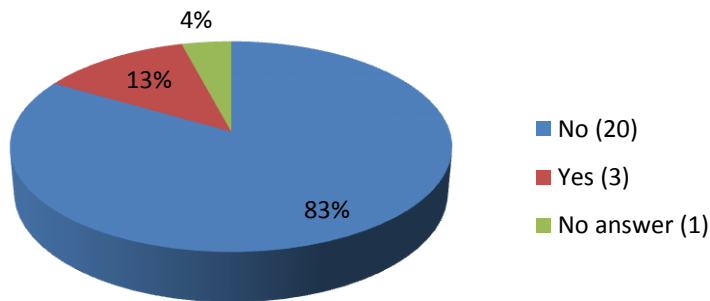
39. Does your college collect a variable tuition rate for online classes?



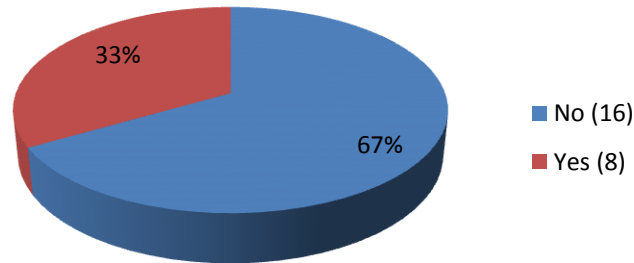
**For those responding 'Yes', please describe:**

- A DL Fee is added to the tuition
- \$50 course fee
- \$25 per class
- \$3 higher charge per exclusively online credit for in-district students; Uniform rate applied to all exclusively online tuition regardless of residency status
- \$75 per online course fee
- \$25 per contact hour increase for online classes
- Actually a course fee, not tuition: \$20/contact hour up to a max of \$80/course

40. Is your college considering a variable rate for online classes?



**41. Are students required to participate in an orientation to distance learning prior to enrolling in distance learning courses?**



**Follow up question to those responding 'Yes' - How is orientation provided?**

- Offered both on-campus and online 3
- Online only 5

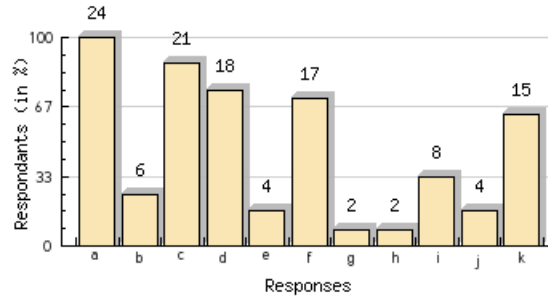
**42. At what point are distance learning students required to meet with an advisor?**

- As needed.
- When new students enroll
- Students are required to meet with an advisor after admission to the college
- Immediately
- They are not required (8)
- upon initial admission
- Any student with under 17 credits must meet with an advisor
- prior to registering
- It depends on the status of the student (First Time vs. Transfer vs. Guest, etc.).
- If enrolling in a math or English class
- Each student is advised to meet with a counselor or advisor. Registration process each semester has the student select their degree or certificate to accomplish.
- First semester attending
- Not required but all students are strongly encouraged
- Before enrolling first time--often at Orientation
- All First time in Any College (FTIAC) students must meet with an advisor. We do not have a specific requirement regarding online students. All student are encouraged to utilize our counseling and advising services.
- when they are first admitted to the college
- F-T-F, never. They are given the option to meet with an advisor online or by phone anytime.

43. What percentage of students that enroll in your online courses are high-school dual enrollments?

- Don't know – 7 responses
- Average – 4.8%
- Median – 2.24%
- Range – Less than 1% to 20%

44. What methods do you use to recruit students to take online classes? (Check all that apply)



**Legend**

**Response**

- a Campus web-based schedule (24)
- b Class announcements (6)
- c Class schedule (21)
- d Dedicated distance learning web page (18)
- e Dedicated marketing budget (4)
- f MCCVLC (17)

**Legend**

**Response**

- g Other (2)
- h Posters (2)
- i Promotional/informational brochures (8)
- j Special distance learning printed schedule (4)
- k Word of mouth (15)