



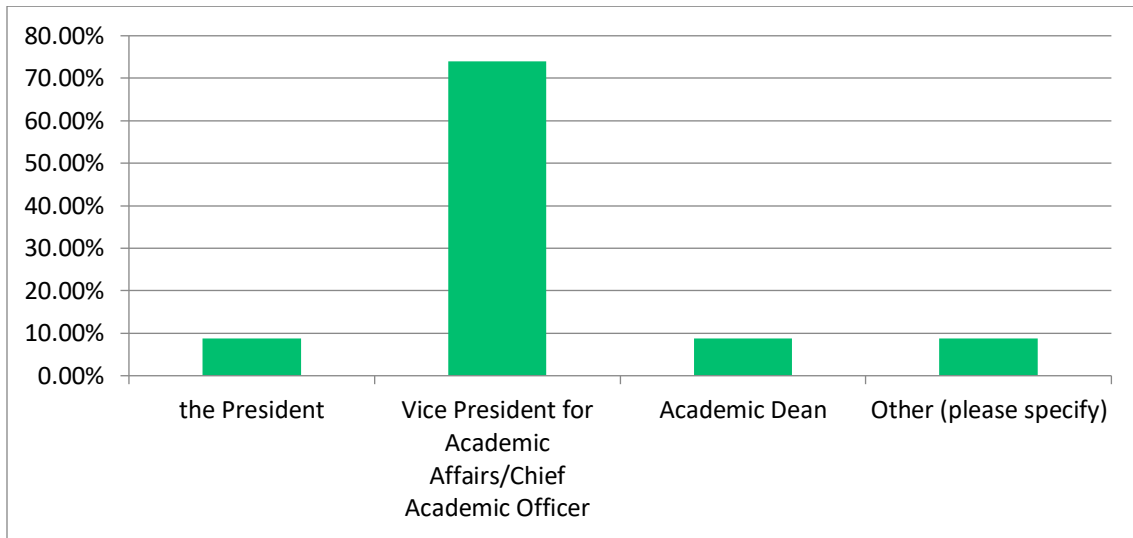
2020 Michigan Colleges Online Distance Education Survey Results

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Administrative Organization

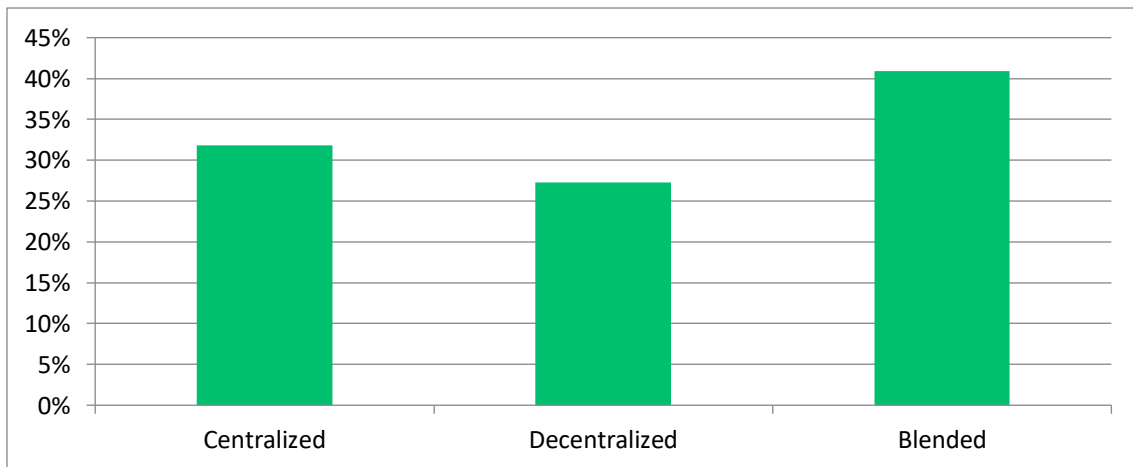
Your Distance Education program administrator reports to:



Other:

- Vice President for Student Services and Technology
- Teaching and Learning Center Director

Administratively, is the organization of your Distance Education program:

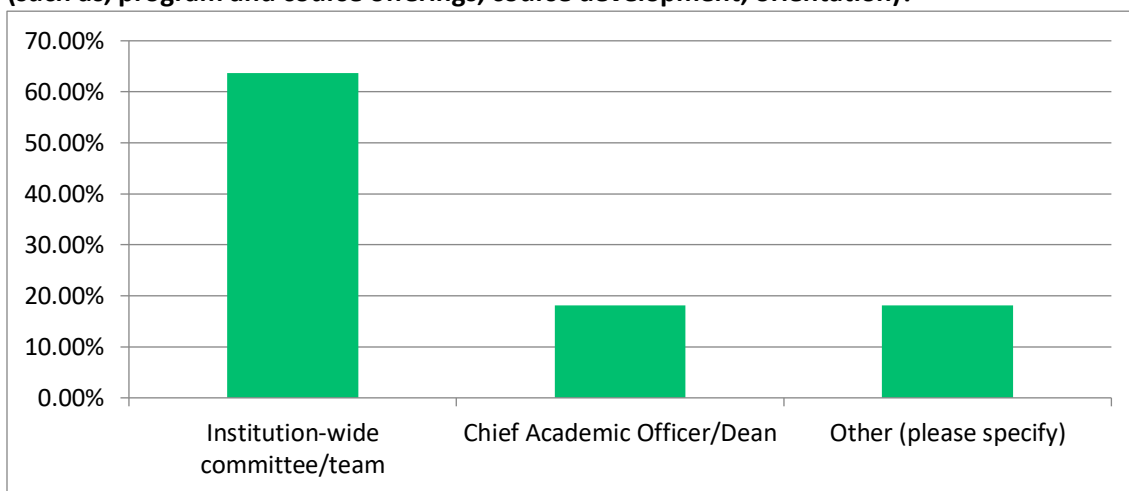


Describe:

- we build "master" courses in a team environment to meet Quality Matters standards; each development includes an instructional designer, a credentialed SME, and a course manager; only credentialed faculty can teach online
- Faculty initiate the DE schedule within discipline; Deans and VP provide final oversight and approval.
- One office oversees all DE operations

- A faculty member serves as the Distance Education Coordinator, getting release to do the work. A Distance Education Committee meets monthly to discuss issues and work on plans for improvement. Academic departments have control over what courses to offer online in a given semester, subject to approval from Academic Affairs. The CTL provides training and support as needed.
- The FSC is responsible for training, working with faculty and other admins to develop online course policies and procedures, and accessibility. As Director, I am responsible for leading the efforts to identify and develop new online programs and the submission of HLC forms.
- Modality decisions via academic department. Online Course Development Committee oversee quality of offerings and reports to the Academic Cabinet who has ultimate decision-making authority
- There is a director and a distance education committee
- VP of Instruction --> DE. Under the Academic Division in collaboration with Student Services and IT. Exec Dir; Dir of Online Services (2 employees), Manager of Learning Systems (4.5 employees); Manager of Learning Design (4.5 employees); Video Team (2 employees), Graphics and Animation (3 employees)
- Director with 8 direct reports. Three work in media production and classroom support; five in direct support of LMS and other systems and instructional design & technology
- Our online course support is through all programs via the CTL as support.
- Every school (STEM, HHS, SoLA, BEPD) determines courses to be delivered as DE
- Departments determine what should be offered, the DE office ensures the courses meet HLC standards
- In order for departments to offer DE courses, their faculty must be certified to teach online by participating in a 6 week course facilitated by the DE Specialist. For a course to be approved to be offered as online or hybrid, the course must undergo a review process. The faculty who is certified to teach DE creates the course and the DE Specialist reviews the course. If the course is approved by the DE Specialist, department chair, and dean then it can be offered for student enrollment.

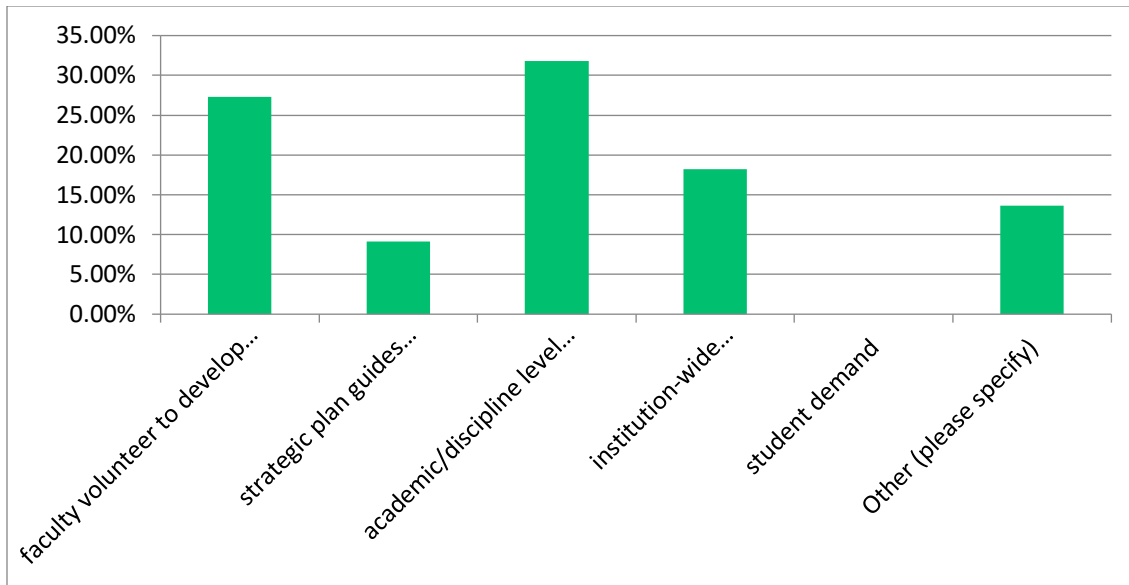
Administratively, how are policy/procedure decisions regarding the Distance Education Program made (such as, program and course offerings, course development, orientation)?



Other:

- mostly by the DE Admin, but the Online Instruction Committee approves courses and advises
- Group effort including faculty, academic leads, and CAO's
- DE Admin has some responsibility over decision making, policy is vetted through Academic Governing Council and DI Advisory Board
- VP Instruction with recommendations of deans and validated through marketing, enrollment services for ROI
- Describe:
- Most decisions are made by the Dean of Distance Learning, in accordance with the Faculty Master Agreement; and Online Instruction Committee made up of training faculty and staff review and approve courses, and advise on related issues
- Depending on the substance of changes, the decision is either made by Academic Leadership Team or President's Leadership Team; VP is a member of both.
- Through the use of a Distance Learning COmmittee
- Group effort including faculty, academic leads, and CAO's
- The DE Coordinator and the DE Committee work together to propose policies that need approval from Academic Affairs
- Modality decisions made at the academic department level. Course development overseen by the Online Course Development Committee. Approval to offer an online/hybrid course is via Online Course Development Committee and ultimate approval from Academic Cabinet
- Through the academic policy procedure that is used for all policy.
- An overseeing Distance Learning Advisory Committee
- input from the director and distance committee
- Recommendation: Faculty/DE committee; Decisions VPI, Deans and Exec Dir in collaboration with bargaining unit
- Policy/Procedure decision depend on the level of impact. Some decisions are made independently by the DE team, such as LMS upgrades, retention policy, backup procedures. Decisions about course development, reviews, copyright, get vetted by an advisory board and our faculty counsel. Or right up through our VP group if the policy is strategic in nature.
- Academic Technology Council and VP
- Some are senate policies, others come from the academic affairs council
- An Online Advisory Committee makes recommendations to the faculty union or other committees
- There is a DE committee that is chaired by the DE Specialist. Policies/procedure decisions are brought to the DE committee and decisions are made through the committee that the DE Specialist then carries out.

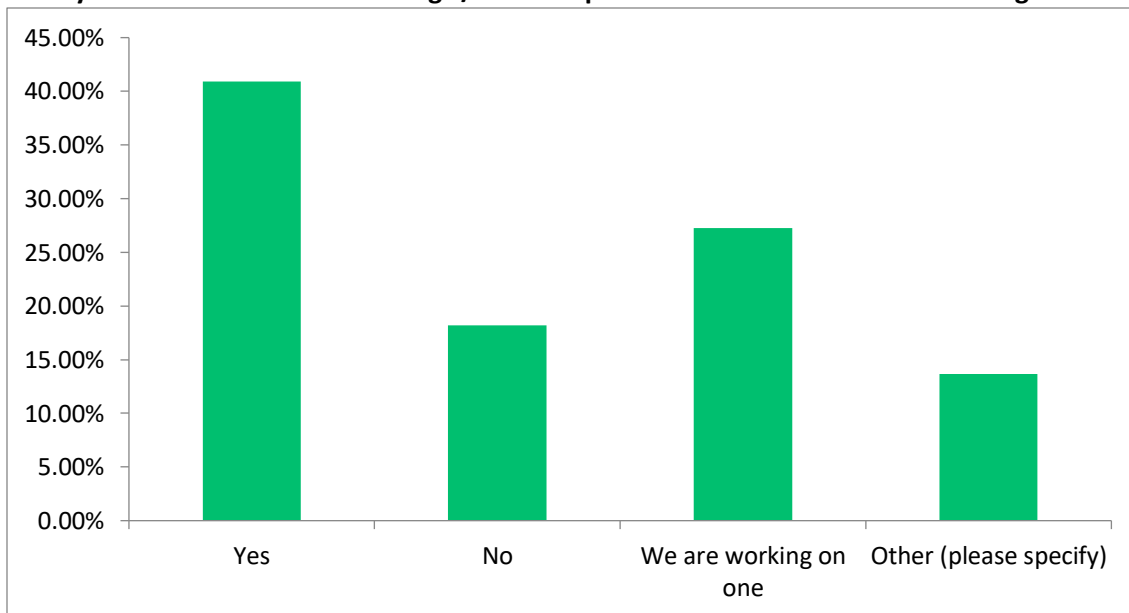
How are decisions regarding new distance education courses and programs made at your institution?



Other

- Dean of Distance Learning in collaborate instructional administrators and department chairs/ reps
- Divisional dean puts the course on the schedule.
- A combination of all the above

Does your institution have a strategic/business plan for the Distance Education Program?



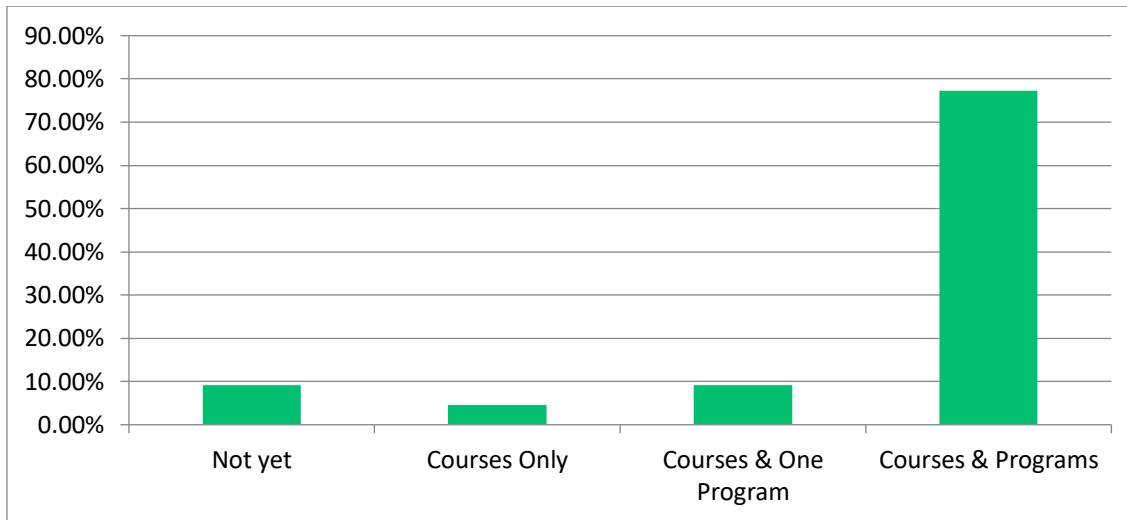
Other:

- Not a specific business plan, but there are strategic plans related to e-Learning
- Included in the overall academic planning and institutional strategic plan
- It is a major emphasis of our strategic plan.

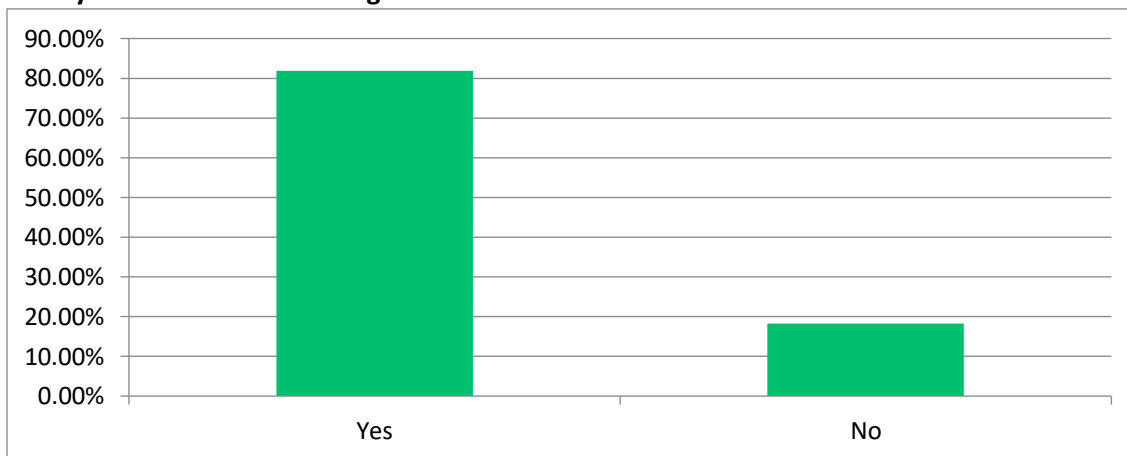
Online Courses and Programs

HLC Approval of Online Courses & Programs

The Higher Learning commission (HLC) requires that colleges receive approval to offer Distance Education degrees. HLC defines a Distance Education (Learning) degree to be one where 50% or more of the required courses can be taken online. Has your institution acquired HLC approval for your online programs?



Does your institution offer degrees that are at least 50% online?



Online Courses and Programs

The following data is from the National Center for Education Statistics – Integrated Postsecondary Education Data System (IPEDS) for the Fall 2018 academic term.

The IPEDS definition for a distance education course is “a course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.”

The IPEDS definition for a distance education program is “a program for which all the required coursework for program completion is able to be completed via distance education courses.”

	DE COURSES offered	DE PROGRAMS offered
Number of Michigan Colleges	27	20

Online Program Areas

Program	Colleges with DE Program	Total # of DE Programs
Business Management Marketing and Related Support Services	15	68
Liberal Arts and Sciences General Studies and Humanities	11	17
Computer and Information Sciences and Support Services	7	18
Homeland Security Law Enforcement Firefighting and Related Protective Service	5	10
Health Professions and Related Programs	4	7
Education	3	7
Family and Consumer Sciences/Human Sciences	2	4
Engineering Technologies and Engineering-related Fields	2	3
Psychology	2	2
English Language and Literature/Letters	1	2
Foreign Languages Literatures and Linguistics	1	2
Construction Trades	1	1
Legal Professions and Studies	1	1
Mechanic and Repair Technologies/Technicians	1	1
Personal and Culinary Services	1	1
Philosophy and Religious Studies	1	1
Precision Production	1	1
Public Administration and Social Service Professions	1	1
Social Sciences	1	1
Agriculture Operations and Related Sciences	0	0
Architecture and Related Services	0	0
Area Ethnic Cultural Gender and Group Studies	0	0
Biological and Biomedical Sciences	0	0
Communication Journalism and Related Programs	0	0
Communications Technologies/Technicians and Support Services	0	0
Engineering	0	0
History	0	0
Library Science	0	0
Mathematics and Statistics	0	0
Military Technologies and Applied Sciences	0	0
Multi/Interdisciplinary Studies	0	0
Natural Resources and Conservation	0	0

Parks Recreation Leisure and Fitness Studies	0	0
Physical Sciences	0	0
Science Technologies/Technicians	0	0
Theology and Religious Vocations	0	0
Transportation and Materials Moving	0	0
Visual and Performing Arts	0	0
TOTAL # of PROGRAMS		148

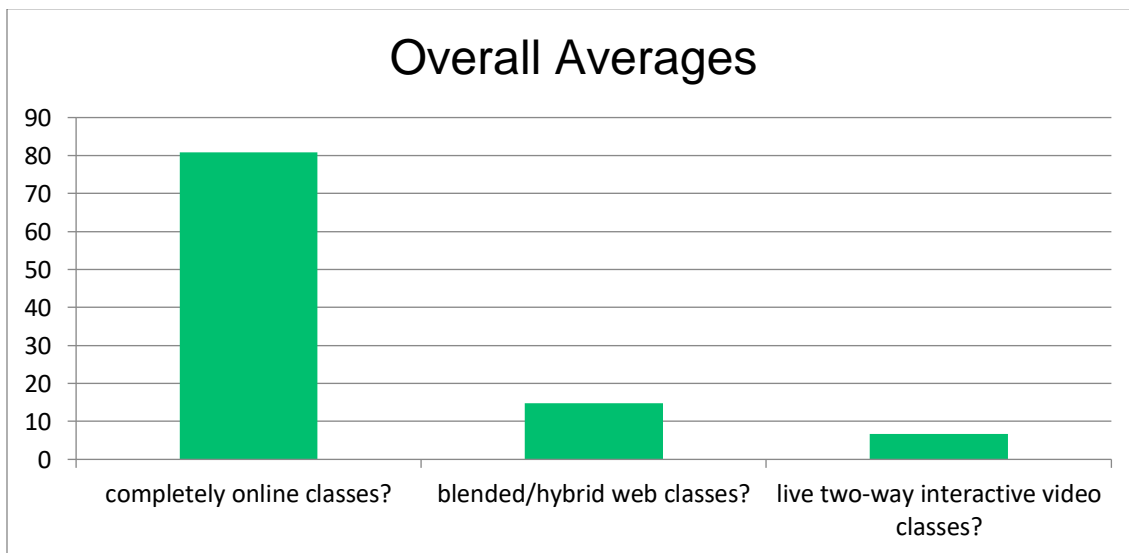
Online Enrollment

The following data is from the National Center for Education Statistics – Integrated Postsecondary Education Data System (IPEDS) for the Fall 2018 academic term.

	Only DE courses	Some DE courses	No DE courses
Percentage	11.3%	16.7%	71.9%
Average per College	726	1,071	4,603
Total	20,318	30,000	128,887

Across Michigan’s community colleges, in the Fall 2018 term, over 50,000 students (duplicated headcount) took at least one online course. This accounts for approximately 28% of the overall enrollment.

What percentage of your online course offerings are (numbers only; should add to 100)



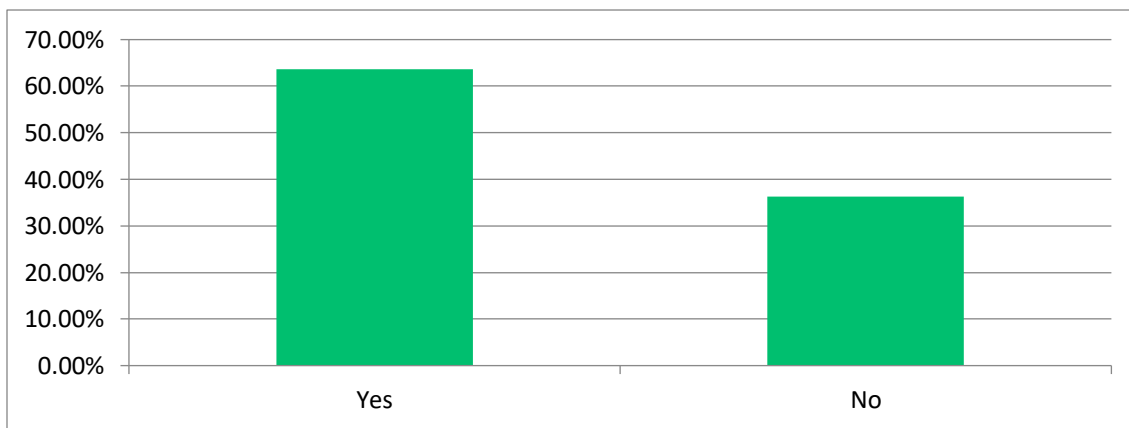
SARA Membership

By law, colleges who enroll students from other states must be authorized in those states to offer the programs. The State Authorization Reciprocity Agreement (SARA) is a national initiative to provide those authorizations with other states. Please select the response that best reflects your institution's current position.



Online Learning Fees

Does your college collect a special distance education fee in addition to regular tuition and fees?



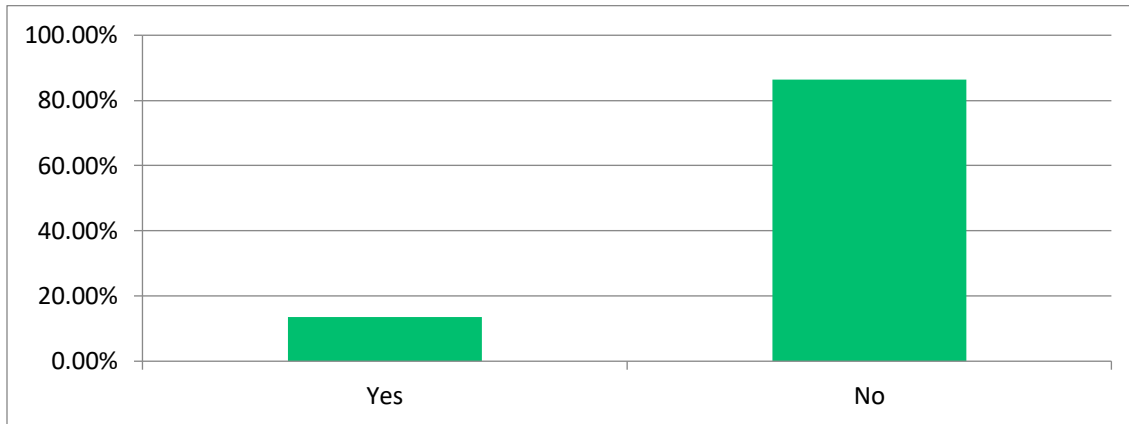
How much is the additional fee for a distance education course? If you charge by credit or course, please describe the fee in those terms.

- \$20.00 per course
- \$31.50 technology fee per contact hr
- \$16 / cr hr - This fee is temporarily suspended
- \$25 per course
- Part of fees collected
- Due to COVID it has been significantly reduced to \$5/contact hour
- \$35 per credit hour
- 1 billing contact hour course = \$60, 2 billing contact hour course = \$90 Online Course Fee, 3 billing contact hour course = \$119, 3.5 billing contact hour course = \$133, 4 or more billing contact hour course = \$149
- \$20
- \$20
- \$30 per contact hour

- \$20/contact hour up to \$80
- Tech fee \$30 per contact up to 16 contacts
- We charge an overall college services fee \$21/hr
- \$140 per billable contact hour

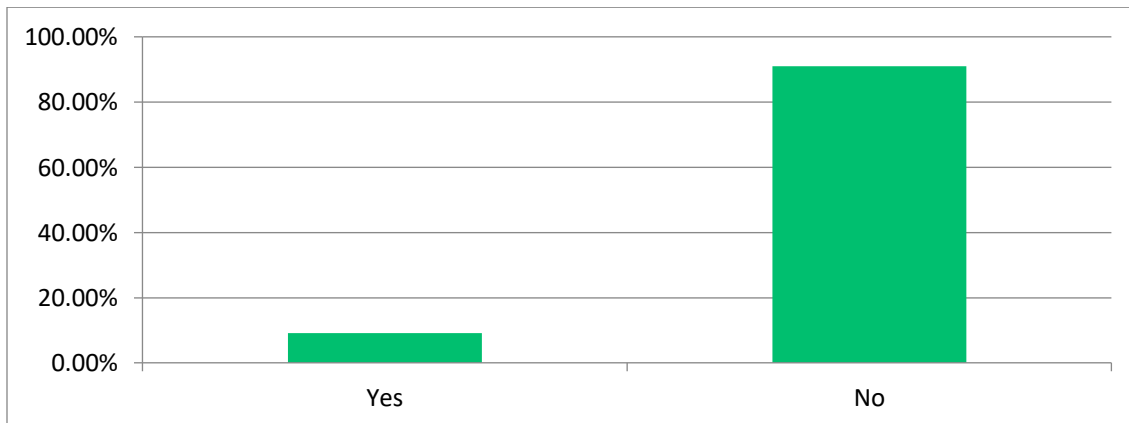
Variable Tuition Rates

Does your college collect a variable tuition rate (a rate different than the on-campus tuition rate) for online classes?



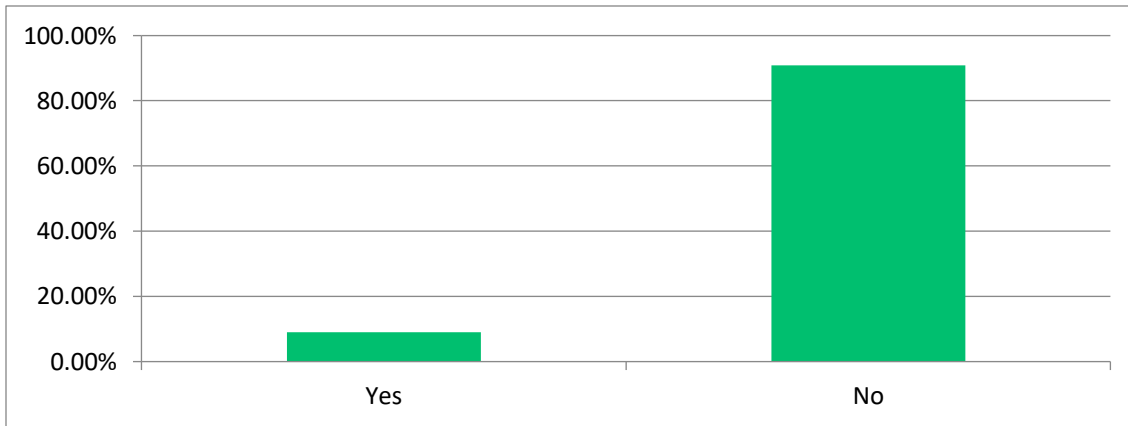
- \$20
- Pandemic effected: traditionally we charge \$22/credit more for in-district. The DE rate however is flat for in-district/out-of-district. Pandemic - DE rates same as F2F
- We go by in district and out of district, but not sure we charge specifically for online. <https://www.kirtland.edu/paying-for-college/tuition-and-fees/>
- This rate is based on the MCO rates

Is your college considering a variable rate for online classes?



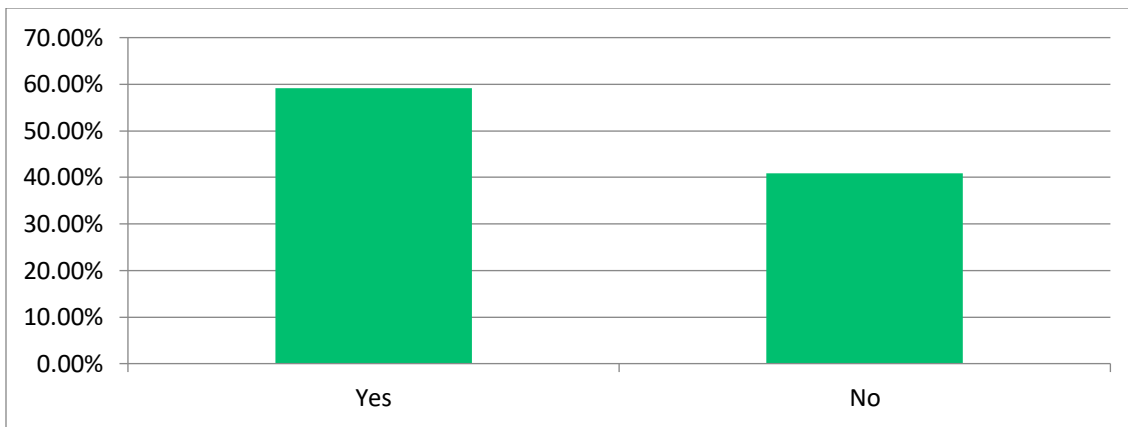
Open Entry / Open Exit Classes

Does your institution offer electronically-delivered open entry/open exit classes?

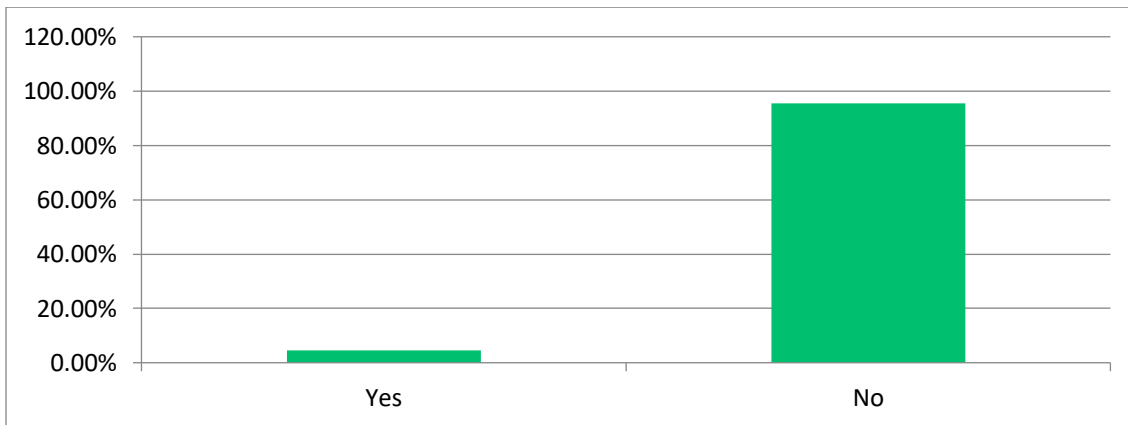


Non-Credit Classes

Does your institution offer non-credit electronically-delivered classes?

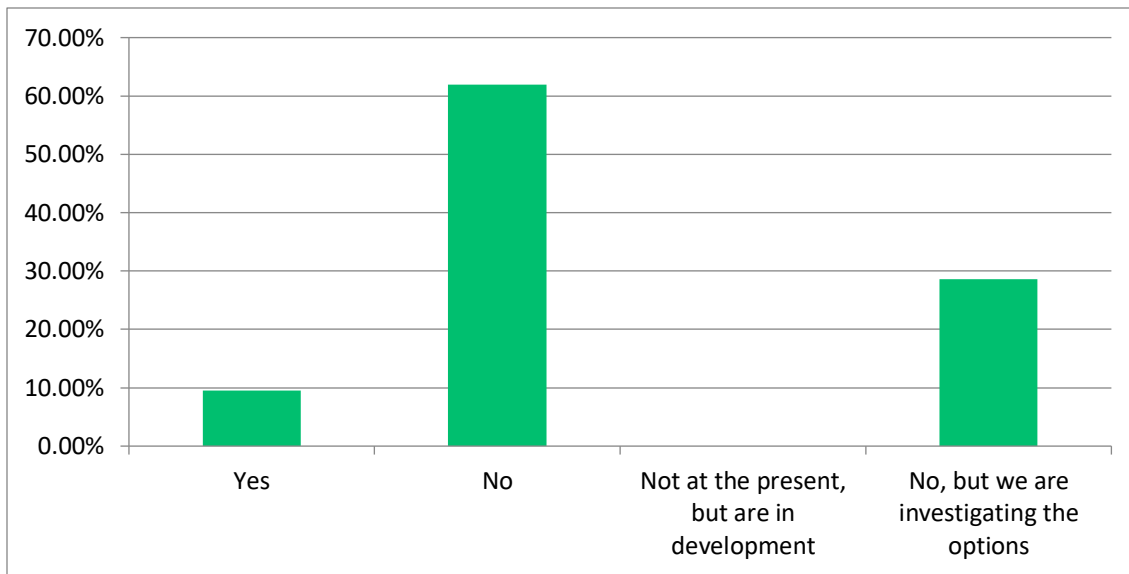


Are non-credit offerings part of the DL program at your institution?



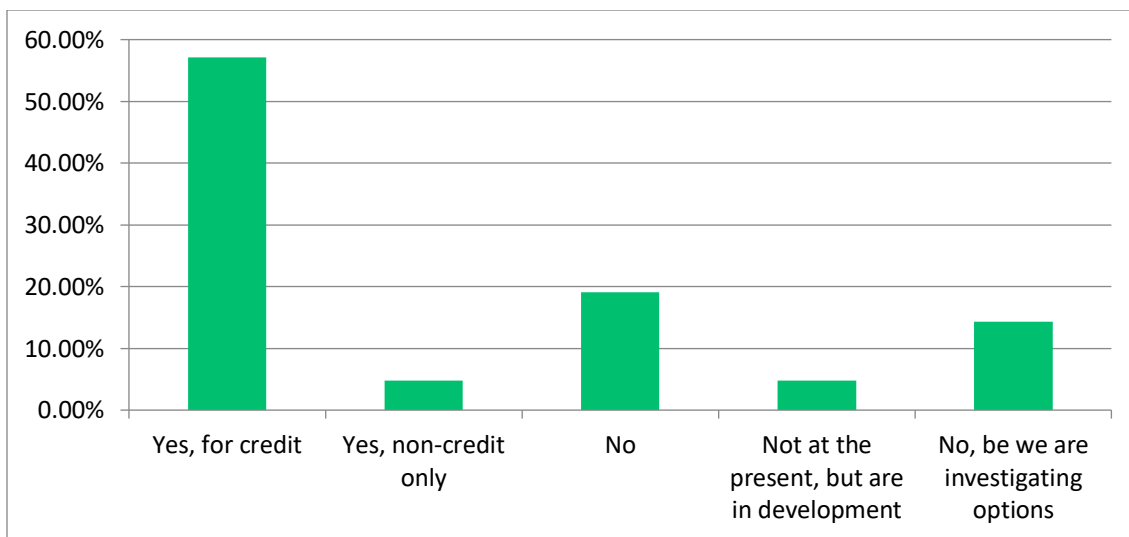
Competency-Based Courses

Does your institution offer online competency-based courses?



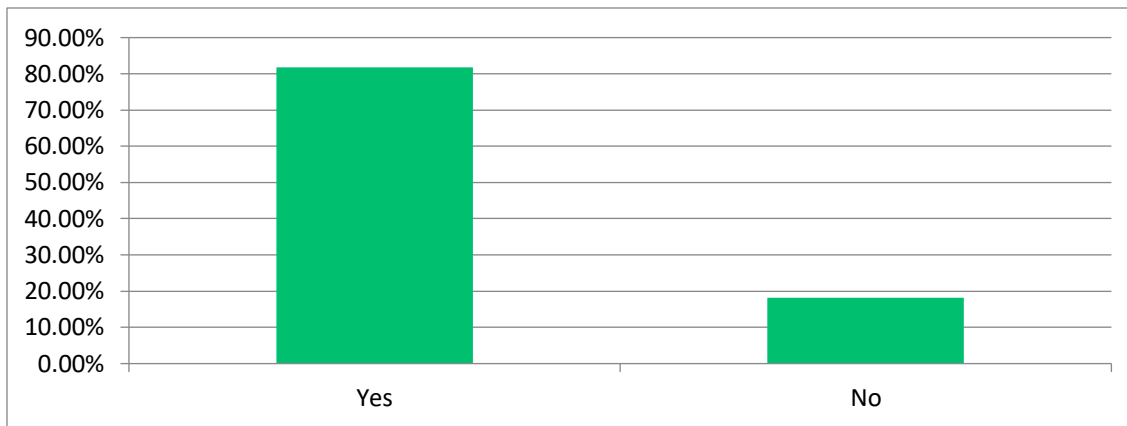
Remedial Courses

Does your institution offer remedial courses online?



Course Length

Does your institution offer online credit classes with something other than the typical semester-length duration?

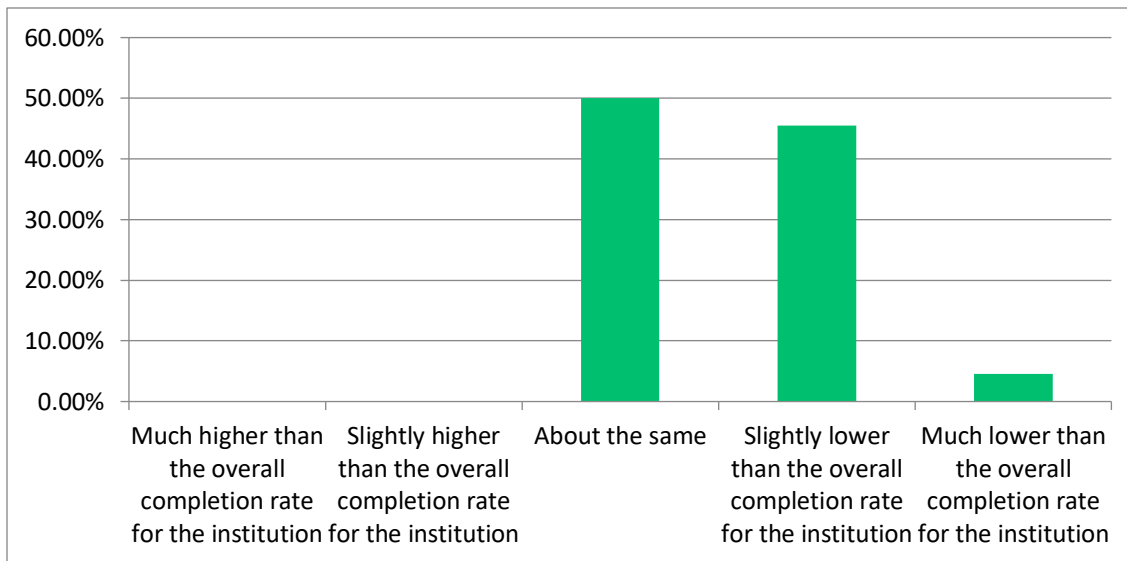


Briefly describe the different course length options.

- 15, 12, 7, 5-week
- 15 week semesters, 13 week semesters, and 7.5 week semesters
- 6, 8, 12, and 16 weeks
- We offer seven week and ten week options
- 7-week accelerated classes
- Late start, fast track and seven weeks.
- We offer 7 week, 12 week, and 14 week classes both online and f2f
- We offer 5 week, 7 week and 12 week options in addition to the normal full semester.
- First 8 weeks, 2nd 8 weeks, Late Start, Regular semester
- Offering 4 week packages (traditional are 7.5, 10, 12 and 15 week)
- Accelerated option of 7 1/2 weeks
- 6, 8 and 12 week classes
- 7 week
- 8 weeks summer, late start classes
- 8-week courses
- 8 and 12 week courses are offered, Non-credit offers a large variety of course lengths
- We offer online 7 week courses during a normal semester.

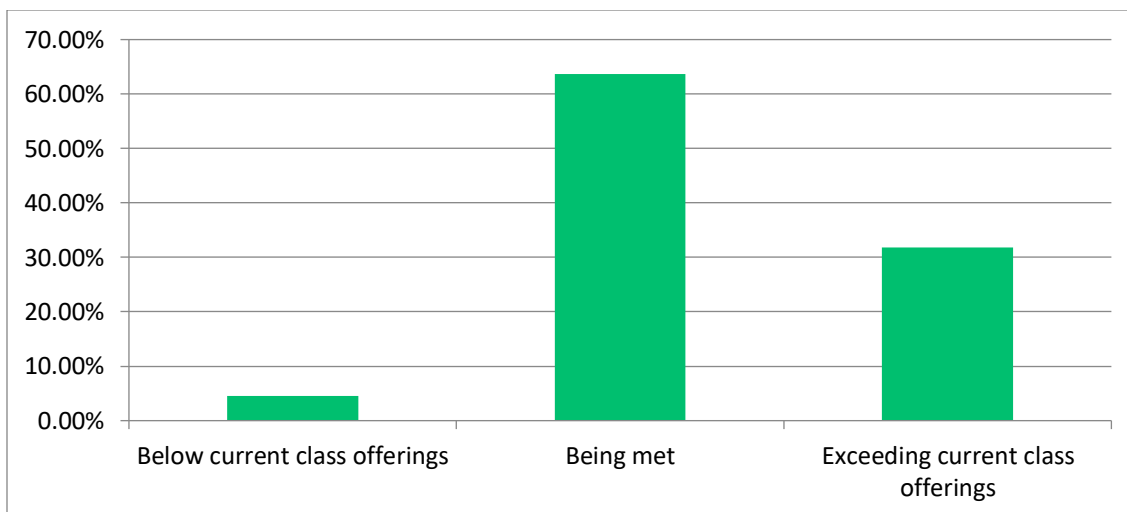
Completion Rates

At your institution, the overall completion rates for distance learning classes are:



Student Demand

Is student demand for online courses at your campus:



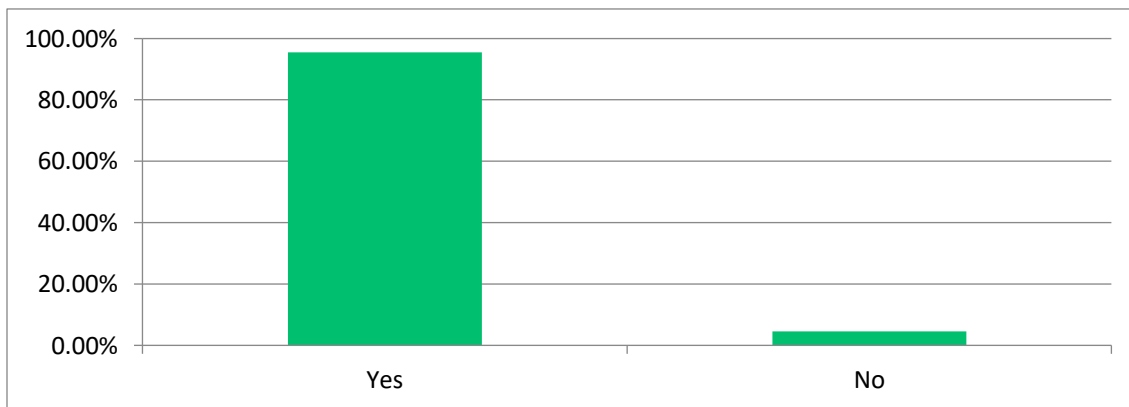
Briefly explain factors that lead to this situation.

- We build a "skeleton" schedule and constantly monitor wait lists and demand to add sections as needed
- Our online offerings represent a larger percentage of our total offerings each semester, i.e. the offerings continue to grow in DE.
- A recent survey indicated community members wanted more courses and programs online
- Prior to pandemic, much institutional skepticism about quality, success rates, etc. Pandemic forced all faculty and classes to certify for online offering
- Besides COVID there are students who would like additional online degrees.
- We add sections once they current offering fill

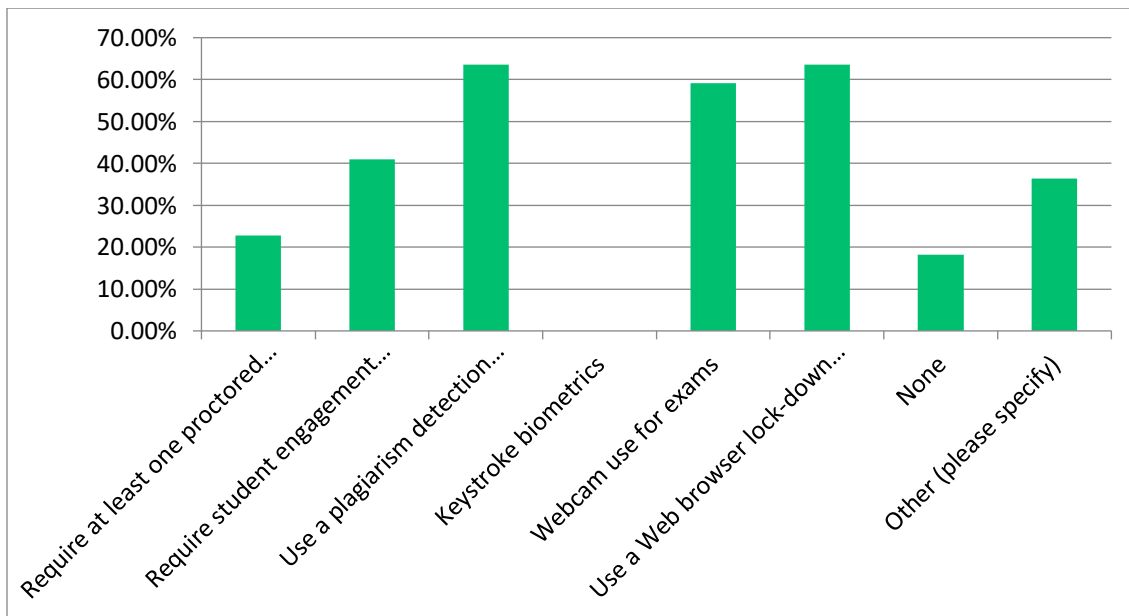
- Over 70% of our classes are online due to the pandemic and students who are used to face to face are struggling.
- Before COVID I would have answered that we were below current class offerings. Now, the demand is being met.
- COVID 19
- Our online often fills up first. Especially during the pandemic.
- There are some programs that are one course away from being 100% online.
- We offered a wide variety of online courses before the pandemic. We now offer more because of the pandemic.

Authentication

Do you currently require students to authenticate their identity (provide a unique username/password) to access their online classes?



Are you taking additional steps to authenticate student identity? Check all that apply.

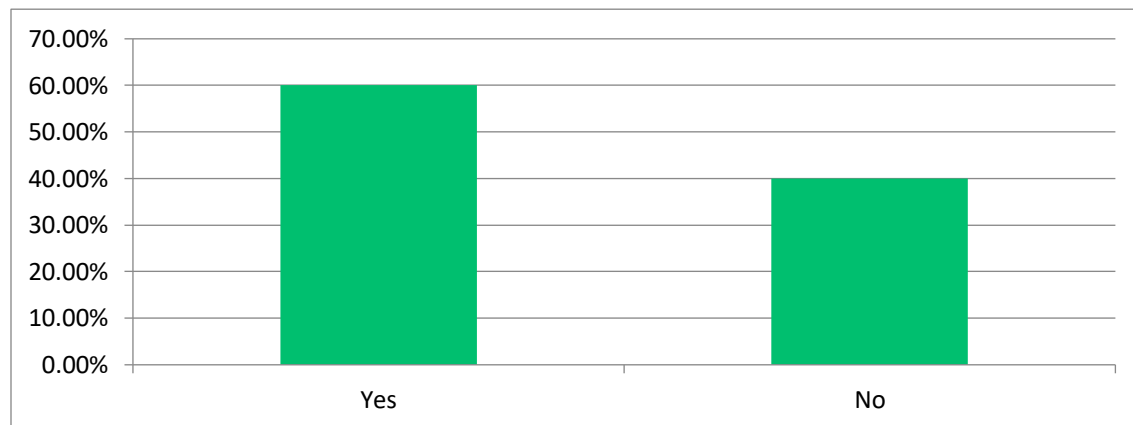


Other (please specify)

- Proctored exams are common but not universally
- Respondus Monitor and some instructors use ProctorU
- Optional browser lockdown and monitoring
- Working on randomized dual authentication
- Some classes require proctored exams, but not all.
- single sign on
- There is a mixture of those steps according to faculty member preference. No institutional policy exists. There is newly formed senate task force that is investigating the issue
- Faculty have the option to use Proctorio lock down browser or proctoring services
- Authentic assessment
- Webcams turned on during Zoom course sessions.
- Practice quizzes using Respondus lockdown browser and webcam offered.
- Using zoom live during exams

Seat Limits

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



What is the enrollment cap for your non-remedial online introductory math course?

17 responses, range from 18 – 33, average is 25.1

What is the enrollment cap for your non-remedial online introductory English composition course?

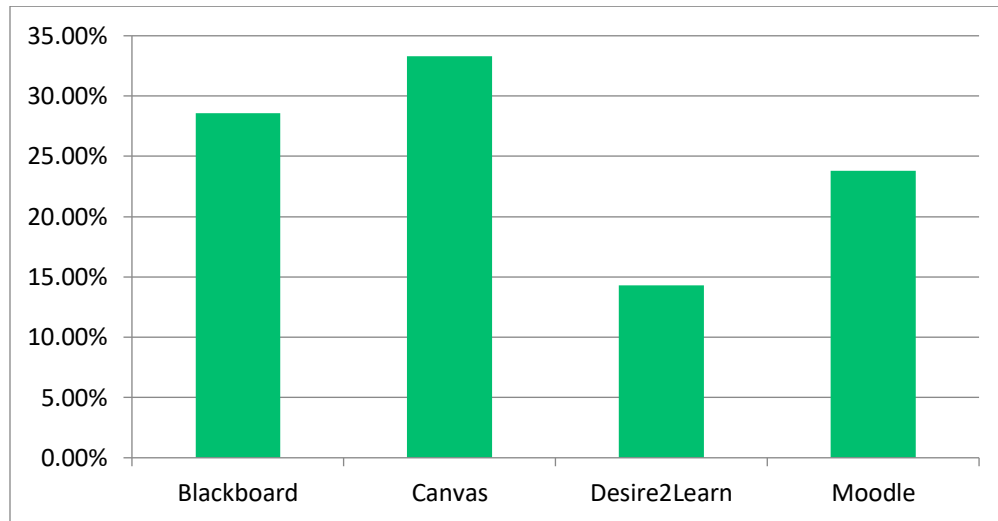
18 responses, range from 18 – 26, average is 22.9

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

18 responses, range from 20 – 33, average is 25.1

Learning Management System

Which learning management platforms does your institution use for web-based instruction.



How do you host your online classes?

own servers = 28.6%

outsource or hosted = 71.4%

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

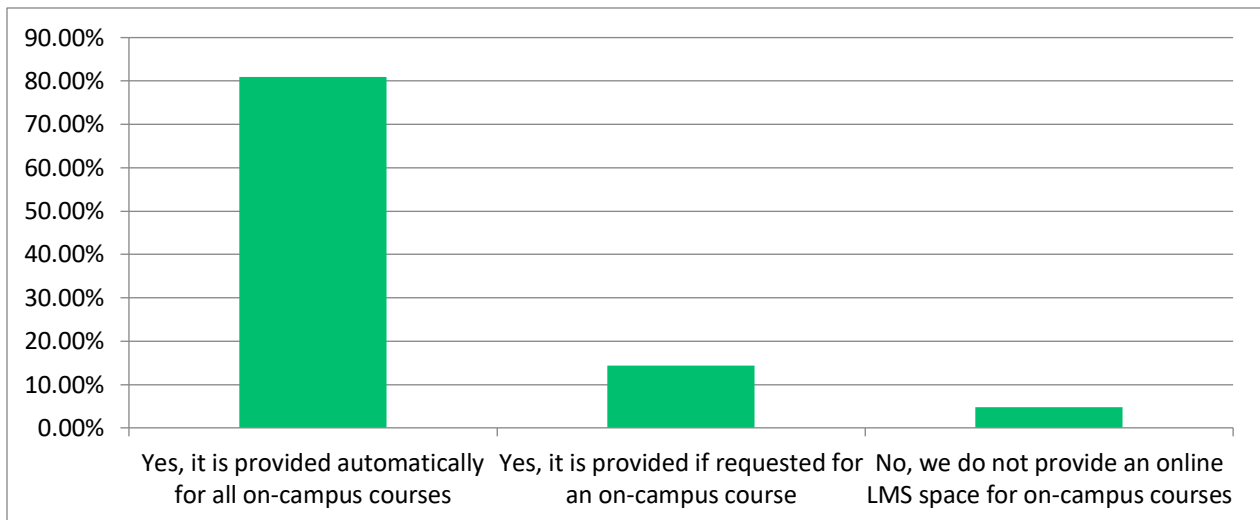
Yes 4.8%

No 95.2%

What is your institution's policy (or common practice) on retaining old online courses - for such cases as student grade disputes, etc.?

Answer Choices	Responses	
We retain old online courses in accordance with the timelines in the student grade complaint policy.	38.10%	8
We archive courses indefinitely - either on-site or off-site.	33.33%	7
We have a policy specifically for retaining online courses for a specific period of time.	19.05%	4
We have no policy - but encourage our faculty to archive course materials and securely store their grade records.	0.00%	0
We have no formal policy.	9.52%	2

Does your institution provide space for on-campus courses within your LMS?

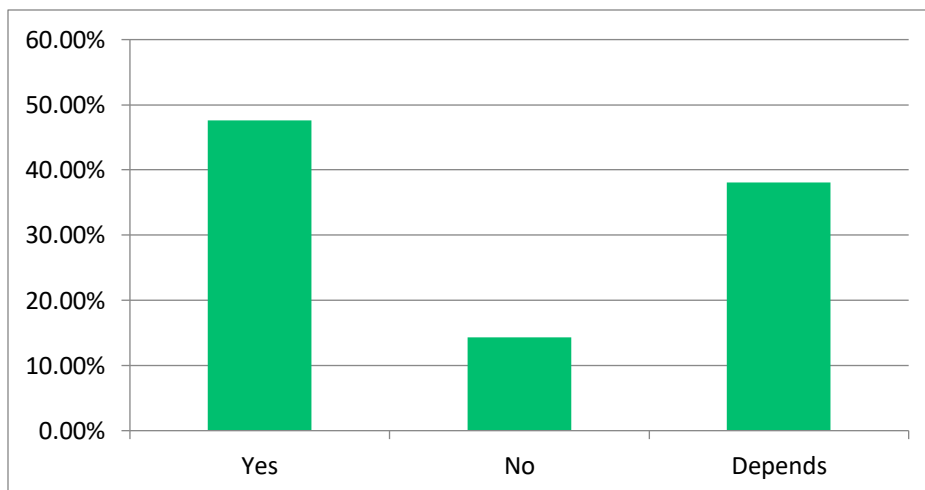


Approximately, what percentage of the total college faculty utilize the learning management system (any or all parts of the system) in their instruction?

17 responses, range from 65 – 100, average is 93.8

Nearly 60% of respondents indicated 100% LMS usage. This has been greatly influenced this year by colleges’ responses to the pandemic.

At your institution, can instructors use publishers’ websites and/or their own personal websites to conduct their online class outside of the institution’s LMS?



Can outside sites be used for content, grades, testing, etc.? Briefly explain.

- publisher content and testing - grades must be pushed back to our LMS
- yes; only as supplemental material
- LMS is main, but content, testing may be done outside.
- LMS is used along with publisher's websites for certain courses
- Yes - no restrictions.
- some third party platforms are used for content and grades

- Yes, mainly publisher
- Only for externally credentialed courses, such as Cisco, etc
- Publishers platforms can be used for content, grades and testing but all grades must be transferred to the LMS
- Yes, but ultimately all final grades must be posted within institutional LMS. All grades must be archived and submitted to the academic department
- Yes, publisher sites, but final grades must be in our LMS.
- We do utilize outside publishers but it must go through our LMS
- Yes. Publisher sites, content sites for math, collaboration on assignments like G-Docs or Voicethread
- in some courses instructors use outside sites for content, grades, testing, but they must have a link and presence in Moodle
- Content and testing, all grades are supposed to be entered back into our LMS
- Many science courses using Mastering sites, such as what Pearson publishing offers. These platforms can be integrated into our LMS.

Online Course Quality

Are there any administrative quality assessments done of distance education courses PRIOR to offering to students?

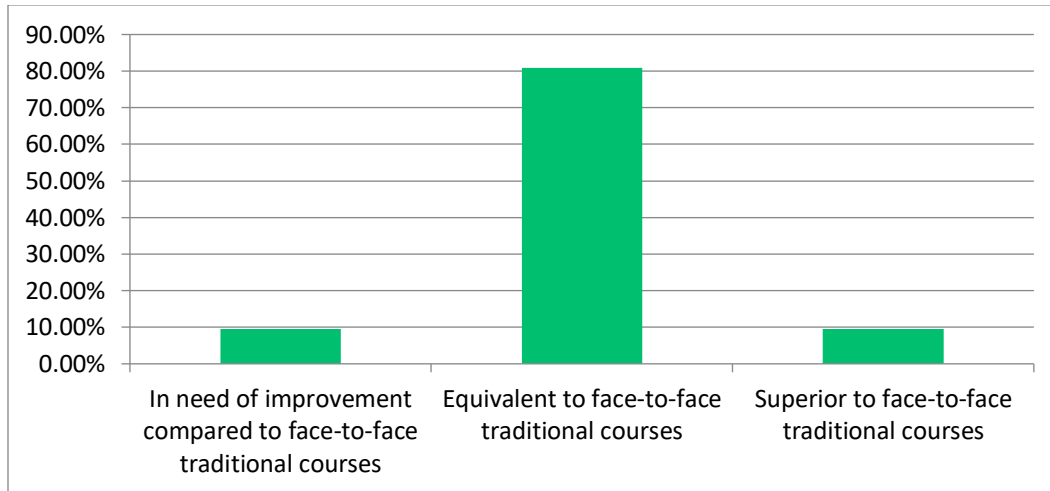
Answer Choices	Responses	
Yes - We have a policy/procedure that requires review prior to first offering.	61.9%	13
Yes - We do not have a policy/procedure, however faculty request to have the course reviewed prior to the first offering.	9.5%	2
No - We do not have a review process. Once the course is developed, it is made available to the students.	19.0%	4
No - We do not have a review process but are working on one.	9.5%	2
No - We do not have a review process but would like to.	0.0%	0
	Answered	21

Are there any administrative quality assessments done of distance learning courses at some point in time AFTER the course has been offered to students?

Answer Choices	Responses	
Yes - We have a policy/procedure for reviewing online courses at a specific time	57.14%	12
Yes - We do not have a policy/procedure, but we do encourage faculty to have the course reviewed at some specific time.	14.29%	3
No - we do not have a formal process for continual review of online courses	4.76%	1
No - we do not have a review process but are working on one	14.29%	3

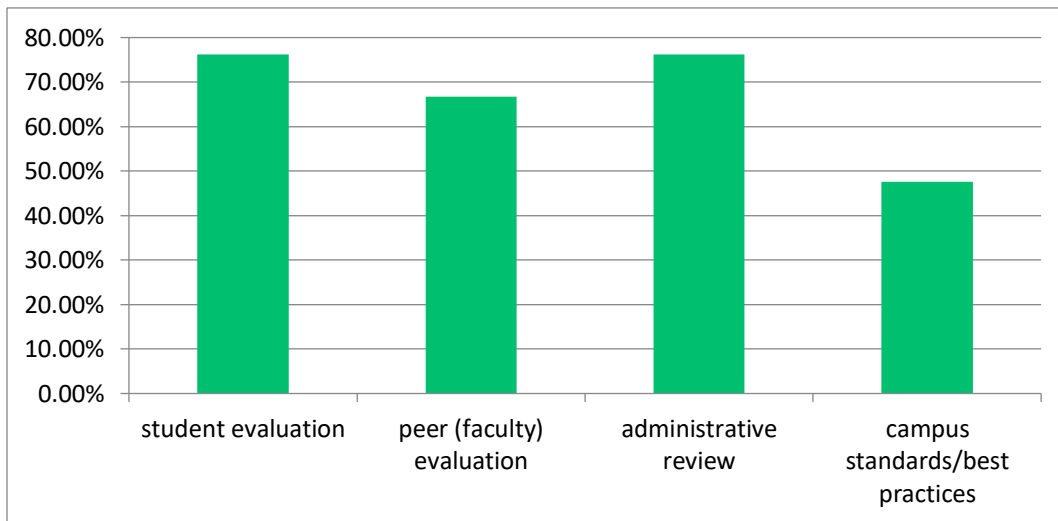
No - we do not have a review process but would like to.	4.76%	1
We are re-certifying faculty every 4 years	4.76%	1
	Answered	21

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:



Course Evaluation

How do you evaluate your online courses (please mark all that apply):

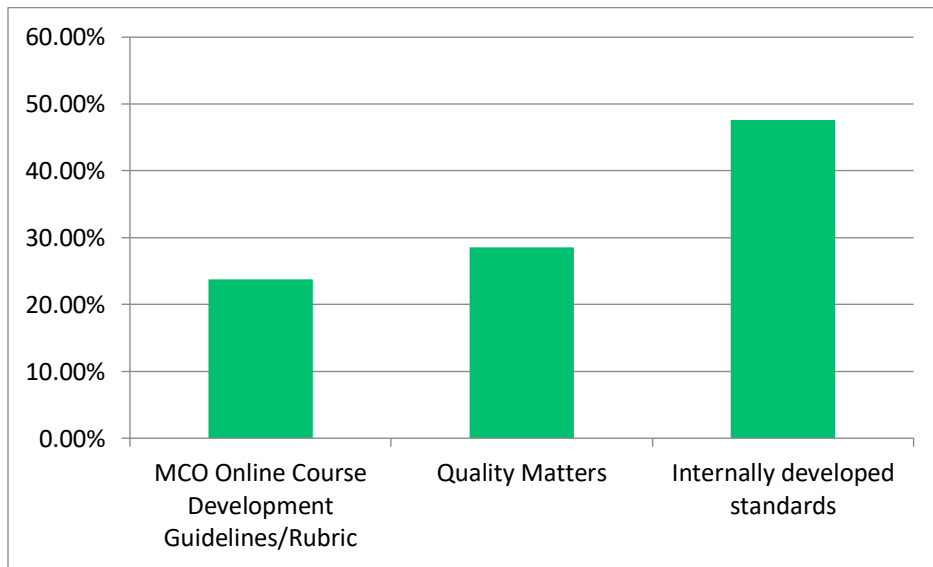


Briefly explain your process.

- the SME's department, Distance Learning Department staff, and the Online Instruction Committee (made up of faculty/staff) all review courses prior to first offering against QM standards
- Associate Dean of Instructional Technology uses a QM-based rubric.
- We are adopting the QM Essentials peer review process

- In process of training academic chairs/directors in the use of the online course teaching evaluation rubric
- Peer review process uses MCO rubric (with slight modifications), administrative review is at the Dean level, the Curriculum committee uses the same standards for online course quality as they do for all other courses.
- We have a policy that all online course get reviewed every five years by our instructional designers & peer reviewers. Our homegrown Online Course Design Review Guide is the rubric for the reviews and courses must meet 80% of the criteria to pass the review. We use the same guide for new course development.to
- There is no centralized policy. Every school has its own policy for reviewing. Student evaluation is common to all schools
- All online courses must be developed based on a College rubric, each course must be reviewed by the Online Department prior to running. Another office deals with student evaluations.
- Online courses are reviewed by the Distance Education Specialist in order to be approved to be offered. Approved courses are reviewed on a three year cycle. There are also best practices established by a committee and courses are routinely reviewed by student evaluation and by peer evaluation when faculty teaching is reviewed as per their contractual agreement.

What structured quality assurance standards does your institution use?

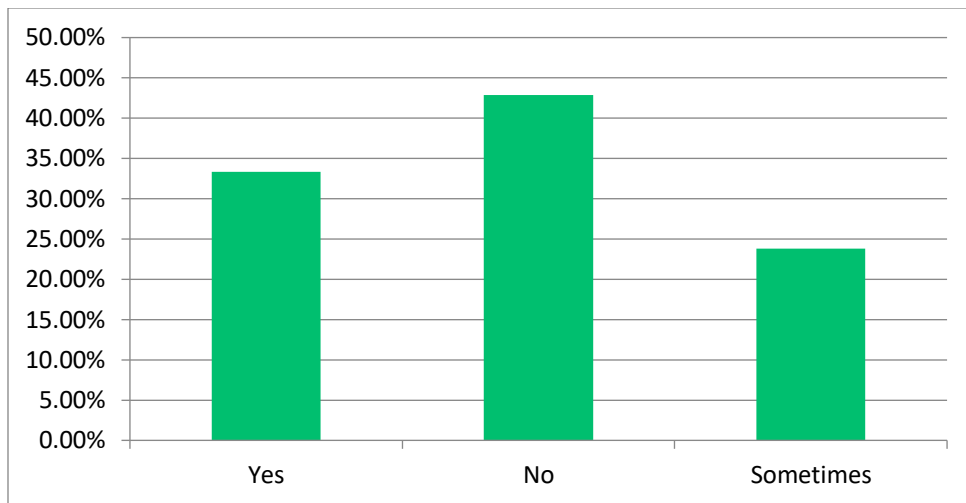


Course Development

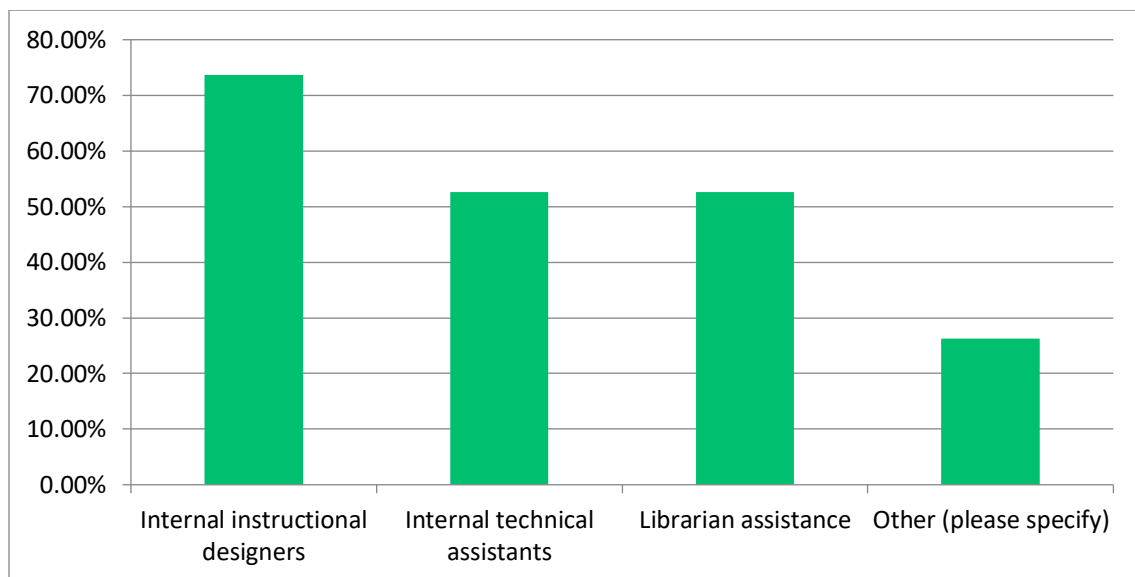
How many online courses did your institution develop over the 2019-2020 academic year?

Due to colleges’ responses to the pandemic, this question became irrelevant since colleges had to move 100% to remote or online learning. For the institutions that were able to provide a numerical answer to this question, the results ranged from 0 – 40, with an average of 25.7 courses.

Does your institution employ a 'team development' model when developing an online course?



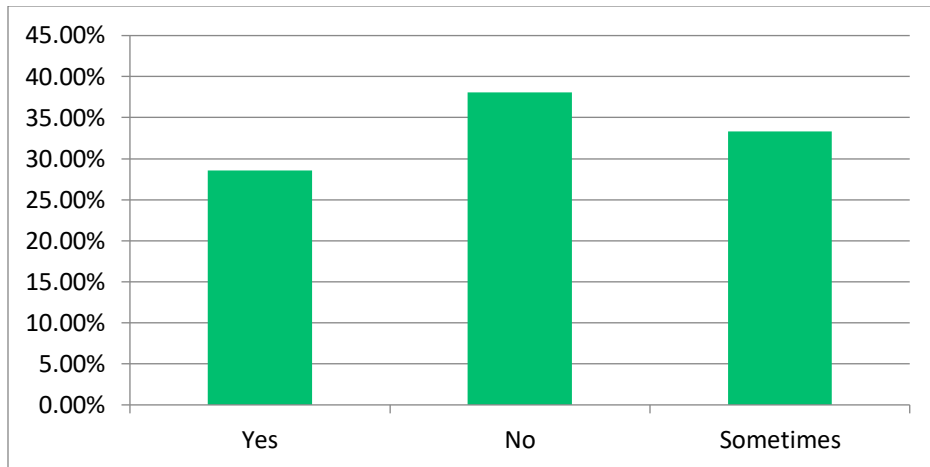
What personnel do you provide for faculty who are developing online courses (mark all that apply):



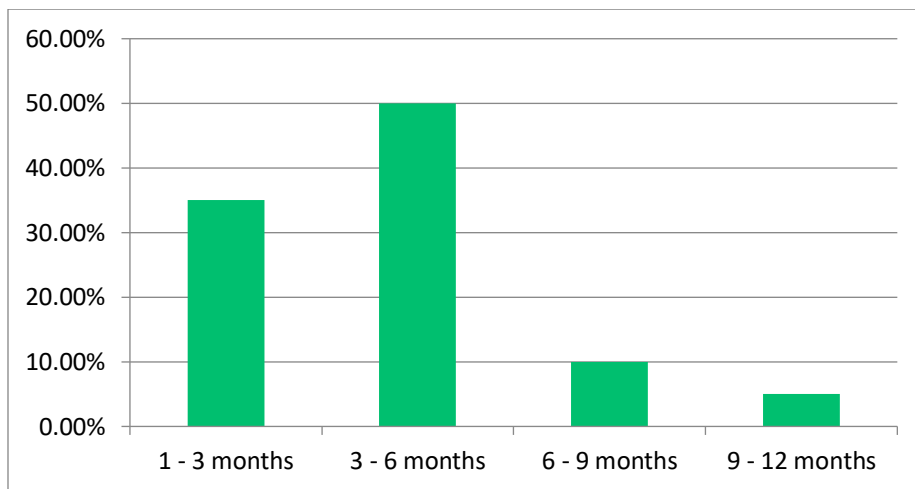
Other (please specify)

- Associate Dean of Instructional Technology
- Media Technologist Specialist
- videographers, studio, multi-media developers
- Director, CTL

Does your institution utilize 'master' or 'template' courses?

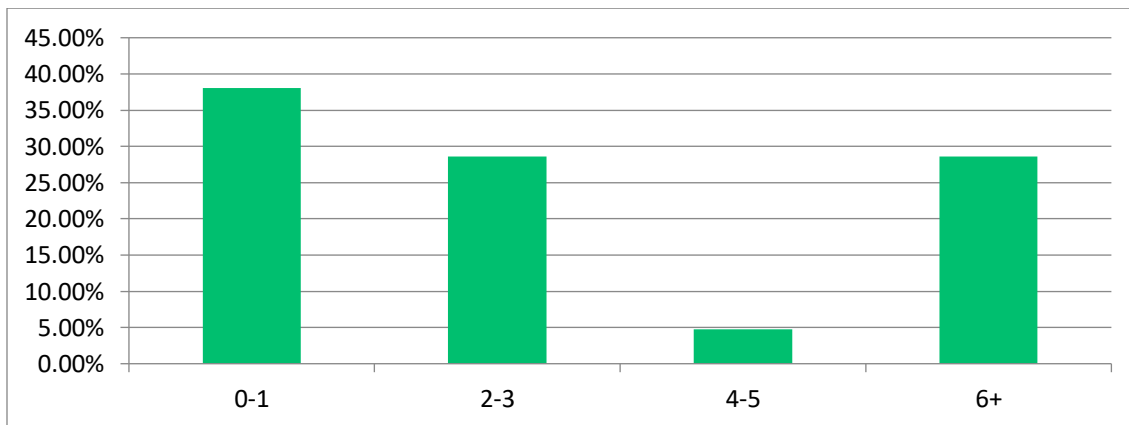


What is the average length of time needed at your institution to develop an online course?

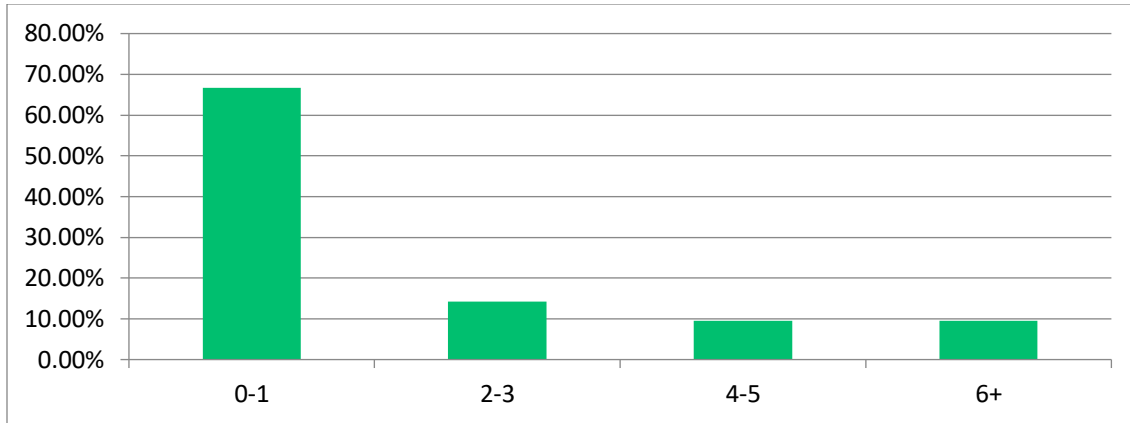


Staffing

How many full-time staff are employed in your distance education program?

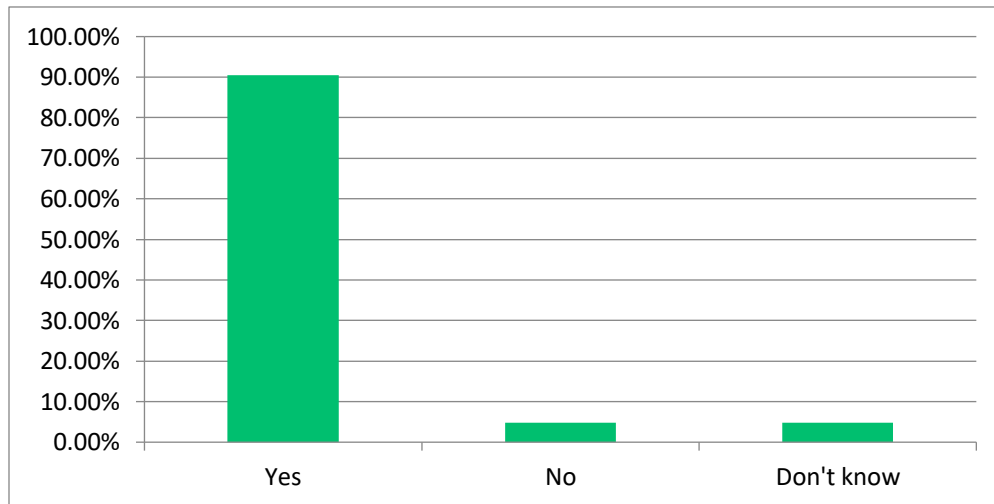


How many part-time staff are employed in your distance education program?

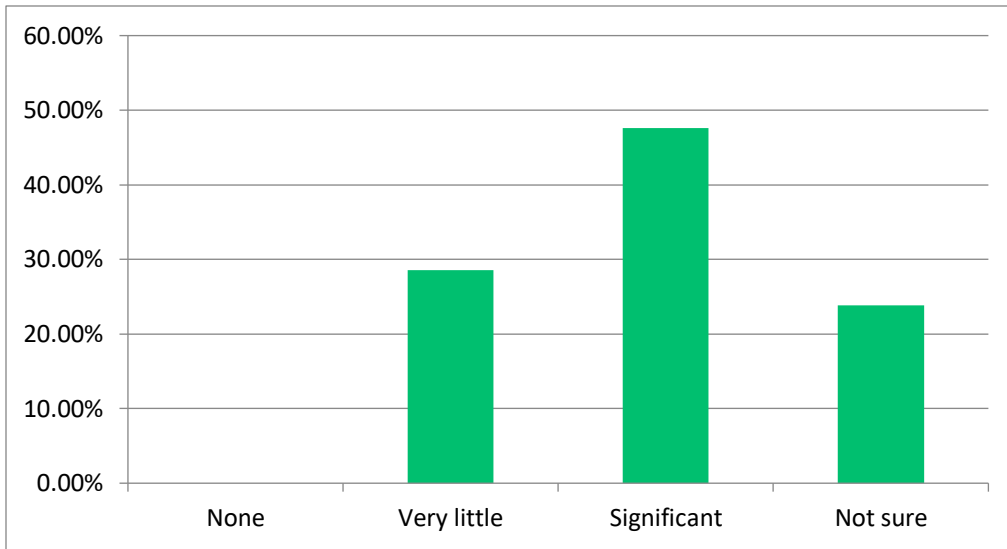


Open Education Resources (OERs)

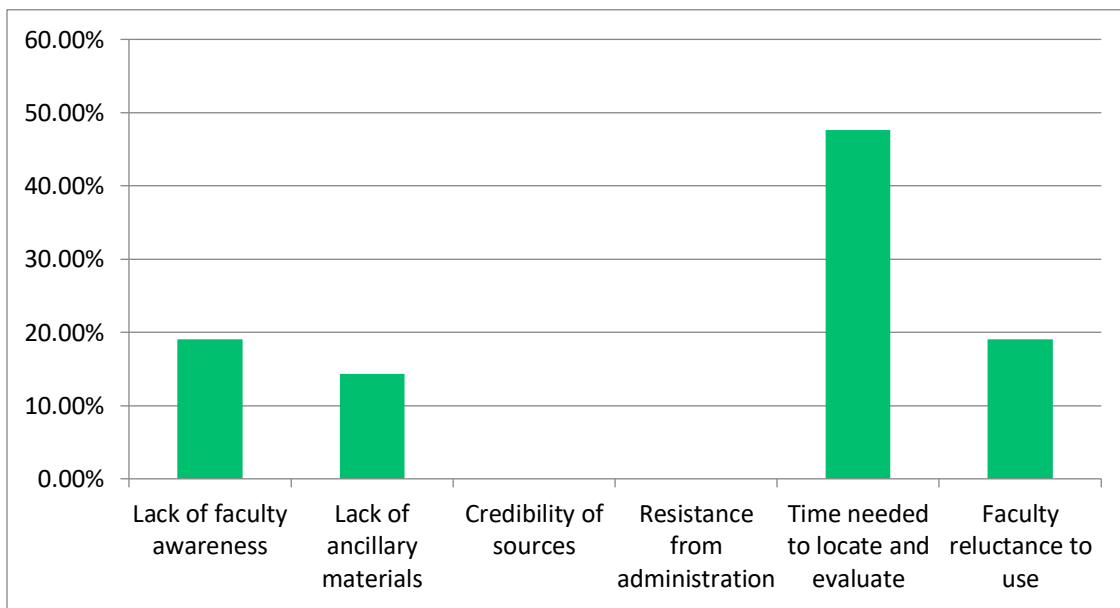
Are there faculty on your campus using open textbooks?



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



What roadblocks do you anticipate or are currently experiencing in adopting OER solutions at your institution? Please choose all that apply.



Student Support Services

Which student support services do you offer?

Student Support Services	Currently offer	Plan to offer within the next year	Plan to offer in the next 2 years or more	No plans to offer
Online admissions to the institution	100.00%	0.00%	0.00%	0.00%
Online payment of tuition and fees	100.00%	0.00%	0.00%	0.00%
Online registration of courses	100.00%	0.00%	0.00%	0.00%

Online textbook sales	100.00%	0.00%	0.00%	0.00%
Helpdesk and technical support for online students	100.00%	0.00%	0.00%	0.00%
Helpdesk and technical support for faculty	100.00%	0.00%	0.00%	0.00%
Online library services and resources	100.00%	0.00%	0.00%	0.00%
Online advising services	100.00%	0.00%	0.00%	0.00%
Online tutoring assistance	100.00%	0.00%	0.00%	0.00%
Online information and application to financial aid	95.24%	4.76%	0.00%	0.00%
Distance education specific faculty training	95.24%	0.00%	4.76%	0.00%
Online student course evaluation	95.24%	0.00%	4.76%	0.00%
Online writing lab	95.24%	0.00%	4.76%	0.00%
Online counseling services	95.24%	0.00%	0.00%	4.76%
Campus testing center for distance education classes	85.71%	0.00%	9.52%	4.76%
Online student orientation for distance learning classes	80.95%	9.52%	9.52%	0.00%
Online student organization website and services	70.00%	10.00%	10.00%	10.00%
Dedicated distance education program website	70.00%	5.00%	10.00%	15.00%
Online plagiarism evaluation	66.67%	4.76%	4.76%	23.81%
24/7 Helpdesk and technical support for online students	47.37%	15.79%	10.53%	26.32%
24/7 Helpdesk and technical support for faculty	36.84%	15.79%	5.26%	42.11%

Do you use supplemental helpdesk support?

Answer Choices	Responses	
Yes	61.90%	13
No	38.10%	8

Which service do you use?

- Blackbelt
- Blackboard Help Desk
- Blackboard
- They with the SC4, Portal, Office365, Login and Passwords, computer issues,
- BlackBeltHelp, D2L Help Desk (for faculty and students)
- Ellucian
- Ellucian is our back up for eLearning Services
- Ellucian
- BlackBelt Help

- Black Belt Help
- none
- Blackbelt for after hours begins Feb. 2021
- Ivy

What online tutoring service do you use?

- Eximity
- in house tutors - Learning Center
- in-house
- It's through our Library and Tutoring Services
- Net Tutor
- NetTutor
- NetTutor
- NetTutor
- NetTutor
- NetTutor and in-house online tutoring from Learning Support
- NetTutor, and we also offer in-house online tutoring as requested.
- On campus supplemented by NetTutor
- Our own faculty & staff
- Self created.
- Smart Thinking
- Tutor.com
- TutorNet
- We do not use online tutoring, but our tutors work with students online
- We use the WCOonline platform to run our online tutoring using our staff

What plagiarism evaluation services do you use?

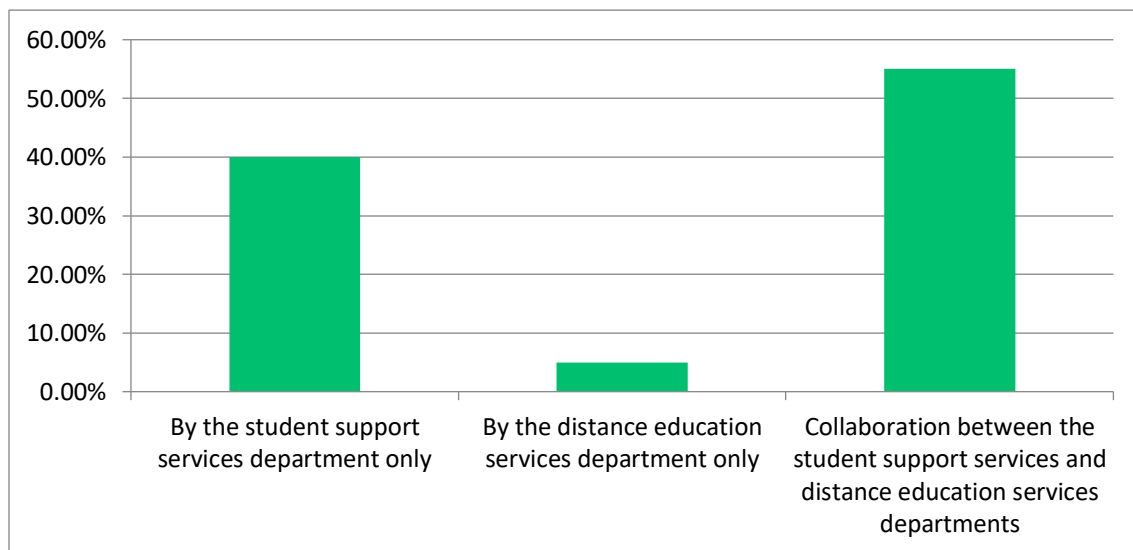
- Blackboard Safe Assign
- Bb SafeAssign
- Blackboard
- Grammarly in evaluation-Turnitin
- None
- None
- none
- Plagiarism traffic school
- Safe Assign
- SafeAssign
- SafeAssign (in Blackboard)
- Turn It In
- Turnitin
- Turnitin
- Turnitin
- Turnitin

- Turnitin is integrated with our LMS, and we also not offer Grammarly.
- Urkund
- Urkund

What student course evaluation service do you use?

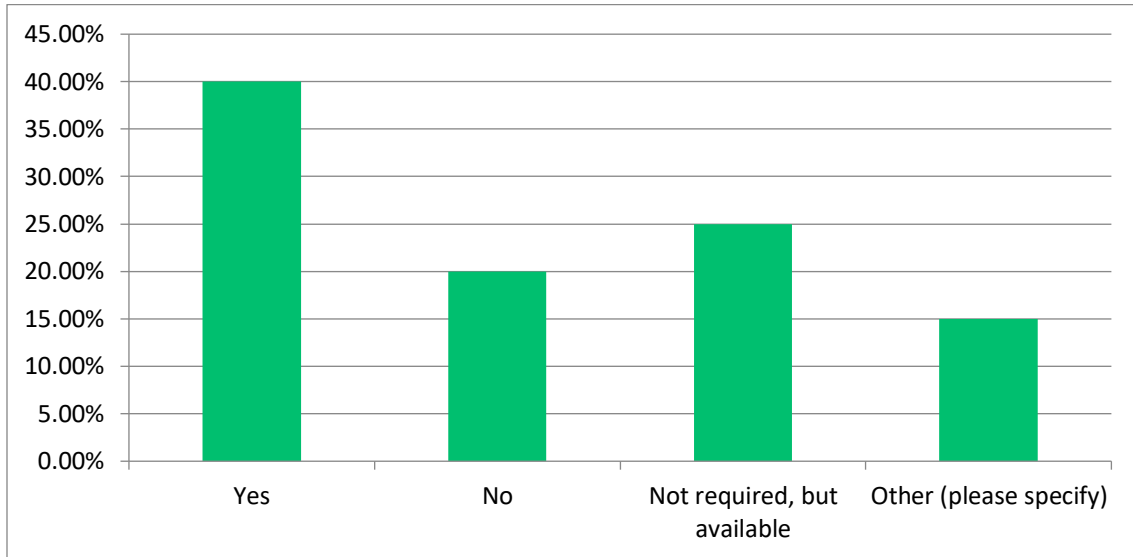
- Blackboard Enterprise Surveys
- Blue by Explorance
- Class Climate
- Class Climate
- CourseEval
- Evalkit by Watermark
- EvalKit, but we are looking at others.
- Evaluation Kit
- Evaluation Kit by Watermark
- EvaluationKit
- EvaluationKit
- EvaluationKIT
- Explorance Blue
- IDEA
- in house
- NA - developed inhouse
- one provided through institution
- Our own survey
- Own
- Self created.
- Survey Monkey

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



Student Online Orientation

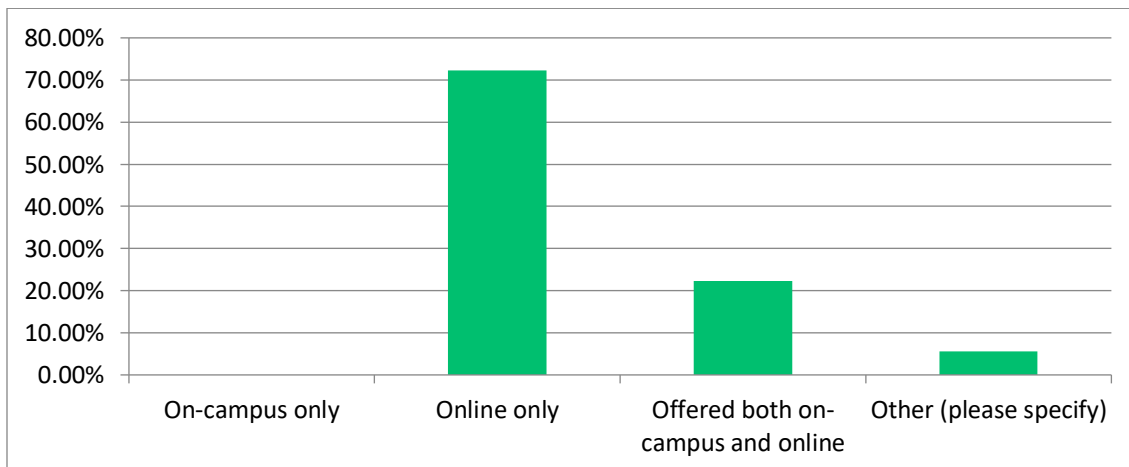
Are students required to participate in an orientation to distance learning prior to enrolling in distance learning courses?



Other (please specify)

- Normally, but this requirement is temporarily suspended
- Criteria. Cumulative GPA greater than 2.0/ 8 credits, if not, required to take the course. Course is available to all students though
- they are required to complete after they register. no access to courses until they complete

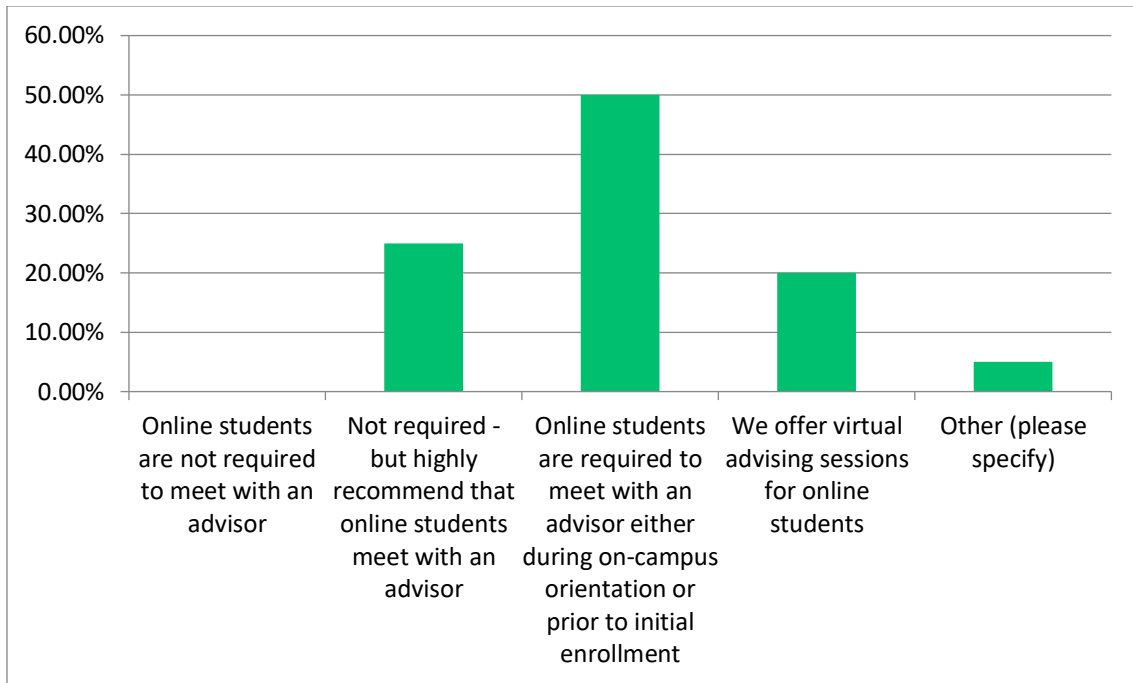
How is the distance learning orientation provided?



Other (please specify)

- We are in the process of still developing this

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



Other (please specify)

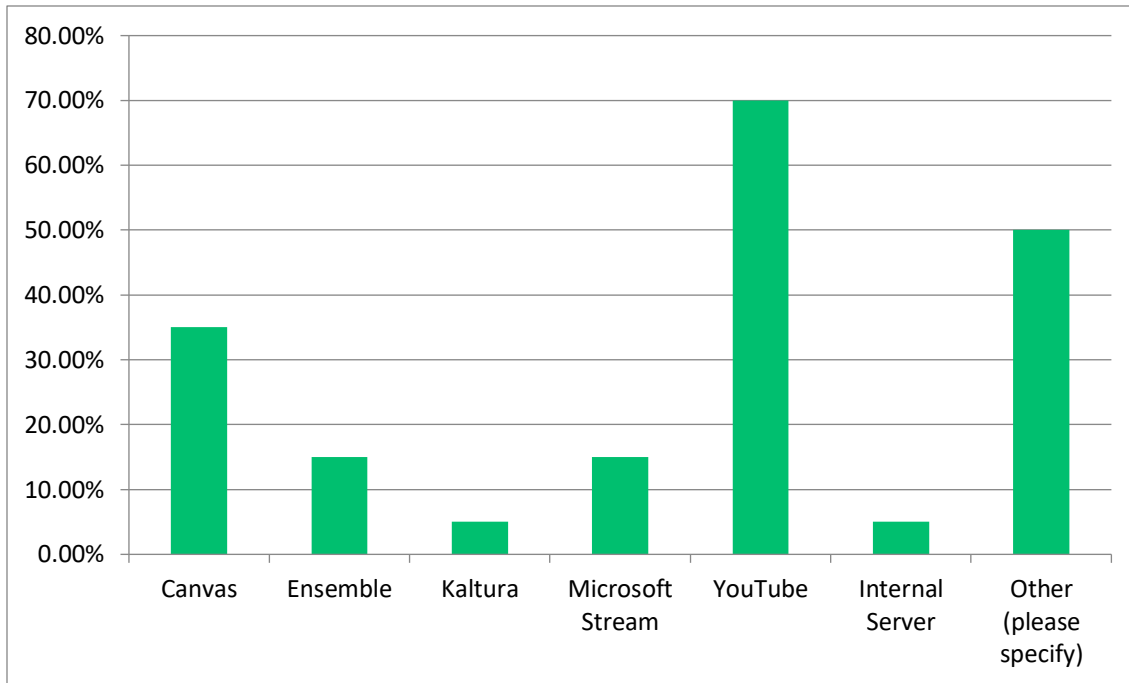
- all students are required to meet with an advisor.

Online Course Technologies

Which tools are offered for faculty to use in their online classes?

Tools	Currently offer	Plan to offer with the next year	Plan to offer in the next 2 years or more	No plans to offer
Web conferencing/Webinar solution	100.00%	0.00%	0.00%	0.00%
Audio/Video streaming capabilities	95.00%	0.00%	0.00%	5.00%
Live lecture capture	94.74%	0.00%	0.00%	5.26%
Remote Proctoring	85.71%	4.76%	0.00%	9.52%
Digital video repository	75.00%	15.00%	0.00%	10.00%
Course Content Creation Software	52.63%	0.00%	5.26%	42.11%
Accessibility checking software	38.10%	4.76%	28.57%	28.57%

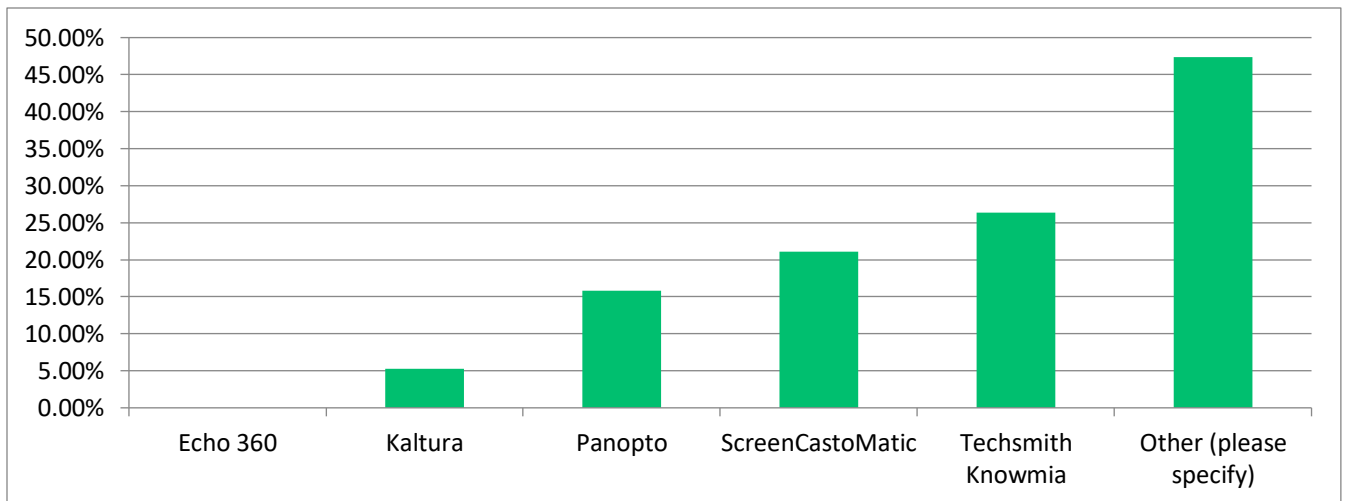
What audio/video streaming service do you use? Check all that apply.



Other (please specify)

- Panopto
- Studio
- TechSmith Knowmia
- Panopto
- Microsoft one drive
- TechSmith Knowmia
- Zoom
- Microsoft Stream
- TechSmith Relay
- Panopto

What Lecture Capture software do you use? Check all that apply.



Other (please specify)

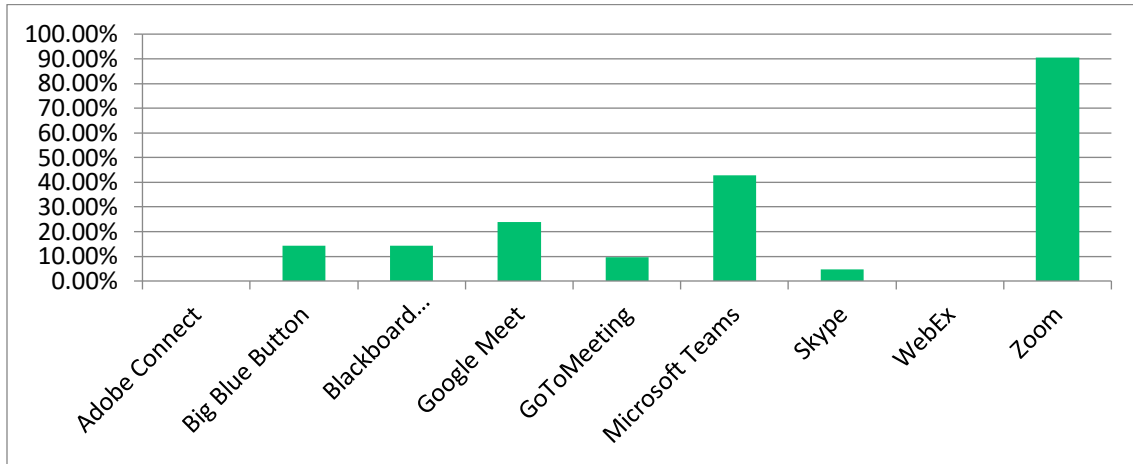
- Camtasia; user devices
- Canvas Studio and Zoom
- Black Board Collaborate Ultra
- Camtasia
- Camtasia and Snagit
- Homegrown solution using Zoom
- Camtasia, Zoom and Big Blue Button
- Ensemble Anthem
- YuJA

What remote proctoring software/services do you use?

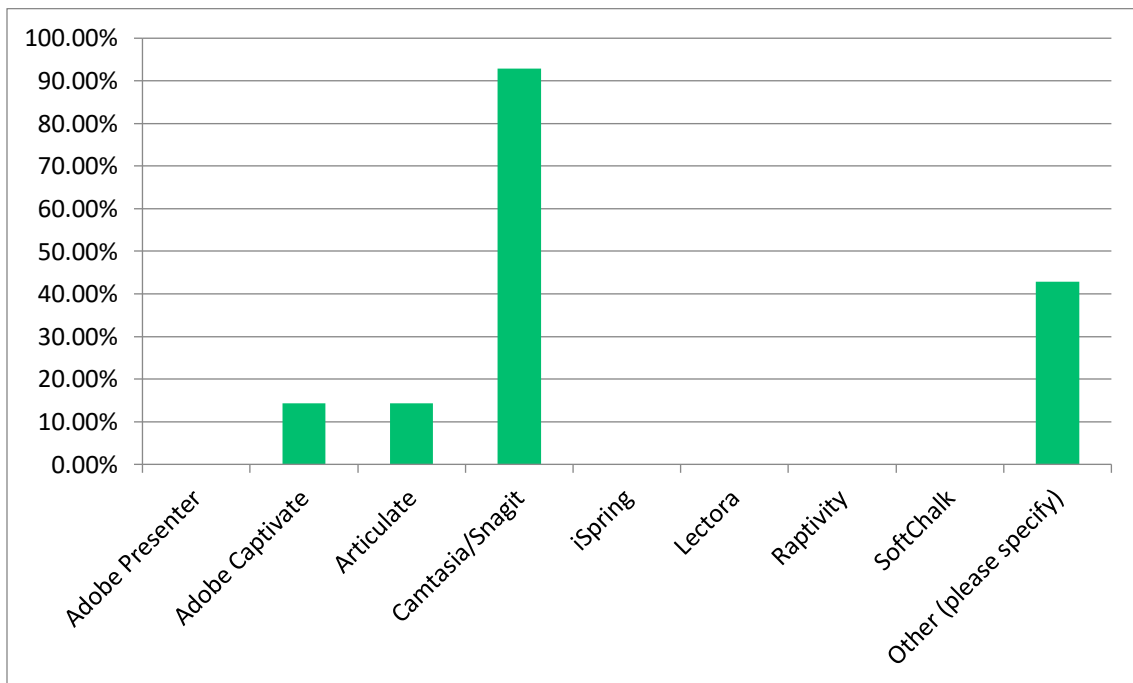
- currently on a limited basis, our own testing people
- Examity
- HonorLock
- HonorLock
- Lockdown
- Lockdown Browser with Respondus Monitor
- Nothing that is institutionally supported but some instructors are using ProctorU
- Proctorio
- Proctorio
- Proctorio
- PSI
- Respondus Lockdown Browser + Monitor
- Respondus
- Respondus
- Respondus
- Respondus Lockdown and Monitor
- Respondus Lockdown Browser with monitor

- Respondus Monitor

What web conferencing software/service do you use? Check all that apply.



What course content creation software do you use?



What accessibility checking software do you use?

- Blackboard Ally
- Blackboard Ally
- Blackboard Ally
- Blackboard Ally
- Canvas
- Free Microsoft check and LMS check

- GrackleDocs
- LMS accessibility checking capabilities
- no software, IDs and faculty are trained and utilize templates for the creation of materials
- None - manual check (e.g., Microsoft Accessibility Checker and/or WAVE))
- None- BB ally was not approved for purchase
- plan to implement Ally in the next year
- Standard Office and Adobe (DL courses are evaluated as part of QA)

What new technologies do you plan to implement in your distance learning program within the next year or so?

- A Syllabus Tool
- accessibility
- Accessibility software
- AR/VR prep for 5G in a DL environment
- Flipgrid, Badgr
- One-button studio for faculty
- Otter.ai captioning system, Concourse,
- Pack Back for Student Discussion Enhancement
- plan to implement Ally in the next year, Blackboard Ultra
- Possibly Slack, remote proctoring options
- SaaS Hosting Provider for Blackboard

Greatest Challenges

As a Distance Learning administrator, please rank your greatest challenges for your program from 1 being the greatest challenge through 15 being the least challenging.

Greatest Challenges for DL Administrators	Overall Average Rank
Support staff needed for training and technical assistance	3.9
Addressing accessibility and universal design	4.2
Operating and equipment budgets	5.2
Adequate assessment of distance learning courses	5.5
Adequate student services for distance learning students	6.9
Maintaining awareness of new trends and observing best practices	7.4
Adequate administrative authority	7.6
Faculty acceptance	8.3
Organizational acceptance	8.5
Compliance with new financial aid attendance requirements	9.2
Adequate space for training and technical support	9.8
Institutional Support from IT Department	10.0
Compliance with student authentication regulations within the Higher Education Opportunity Act.	10.6
Student acceptance	10.8
State authorization regulations	11.5

Are there other program challenges that are not considered above?

- Policies and procedures regarding proctoring, privacy, etc.
- student internet accessibility in service area
- Agile development in a mobile 1st design and fast industry changes
- Programmatic accreditation, faculty PD for maintaining skills

Greatest challenges administrators face regarding distance learning faculty. Rank each in order of preference from 1 being the greatest challenge and 10 is the least challenging:

Greatest Challenges for Faculty	Overall Average Rank
Engaging faculty in developing online pedagogy	3.3
Evaluation of faculty	4.0
Workload issues	4.3
Training	5.3
Technical support	5.6
Union contracts	5.7
Buy-in to electronically delivered instruction	5.8
Compensation	6.8
Recruitment	6.9
Intellectual property/ownership issues	7.1

Are there other faculty challenges that are not considered above?

- quality and accessibility reviews
- resistance to common online course layout / content
- Keeping online teaching skills up to date
- course review by in
- Many faculty, especially adjunct, lack the basic computer literacy skills needed to teach an online class.

Greatest Challenges for Students	Overall Average Rank
Computer problems/technical support	3.0
Assessing student learning and performance in a distance education environment	3.1
Cheating/Secure online testing	4.4
Orientation/student readiness for taking online classes	4.5
Completion of evaluations	4.8
Low student completion rate	4.9
Providing equivalent virtual student services (e.g. financial aid, library services, tutoring)	5.9
Recruitment/interest in distance learning	6.5
Disruptive student behavior	7.9

Are there other student challenges that are not considered above?

- Many students prefer face to face courses, communication with students
- Campus wide understanding of the process for eLearning.

Faculty Teaching Online

Of those teaching online courses, what percentage are full time?

Of the 16 that responded to this question, the range is from 25 – 100% percent with an average of 60%.

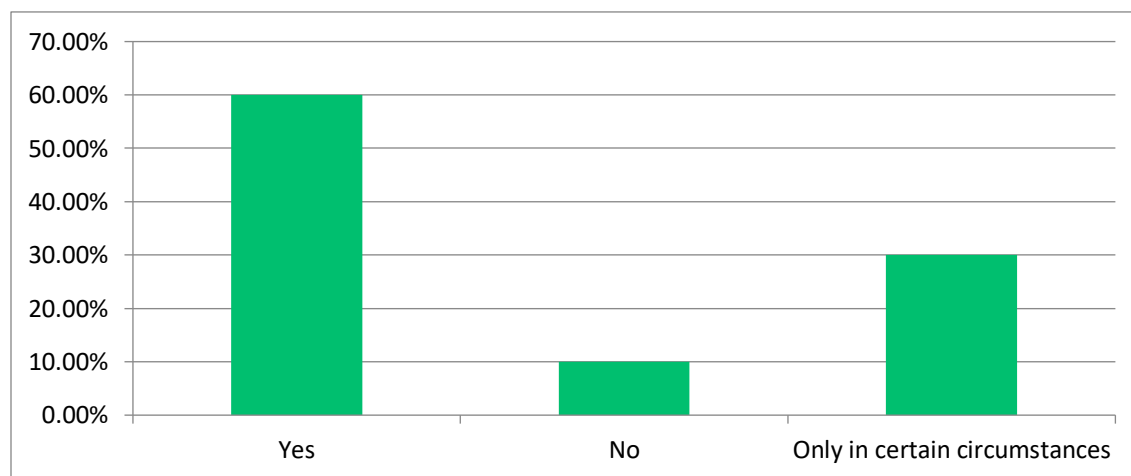
Of those teaching online courses, what percentage are part-time?

Of the 16 that responded to this question, the range is from 0 – 80% percent with an average of 44%.

Does your institution limit the number of online classes that can be taught as part of a full-time teaching load?

Answer Choices	Responses	
Yes	30.00%	6
No	70.00%	14

Can a faculty member teach online and be located in another city/state?



Are there college policies/practices in place that encourage/discourage adjunct faculty teaching online courses?

Answer Choices	Responses	
Yes	10.00%	2
No	90.00%	18

At your institution, is training mandatory for faculty to teach an online class?

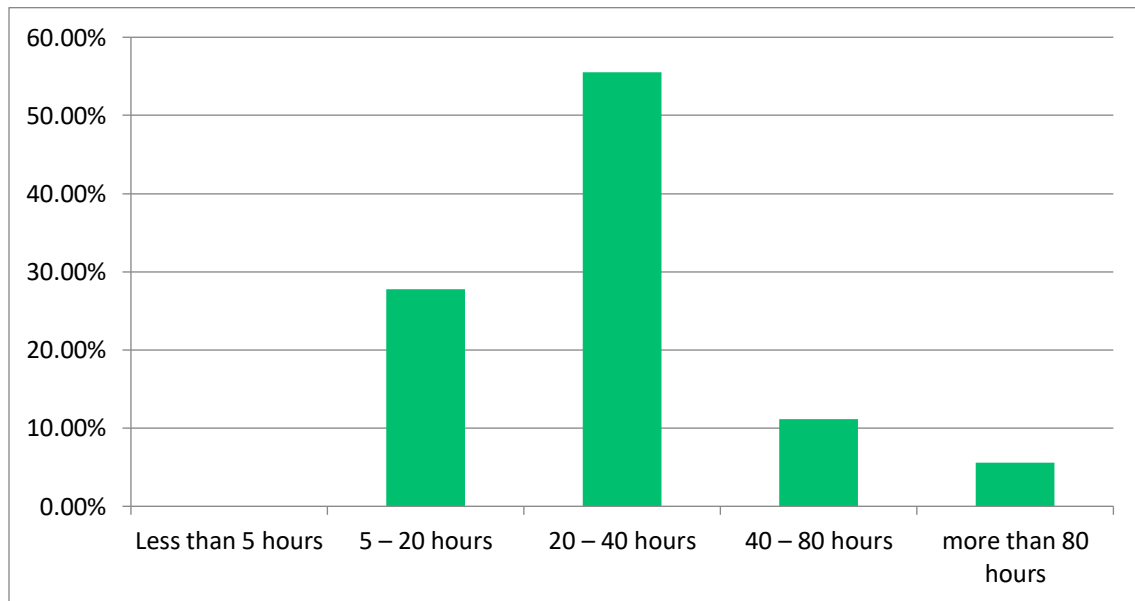
Answer Choices	Responses	
Yes	85.00%	17
No	15.00%	3

Faculty Training

Is your mandatory training for faculty provided internally only, or do you use external sources (if so, what are they), or is there a combination of options? Describe.

- Internal
- internally
- combination, in-house and ETOM
- Internal
- QM's APPQMR is part of the training series
- Both internal and ETOM
- Internally
- Internal Only
- Combination. We developed an Introduction to Teaching Online course, but we offer the DYOC and APPQMR from a licensed QM Training inhouse.
- Internal training but external training may suffice if equivalent
- ETOM online certification class or equivalent, in house curriculum design course
- Internally
- internal 6 week certification course
- Internal and ETOM course optional, but encouraged.
- Internally
- No. It is an internal training.

How many hours of training are required?



At your institution, is training mandatory for those teaching a hybrid/blended class?

Answer Choices	Responses	
Yes	65.00%	13
No	35.00%	7

If this training is different from the online instructor training, please describe.

Answer Choices	Responses	
Yes	0.0%	0
No	100.0%	7

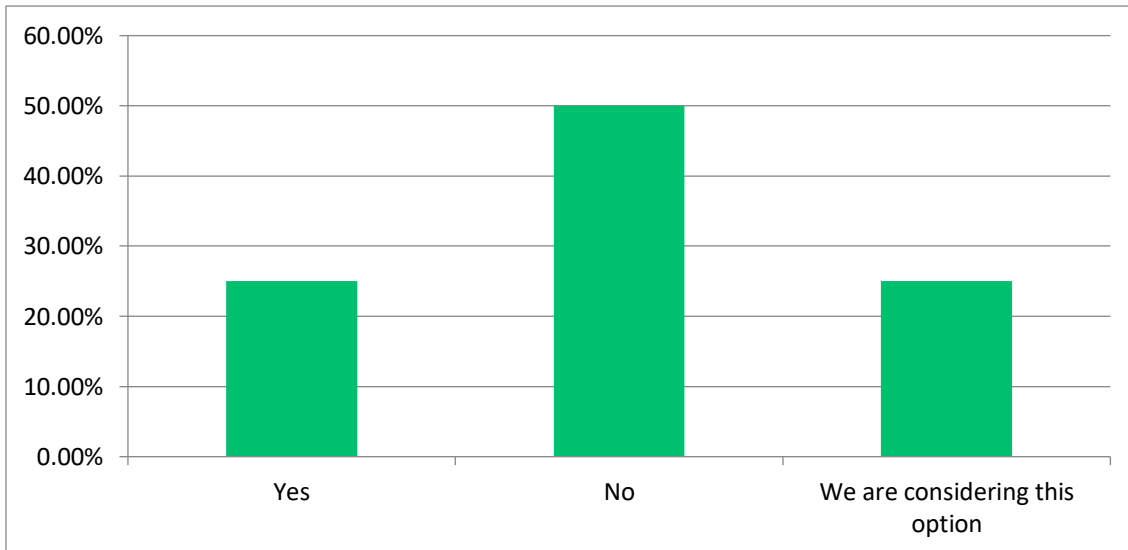
At your institution, is training mandatory for those using an online component to their face-to-face class?

Answer Choices	Responses	
Yes	30.00%	6
No	70.00%	14

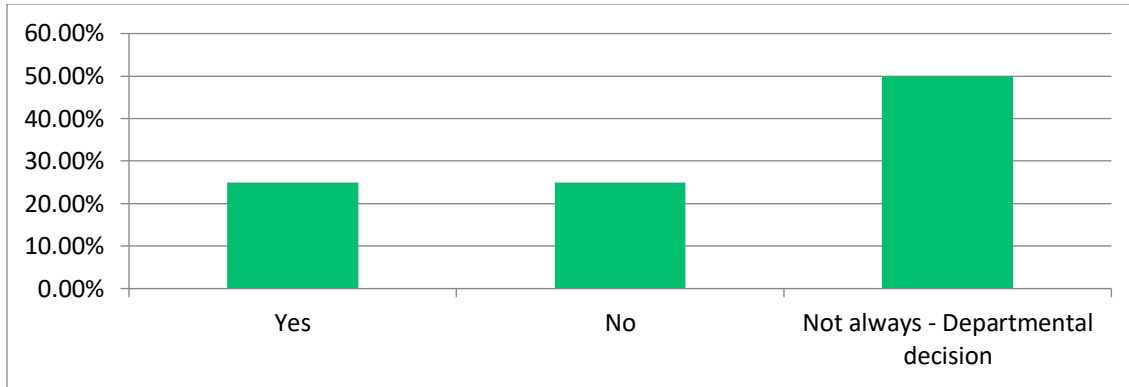
If this training is different from the online instructor training, please describe.

- it's part of it; the first of three courses
- Very brief (less than 45 minute) one-on-one LMS training for f2f; 4 week fully online specialized certification for online/hybrid teaching
- Yes, this training only focuses on the basic set up and use of a course shell

Do you require a "re-certification" process for existing online faculty after a prescribed time period?



Are mentors provided for new distance learning faculty?

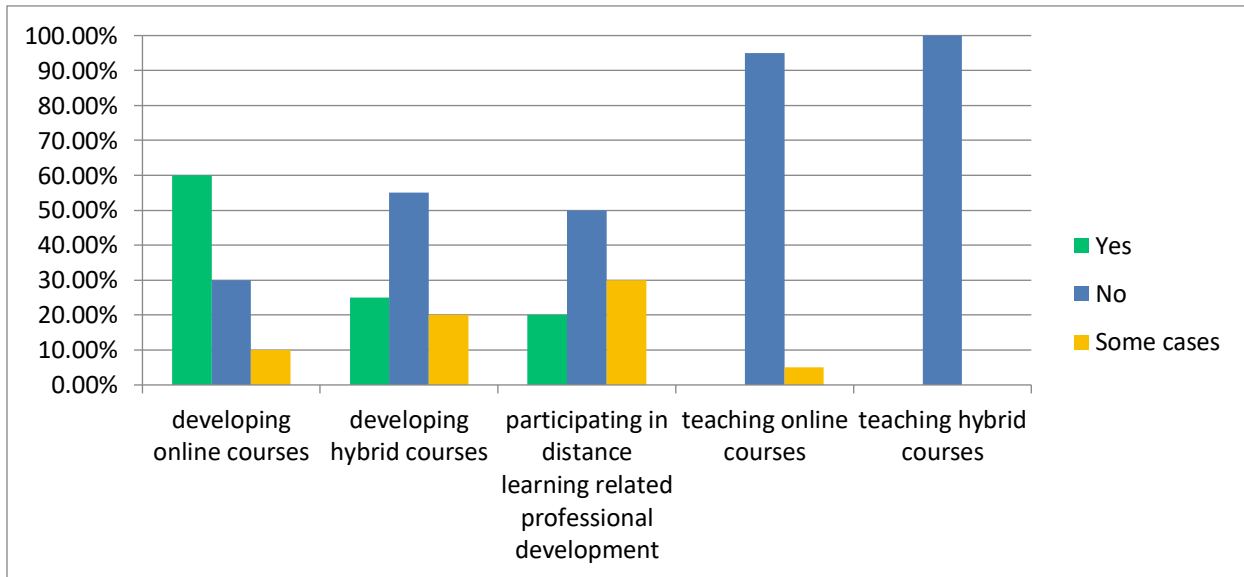


Are the mentors compensated? If so, how?

Ten stated, “no” and one stated, “yes, per the contract”.

Faculty Compensation

Do faculty receive differential compensation for (mark all that apply):



Explain compensation for ...

developing online courses

- A \$2000 stipend is paid to create a course
- Contracts \$1500 - 6500 depending on contract
- ETOM is reimbursed after successful completion
- Formula is based on credit hours & salary
- In some cases stipend
- one time stipend per course
- Paid depending on if he/she is FT or PT

- paid overload (FT) or typical rate (adjunct) per contact hour
- pay based on credit hours and full time or part time status
- Release time or compensation
- Stipend
- stipend for development
- Supplemental assignment based on credit hour
- they get paid, per the faculty contract, to develop an online course

teaching online courses

- \$33-\$99 for teaching 1-3 courses
- First Time Teaching a newly developed course online
- In some cases stipend
- Same as f2f

developing hybrid courses

- A stipend is paid, amount varies
- Contracts \$1500 - 6500 depending on contract
- Formula is based on credit hours & salary
- In some cases stipend
- None offered
- one time stipend per course
- Release time or compensation
- Stipend
- Supplemental assignment based on credit hour
- they get paid, per the faculty contract, to develop an hybrid course in most cases

teaching hybrid courses

- \$33-\$99 for teaching 1-3 courses
- In some cases stipend
- Same as f2f

professional development

- \$125 FT faculty, \$150 adjunct faculty
- \$25/ hr for PT faculty (not for mandatory online training though)
- \$450 for completing 3-course online teaching certification series
- Adjunct faculty get paid \$400 to participate in DL certification
- adjunct faculty receive a stipend for completion of the PD
- adjuncts paid for some PD
- Amount varies
- Faculty can attend an inhouse PD session and receive payment
- In some cases for their time
- None (adjuncts may be offered modest stipend for PD activities)
- Stipend

Do college faculty hiring policies/practices include any criteria related to teaching online courses?

Answer Choices	Responses	
Yes	35.00%	7
No	65.00%	13

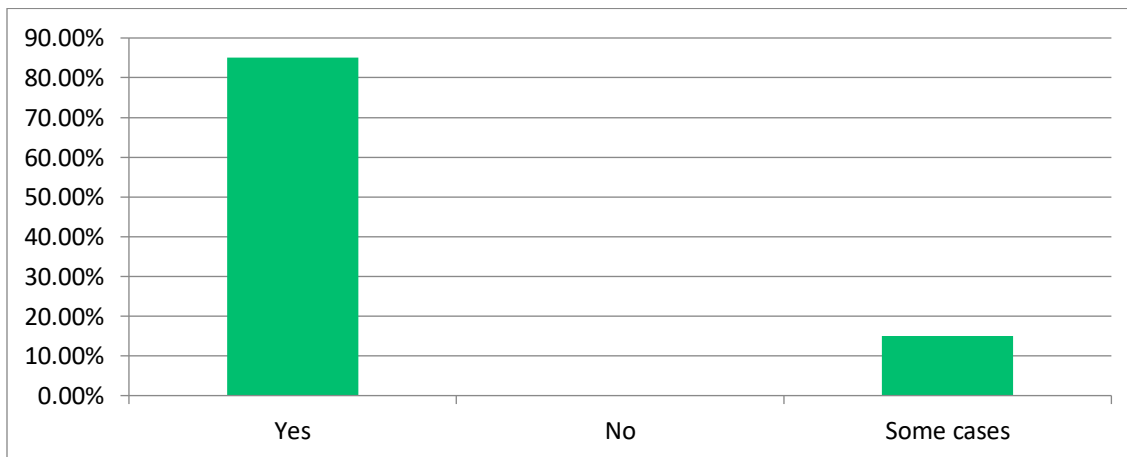
At your institution, is there a requirement regarding how much interaction a faculty member has with online students? For example, are faculty required to be present in the class every day or respond to student request within 24 hours?

Answer Choices	Responses	
Yes	55.00%	11
No	45.00%	9

Briefly describe

- Contractually all faculty are supposed to respond to student requests within 24 hours during business hours
- I don't believe we have a specific frequency identified, but the expectation is that faculty are frequently engaged in their online classes. Individuals who have not complied reasonably with this policy have been disciplined, so there is a precedent for enforcing this requirement.
- respond within 48 hours
- interaction is required but not defined as a measured amount
- online access 5 days/ week - student response within 48 hrs - grades complete before next assignment
- Significant instructor initiated interaction. Respond to student communication in 24 business hours, weekly grade report/assignment evaluation.
- we recently went from 24 hr response time to 72 hr.
- Faculty communication/response policies are at the discretion of the faculty members
- Must respond within 48 hours and active participation in discussion boards recommended.
- Faculty teaching online are required to respond to student questions within 24 hours

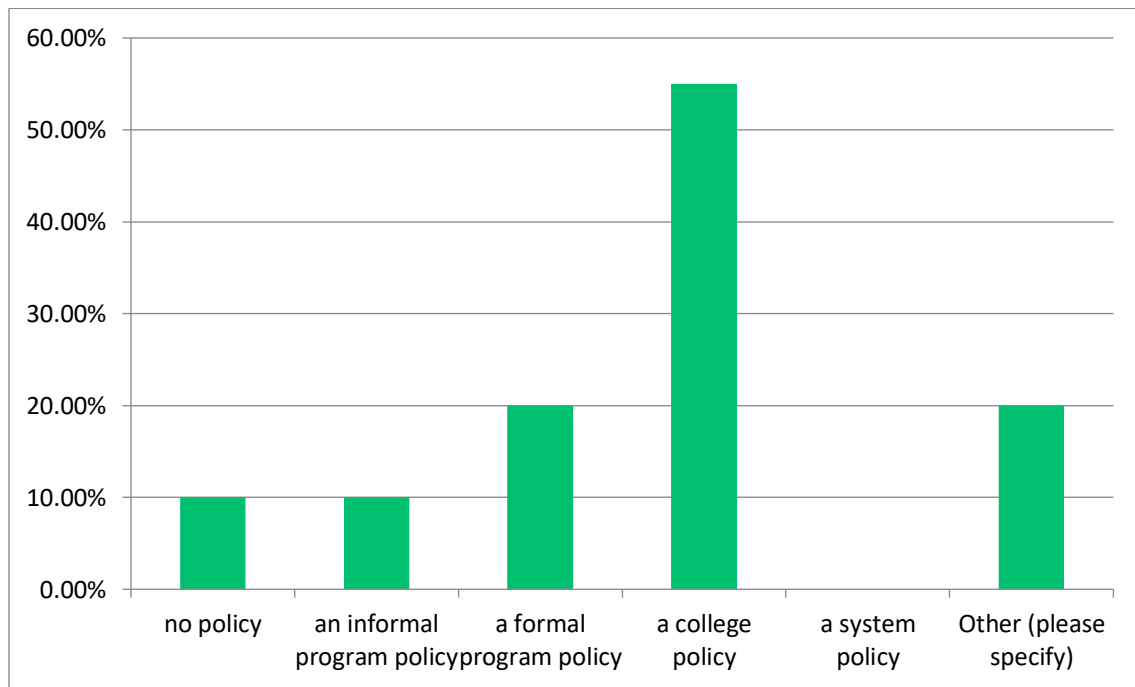
Can a faculty member hold office hours online?



Briefly describe:

- but not as a replacement for their scheduled, on-campus office hours (some choose to do both)
- Faculty teaching face-to-face are expected to hold face-to-face office hours, but faculty teaching online are also expected to make themselves available in that format.
- Must have some f2f office hours per faculty contract
- especially with the Covid for 2020
- They can have Zoom sessions
- Department decision
- The pandemic is causing all office hours to be online right now.

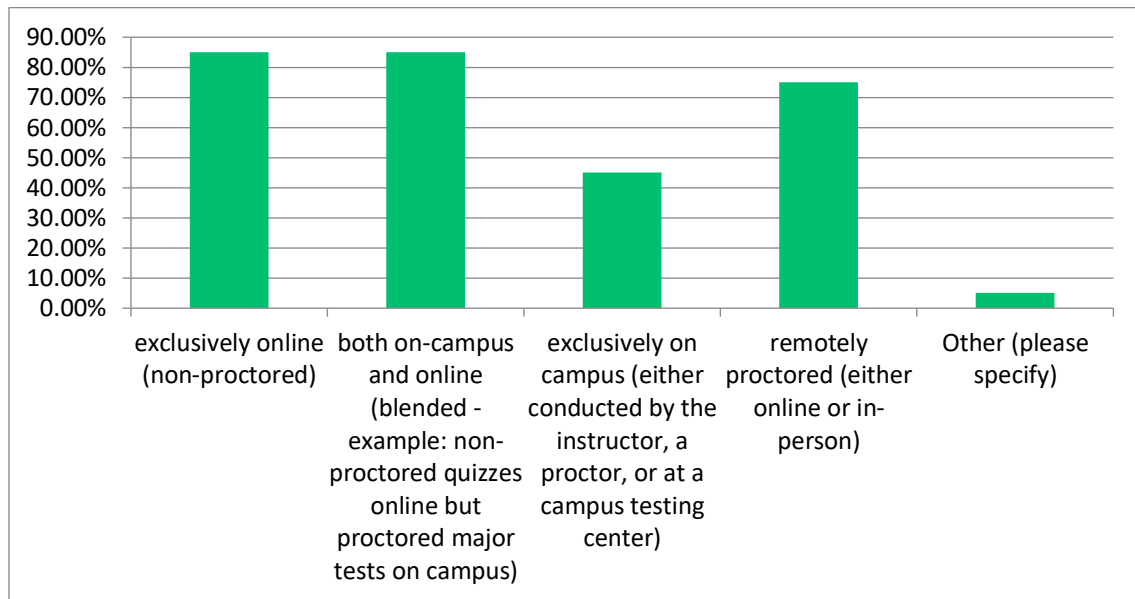
Regarding intellectual property/ownership issues, currently, your institution has (mark all that apply):



Other (please specify)

- faculty contractual language
- Vague policy in faculty union contract
- Contract work for hire.
- Union contract, paid repurposing process, unpaid repurposing process

Recognizing that testing is a faculty decision; does your online program allow faculty to test students (mark all that apply):



Other (please specify)

- A DL Class cannot require a student to come to campus (re: proctoring) Online options must be available

For the online enrollment for Fall 2019, how many (unduplicated) are:

Answer Choices	Average Number	Average Percentage
Female students?	1,675	58%
Male students?	1,228	42%
Younger than 18 years old?	426	11%
18 – 25 years old?	2,257	59%
Older than 25 years old?	1,136	30%
self-identified as White?	2,429	75%
self-identified as Black?	358	11%
self-identified as Hispanic?	177	5%
self-identified as Asian?	144	4%
self-identified as Pacific Islander?	2	0.1%
self-identified as Native American/Alaskan Native?	16	0.5%
students self-identified as Two or More Races?	126	4%
self-identified as Nonresident Alien?	12	0.4%
students that lived in-district?	2,694	78%
students that lived out-of-district?	708	20%
students that lived out-of-state?	35	1%
students that lived out-of-the-country?	12	0.3%

Future Challenges and Opportunities

Over the next 1-3 years, what do you see as the greatest challenge to your institution's distance learning program?

- Keeping our platform up to modern standards, as opposed to web 1.0 tools like text lectures and message boards
- enforcing quality and academic integrity
- the updating and maintenance of master online courses
- Declining enrollment
- Adding online degrees
- Integrating virtual online learning into the DL Quality Standards
- Institutional prioritization
- staying competitive with other DE programs
- Consistent technology training for faculty, staff and students
- Changing our business model to support the expansive online courses developed, along with creating new modalities with less staff
- Managing Growth w/ Quality - we offered our 1st online course in the Fall of 2020
- technology training
- Competition from larger schools.
- Maintaining quality in our programs
- Maintaining Covid-percentage of online courses.
- COVID-19 Damage done to online learning reputation
- Funding for support
- Course review for accreditation
- Training the large adjunct faculty population to be certified to teach online.

Over the next 1-3 years, what do you see as the greatest opportunity for your institution's distance learning program?

- More intentionally developing fully online degrees and marketing them as such
- the pandemic accelerated our ability to offer more online program and has shown our student support service areas that students need (and will use) remote options for their services
- providing multiple modalities that allow for even more flexibility; and we now have a recently "up-skilled" faculty who are eager to incorporate some of what they were forced to do during the pandemic into their traditional courses going forward
- Adding online degrees
- Growth of blended (synchronous / asynchronous) instruction
- Institutional prioritization
- adding online programs, increasing enrollment
- Continuing the momentum for teaching online by historically non-online instructors
- Using technology to offer consistent, exemplary online learning for all students
- The pandemic allowed our faculty to grow 10 years in one year... Taking advantage of the change event to modify our development and support process to become more efficient with quality online development
- Access to non-tradition students who could not take F2F courses.

- Andragogical development
- CBE
- maintaining quality in our programs
- Springboarding from the Covid-19 pivot to offer more online degrees and certificates because many faculty have realized they CAN teach online.
- COVID - 19 We do more online now than ever
- Funding
- Increased enrollment and retention
- Offering a more courses online allowing more students to complete their degrees through online courses only.

Finally, what are your greatest concerns with the impact COVID-19 will continue to have on your institution and more specifically, the distance education program?

- We were scheduled to add a full-time instructional designer, but COVID placed a freeze on that hiring. Not having that position could have long-term quality implications for our online offerings.
- Recovering from the perception that students may have of online learning. With the quick pivot online and difficulty controlling quality, there are some poorly designed courses and ill prepared instructors (even with training) that shouldn't be teaching online
- the main concern is how the drop in enrollment may impact the budget and, by extension, the services we offer
- Increasing enrollment numbers
- Simulating the hands-on learning experience for workforce programming
- Continued growth of distance education without centralized distance education oversight
- accessibility issues, access to technology for minority students
- We've learned how to conduct an enormous amount of work online, but some F2F is needed to build relationships between students, staff and faculty. There are frequent concerns expressed about isolation and missing human contact.
- The health of my team. We have done a pretty good job with increasing our support 400% overnight while maintaining our quality. But it has taken a toll.
- Fatigue of students, faculty, and support personnel
- Quality of rapidly developed online courses.
- less prepared students, higher failure rates, lower quality in courses
- Burn out for my team and faculty.
- The high demand for tech support for students and faculty with no new staff.
- It's going well. I'm more concerned for the face-to-face courses.
- Increase in faculty not equipped to teach online
- So many courses are having to move to the online setting. Getting faculty buy-in to teach online has been difficult, and then once they are on board getting them to understand that the review process is in place for a reason has been difficult. It is not a matter of simply granting approval. Courses have to be built and approved through a review process. Many faculty seem to believe that because this is a pandemic and therefore an unprecedented time that the measures in place to ensure quality do not have to be followed.