



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

**Name of institutions that responded:**

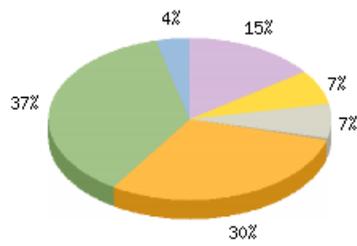
Alpena Community College Delta College Glen Oaks Community College Gogebic Community College Grand Rapids Community College Henry Ford Community College Jackson Community College Kalamazoo Valley Community College Kellogg Community College Kirtland Community College Lake Michigan College Lansing Community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

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

Director of Learning Technology (2) Director of Distance Education Director, Ed Media Technologies Director, Distance Learning and Instructional Technologies Director of Online and Alternative Teaching/Learning Development Director of eLearning	Dean of Instruction Dean of Instruction and Faculty Dean of Arts and Sciences Dean of Distance Learning Dean of Learning Technologies Interim Dean of Arts & Sciences
Associate Director, Instructional Technology & Virtual Learning	Associate Dean of Extended Learning & Workforce Development Asst. Dean of Instructional Technology Associate Dean of Distance Learning
Academic Technologies Service Coordinator Coordinator of e-Learning and Instructional Support Manager, e-Learning, Faculty Support and Web Services	To my knowledge there is not an official Distance Learning Program Administrator. Vice Chancellor of Academic & Student Affairs has final approval of faculty release time for online course development.
Instructional Designer	Distance Learning Consultant
Instructional Technologist	

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

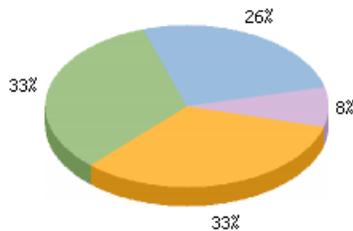


Legend	Response
	Academic Dean (8)
	Chief Academic Officer (10)
	Non-academic Administrator (1)
	Other (4)
	the President (2)
	No answer (2)

Those who answered “Other” explained:

- Director of Information Technology
- Associate Vice President of Academic Affairs and Provost
- “There is not an official Distance Learning Program Administrator or program. Vice Chancellor of Academic & Student Affairs has final approval of faculty release time for online course development. Faculty and their Discipline determine course offerings. Academic Technology Group within IT provides LMS instructional support to faculty.”
- Chief Information Officer

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



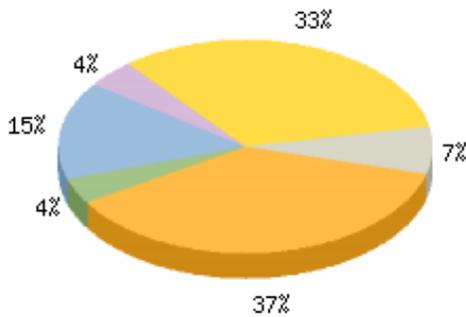
Legend	Response
	a mix (9)
	centralized (i.e. a recognized office that provides administrative oversight of DL program) (9)
	decentralized (i.e. each discipline is responsible for its DL offerings and there is no institutional coordinating office) (7)
	No answer (2)

Those who responded “a mix” briefly describe:

- Distance Learning offerings are coordinated by the faculty Department Chairs and the VP of Academic and Student Affairs.
- There is a Distance Learning Office that provides coordination and support for the program, but scheduling and oversight are provided by the disciplines and Chief Academic Officer.
- Departments propose offerings which are approved by college-wide committees
- Previously decentralized with centralized oversight, now moving toward more centralized oversight.
- Online learning instructional design, development, and delivery support is centralized.
- Each discipline is responsible for its DL offerings but the Center for eLearning provides administrative oversight.

- There is a centralized office that carries out instructional design, develops distance learning courses (online, blended, web-enhanced traditional), maintains support for the corresponding sites in the CMS used, tracks appropriate performance statistics, etc. Each discipline is responsible for recommending courses and faculty for online development and the supervising dean is responsible for scheduling the online sections, appointing faculty and monitoring faculty performance.
- "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."

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



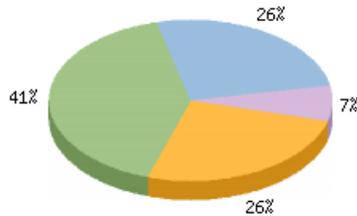
Legend	Response
<span style="color: orange;">■</span>	by an institution-wide committee/team including the DL Administrator (10)
<span style="color: green;">■</span>	by an institution-wide committee/team without input from DL Administrator (1)
<span style="color: blue;">■</span>	by Chief Academic Officer/Dean (4)
<span style="color: purple;">■</span>	by DL Administrator (1)
<span style="color: yellow;">■</span>	Other (9)
<span style="color: grey;">■</span>	No answer (2)

Those who responded "other" briefly explained:

- Faculty decide what they want to teach and when. They then come to the DL department for training.
- An institution-wide team, including the DL Administrator and Chief Academic Officer
- Varies depending upon type of decision being made. Sometimes it is DL Administrator, sometimes it is CAO, and sometimes it is a team of Academic Chairs.
- Course offerings are jointly determined by DL Administrator and Academic Deans/Assistant Deans. Course development and other procedural issues are determined by the DL Administrator.
- Departments and their supervising deans recommend courses for DL development. The DL dean and director recommend which should be moved forward and the chief academic officer gives the final approval.
- Programs for DL are recommended by the chief academic officer in coordination with the academic deans and the college president.
- Recommendations from constituent groups including the distance learning administrator, Instructional Council, and faculty are submitted to the Chief Academic Officer for approval/denial/modification.
- 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 (CMS) are developed by the eLearning department in conjunction with the eLearning Advisory Board and the Provost of the College."

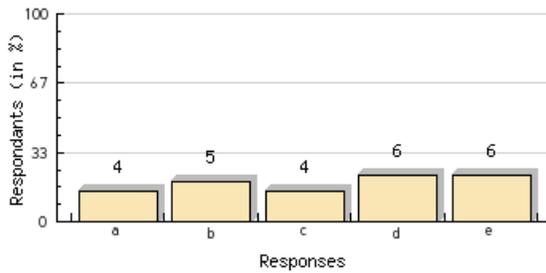
- Program/course offerings are determined by the academic department, course development is originated from the academic department with oversight from the DL administrator.
- Faculty and their Discipline determine course offerings.
- Academic Technology Group within IT provides support for student orientations to the LMSs and faculty online course development.

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



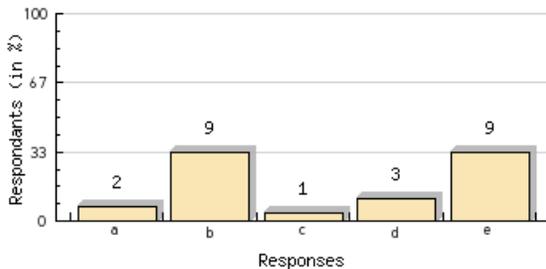
Legend	Response
Orange	No (7)
Green	We are working on one (11)
Blue	Yes (7)
Purple	No answer (2)

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



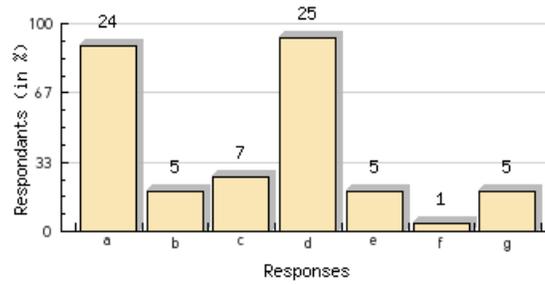
Legend	Response
a	Four or more (4)
b	One (5)
c	Three (4)
d	Two (6)
e	Zero (6)

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



Legend	Response
a	Four or more (2)
b	One (9)
c	Three (1)
d	Two (3)
e	Zero (9)

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



Legend	Response
<b>a</b>	Blended/hybrid web classes (less than 50% of class offered online/tied to a traditional class) (24) Average percentage of total DE program 17% Median 14% Range 0.04-82%
<b>b</b>	Live two-way interactive video classes (dedicated network to deliver classes to off-campus/remote locations utilizing two-way video/two-way audio) (5) Average percentage of total DE program 5% Median 5% Range <1%-10%
<b>c</b>	Open Entry/Open Exit web classes (more than 50% of class offered online – minimal or no on-campus time required) (7) Average percentage of total DE program 12% Median 10% Range 2 - 23%
<b>d</b>	Stand-alone web classes (more than 50% of class offered online – minimal or no on-campus time required) (25) Average percentage of total DE program 61% Median 72% Range 5-99%
<b>e</b>	Synchronized web-based conferencing (utilization of “groupware” and/or “voice-over-IP” technologies) (5) Average percentage of total DE program 5% Median 5% Range 5%
<b>f</b>	Telecourses/cable or broadcast classes (broadcast on local channel and/or local cable system)(1) Average percentage of total DE program 5% Median 5% Range 5%
<b>g</b>	Telecourses/other distribution classes (course content delivered using videotaped/CD/DVD mediums) (5) Average percentage of total DE program 12% Median 7% Range 2-31%

9. What is the percentage of enrollment that the online program is of the total enrollment for your institution for this past Fall 2011?

Average	15%
Median	15%
Range	3.8 - 39%

10. If you offer electronically-delivered open entry/open exit classes, is there ongoing registration?



**Legend**

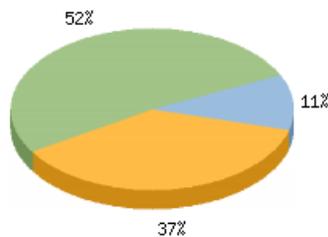
	No (2)
	We do not offer online open entry/open exit courses (16)
	Yes (6)
	No answer (3)

**Response**

**Does a class ever end? Please describe:**

- Yes, after sixteen weeks.
- All OEOE classes must be done by week 14 of a 15 week semester.
- OEOE students have one year to complete modules (all OEOE courses are part of the Business Opportunity Center), they are given incompletes until the grade is changes to a P or F.
- We offer 'open entry/defined exit' classes which end at the end of a semester.
- Students can register up through week 7 of Fall and Winter semesters and one week beyond regular registration for spring and summer semesters.
- Yes-essentially allow two traditional semesters for a small group of courses intended for a special clientele.

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



**Legend**

	No (10)
	Yes (14)
	No answer (3)

**Response**

**Of those that answered "Yes", a follow-up question was "If so, are non-credit offerings part of the DL program at your institution?"**

- Yes (2)
- No (5)
- Only on rare occasions, most are offered through an outside online professional development service.
- No, the non-credit offerings are using a provider such as ed2go.
- No they are not. The electronically-delivered courses are contracted.
- No. But the DL department coordinates with the non-credit department.

- These courses are offered through the Business and Community Institute (BCI) and the Community and Continuing Education program.
- The DL group supports the system and the registration.
- We don't have an official DL program. However, we offer professional development online classes for our faculty/staff. Workforce Development offers some classes online for corporate. In addition, we have global education initiatives which are conducted online.

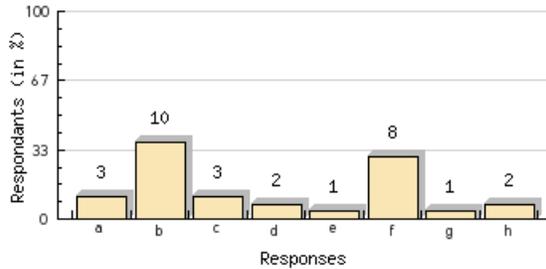
**12. Does your institution offer variable length online credit courses - something other than the typical 15-16 week semester-based length?**



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

- 6 and 8 week
- 8
- 6, 8, 12 weeks
- Varies
- 7 weeks
- varies: 7 wks, 8 wks, 12 wks are most common
- 8 week and 12 week
- 7 week or 10 week
- More common in the summer semester, we offer accelerated courses which end sooner or start later in the semester.
- 6 weeks, 8 weeks, 12 weeks, 16 weeks
- 8 and 12 week
- 8 weeks
- 1st 7-weeks, 2nd 7-weeks, late starting 12-weeks
- 10 week, 12 weeks (others being considered)
- Anywhere from 4-16 Weeks.
- 6, 8, 10, 12
- 7, 8, 10, 12, 13, 14, 15 week

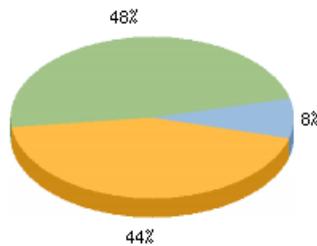
13. Which course management platforms does your institution use for web-based instruction (please mark all that apply):



Legend	Response
a	Angel (3)
b	Blackboard (10)
c	Desire2Learn (3)
d	Educator (2)
e	eRacer/Jenzebar (1)
f	Moodle (8)
g	Other (1)
h	WebStudy (2)

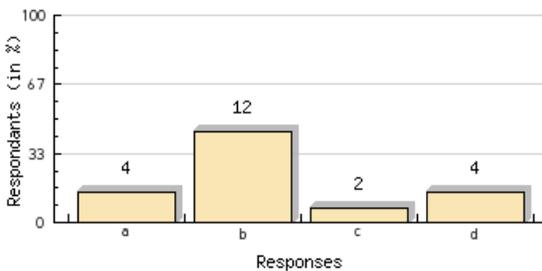
The Other response is: (Internally written system called Aardvark) NOTE: Blackboard is the campus CMS. Moodle is for a contracted special group. Aardvark is a legacy product maintained by the faculty developers.

14. How do you host your online classes?



Legend	Response
Orange	outsourced or hosted (12)
Green	own servers (13)
Blue	No answer (2)

15. What type of license do you have for your LCMS? (i.e. basic, enterprise)

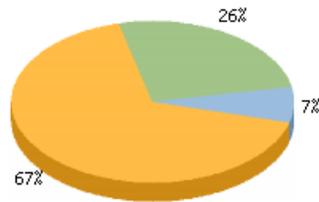


Legend	Response
a	Basic (4)
b	Enterprise (12)
c	Not sure (2)
d	Other (4)

16. When does your LCMS license expire?

June 2012 (2)	12/8/2012	6/31/2013	6/30/2014	2015 (2)	2017
July 2012	2012	7/1/2013	Jul-14	Jun-16	Open Source never expires (4)
October 2012	May-13	2013	2014 (2)	2016	

**17. 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 (18)
Green	Yes (7)
Blue	No answer (2)

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

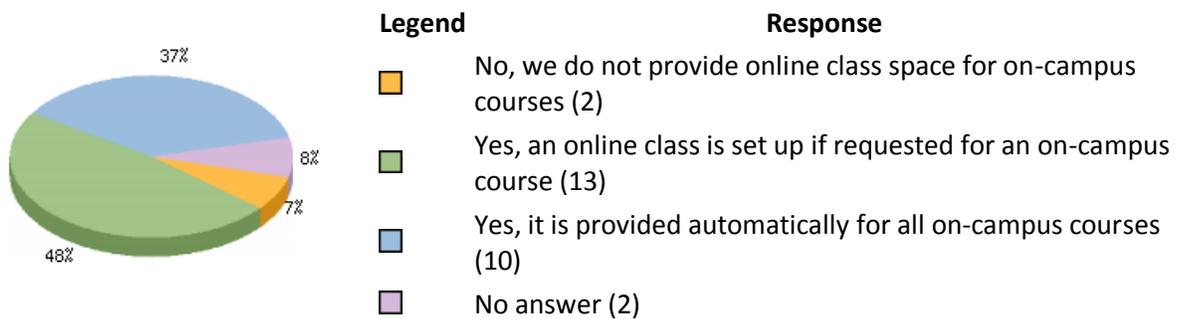
- Cost
- Need for mobile technology, ease of use for students and faculty
- Angel was slated for EOL
- cost, reliability, features
- Usage, cost, dissatisfaction.
- (1) We have had some serious performance issues at times of required upgrades; (2) Cost; (3) User friendliness and ability to generate content easily.
- We are not renewing our Blackboard and Educator licenses. D2L will be our primary LMS as of Fall 2012.

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

- Archived online courses are maintained according to the college policy for grade disputes. Online courses are archived and stored for one semester beyond when the course was completed.
- Courses are kept for the current semester and the previous semester. All others are disabled.
- Dean of Instruction
- We keep the courses for 2 years online for disputes.
- Indefinitely
- One semester
- We retain online courses for 1 year back.
- We don't have an official policy, but faculty download a copy of the grade book at the end of each semester and keep for one year. The distance learning office backs up and keeps an archival copy of the course, with student data.
- Courses are archived on an external hard-drive and copied on DVD's.
- All courses offered through the college-supported LMS are archived (with student data) and retained for X years. Each semester is archived and can be restored in the event of disputes
- Keep on the server, available to faculty, for 1 full year.
- 1 year; we keep courses accessible to instructors in the LMS for 2 years back.
- Online - Two full years of material and grades.
- We keep course records for minimum of three years.
- Courses stay on the cms for 1 year and records are the responsibility of faculty up to 7 years.
- We archive courses for 3 years.

- We maintain grade books for disputes for one academic year - the one exception is that all health related courses and grade books are maintained for three years. However, currently we maintain an archive of Moodle courses indefinitely which is subject to change at any time.
- Three years
- We remove classes after one year plus one semester passes.
- The College requires all grade disputes be filed within six months of grade posting, so instructors must retain records at least that long.
- However, all old online courses are archived, so recovery of (much) older records is always possible as long as the archives can be restored."
- We routinely archive courses for one year. We also encourage faculty to archive their own courses.
- Lansing Community College retains 3 semesters (1 year) within the CMS as well as 2 additional years in an external location.
- Retained 1 year + 1 semester online for all course and student data. Retained 10 years for archival only course data.

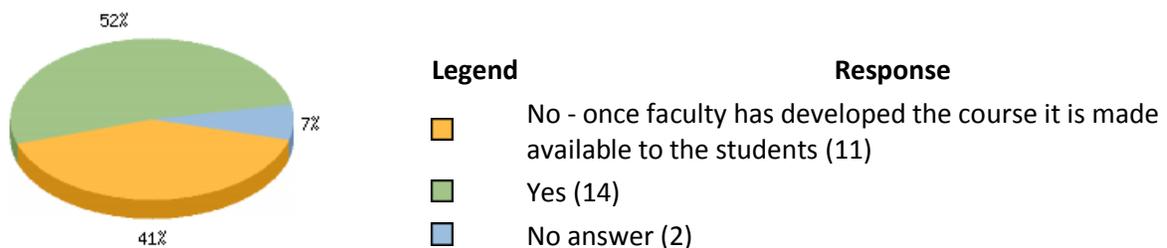
**19. Does your institution provide online course space for on-campus courses?**



**20. What percentage of the college faculty utilizes the course management system (any or all parts of the system) in their instruction?**

Average 61%  
 Median 60%  
 Range 30-95%

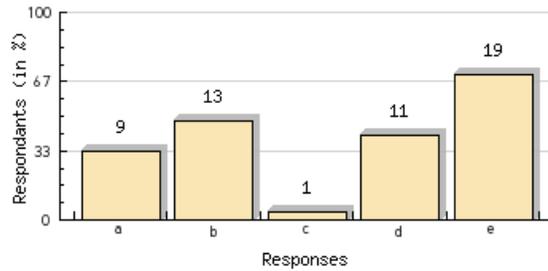
**21. Are there any special assessments done of distance learning courses prior to offering to students?**



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

- Courses are peer reviewed.
- All new classes must be approved by the Distance Learning Advisory Team. Each course is observed and measured against the institution's Best Practices rubric for online classes.
- The class is assured that setup is effective by both dean of instruction and IT lead.
- Any new Online and hybrid courses must go through a formal development process which includes a written proposal and oversight by Distance Ed. Only courses that have been evaluated by the Instructional Designer and Director of Distance Ed. are approved and accepted as master courses.
- The course is reviewed by faculty and instructional designer then forwarded to the Online Course Development Committee for final approval.
- Reviewed by instructional designer and peer mentor (optional)
- VLC Rubric completed and course reviewed by eLearning office.
- First the faculty member must be certified to teach online. There is a certification/course that they must go through to obtain this. A faculty member who is interested in offering a course online initiates the process (the course must have already been approved to be taught in a face to face modality). They must first gain approval from their department head. After the dept. head approves, the faculty member fills out a Online Course Request Form online. A Deans Sub-committee reviews the course. If they approve then it moves to Deans for review. If it passes Deans then a meeting is setup with the Instructional Designer. The faculty member begins work on developing the course while maintaining contact with the Instructional Designer. When ready the faculty member submits their course to the Course Review Committee. If the committee approves then they send a recommendation to the Associate Dean Instructional Support and Interdisciplinary Studies. If the Associate Dean approves then the course may now be offered online.
- Associate Deans require faculty to participate in the Preparing to Teach Online workshop series prior to being assigned an online course to teach. Associate Deans, Instructional Technology and the online instructor review new online courses prior to the course being offered for the first time. Associate Deans continue to monitor online courses periodically after the initial review.
- Our DLAS Committee approves the course and content to be delivered in e-Learning mode. We are working with the Deans on a revision process.
- 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 being offered.
- Development of courses requires prior department (discipline) support. Development requires alignment with the standardized institutional master syllabus and course assessment plan. The Distance Learning department both develops and reviews courses and utilizes a staff/faculty Task Force to do so. The Task Force does quality assurance review in alignment with best online practices.
- we ask faculty and distance learning staff to review the course using a rubric. Based on the results of the rubric, the course is modified before delivery.
- ANGEL Student Orientation is required prior to use of the system.

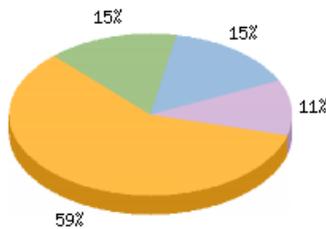
**22. How do you evaluate your electronically-delivered courses (please mark all that apply):**



Legend	Response
a	administrative review (9)
b	campus standards/best practices (13)
c	other (1)
d	peer (faculty) evaluation (11)
e	student evaluation (19)

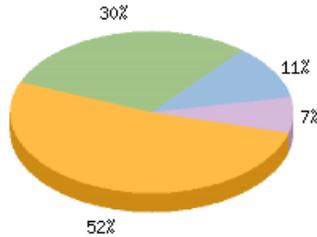
**The 'Other' response:** Online and hybrid courses are evaluated using our own custom rubric based on the MCCVLC and Quality Matters rubrics.

**23. Does your institution participate in Quality Matters?**



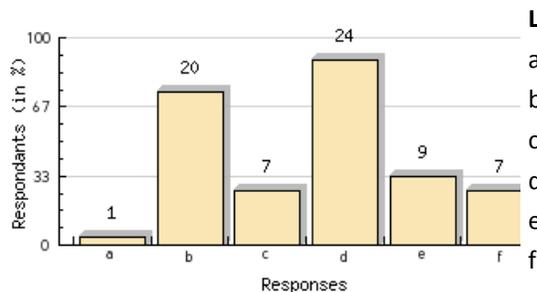
Legend	Response
Orange	No (16)
Green	Not at this time, but plan to (4)
Blue	Yes (4)
Purple	No answer (3)

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



Legend	Response
Orange	No (14)
Green	No, but would like to (8)
Blue	Yes (3)
Purple	No answer (2)

**25. What processes does the institution employ to establish student authentication in an online course. Check all that apply.**



Legend	Response
a	Other (1)
b	Proctored exams (20)
c	Require student engagement with the academic integrity policy (7)
d	Secure login and pass code (24)
e	Use a plagiarism detection service (9)
f	Use a Web browser lock-down service during testing. (7)

**The response for 'Other' is:** "All online math courses require proctored exams. Some courses have requirements for students to use webcams for presentations. All OE/OE courses require a face-to-face orientation with instructor and one on-campus assessment in the OE/OE Testing Center. Some online classes require students to sign and return an academic integrity policy."

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

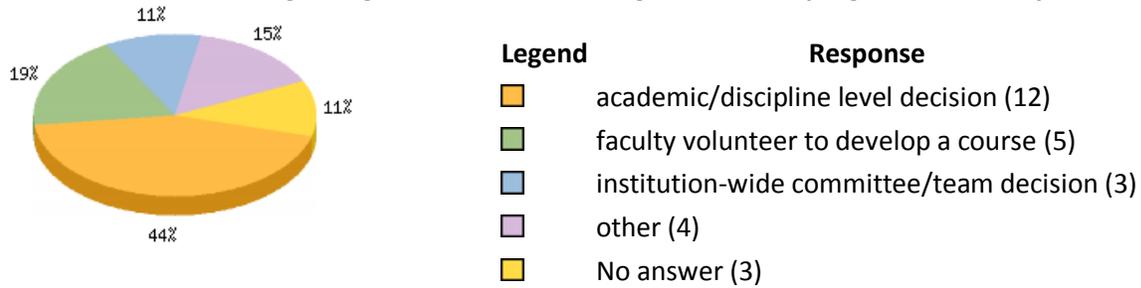


**Of those that answered ‘Yes’ – the following are lists of those degrees available:**

- Associate in Arts - Business Administration, Business Management, Health Information Technology, Bookkeeping, Computer Technician, General Business, Small Business Management & Entrepreneurship, Vascular Sonography
- Associate of Liberal Studies, Associate of General Studies
- Associate of Arts, Associates in General Studies
- Accounting - Associate in Applied Science, Business Administration - Associate in Applied Science, Associate in General Studies
- These courses have the potential to be fully online (depending upon the general education course options chosen):
  - Data Entry/Microcomputer Applications, General (Microcomputer Application Specialist),
  - Word Processing (Word/Information Processing),
  - Technology Teacher Education/Industrial Arts Teacher Education (Occupational Education),
  - Elementary Education and Teaching (Early Childhood Education),
  - Robotics Technology/Technician (Industrial Robotics),
  - Child Care and Support Services Management (Early Childhood Education),
  - Legal Administrative Assistant/Secretary (Legal Administrative Assistant),
  - Liberal Arts and Sciences/Liberal Studies (Associate in Arts),
  - General Studies (Associate in General Studies),
  - Liberal Arts and Sciences, General Studies and Humanities, Other (Associate in International Studies),
  - Corrections (Corrections),
  - Community Organization and Advocacy (Human Services),
  - Electrician (Industrial Electricity and Electronics),
  - Pipefitting/Pipefitter and Sprinkler Fitter (Industrial Pipefitting),
  - Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician (Industrial HVAC and Refrigeration),
  - Precision Systems Maintenance and Repair Technologies, Other (Defense Logistics),
  - Machine Tool Technology/Machinist (Industrial Machine Tool),
  - Welding Technology/Welder (Industrial Welding),
  - Medical Administrative/Executive Assistant and Medical Secretary (Medical Administrative Assistant),
  - Business Administration and Management, General (Business Management),
  - Accounting Technology/Technician and Bookkeeping (Accounting),
  - Executive Assistant/Executive Secretary (Administrative Assistant),

- Data Entry/Microcomputer Applications, General (Microcomputer Applications),
- Word Processing (Word Processing),
- Energy Management and Systems Technology/Technician (Customer Energy Specialist) ,
- Child Care and Support Services Management (Early Childhood Education),
- Business Administration and Management, General (Business Management),
- Executive Assistant/Executive Secretary (Administrative Assistant),
- Business/Office Automation/Technology/Data Entry (MOS Master Preparation),
- Entrepreneurship/Entrepreneurial Studies (Entrepreneurship)
- AAS: General Business, Transfer degree (ASA), AGS: Assoc in General Studies
- Associate of Arts, Associate of General Studies, Associate of Business - Transfer, and Associate of Health Care Provider to ADN.
- Associate of Liberal Arts and Sciences/Liberal Studies (AA), Associate of Liberal Arts and Sciences/Liberal Studies (AGS), Associate of Liberal Arts and Sciences/Liberal Studies (AS), Associate of Business Administration and Management (AAS), Associate of Fire Protection and Safety Technology/Technician (AAS)
- Associate of Arts Degree in Religious Studies and Liberal Arts; Associate Degree in General Studies.
- General Business and Business Management
- Below are degrees and certificates that can be obtained fully online. If a student combines, online courses with OE/OE courses there are other credentials they can obtain while minimizing trips to campus.
  - Degrees: Associate in Arts (AA), Associate in General Studies (AGS), Associate in Science (AS), Associate in Applied Science (AAS) in General Business, Small Business for Entrepreneurs, and Aviation Management.
  - Certificates: Basic Business, Small Business for Entrepreneurs, and Aviation Management.
- Construction Supervision degree
- Associate in Arts Degrees - \*Business - Pre Transfer, \*Criminal Justice, \*Economics, \*Foreign Language, \*Interdisciplinary Humanities, \*Liberal Arts, \*Psychology, \*Social Science, \*Sociology
- Associate in Business Degrees - \*Business Administration, \*Computer Programmer/Analyst, \*E-Business, \*Financial Institutions, \*General Associate Degree, \*International Business
- Associate in Applied Science Degrees- \*Criminal Justice - Law Enforcement
- Certificates - \*Computer Programmer/Analyst Certificate of Completion, \*Computer Readiness for the Workplace - Certificate of Completion, \*Computer Technology Basics - Certificate of Completion, \*Correctional Officer Certificate of Completion, \*E-Business - Certificate of Achievement, \*Financial Institutions - Certificate of Completion, \*Microsoft Office Specialist Certification Preparation - Certificate of Completion, \*Taking Initiative for Management Effectiveness - Certificate of Completion, \*Transfer Studies - Certificate of Achievement, \*Web Site Developer - Certificate of Completion
- Computer and Information Systems Security. The plan is to have it available by Fall 2012.

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



**For those that responded 'Other' – the responses were:**

- faculty volunteer, academic/discipline level decision, student demand
- Decisions regarding new distance learning courses are made by faculty volunteers to develop a course, strategic plan guides program and course development, academic/discipline level decisions, and student demand.
- DL Administrator works with Academic Deans and Assistant Deans to determine new course offerings for online based on demand and ability to complete a credential such as degree or certificate.
- Departments and their supervising deans recommend courses for DL development. (Recommendations may come from the chief academic officer and president, as well, for department consideration). The DL dean and director recommend which should be moved forward and the chief academic officer gives the final approval. Programs for DL are recommended by the chief academic officer in coordination with the academic deans and the college president.

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

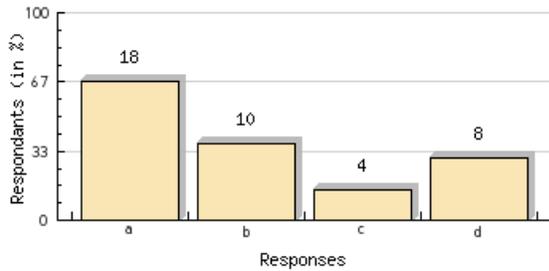


**What is the enrollment cap for your online introductory math course?**  
Average = 24

**What is the enrollment cap for your online introductory English composition course?**  
Average = 23

**What is the enrollment cap for an online introductory political science course?**  
Average = 24

29. What is the most difficult class type for you to offer (mark all that apply) based on faculty resistance and/or pedagogical challenges:



Legend	Response
a	'hard' sciences (18)
b	foreign languages (10)
c	other (4)
d	speech communication (8)

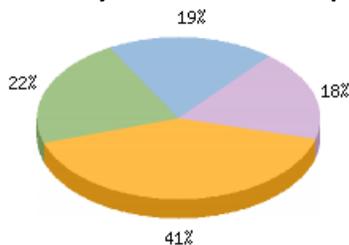
For those that responded 'Other', below are the responses:

- High stakes courses (e.g., Nursing and required courses for Nursing program)
- Developmental
- Trade and Apprentice type courses dependent upon access to special equipment found at company locations.
- Any laboratory sciences

30. How many online courses did your institution develop in 2011-2012 (include those in production with a planned offering in Fall 2012)?

Average – 10  
 Median – 4  
 Range - 1 – 32

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

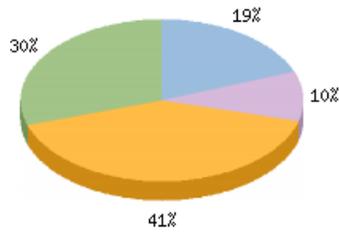


Legend	Response
Orange	No (11)
Green	Sometimes (6)
Blue	Yes (5)
Purple	No answer (5)

Please describe who is on the team.

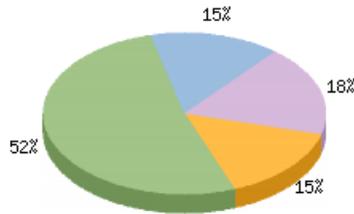
- Online Course Development Committee is made up of: Two Academic Deans, Director of Learning Technologies, and three faculty members.
- instructor, instructional designer, instructional technology specialist
- WIDS template
- Instructional Designer, Project Manager, and Subject Matter Expert (SME)
- Faculty subject matter expert/developer, instructional designer, multimedia technologist, staff/faculty Task Force for review

**32. Does your institution utilize 'master' or 'template' courses?**



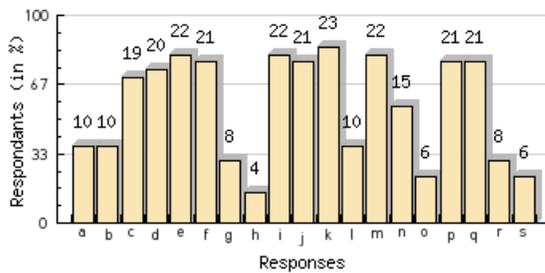
Legend	Response
Orange	No (11)
Green	Sometimes (8)
Blue	Yes (5)
Purple	No answer (3)

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



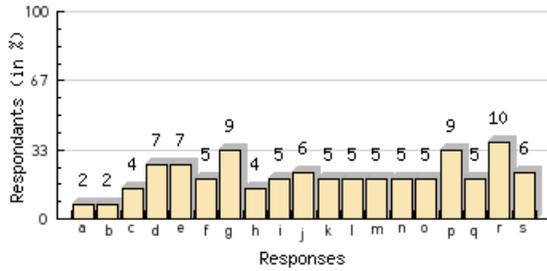
Legend	Response
Orange	1 - 3 months (4)
Green	3 - 6 months (14)
Blue	6 - 9 months (4)
Purple	No answer (5)

**34. What services do you currently provide (mark all that apply):**



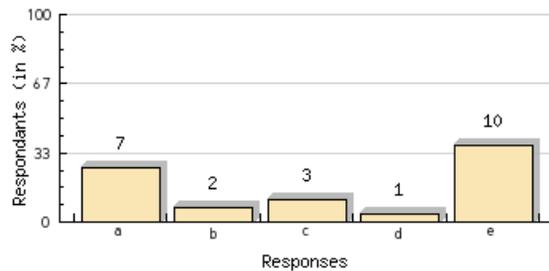
Legend	Response	Legend	Response
a	24/7 faculty helpdesk and technical support for distance learning classes (10)	k	online payment of tuition and fees (23)
b	24/7 student helpdesk and technical support for distance learning classes (10)	l	online plagiarism evaluation (10)
c	campus testing center for distance learning classes (19)	m	online registration of courses (22)
d	dedicated distance learning program website (20)	n	online student course evaluation (15)
e	dedicated faculty training staff for distance learning program (22)	o	online student organization web site and services (6)
f	online admissions to institution (21)	p	online student orientation for distance learning classes (or orientation CD) (21)
g	online advising services (8)	q	online textbook sales (21)
h	online counseling services (4)	r	online tutoring assistance (8)
i	online information and application to financial aid (22)	s	online writing lab (6)
j	online library services (21)		

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



Legend	Response	Legend	Response
a	24/7 faculty helpdesk and technical support for distance learning classes (2)	k	online payment of tuition and fees (5)
b	24/7 student helpdesk and technical support for distance learning classes (2)	l	online plagiarism evaluation (5)
c	campus testing center for distance learning classes (4)	m	online registration of courses (5)
d	dedicated distance learning program website (7)	n	online student course evaluation (5)
e	dedicated faculty training staff for distance learning program (7)	o	online student organization web site and services (5)
f	online admissions to institution (5)	p	online student orientation for distance learning classes (or orientation CD) (9)
g	online advising services (9)	q	online textbook sales (5)
h	online counseling services (4)	r	online tutoring assistance (10)
i	online information and application to financial aid (5)	s	online writing lab (6)
j	online library services (6)		

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

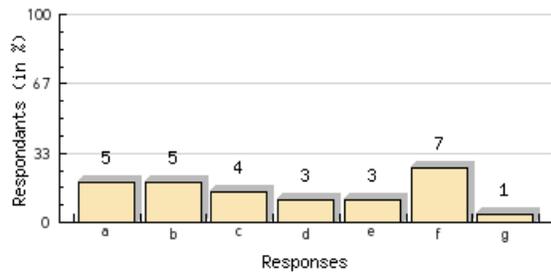


Legend	Response
a	Camtasia Relay (7)
b	Other (2)
c	Panopto (3)
d	Tegrity (1)
e	We do not utilize lecture capture (10)

**For those responding 'Other' – the responses were as follows:**

- Adobe Presenter, Camtasia Recorder
- We have a custom system set up using Apple's Podcast Producer software, which is hosted on our own server. Capture is achieved with portable carts at each of our campuses.

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

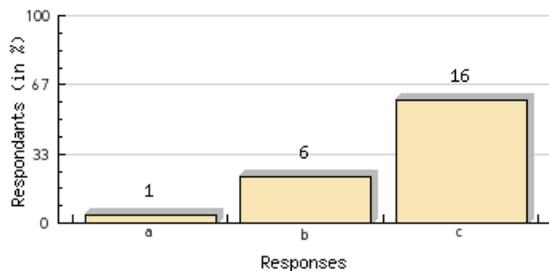


Legend	Response
a	Adobe Connect (5)
b	Blackboard Collaborate (5)
c	GoToMeeting/Webinar (4)
d	Microsoft Live Meeting (3)
e	Other (3)
f	We do not use web conferencing software (7)
g	WebEx (1)

**For those responding 'Other', the responses were as follows:**

- Big Blue Button is used within online and hybrid courses.
- Google Talk, Skype
- We are piloting Blackboard Collaborate and submitted a budget request.

**38. What streaming service do you use? Check all that apply.**

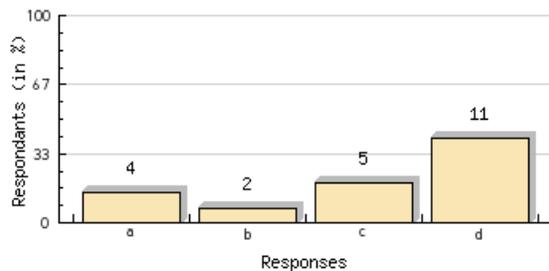


Legend	Response
a	MediaCast (1)
b	Other (6)
c	We do not use streaming service (16)

**For those responding 'Other', the responses were as follows:**

- Merit Video and YouTube
- We have our own QuickTime Streaming Server, as well as the Apple Podcast Producer based server.
- Real, looking into ShareStream or other system
- Volante System
- Ensemble Video
- Kit Digital

**39. What course content creation software do you use?**



Legend	Response
a	Other (4)
b	Raptivity (2)
c	SoftChalk (5)
d	We do not use content creation software (11)

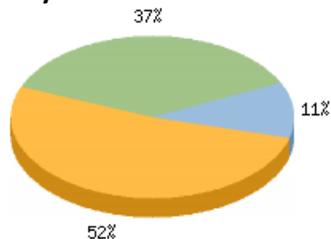
**For those responding 'Other', the responses were:**

- We are piloting SoftChalk
- WIDS
- (internally programmed)
- SNAP!

**40. What new technologies do you plan to implement in your distance learning program within the next two years?**

- Expansion of Web Conferencing and streaming video services.
- Web conferencing
- Not sure. We are still exploring our options.
- No sure yet.
- We are always looking into ways to add multimedia capabilities for our instructors, and are looking at dedicated screen capture stations. We also are going to test and pilot a voice to speech system that will make transcription for videos and audio recordings easier.
- None.
- synchronous video tool, cloud storage of course materials
- Technology Assessment
- Streaming server, lecture capture, possible mobile access
- Lecture capture
- video conferencing, mobile learning integration
- Possibly Lecture Capture
- Camtasia Replay, Softchalk, TurnItIn, Adobe Connect
- Bb Collaborate, Bb Mobile Learn, Bb Analytics for Learn
- Concept maps, prezi, google+, ooVoo, wikispaces, blogs, google docs-forms, weebly, digital magazine publishing of course materials
- Flipped classroom model, mobile learning devices, web conferencing
- Not sure, depends on what's available
- We have increased our Blackboard license to include mobile and community.
- Other lecture capture products will be explored as will available content creation softwares
- Echo 360
- Live Classroom Solution.
- More full featured and integrated conferencing and lecture capture.
- Mobile Technologies

**41. Do your instructors utilize digital repositories for content in their online courses?**

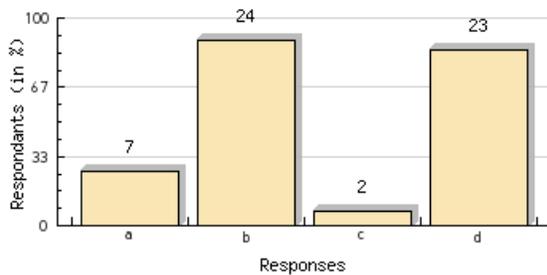


Legend	Response
Orange	No (14)
Green	Yes (10)
Blue	No answer (3)

**Please list the repositories that are being used.**

- MMCC Podcast Server, Google Drive.
- Intelcom video repository
- WebStudy integrated repository.
- Intelcom - Business and Social Science and Dallas - Business, Social Science, History, Philosophy
- NBC Learn, Films for the Humanities
- NBC Learn
- Intelcom, Films Media Group, (sources such as Merlot), Publisher-provided materials [more are planned to be examined for use]
- Desire2Learn Learning Object Repository.

**42. As concerns course content, does your institution (mark all that apply)**

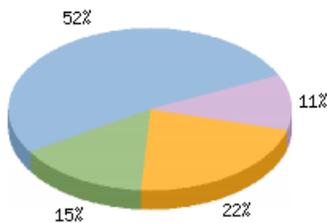


Legend	Response
a	contract/license with a content provider (7)
b	develop your own content (24)
c	other options (2)
d	use publisher content (23)

**Responses for 'other options' include:**

- Faculty frequently develop custom content, and also link to online sources when appropriate.
- Open sources such as YouTube
- Faculty developed

**43. At your institution, can instructors use publisher's websites and/or their own personal websites to conduct their online class outside of the institution's LMS?**



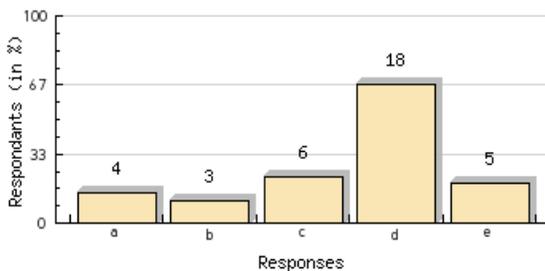
Legend	Response
Orange	Depends (6)
Green	No (4)
Blue	Yes (14)
Purple	No answer (3)

**Follow-up question: Can outside sites be used for content, grades, testing, etc.?**

- Yes (15) - Some affirmative responses also included:
  - Many faculty use the myLabs.
  - This will be reviewed in the next 3-9 months.
  - But we cringe-- we can't support, yet students expect us to do so.
  - But are NOT supported by the Center for eLearning.
  - Content and some grading. We have a few instructors using a Access Code and those items can be graded.

- Textbook publisher websites are used in CIS, Business/Econ, and Math.
- Everything but grades.
- All but grades can be used externally.
- Instructors may use outside publisher websites (ex: MyItLab) for content only.
- The third party sites/resources should be authorized by dean.
- KCC offers a Team Site option through our web portal. Academic websites are also available but student information and some publisher content is not allowed (where it would violate FERPA and/or publisher agreements)
- Don't encourage use.
- Courses must be in Blackboard but students may be directed to publisher websites to complete exercises, etc.
- Typical offerings must still launch out of Blackboard for authentication and college support

**44. Regarding copyright permission for use of copy written material in an online course, who is responsible for obtaining permission? (check all that apply)**

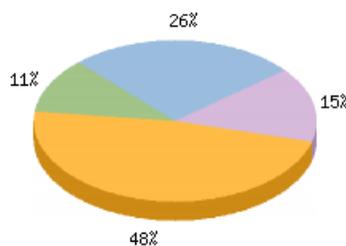


Legend	Response
a	Academic department/staff (4)
b	Depends (3)
c	Distance Learning department/staff (6)
d	Instructor (18)
e	Library Staff Support for Distance Learning (5)

**For those who responded 'Depends', the following responses were provided:**

- Bookstore Director
- Usually we ask instructor to get permission, but sometimes it requires our help.
- For RTT (Ready-To-Teach) master courses, the DL Department obtains permissions. If instructor adds content while personalizing the course for their use, they must obtain any copyright permission if applicable. If the course is an individual faculty course and not an RTT course, it is the responsibility of the faculty member.

**45. Regarding copyright permission, is written confirmation that permission is granted required prior to the offering of the course?**



Legend	Response
Orange	No (13)
Green	Other (3)
Blue	Yes (7)
Purple	No answer (4)

**For those who responded 'Other', here are the replies:**

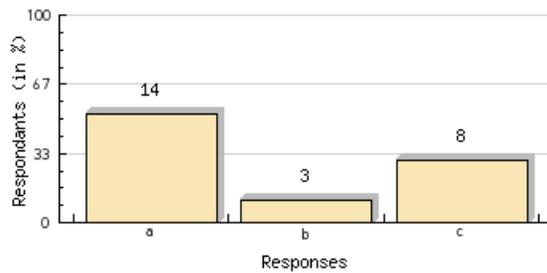
- If faculty use copyrighted material that is not covered by fair use, they need to seek out permission from the rights holders.
- We will have made numerous attempts to obtain copyright permissions before offering.

- Permissions are obtained; written permission is obtained wherever necessary; Fair Use applications are understood as such but appropriately monitored

**Follow-up Question for those responding 'Yes': Who keeps the records of written permissions and follows up on renewals?**

- Instructor
- Library
- Copyright Committee - stores all permissions on internal drive accessible to all faculty/staff
- Our department
- The DL department, the department the course originates from, and the instructor.
- e-Learning keeps a copy and it is up to the instructor to keep e-Learning updated.
- Administrative office

**46. Who is responsible for payment of copyright permissions? (check all that apply)**



Legend	Response
a	Academic Department (14)
b	Distance Learning Department (3)
c	Other (8)

**For those responding 'Other', here are the comments:**

- Have not had to pay yet so not sure.
- This would be handled on a case-by-case basis, typically with the academic department absorbing the costs.
- We avoid this; so currently we have none except for music rights for use in campus events.
- Library/Copyright Officer
- Library
- The DL Department pays for most copyright permissions for RTT courses unless the requests are too expensive and then it falls to the academic department to provide funding.
- If copyright permissions have a cost, the institution is responsible for payment through the academic office.
- Some cases it is the Library

## Greatest Challenges

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47. As a Distance Learning administrator, please rank your greatest challenges for your program. Greatest = 1; Least = 11

Challenge	Ranking 2012	Ranking 2011 (Spring)	ITC Ranking 2011 (Fall)
Operating and equipment budgets	1	4	4
Adequate assessment of distance learning classes	2	2	2
Adequate administrative authority	3	3	8
Adequate student services for distance learning students	4	3	1
Support staff needed for training and technical assistance	5	1	7
Compliance with new financial aid attendance requirements	6		3
Student authentication in online courses	7	5	10
Organizational acceptance	8	6	6
Faculty acceptance	9	7	5
Adequate space for training and technical assistance	10	8	9
Student acceptance	11	9	12

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

- Administrative ability to evaluate online courses for Quality; Course design consistency and assuring quality delivery; ability to locate quality online instructors.
- Biggest challenge we are facing right now is trying to implement and develop new courses and programs with very limited funding. We will also be applying to the HLC for accreditation.
- Faculty contracts are being worked on this summer need to have a policy in place for professional development being a requirement not an option. Too many faculty just do not attending development.
- Faculty acceptance of policies is the number one problem.
- Keeping up with new technologies and fighting the idea that online is easier.

- Training for adjunct faculty, dealing with faculty contract, new nursing regulations for test questions (need to be able to tie questions to learning outcomes and do KR20 and PBCC analysis on test questions).
- The program has been in a state of disarray for the last few years due to changes in responsibility.
- Ongoing assessment, instructional design (best practices integration)
- Clarification of role/responsibilities
- Communication and following of processes by academic departments and faculty within the departments.
- Course content certification, training faculty, keeping current with new technology, not enough faculty.
- As a decentralized unit, it is difficult to obtain other unit support and the collaboration needed for success, such as disability support services, copyright, student orientation, student support, promotion and marketing, etc. Also, departments and associate deans often forget about targeting online courses for development or offering in their plans.
- Students are not prepared for e-Learning, they blame others when issues arise or deadlines are missed: "No one told me". In e-Learning you have to read a lot.
- Keeping faculty who are developing courses on track to meet established deadlines. Faculty understanding of accessibility issues and the impact the changes they may make to the master courses has on the student learner.
- Insufficient authority to set policies and procedures that apply to all faculty and all sections of courses
- Distance Learning staff at the administrative level; 2. Compliance requirements such as state authorization
- Overall integration of DL program into academic programs, maintaining quality control over online courses/programs, and administrative buy-in for the future of online varies from person to person.
- To my knowledge there is not an official Distance Learning Program Administrator. This question may be best suited for the Vice Chancellor of Academic and Student Services.

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

- Faculty contract.
- Intellectual Property
- Copyright law can be onerous.
- copyright continues to be an issue
- Accreditation requirements, ADA compliance, authentication, security
- State Authorization Act ???
- ADA, Copyright, State Authorization, and HLC are the most common areas of issues and restrictions or limits.
- Must successfully pass the DLES Prep Class prior to taking e-Learning classes at Mott.
- "out-of-state authorizations;
- concerns about further requirements for student authentication

## Faculty Information

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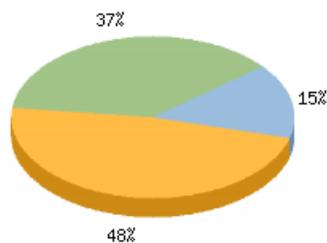
### 50. Of those teaching a distance learning course, what percentage are full time?

Average	63%
Median	67%
Range	20-99%

### 51. Of those teaching a distance learning course, what percentage are part time?

Average	37%
Median	33%
Range	1-80%

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

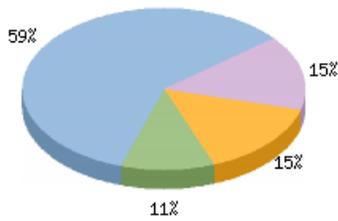


Legend	Response
<span style="color: orange;">■</span>	No (13)
<span style="color: green;">■</span>	Yes (10)
<span style="color: blue;">■</span>	No answer (4)

#### Describe the limitations:

- Full time faculty are allowed to teach up to 12 credit hours of online classes (with no more than 4 preps) in addition to their regular on campus faculty load.
- Cannot teach 100% online.
- Faculty are to be on campus. They can teach half of their load and sometimes more. Just not completely online.
- This is dependent upon the department.
- At least one class must be taught on campus.
- Full-time faculty are able to select up to two courses or a maximum of 50% of their base load in online or OE/OE. This limit may only be exceeded by mutual agreement of the faculty member and the Dean and/or Assistant Dean. Online and OE/OE classes are eligible for selection with the departmental rotation policy for those faculty who are credentialed to teach online or OE/OE.
- "Varies. The general treatment is that base load requires at least two NON-online classes for faculty evaluation purposes.
- Departments may limit the number. Some cap the total at two or three."
- A part-time faculty load is a maximum of 12 credits.
- One half of their base load hours per semester must be conducted face-to-face.

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

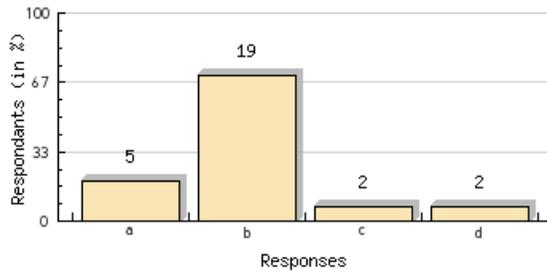


Legend	Response
<span style="color: orange;">■</span>	No (4)
<span style="color: green;">■</span>	Only in certain circumstances (3)
<span style="color: blue;">■</span>	Yes (16)
<span style="color: purple;">■</span>	No answer (4)

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

- No (9)
- No. We do provide a newly established adjunct orientation to teaching and learning which will involve a DL component when relevant.
- No - Adjuncts just need division chair approval. We also offer two courses for teaching techniques and pedagogy. We also host adjunct academy three times a year and eLearning is part of the software training. An online course site is developed for adjuncts and they are automatically enrolled in the optional online training modules.
- We rely heavily on our adjunct faculty, as they are the body of our teaching staff. They are very much encouraged and supported in teaching online.
- We rely heavily on our adjunct faculty, as they are the body of our teaching staff. They are very much encouraged and supported in teaching online.
- No, other than the selection process where FT faculty have first right of refusal.
- Yes, the full-time faculty within a discipline decide teaching assignments by part-time faculty. Full-time faculty also decide whether or not to offer a course online.
- There is a discouragement since faculty that teach full time get first choice, also adjunct assignments are often too late (up to days before semester start) so there is no preparation time.
- 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.
- Release time and financial compensation.
- Encourage faculty.
- We rely heavily on our adjunct faculty, as they are the body of our teaching staff. They are very much encouraged and supported in teaching online.
- training needs to be provided online because it is hard to get them to campus for f2f training
- Practices are moving in the direction of having less adjunct instructors teach period, online or otherwise. More overload placed on FT faculty.
- Full-time faculty get first choice, then contractual-standing adjuncts, then remaining adjuncts. Adjuncts must also complete training in order to qualify. Finally, performance in online class evaluations is reviewed for adjuncts and unsatisfactory results may restrict eligibility.
- Approval varies by discipline

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



Legend	Response
a	developing hybrid courses (5)
b	developing online courses (19)
c	participating in distance learning related professional development (2)
d	teaching online courses (2)

**Describe differential compensation for developing online courses:**

- \$1000 stipend
- The college pays \$500/credit hour for course development.
- Faculty who develop approved master courses are provided a \$4,500 stipend (for both online and hybrid courses).
- \$700 per contact hour, but a request must have come from administration.
- \$1000 per credit hour for development
- If the college contracts for the development of an online course the rate of pay is \$600 per billing contact.
- Full time faculty: \$734 per credit hour
- Part time faculty: \$681 per credit hour
- One course release
- New online course development = \$3180
- Convert existing on-ground course to online = \$1590
- Equal to contact hours of course or online component if hybrid course.
- Stipend equal to overload pay of same credit hours.
- \$675 per contact hour
- It depends. Full-time faculty are provided equivalent course credit release time for new courses. Part-time faculty are given the compensation for the equivalent course credit of the new course they are developing.
- Part-time faculty received \$300 for completing the Preparing to Teach Online workshop series.
- One contact hour at the overload rate.
- 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 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.
- (online) Up to \$4000.
- Varies depending on the Contract in place through MAHE Union.
- Paid one-time stipend per credit hour.
- They received release time at one point.

**Describe differential compensation for teaching online course:**

- The college pays \$200/per credit hour for the first six students, with a \$40/credit hour for every additional student enrolled.
- Additional 1/2 credit hour pay.

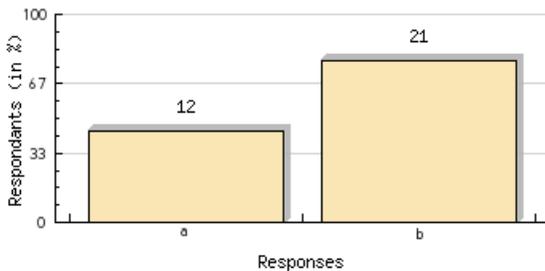
**Describe differential compensation for participating in distance learning related professional development:**

- A one time faculty orientation is required for all distance learning instructors. \$500 is paid for completing this orientation.

**Describe differential compensation for developing a hybrid course:**

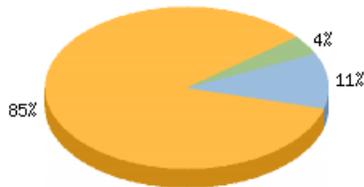
- A course developed as online can be taught as a hybrid course.
- (hybrid) Up to \$3000.
- Paid one-time stipend per credit hour.

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



Legend	Response
a	Internal instructional designers (12)
b	Internal technical assistants (21)

**57. Does your institution reimburse faculty for home ISP services?**

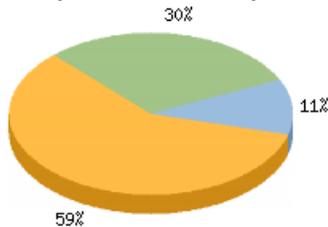


Legend	Response
Orange	No (23)
Green	Yes (1)
Blue	No answer (3)

**Follow up question for 'Yes' responses - Can the ISP service be broadband/cable/high speed?**

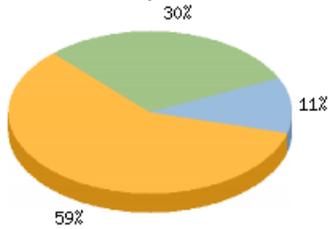
- Yes--only reimburse adjunct faculty

**58. Does your institution provide laptops for online instructors?**



Legend	Response
Orange	No (16)
Green	Yes (8)
Blue	No answer (3)

59. Are mentors provided for new distance learning faculty?

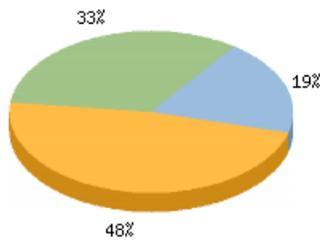


Legend	Response
Orange	No (16)
Green	Yes (8)
Blue	No answer (3)

Follow up question for 'Yes' responses - Are they compensated? If so, how?

- No (5)
- Yes, full-time faculty mentors engaged in the Faculty Mentoring Program may elect to assist online faculty and are compensated up to 18 hours in Fall and Spring terms.
- Normally this is for one semester, but it can carry over into another semester if needed. The mentors are paid 0.5 contact hours.

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

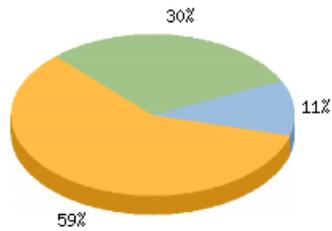


Legend	Response
Orange	No (13)
Green	Yes (9)
Blue	No answer (5)

Briefly describe:

- Knowledge and experience of LCMS systems such as Blackboard is required. Experience and interest in teaching online is encouraged.
- Online teaching experience preferred...
- Just that they are willing to teach online.
- Job posting includes preference for online teaching.
- It is a common question, not policy, being asked about online teaching/learning experience during interviews.
- All new faculty are required to go through our certification course.
- This information is placed on the hiring requirement criteria by Human Resources.
- Interview protocols include a question regarding the use of technology in teaching. Often, experience in this area is valued in the hiring decision.
- All Instructors are required to complete Desire2Learn for Instructors training in order to use the CMS for any course content.

61. 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?

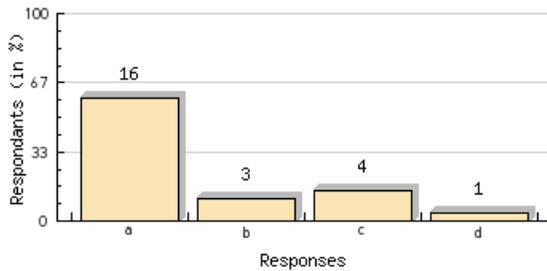


Legend	Response
Orange	No (16)
Green	Yes (8)
Blue	No answer (3)

For those who responded 'Yes', briefly describe:

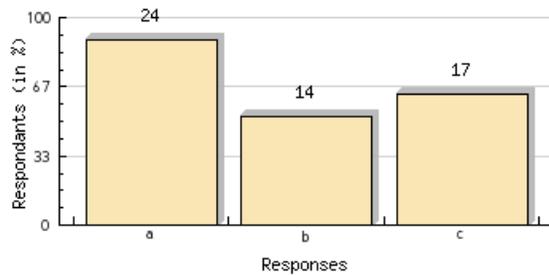
- Instructors are required to respond to emails within 24-48 hours M-F.
- In the online teaching handbook (est. 2012) we have specific guidelines for this expectation.
- Respond within 24 hours
- We highly encourage 24 hours/weekdays or otherwise explained, but it is hard to enforce. We notify academic chairs when there are complaints of lack of instructor feedback.
- There are certain DL standards such as responding within 24 hours. However, these are difficult to monitor.
- For 12 and 15 week semesters/sessions, faculty must respond to students within 72 hours. For 7 week sessions, faculty must respond to students within 48 hours.
- Faculty are required to respond to students within 24 hours.
- Response within 24 hours.

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



Legend	Response
a	a college policy (16)
b	a formal program policy (3)
c	an informal program policy (4)
d	no policy (1)

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

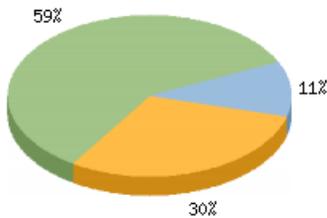


**Legend**

**Response**

- a both on campus and online (blended - example: non-proctored quizzes online but proctored major tests on campus) (24)
- b exclusively on campus (either conducted by the instructor, a proctor, or at a campus testing center) (14)
- c exclusively online (non-proctored) (17)

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



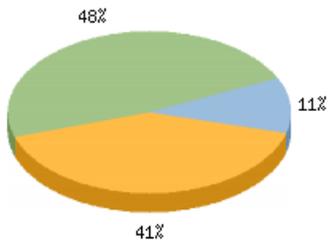
**Legend Response**

- No (8)
- Yes (16)
- No answer (3)

**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.**

- Training is provided internally.
- Via faculty development center
- Internal training
- Training is provided via an Online Teaching Core Competency Credential Course. Some faculty are grandfathered if they have previously completed approved equivalent external training.
- Internal Training on LMS and course design
- ETOM Online Certification
- Internal only - Online Teaching and Learning as well as training on the LMS (Moodle)
- Either internally or externally. Sometimes instructors slip through the cracks!
- Online instructors need to complete our ED 392 (Online Pedagogy) course or equivalent.
- The training is provided internally. Exceptions made be made about accepting prior certifications at the discretion of the Director of Distance Learning.
- Yes.
- ETOM online training for faculty and WIDS training here on campus.
- The online credentialing program is all in-house. The Blackboard portion is taught by our Blackboard Support Staff. The Online Teaching and Learning and Online Course Design and Development are taught by an online faculty member who is QM certified.
- Internal training primarily, but equivalent external training/experience can be approved.
- There is a combination of options, training provided internally and acceptance of training that faculty have experienced at other institutions or through ETOM
- Desire2Learn for Online & Hybrid Instructors.
- Teaching Online Certification Course.
- Internal only. We run an intensive online 8-week certification course.

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

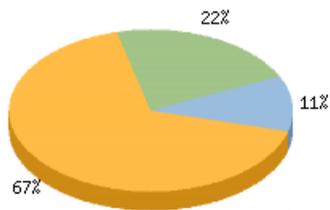


Legend	Response
<span style="color: orange;">■</span>	No (11)
<span style="color: green;">■</span>	Yes (13)
<span style="color: blue;">■</span>	No answer (3)

For those who responded 'Yes', is this training different from online training?

- No (9)
- Faculty member must have successfully completed Blackboard training. Online faculty must complete a credentialing program designed for online.

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

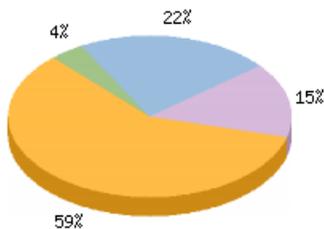


Legend	Response
<span style="color: orange;">■</span>	No (18)
<span style="color: green;">■</span>	Yes (6)
<span style="color: blue;">■</span>	No answer (3)

Follow up questions for those who responded 'Yes': If this training is different from the online instructor training, please describe.

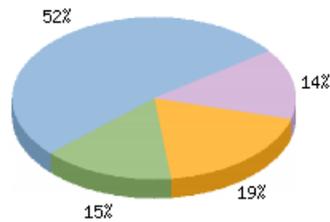
- LMS training (Moodle)
- Faculty member must have successfully completed Blackboard training. Online faculty must successfully complete a credentialing program designed for online..
- Our institution provides training for this purpose
- Only Desire2Learn for Face-to-Face Instructors is required.
- Face-to-face or online 3-hour basic course on the LMS.

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



Legend	Response
<span style="color: orange;">■</span>	No (16)
<span style="color: green;">■</span>	Not sure (1)
<span style="color: blue;">■</span>	We are considering this option (6)
<span style="color: purple;">■</span>	No answer (4)

68. Can a faculty member hold office hours online?



Legend	Response
Orange	Depends (5)
Green	No (4)
Blue	Yes (14)
Purple	No answer (4)

**For those answering 'Yes' - Explain the guidelines for online office hours at your institution.**

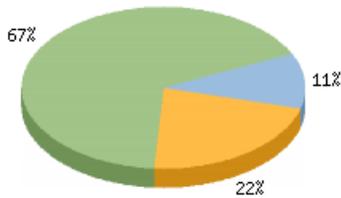
- No guidelines (3)
- If an instructor chooses to hold office hours online for his/her course, they will notify students of that time period.
- Same as their on campus office hours.
- This is determined by each department as needed.
- Limited to approximately 2 hours per week. Other hours are on-campus.
- One hour per week per course
- Five hours per week.
- There are currently none, however, faculty are required to spend some time on campus for student advising, meetings, or other.
- There are no specific guidelines. Faculty may use online tools for synchronous interaction with students in or outside of the LMS.
- Online Office Hours are only able to be used for 100% online courses.

**For those answering 'Depends' – please explain:**

- Can hold 3 of 7 hours online.
- This is a faculty/discipline specific decision.
- Yes but must also be available on campus.
- Full-time faculty must complete 5 on-campus office hours per week. Some will utilize web conferencing to allow students to do virtual meetings with them during their office hours.
- With approval of chief academic officer

## Student Information

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



Legend	Response
<span style="color: orange;">■</span>	No (6)
<span style="color: green;">■</span>	Yes (18)
<span style="color: blue;">■</span>	No answer (3)

For those answering 'Yes', how much do you charge?

Per Course	Per Contact/Credit hour
\$16	\$10 per credit hour
\$20 per class	\$20/contact hour up to max of \$60/course
\$20.00 per class	\$20.00 per credit hour
\$20.00 per student enrollment in a distance learning course	\$30 per contact hour
\$25/course	\$62.00 1 billing contact hour course \$89.00 2 billing contact hour course \$115.00 3 billing contact hour course \$128.00 3.5 billing contact hour course \$142.00 4 or more billing contact hour course
\$25 per course	
\$30 per course	
\$38 per online course	
\$40 per course	
\$49 per course	
50	
\$75 per distance learning course	
100	
<b>Average = \$39.08/class</b>	<b>Average = \$28.40/contact/credit hour</b>

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

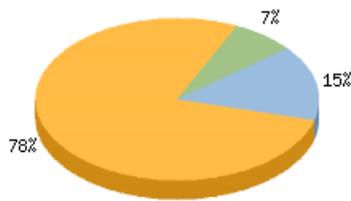


Legend	Response
<span style="color: orange;">■</span>	No (23)
<span style="color: green;">■</span>	Yes (1)
<span style="color: blue;">■</span>	No answer (3)

For those responding 'Yes', please describe:

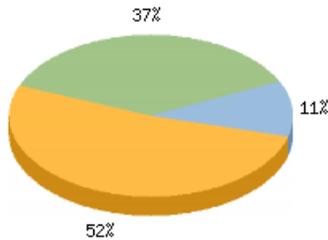
- \$2 higher charge per exclusively online credit for in-district students; Uniform rate applied to all exclusively online tuition regardless of residency status

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



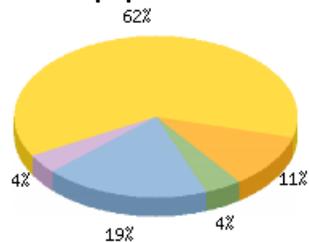
Legend	Response
<span style="color: orange;">■</span>	No (21)
<span style="color: green;">■</span>	Yes (2)
<span style="color: blue;">■</span>	No answer (4)

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



Legend	Response
<span style="color: orange;">■</span>	No (14)
<span style="color: green;">■</span>	Yes (10)
<span style="color: blue;">■</span>	No answer (3)

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



Legend	Response
<span style="color: orange;">■</span>	Offered both on-campus and online (3)
<span style="color: green;">■</span>	On-campus only (1)
<span style="color: blue;">■</span>	Online only (5)
<span style="color: purple;">■</span>	Other (1)
<span style="color: yellow;">■</span>	No answer (17)

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

- They are not required (4)
- Before enrolling in an English or Math class or enrolling in 12 or more credit hours.
- Early in advising process.
- New students need to see an advisor prior to registering for classes.
- All MMCC students meet with an adviser as part of the enrollment process. Students who cannot meet with a counselor in person will have a meeting via telephone.
- all new students are required to meet with a
- Prior to registration
- When credit load designate them as full time
- Initial enrollment in the College
- Every semester-- new this coming year.
- As they become a student, regardless of the type of course they choose.
- Meeting with an advisor is at the beginning of coming to College. It is part of the Online Orientation developed by the Student Educational Services. Or, when an instructor or office recommends it.

- Currently it is not required. The school is looking at moving towards mandatory orientation for all students (including face-to-face) which would mean that all students may need to meet with an advisor at least once.
- Before they register for a class.
- Any student under 18 credits must meet an advisor before registering.
- Same policies apply for all students and would be based on placement scores, etc.
- Students are not identified by distance learning status in such requirements.
- Students are required to meet with an advisor after admission to the college.
- Prior to enrolling.
- I don't believe there is a special requirement for DL students.
- Offered both on-campus and online

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

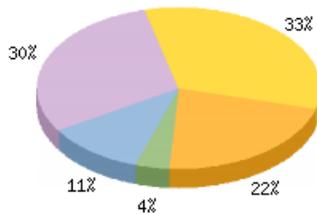
- Don't know – 8 responses
- Average – 3%
- Median – 1%
- Range – Less than 1% to 10%

**75. 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/denominator = students enrolled on first day of class)**

Thirteen institutions responded with a retention rate.

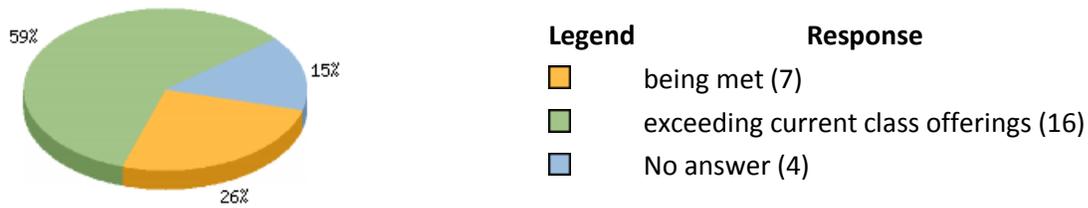
- Average = 69%
- Median = 70%
- Range = 60% - 81%

**76. How does the online course retention rate compare to the overall institution retention rate?**



Legend	Response
<span style="color: orange;">■</span>	About the same (6)
<span style="color: green;">■</span>	Much lower than the overall retention rate for the institution (1)
<span style="color: blue;">■</span>	Slightly higher than the overall retention rate for the institution (3)
<span style="color: purple;">■</span>	Slightly lower than the overall retention rate for the institution (8)
<span style="color: yellow;">■</span>	No answer (9)

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

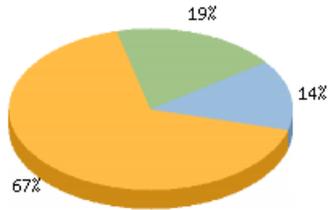


**78. If student demand is not being met, what factors at your institution are impeding the supply of courses?**

- Unable to locate and retain qualified online teaching staff; not enough online sections being offered; cost to develop online courses.
- Not sure yet
- money for development, lack of trained faculty, the perception that online courses are more expensive to run because of the lower capacity
- Lack of infrastructure
- enrollment management by academic areas; smaller class sizes for online learning (more costly as a result)
- Lack of trained faculty
- Enough online faculty.
- Course development and support for more online courses at the associate dean level and department level
- We are currently working on this issue.
- budgeting and organizational acceptance
- Additional design staff would be needed to increase the number of courses developed each development cycle. We are looking at developing some of the more difficult courses to teach online, such as hands-on lab courses. We want to ensure learning outcomes equivalent to face-to-face courses and thus this is moving slowly.
- Development time; Implementing best practices
- Trained faculty and budget constraints on the number of total sections offered.
- Resistance to offering additional online courses in certain areas; limited pool of quality instructors;

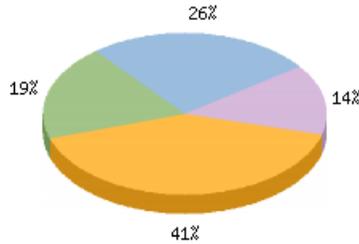
## Library Information Services

79. Is a librarian at your institution assigned to serve your distance education courses?



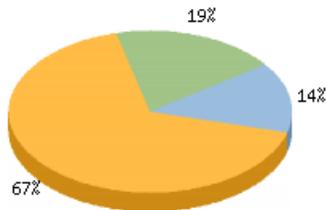
Legend	Response
<span style="color: orange;">■</span>	No (18)
<span style="color: green;">■</span>	Yes (5)
<span style="color: blue;">■</span>	No answer (4)

80. Does the librarian take part in college distance education meetings and/or MCCVLC meetings?



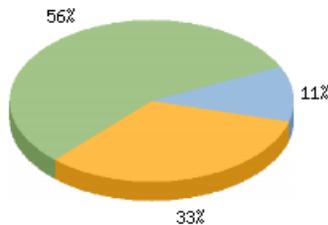
Legend	Response
<span style="color: orange;">■</span>	No (11)
<span style="color: green;">■</span>	Sometimes (5)
<span style="color: blue;">■</span>	Yes (7)
<span style="color: purple;">■</span>	No answer (4)

81. Does your library provide an 800 number for research assistance?



Legend	Response
<span style="color: orange;">■</span>	No (18)
<span style="color: green;">■</span>	Yes (5)
<span style="color: blue;">■</span>	No answer (4)

82. Are there any shared resources beyond MEL (Michigan Electronic Library) that you have licensed to use in online courses? (i.e. streaming video, e-books, etc.)



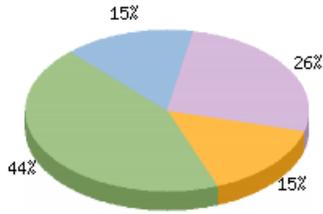
Legend	Response
<span style="color: orange;">■</span>	Not at this time (9)
<span style="color: green;">■</span>	Yes (15)
<span style="color: blue;">■</span>	No answer (3)

For those responding 'Yes', please elaborate:

- Ebooks (8)
- Video streaming (5)
- Other online databases for research articles (4)
- Intelcom Video Repository
- NBC Learn (2) for Blackboard
- Other streaming services through the library
- Research Help Now

- The Library has it's own Learning Object Repository in our CMS to place any materials that are able to be used in online courses including videos, e-books, databases, etc.

**83. Does your institution follow the ACRL's Standards for Distance Learning Library Services?**



Legend	Response
	In process (4)
	No (12)
	Yes (4)
	No answer (7)