



MCCVLC 2011 Distance Learning Administrators Survey Results

1. Name of institutions that responded:

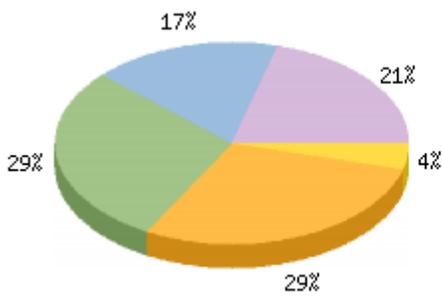
Alpena Community College	Mid-Michigan Community College
Bay De Noc Community College	Monroe County Community College
Delta College	Montcalm Community College
Glen Oaks Community College	Mott Community College
Gogebic Community College	Muskegon Community College
Grand Rapids Community College	North Central Community College
Henry Ford Community College	Northwestern Michigan College
Jackson Community College	Oakland Community College
Kalamazoo Valley Community College	Schoolcraft College
Kellogg Community College	St. Clair County Community College
Lansing Community College	Washtenaw Community College
Macomb Community College	West Shore Community College

DISTANCE LEARNING PROGRAM INFORMATION

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

- Coordinator, Distance Education
- Asst. Dean of Educational Technology
- Academic Deans responsible for courses and content. Director of Academic Technology responsible for online technology (lms, web conferencing and online repositories).
- Director, Learning Technology
- Dean of Distance Learning
- Instructional Technologist
- Director of Distance Learning and Instructional Technologies
- Vice Chancellor of Academic Affairs
- Dean of Instruction
- Manager, e-Learning, Faculty Support and Web Services
- Director, Educational Media Technologies
- Director of Online and Alternative Teaching Learning Development
- Associate Dean of Instruction
- Director of eLearning
- Director of Online Learning & Instructional Technology
- Chief Technologist
- Coordinator of e-Learning and Instructional Support
- Associate Dean of Distance Learning
- Director of Learning Technology
- Dean of Instruction and Faculty
- Director of e-Learning

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

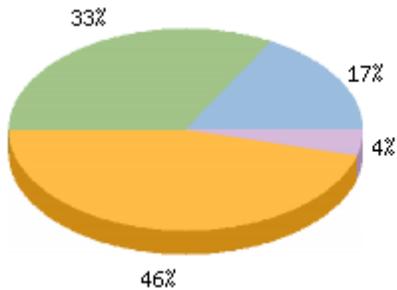


Legend	Response
Orange	Academic Dean (7)
Green	Chief Academic Officer (7)
Blue	Non-academic Administrator (4)
Purple	Other (5)
Yellow	No answer (1)

Note: For those reporting “Other” the answers were as follows:

- VP of Academic Education, Arts & Sciences
- We don't have an official distance learning program administrator. The Vice Chancellor approves distance learning courses and reports to the Chancellor.
- Chief Technology Officer
- The Provost of the College
- VP Institutional Services & Technology

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



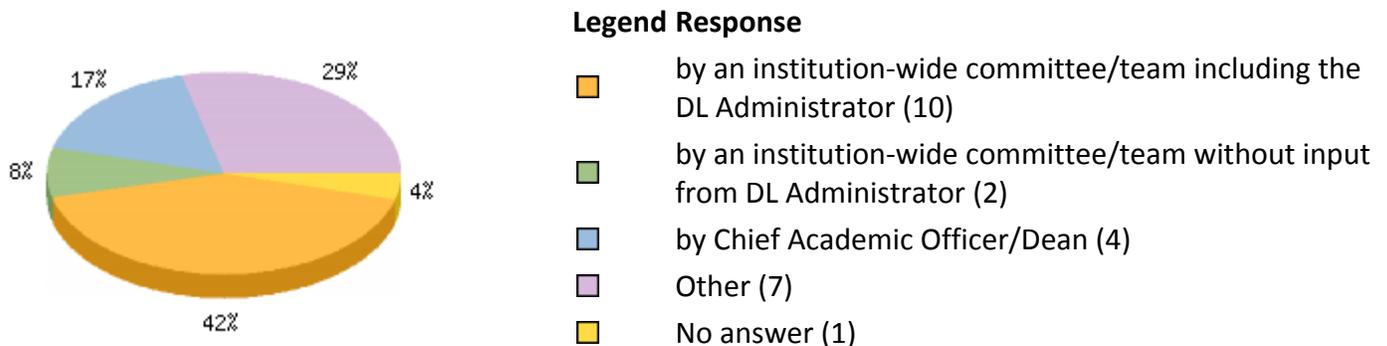
Legend	Response
Orange	a mix (11)
Green	centralized (i.e. a recognized office that provides administrative oversight of DL program) (8)
Blue	decentralized (i.e. each discipline is responsible for its DL offerings and there is no institutional coordinating office) (4)
Purple	No answer (1)

Note: For those who responded with ‘a mix’ – descriptions provided are as follows:

- Department Chairs determine what online classes are offered. Training and review is provided by the Distance Education Coordinator and Course Designer.
- Each discipline brings DL offerings to curriculum committee, with recommendation from Educational Technology.
- Academic Deans responsible for courses and content. Director of Academic Technology responsible for online technology (lms, web conferencing and online repositories).
- Departments propose offerings which are approved by college-wide committees
- There is a centralized office that performs instructional design, develops online courses, maintains support for the online course sites in the CMS used, tracks the appropriate performance data, develops policies and standards, etc. Individual disciplines are responsible for determining how many online sections to offer and assigning faculty to teach online sections.
- I am responsible for preparing to teach online workshops and integrating the use of emerging technology into instruction online, hybrid/blended courses, and on-campus.

- The Instructional Technology Department is responsible for audio-visual support, course management system support, and assisting faculty with moving their content into the course management system. As of March 2010, the Instructional Technology Department staff report directly to the Director of the Library (Ms. Barb Lukasiewicz).
- Each discipline is responsible for offering and coordinating their own distance learning courses.
- Course and instructor selection is determined by academic area. Distance learning support and general administration is provided centrally. This includes instructor support for course development, online teaching and CMS training, instructional design, and technology support (development, help desk, consultation); student support for orientation, technology help desk, and periodic in-person assistance; and DL administrative services for the college on regulations, best practices, and sharing ongoing improvement practices for possible implementation.
- NOTE: Although distance learning reports to a non-academic officer (Chief Technology Officer), that administrator reports to the Chief Academic Officer.
- Each discipline is responsible for it's DL offerings but the Center for eLearning provides administrative over site.
- Organization of Policy and Administration of the Course Management System as well as Instructional Design assistance is run by the eLearning Department.
- Online Course Content, Curriculum, etc. is run by the department the course falls under.
- Distance Learning currently reports to the Director of IT, but we do have a Distance Learning Office that supports all aspects of distance learning. However, it is still the Deans and Division Chairs responsibility to determine the schedule of classes and other administrative oversight.
- The department chairs determine the course schedules; the Chief Academic Officer determines what online classes to offer; the Director of Learning Technology provides the training and administrative support for online delivery.
- Each discipline is responsible for it's DL offerings but we have an e-Learning department that is responsible for the course management system - ANGEL along with instructional designers to assist faculty with their courses.

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



For 'Other' responses – the following were mentioned:

- President to Academic Deans
- Departments and their supervising deans recommend courses for DL development. The DL administrator and director then make the decisions for development.
- Mix: Discipline approval and Vice Chancellor of Academic Affairs for release time.
- Program and Course Offerings, Course Development, etc. is decided by the Department the course falls under. Policies regarding access, start and end dates, quotas, etc. for the Course Management

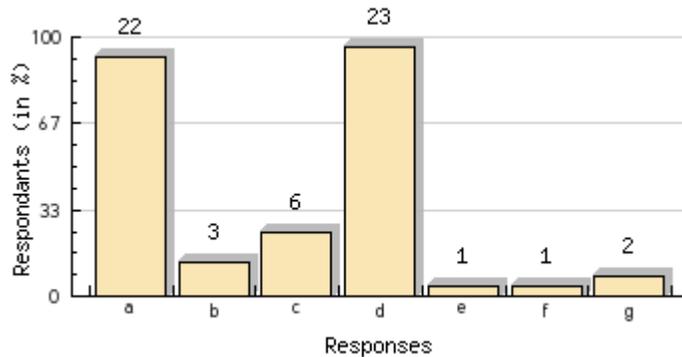
System are developed by the eLearning Department in conjunction with the eLearning Advisory Board and the Provost of the College.

- by the CAO, deans, and director of Online Learning
- Course offerings are jointly determined by DL Administrator and Academic Deans. Course development and other procedural issues are determined/managed by the DL Administrator.

6. Does your institution have a strategic/business plan for the Distance Learning Program?



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



Legend	Response
a	Blended/hybrid web classes (less than 50% of class offered online/tied to a traditional class) (22)
b	Live two-way interactive video classes (dedicated network to deliver classes to off-campus/remote locations utilizing two-way video/two-way audio) (3)
c	Open Entry/Open Exit web classes (more than 50% of class offered online – minimal or no on-campus time required) (6)
d	Stand-alone web classes (more than 50% of class offered online – minimal or no on-campus time required) (23)
e	Synchronized web-based conferencing (utilization of “groupware” and/or “voice-over-IP” technologies) (1)
f	Telecourses/cable or broadcast classes (broadcast on local channel and/or local cable system) (1)
g	Telecourses/other distribution classes (course content delivered using videotaped/CD/DVD mediums) (2)

- (7a) **What percentage of your distance education program is blended/hybrid web classes?**
- Average: 20%
 - Median: 12%
 - Range: 1.2% - 71%
- (7b) **What percentage of your distance education program is live two-way interactive video classes?**
- Three responses – 10%, 1%, <1%
- (7c) **What percentage of your distance education program is open entry/open exit?**
- Average: 13%
 - Median: 12.5%
 - Range: 4% - 23%
- (7d) **What percentage of your distance education program is stand-alone web classes?**
- Average: 68%
 - Median: 74%
 - Range: 6% - 99%
- (7f) **What percentage of your distance education program is telecourses/cable or broadcast classes?**
- One response – 15%
- (7g) **What percentage of your distance education program is telecourses/other distribution classes?**
- Two responses – 2%, 3%
8. **If you offer electronically-delivered open entry/open exit classes, is there ongoing registration?**



When does the course end? Briefly describe:

- [referring to open entry/open exit classes--a very small portion of our DL program] Classes do not end unless the curriculum is revised and a course is discontinued and replaced by another. In such a case, the last students are given the full course duration time to complete the work, and the College would always support special circumstances cases such as incompletes.
- Students have 15 weeks from the time they begin to complete the class. They pretty much work on their own.
- Once the student has successfully completed the learning outcomes, the class is considered complete and ends.
- Courses begin and end based on semester/session. Fall and Winter 15 weeks; Spring and Summer 7 weeks. Registration for Fall/Winter ends at mid-term of the semester; for spring/summer registration continues through first week of session.

9. **What is the percentage of enrollment (credit/contact hr) that your institution’s online program is of the total enrollment for your institution?**

Average: 16.97%
 Median: 17%
 Range: 6% - 33%

10. **What is the retention rate for distance learning courses (online only) at your institution? (NOTE: Retention is typically defined as numerator = students successfully completing course (at 2.0 grade or better) /denominator = students enrolled on first day of class).**

Average: 69.5%
 Median: 70%
 Range: 50% - 91%
 One additional response: According to IR, the retention rate was the same as our on-ground classes.

11. **Does your institution offer non-credit electronically-delivered classes?**

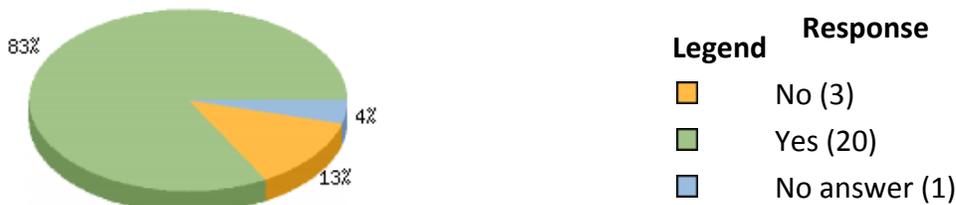


Legend	Response
Orange	No (9)
Green	Yes (14)
Blue	No answer (1)

If so, are non-credit offerings part of the DL program at your institution?

- No – 11 responses
 - No - they are hosted by Ed2Go in conjunction with the Business Services department.
 - These courses are offered through the Business and Community Institute (BCI) and our Continuing Education Program.
 - No. They are MTEC offerings.
- Yes – 2 responses (Yes, in terms of instructor and user support.)
- We don't have an official DL program. However, we have a few online classes that are non-credit that students may register for.

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

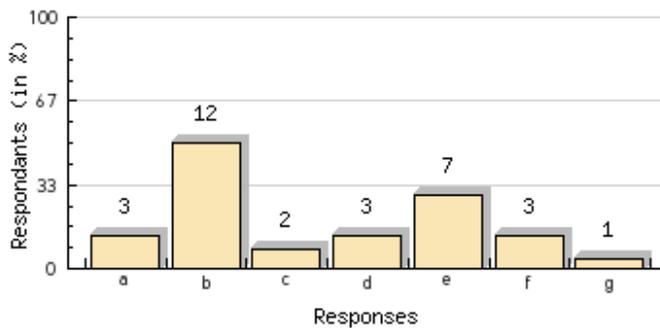


Legend	Response
Orange	No (3)
Green	Yes (20)
Blue	No answer (1)

Indicate the course length options.

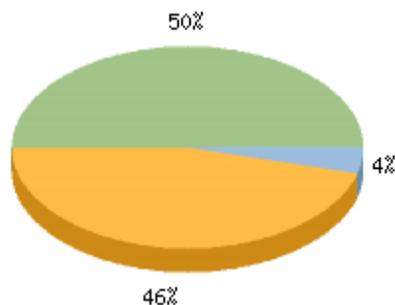
- 8, 12,15 week
- Varies, nothing less than 6 weeks.
- 1 credit classes are shorter in length
- We have a restricted enrollment set of five courses that are open only to certain union trades groups. These are asynchronous offerings and permit 24 weeks for completion.
- 8 weeks, 9 weeks, and 12 weeks
- 7 Week and 14 Week
- 8, 10, 12, 13, 14, 15
- 5, 8 week
- 8 weeks, 10 weeks and 15 weeks
- 4, 7-8, and 12 weeks (4, 8,and 12 weeks are summer only)
- 8-week and 12-week
- 8 week and 12 week
- Anywhere from 4-16 weeks.
- Some 2 credit courses online are 8 weeks; spring courses are 6 weeks; summer courses are 4 weeks.
- Spring/Summer 7-8 week Courses
- 8 weeks in the summer and OEOE classes can vary
- 1st 7-Week, Late Starting 12-Week, and 2nd 7-Week Courses
- 8 weeks
- 6 weeks, 8 weeks

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



Legend	Response
a	Angel (3)
b	Blackboard (12)
c	Desire2Learn (2)
d	Educator (3)
e	Moodle (7)
f	Other (3)
g	WebStudy (1)

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

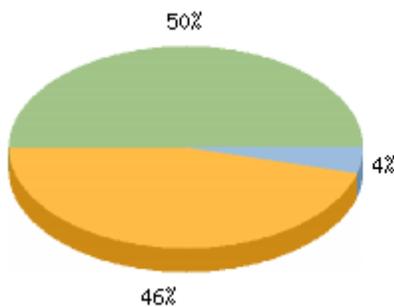


Legend	Response
Orange	No (11)
Green	Yes (12)
Blue	No answer (1)

Please describe the reasons for considering other platforms?

- Angel 8.0 will be the last iteration - so if we switch, it will be to something else.
- Technical support, pedagogical design, flexibility, cost
- We are not likely to switch, but have had significant problems with the functionality of Blackboard 9.0 and 9.1 Since support for Blackboard 8 will end in 2012, we have to give consideration to switching.
- Educator is phasing out their course management system. We are considering moving to either Moodle or Blackboard.
- Added features, stability, improved support.
- Expense, interface
- We will be moving from Angel to Moodle over the upcoming year. Moodle is a great deal cheaper than Angel. With the Angel and Blackboard merge coming soon, now is the time to make the transition.
- Contract with ANGEL will expire June 2012. LCC went out for bid and Desire2Learn has been chosen by the Board of Trustees.
- e-Racer is embedded in our SIS, and fully integrated for data exchange.
- Moodle, WebStudy, etc.
- We are just investigating options to be sure that the learning platform we used is the best fit for our institution, our faculty, and our students.
- Hate Blackboard

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



Legend



No - once faculty has developed the course it is made available to the students (11)



Yes (12)



No answer (1)

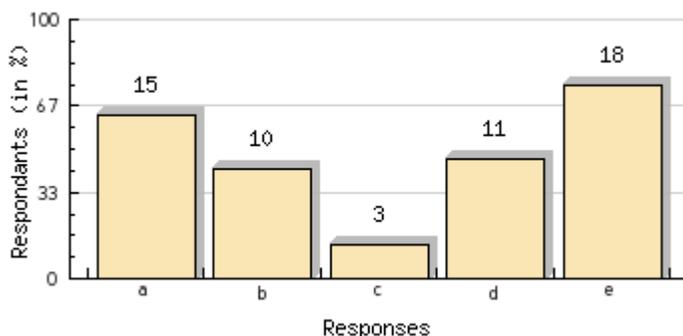
Response

Briefly describe assessment process:

- Instructor must have 3 weeks / modules built three weeks prior to start of class. A faculty review committee along with DE coordinator and Instructional Design Specialist review.
- Curriculum Development committee has guidelines that all courses (including online) have to meet before they are made available to students.
- Review of course to meet MCCA VLC course development rubric.
- Review by Online Curriculum Development Committee (OCDC) and an instructional designer
- A committee of DL administrators, instructional designers, faculty in the discipline and outside the discipline review the course for adherence to the institutional syllabus, the design plan, and so forth.
- Faculty who participate in the preparing to teach online workshop series are required to present at least 1 - 2 weeks of instructional materials created and entered within the LMS to the campus community in order to receive a certificate of completion.
- Faculty are expected to present at least 75% of their online course to their Associate Dean and Lead Faculty within the discipline at least 1 month from the time the course is to be offered to the students. If the course does not meet the department and/or the division's approval, then the course is put on hold until revisions are made.

- Before the course is delivered for the first time it is reviewed by a committee with a rubric.
- Divisional approval, Distance Learning Advisory Sub-committee approval
- Instructional designer reviews course; new process is being planned, where a 3-person team is planned to review courses (similar to Quality Matters/VLC strategy). The new plan has been proposed, liked, but implementation is our current challenge :-)
- VLC Rubric completed and course reviewed by eLearning office.
- All new classes must be approved by the Distance Learning Advisory Team. Each course is observed and measured against the institution\'s Best Practices for online classes.
- All online courses must be approved by the College\'s Online Instruction Committee comprised of both faculty and administrative representatives. The institution has adopted the Quality Matters Rubric and courses must meet all essential standards before offering.

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

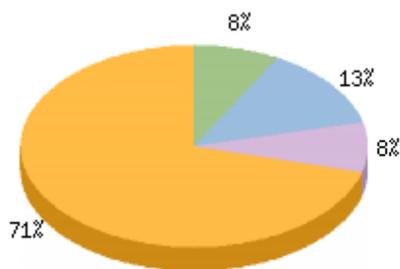


Legend	Response
a	administrative review (15)
b	campus standards/best practices (10)
c	other (3)
d	peer (faculty) evaluation (11)
e	student evaluation (18)

For those that identified “other” – the responses were:

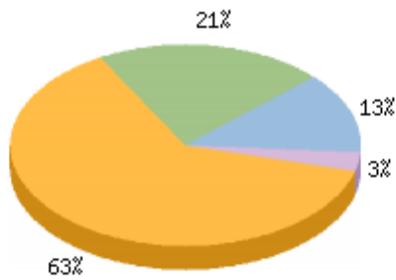
- Courses are reviewed along with faculty evaluation during the faculty members review cycle
- At faculty discretion
- We don\'t right now....working on implementing Quality Matters

17. Does your institution participate in Quality Matters?



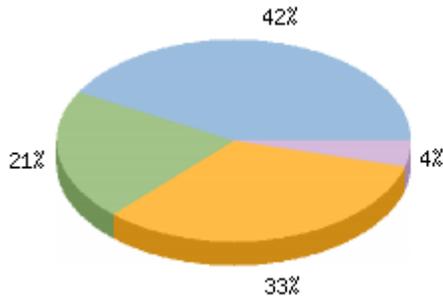
Legend	Response
Orange	No (17)
Green	Not at this time, but plan to (2)
Blue	Yes (3)
Purple	No answer (2)

18. Does your institution participate in MCCVLC Course Quality Assurance Initiative?



Legend	Response
Orange square	No (15)
Green square	No, but would like to (5)
Blue square	Yes (3)
Purple square	No answer (1)

19. Does your institution offer online degrees?



Legend	Response
Orange square	No (8)
Green square	Not at this time, but we have plans to. (5)
Blue square	Yes (10)
Purple square	No answer (1)

Please list the certificates and/or degrees you now offer in an online format:

- Accounting – Associate in Applied Science
Accounting – Certificate
Business Administration – Associate in Applied Science
Business Administration Certificate
Financial Services Concentration
Management – Certificate
General Transfer – Certificate
General Education – Certificate
Associate in General Studies
- The online degrees are in General Studies and Religious Studies.
- Medical Billing and Coding
- General Business
Business Management
- Business Administration: General Business (AAS)
Associate of Science and Arts (ASA)
Associate in General Studies (AGS)
Computer Studies/Office Applications Specialist Certificate
General Studies Certificate
Science and Arts Certificate
- Associate of Arts, Associate of General Studies, Associate of Business - Transfer, and Associate of Health Care Provider to ADN.
- Associate in Business Degrees
 - * Criminal Justice - Law Enforcement
 - * Business Administration
 - * International Business

- * E-Business
- * Computer Programmer/Analyst
- * Financial Institutions
- * General Associate Degree

Associate in Arts Degrees

- * Business - Pre Transfer
- * Criminal Justice
- * Economics
- * Foreign Language
- * Social Science
- * Interdisciplinary Humanities
- * Liberal Arts
- * Psychology
- * Sociology

Certificates

- * E-Business - Certificate of Achievement
- * Microsoft Office Specialist Certification Preparation- Certificate of Completion
- * Correctional Officer Certificate of Completion
- * Computer Programmer/Analyst Certificate of Completion
- * Financial Institutions - Certificate of Completion
- * Taking Initiative for Management Effectiveness - Certificate of Completion
- * Web Site Developer - Certificate of Completion
- * Computer Readiness for the Workplace - Certificate of Completion
- * Computer Technology Basics - Certificate of Completion
- * Transfer Studies - Certificate of Achievement
- * Travel Agency Operations - Certificate of Completion
- * Tour and Cruise Operations - Certificate of Completion
- Associate - 24.0101 Liberal Arts and Sciences/Liberal Studies (AA - Delta Degree with Michigan CC Virtual Learning Collaborative)
- Associate - 24.0101 Liberal Arts and Sciences/Liberal Studies (AGS - Delta Degree with Michigan CC Virtual Learning Collaborative)
- Associate - 24.0101 Liberal Arts and Sciences/Liberal Studies (AS - Delta Degree with Michigan CC Virtual Learning Collaborative)
- Associate - 43.0201 Fire Protection and Safety Technology/Technician (AAS Fire Science Technology)
- Associate - 52.0201 Business Administration and Management, General (AAS in General Management)
- general studies
- Degrees:
 - Associate in Arts (AA)
 - Associate in General Studies (AA)
 - Associate in Applied Science (AAS)
 - Aviation Management " AAS.00261
 - Business-General " AAS.00008
 - Small Business for Entrepreneurs " AAS.00011

Business Information Technology “ AAS.00277

Office Information Systems “ AAS.00133

Certificates:

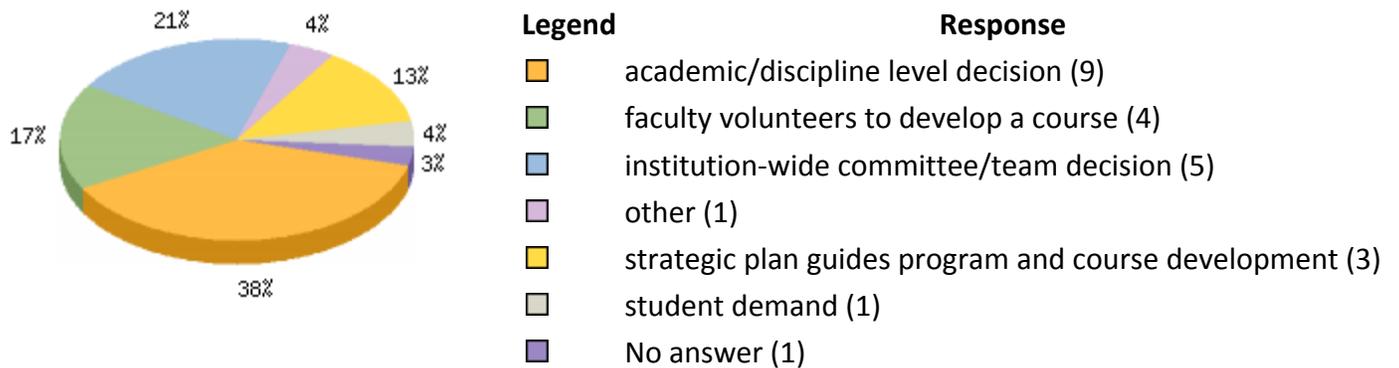
Business-Basic - 1YC.00002

Small Business for Entrepreneurs - 1YC.00213

Please tell us what degrees you are planning to offer and when they will be available:

- Associates of Arts
- This is still to be determined--and the timeline is open.
- Computer Apps Security, 2012
- Within one year:
Associate in Arts
Associate in Applied Science, General Studies
- Liberal Studies

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



The “other” responded: Combination of executive leadership decision, DL department recommendation, faculty volunteer(s) + discipline and administration endorsement

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



(21a) What is the enrollment cap for your online introductory math course?

Average: 24

Median: 24

Range: 20 – 31

(21b) What is the enrollment cap for your online introductory English composition course?

Average: 22.5

Median: 22

Range: 20 – 30

(21c) What is the enrollment cap for an online introductory political science course?

Average: 22.5

Median: 24

Range: 20 – 31

Greatest Challenges

22. As a Distance Learning administrator, please rank your greatest challenges for your program.
Greatest = 1; Least = 10

Challenge	Ranking 2011	Ranking 2010	ITC Ranking 2010
Support staff needed for training and technical assistance	1	4	1
Adequate assessment of distance learning classes	2	2	2
Adequate administrative authority	3	3	5
Adequate student services for distance learning students	3	5	3
Operating and equipment budgets	4	1	4
Compliance with HEOA requirements for distance education	5		9
Organizational acceptance	6	6	8
Faculty acceptance	7	7	7
Adequate space for training and technical assistance	8		6
Student acceptance	9	8	10

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

- Very segregated
- Ongoing assessment, instructional design (best practices integration)
- HLC-NCA recommendations and requirements--including for moving ahead with plans for online degrees; Scheduling and staffing of sections concerns (it is difficult to predict enrollments for DL, even as registration is ongoing, so it is a challenge decide how to appoint faculty to face-to-face vs. online sections)
- sabotage and power struggles
- Course development resources, quality of course, quality of teaching
- We don't have an official distance learning administrator.
- Creating consistency with distance learning programs, classes.
- Working with faculty to stay within the Standards and Practices of e-Learning.
- Unclear direction from administration.
- None that I can think of that weren't covered above.
- Preparing students for taking online courses and having faculty trained to teach online.
- coordinating efforts with IT department
- Transitioning from a de-centralized operation to a more centralized operation in terms of course development, course quality assessment, and strategic planning.
- Because of the lower capacities for online classes, when the budget gets tight, we don't offer online classes because they are more expensive to run.

- Keeping faculty who are developing courses on track to meet established deadlines. It is very difficult to move forward and provide support across the board when development falls behind and the lines blur between development cycles.
- Lack of technical knowledge among students.
- Recruiting and retaining quality online instructors; minimal funds for professional development opportunities.
- Adequate faculty training

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

- Accreditation requirements, ADA compliance, authentication, security
- sabotage and power struggles
- Standards and Practices for e-Learning Instruction
- Pending student assessment verification and state licensure legislation.
- If username & password become not enough to positively identify distance learning students, that will become an issue
- New DOE state rules

Faculty Information

25. Of those teaching a distance learning course, what percentage are full time?

Average: 66
 Median: 70
 Range: 35-98

26. Of those teaching a distance learning course, what percentage are part-time?

Average: 34
 Median: 30
 Range: 2 – 65

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



Briefly describe the limitations:

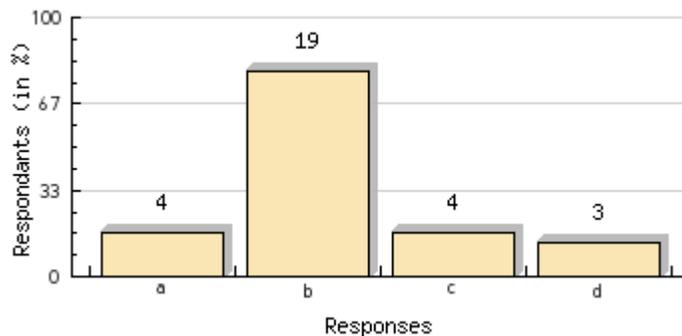
- Full-time faculty base load is 15 contact hours, of which at least 6 must be in traditional format
- Teaching load is controlled by the faculty contract and administrative division. Each division views this subject slightly different and decisions within the division are made accordingly. Decisions within a division are controlled by the full-time faculty.
- Half load.
- Faculty cannot teach totally online classes as their semester load.
- Full-Time faculty are not to exceed 8-12 credit hours of online classes per semester.
- Limitations vary by academic division.
- Full-time faculty are able to select up to two (2) courses or a maximum of 50% of their base load in online and/or OE/OE courses. This limit may only be exceeded by mutual agreement of the faculty and the Dean. Online and OE/OE classes are eligible for selection with the departmental rotation policy for those faculty who are credentialed to teach online and/or OE/OE.
- Part-time faculty can't exceed 8 contact hours per semester

28. Are there college policies/practices in place that encourage/discourage adjunct faculty teaching distance learning courses? Please describe.

- No - 5 (one response: we encourage any faculty member willing to take on e-Learning.)
- Full time faculty have the first right to teach and develop a course.
- Requirement for training to be permitted to be a distance learning instructor, and (2) Limitation on modifying course websites outside of standardized model
- Adjuncts are eligible to receive \$300 compensation for completing the preparing to teach online workshop series.

- Adjunct faculty assignments are often too late to allow these faculty to prepare their courses.
- Yes, discourage adjuncts from teaching online.
- in fall 2011 a new distance learning standards and book for teaching and learning will be presented to all faculty.
- One department does not allow part-time instructors to teach online - other than that - no.
- The faculty contract favors full-time.
- Full-time faculty have first choice of classes to be taught each semester
- Division chairs decide who teaches online courses and they tend to keep the online courses for themselves, so it is hard for adjuncts to get approved to teach online.
- Requirements are the same for both full and part-time faculty. All faculty must successfully complete a rigorous credentialing process. Full-time faculty in some disciplines take all online course offerings and thus adjuncts rarely; if ever, get a chance to teach online. Part-time faculty have more opportunities to teach OE/OE classes.
- Encourage by offering assistance.
- compensation/workload
- Required training

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



Legend

Response

- a developing hybrid courses (4)
- b developing online courses (19)
- c participating in distance learning related professional development (4)
- d teaching online courses (3)

(29a) What is the differential compensation for developing hybrid courses?

- \$800.00 per course
- \$3000 per course developed
- Equal to their pay for the number of contact hours of the online portion, but no greater than 4 contact hours total.
- Varies depending on the Contract in place through MAHE.

(29b) What is the differential compensation for developing online courses?

- \$700.00 for the first credit hour and \$200.00 for each additional credit hour of that course.
- 2500 for developing and deploying an online course.
- \$600 a billing contact
- \$4000 per course developed

- Developing online courses = compensation is based on the number of credit hours of the course. Full-time faculty receive release time based on number of credit hours of the course while part-time faculty receive compensation.
- 675 per contact hour
- Release time equivalent to teaching one class.
- 1,500 full development; 750.00 transfer from on ground to online
- two contact hours at the overload rate
- Equal to their pay for the number of contact hours of the online course, but no greater than 4 contact hours total.
- Stipend equal to overload pay of same credit hours.
- Developing online courses: \$500 per contact hour
- Varies depending on the Contract in place through MAHE Union.
- \$1000 per credit hour for development
- New 3 credit online course = \$3180 (approx.)
Convert existing 3 credit on-ground to online = \$1590 (approx.)
- The College has focused its development efforts to Ready-To-Teach (RTT - scalable) courses that are owned by the College. As a result, the faculty developer is paid a total of five (5) contact hours for development. Once approved by the Online Instruction Committee, the course can be delivered by any online credentialed faculty member who meets the minimum competencies and/or is approved to teach that course.
- \$700 per credit hour

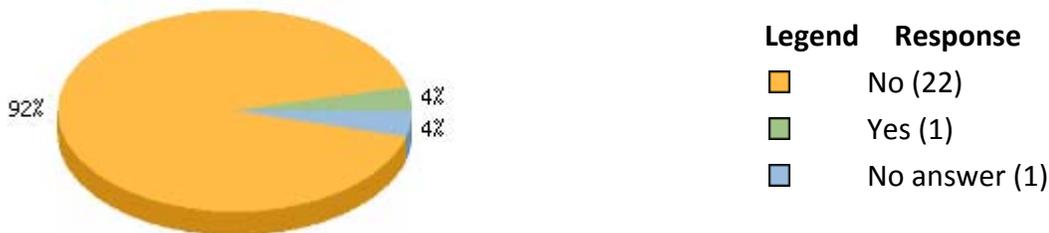
(29c) What is the differential compensation for participating in distance learning related professional development?

- Adjuncts are eligible to receive \$300 compensation for completing the preparing to teach online workshop series.
- Up to \$800 through the professional development fund if approved by the committee that approves these funding requests.
- Teaching: \$50 per contact hour for first student
\$200 per contact hour for students 2-5
\$50 per contact hour for every student (6+)
- Distance Learning certification process completion will add to faculty (PDA) professional development allowance.

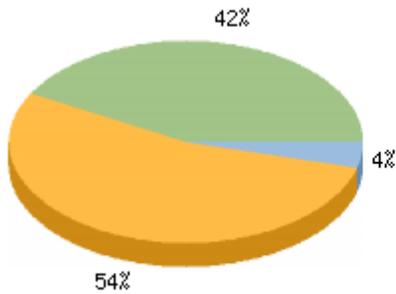
(29d) What is the differential compensation for teaching online courses?

- Additional 1/2 credit hour pay
- Faculty Orientation (professional development) 1 time opportunity - \$500
- \$200 the first time the class is offered. It is supposed to be used to improve the class.

30. Does your institution reimburse faculty for home ISP services?

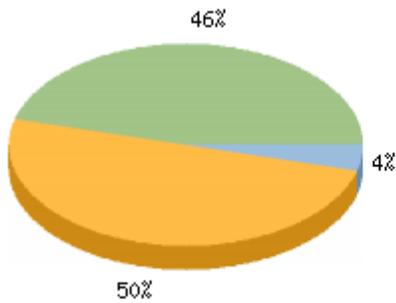


31. Does your institution provide laptops for online instructors?



Legend	Response
Orange	No (13)
Green	Yes (10)
Blue	No answer (1)

32. Are mentors provided for new distance learning faculty?

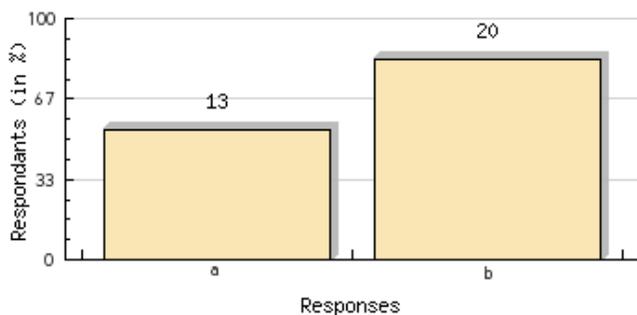


Legend	Response
Orange	No (12)
Green	Yes (11)
Blue	No answer (1)

If so, are they compensated?

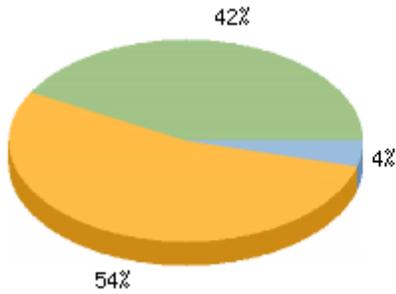
- No – 8 responses including:
 - There is no standard/requirement for a mentor. This is dependent upon the situation; if mentoring is provided there is no designated compensation. Funding would only be provided if available for a special circumstance.
- Some disciplines provide mentors. During the preparing to teach online workshop series, possible key mentor faculty members are suggested.
- Normally this is for one semester, but it can carry over into another semester if needed. The mentors are paid 0.5 contact hours.
- Full time faculty position.
- 1/2 contact per mentee

33. Do you provide the following for faculty who are developing online courses (mark all that apply):



Legend	Response
a	Internal instructional designers (13)
b	Internal technical assistants (20)

34. Do college faculty hiring policies/practices include any criteria related to teaching distance learning courses?

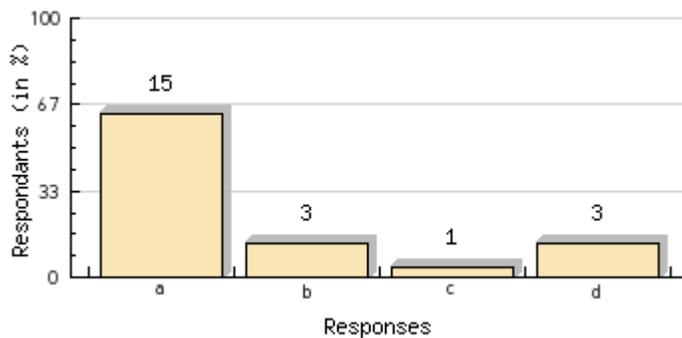


Legend	Response
Orange	No (13)
Green	Yes (10)
Blue	No answer (1)

Briefly describe policy/practice:

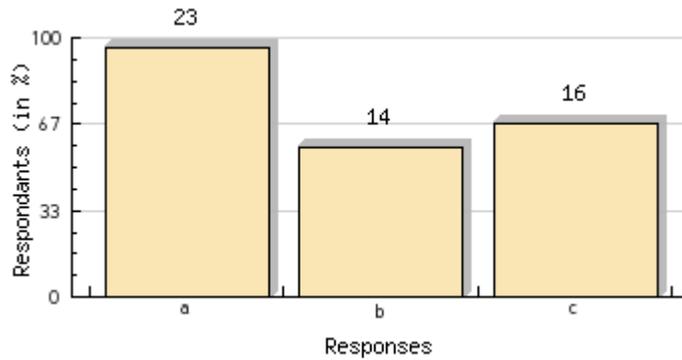
- Some disciplines and division require new faculty hire advertisements to include criteria for hiring based on teaching distance courses some do not.
- All new faculty must go through the OHCC certification course.
- familiarity with online teaching and learning
- It states that they need to be \"Willing to teach online\" for most postings. Some exceptions apply, depending upon academic area.
- Job posting includes preference for online teaching.
- All positions have \"Online Experience\" preferred in job descriptions.
- preference is to hire new faculty that have experience using technology in the classroom and the use of a learning management system
- The College attempts to hire new faculty who can teach in any modality.
- Prefer candidates that have experience teaching online; experience with Blackboard or similar LCMS.
- Familiar with distance Ed

35. As concerns intellectual property/ownership issues, currently, your institution has (mark all that apply):



Legend	Response
a	a college policy (15)
b	a formal program policy (3)
c	a system policy (1)
d	an informal program policy (3)

36. **Recognizing that testing is a faculty decision; does your distance learning program allow faculty to test students (mark all that apply):**

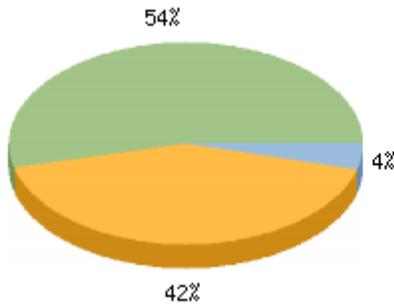


Legend

Response

- a both on campus and online (blended - example: non-proctored quizzes online but proctored major tests on campus) (23)
- b exclusively on campus (either conducted by the instructor, a proctor, or at a campus testing center) (14)
- c exclusively online (non-proctored) (16)

37. **At your institution, is training mandatory for faculty to teach a web-based class?**



- | Legend | Response |
|---------------------------------------|---------------|
| ■ | No (10) |
| ■ | Yes (13) |
| ■ | No answer (1) |

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.

- Internally. In past instructors must have gone through MCCVLC certification, but that is not required anymore.
- Internal only (LMS Basics course and an Online Teaching and Learning class are required)
- For full-time faculty: Strongly recommended that internal training be completed [this is moving toward being mandatory], though equivalent training or experience is accepted; for part-time faculty: Required that internal training be completed, though equivalent training or experience is accepted
- Internal
- internal by dean of instruction
- ETOM online certification (or comparable)
WIDS
Blackboard Training
- We have just started an internal program this summer; prior to this, it was the ETOM online certification course or documented equivalent training/experience. HOWEVER, frequently, an academic area has overridden this requirement and have let someone teach without training. In this situation, we require a mentor be provide, as this is a special circumstance.

- Provided internally
- Internal Only.
- In-house certification course, OR prior online teaching experience
- Provided internally but externally is accepted as well.
- Faculty must successfully complete Blackboard Training which is provided internally. Our Blackboard Support personnel provide both face-to-face training, online training, and provide provisions for faculty to test out of the training if they have had training through another source.
- Internal, or external PD.

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



Legend	Response
Orange	No (13)
Green	Yes (9)
Blue	No answer (2)

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

- Hybrid faculty must only be Blackboard Trained. Online faculty must successfully complete a credentialing program designed for online.

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

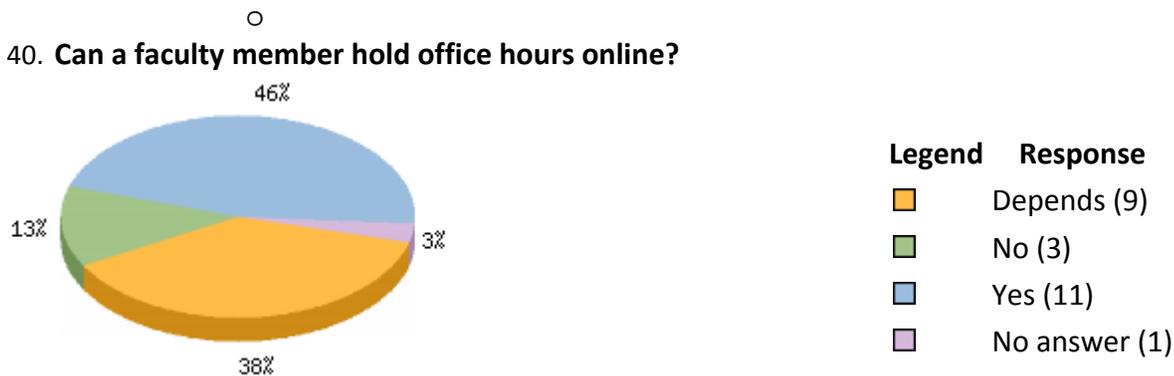


Legend	Response
Orange	No (20)
Green	Yes (2)
Blue	No answer (2)

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

- Only LMS Basics course is required
- Only Blackboard training required.

40. Can a faculty member hold office hours online?



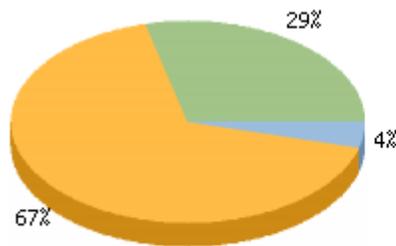
If yes, please explain the guidelines for online office hours at your institution.

- Instructor must follow same guidelines as on campus office hours.
- No guidelines
- None
- Wimba Pronto is used for the technology.
- We don't have anything formal that is college-wide. There may be guidelines within an academic area.
- No specific guidelines yet
- The online office hours are for those instructors teaching online only.
- Office hours can be offered through synchronous tool Elluminate.
- No guidelines established. Most also fulfill the on-campus office hours in addition to online.
- They are permitted to at their discretion.

If you selected 'Depends', please explain:

- Some are doing it now, but the rules have not been formalized.
- Regular on-campus hours are required, but faculty may optionally offer additional hours online.
- Each discipline decides as a discipline or division.
- Per Discipline.
- Must be available on campus for part of their office hours requirements
- Online Office Hours are only allowed for a course that is taught online.
- A portion of office hours may be held online
- Several of our faculty members are online during their regularly scheduled office hours thus servicing both traditional and online students.
- Can hold 1/2 online

41. 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?



Legend	Response
Orange square	No (16)
Green square	Yes (7)
Blue square	No answer (1)

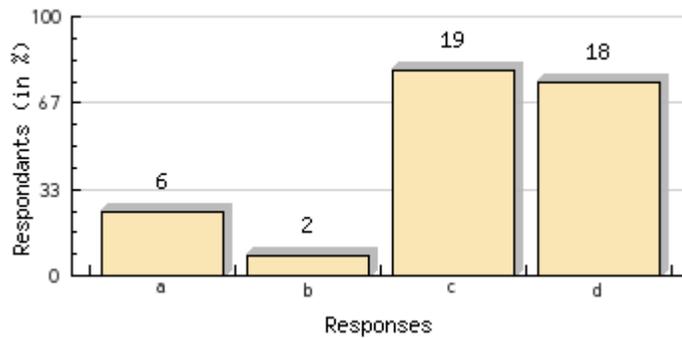
If yes – please describe:

- There are strong guidelines: Typically, faculty are expected to service their online classes on a regular basis and reply to student communications within 48 hours--preferably less.
- Based on DL Standards, within 24 hours.
- We HIGHLY ENCOURAGE within 48 hours and recommend within 24 hours or less; we can't police this, so it isn't stated as a requirement.
- Email is to be responded to within 24-48 hours.
- For 15 and 12 week semesters, faculty must respond to students within 72 hours. For 7 week sessions, faculty must respond to students within 48 hours.
- They are expected to be in contact with the student within 48 hours.
- Respond in 24 hours

If no, has this been an issue at your institution? If so, how do you address it?

- This has not been an issue. Individual student complaints are dealt with using the same procedure as face to face classes.
- As far as I know, it has not been an issue.
- No issues at this time
- In some disciplines, this has been an issue.
- Not that I am aware of. However, all faculty/student issues are addressed by the Deans.
- Yes.
- This is sent to the Dean of the Division to handle.
- No issue.
- It has been an issue in that some instructors do not interact much with their online students. We are in the process of implementing Quality Matters and hope that addresses the issue.
- We have Course Management System Standards in place recommending how much interaction should take place with online students.
- QM reviews are providing opportunities to work with instructors and improve their turn-around response time for online student inquiries
- We have Best Practices guidelines but no requirements. Faculty to student interaction Expectations should be outlined in each course syllabus.
- Yes it has been an issue, but it has not been addressed.
- No.

42. Regarding student authentication in the online class, what strategies does your institution use to confirm student work? (check all that apply)



Legend	Response
a	Authentic assessments in the course (6)
b	Other (2)
c	Pin/Password access to course (19)
d	Proctored tests/exams (18)

How frequently do you modify the password during the course?

- never, student uses network UN / PW
- We don't
- Passwords are changed every 18 weeks.
- Instructor controlled
- We do not, though individuals may modify their own.
- The password is modified every 3 months.
- We use LDAP to authenticate our Bb system with our other college systems.
- Not at all
- The general course password is changed each semester for students. Test passwords can be provided by instructor, changing as often as they desire.
- Once a semester or as needed.
- varies by instructor
- No modification
- Passwords are set by the student for all their courses.
- Students must change passwords every 120 days.
- the password never changes unless the student changes it
- It is at the students' discretion.
- 1 time
- Never

For "other", please describe:

- Respondus lock
- Some courses require in person presentations as part of their online course. (Example: Speech Courses)
- When students enroll in an online course, the student is assigned a unique user id and password. The user ids and default passwords are generated based on information in the student's institutional record. This information is completely unique to each student. The passwords are case sensitive and a hash value is stored in the Blackboard database and can't be reverse engineered. The login process is protected via a Secured Sockets Layer (SSL) and a security certificate to ensure their login information is protected. Students can only access courses in which they are enrolled.

