



michigan community college
VIRTUAL LEARNING COLLABORATIVE
A Project of the Michigan Community College Association

MCCVLC 2010 Distance Learning Administrators Survey Results

1. Name of institutions that responded:

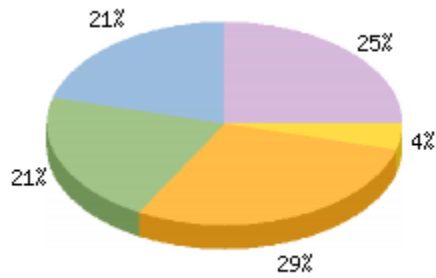
Alpena Community College	Mid-Michigan Community College
Bay College	Monroe County Community College
Delta College	Montcalm Community College
Glen Oaks Community College	Mott Community College
Gogebic Community College	Muskegon Community College
Grand Rapids Community College	North Central Community College
Jackson Community College	Northwestern Michigan College
Kalamazoo Valley Community College	Oakland Community College
Kellogg Community College	Schoolcraft College
Kirtland Community College	St. Clair County Community College
Lansing Community College	Wayne County 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:

Dean of Libraries and Learning Resources	Director of Learning Resources
Director of Online Learning	Director of Distance Learning
Learning Technology Director	Associate Dean of Distance Learning
Director of Distance Education	eLearning Coordinator
Director of Academic Technologies and Academic Deans	e-Services Director
Manager of e-Learning, Faculty Support and Web Services	
Coordinator of e-Learning and Instructional Support	
Director of e-Learning	
Dean of Instruction and Chair of Business Division	
DE Coordinator	
Chief Academic Officer - Eastern Campus	
Associate Dean of Instruction	
Academic Dean/Faculty	
Chair/Online Course Committee	
Vice President of Instruction	
Dean of Arts and Sciences	
Director of Educational Media Technologies	

3. Your distance learning program administrator reports to:

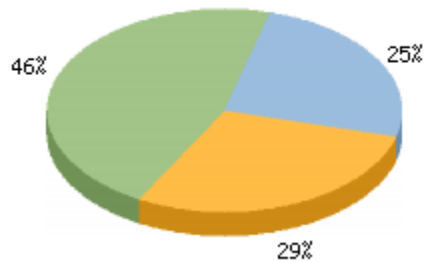


Legend	Response
Orange square	Academic Dean (7)
Green square	Chief Academic Officer (5)
Blue square	Non-academic Administrator (5)
Purple square	Other (6)
Yellow square	the President (1)

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

- Director of Information Technology
- Chief Technology Officer
- Academic Affairs Director
- Assoc. VP of Academic Services
- Executive Director of Learning Resources and Technology (who in-turn reports to the CAO)
- We do not have an official Distance Learning program.

4. Administratively, is t he organization of your distance learning program:



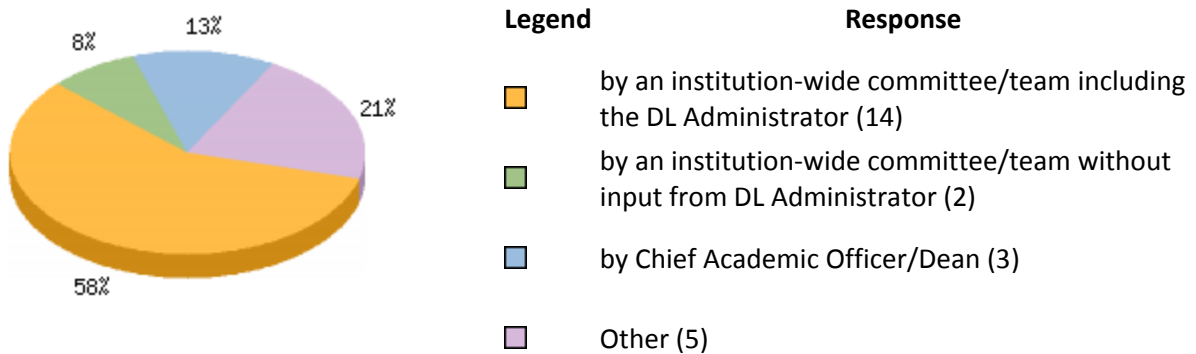
Legend	Response
Orange square	a mix (7)
Green square	centralized (i.e. a recognized office that provides administrative oversight of DL program) (11)
Blue square	decentralized (i.e. each discipline is responsible for it’s DL offerings and there is no institutional coordinating office) (6)

Note: For those reporting a mix, the descriptions are as follows:

- Our program is currently being changed from a previously decentralized to a more centralized organization.
- The eLearning office manages the LMS and help desk support functions.
- Course offerings and assessment functions are managed within the academic division.
- Academic Deans in charge of courses and programs. Director of Academic Technology in charge of technologies used in delivery of instructional content via the internet.
- We do have an e-Learning office that is responsible for administering ANGEL and other administrative functions including a student service person to assist online students with registration and advising. However, the different academic departments are responsible for what courses/degrees they put online and any issues surrounding the classes they choose to offer online.

- The Dean of Instruction sets the overall strategy for Distance Learning. We have a Quality Assurance Team that recently began work to refocus and redevelop the scope of distance learning at the College. In addition there is a technical support person, who also serves as a full-time faculty member.
- Departmental control over scheduling.
- Decentralized decision oversight with centralized coordination and technology support.
- Departments propose offerings which are approved by college-wide committees.

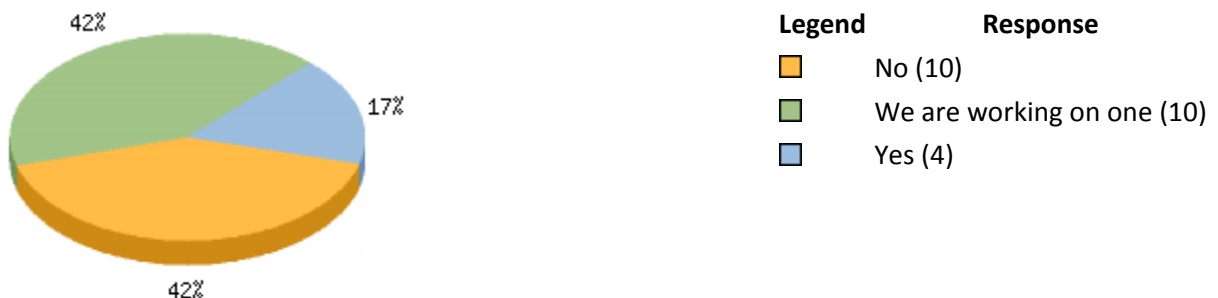
5. Administratively, how are policy/procedure decisions regarding the Distance Learning Program made (such as, program and course offerings, course development, orientation)?



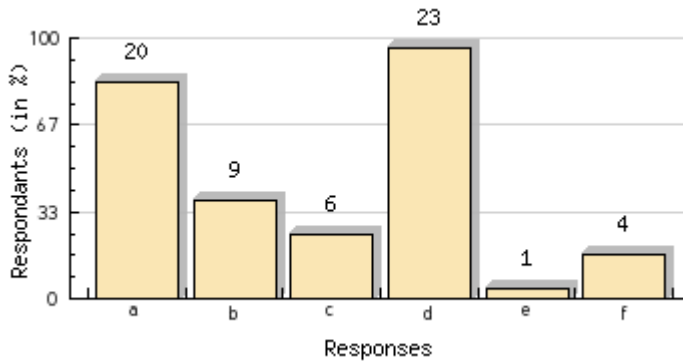
Note: For those reporting 'other' the responses are as follows:

- Some decisions are made by the Director of e-Learning, some are made by a college wide faculty advisory board and some (such as course offerings) are made by the different academic departments.
- The Vice Chancellor of Educational Affairs has decision making authority for procedures regarding distance learning.
- Faculty in conjunction with DL administrator
- Course offerings are jointly determined by DL and Academic Deans. Course development and other procedural issues are determined/managed by the DL Administrator.
- Faculty decide the courses they want to offer.

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):

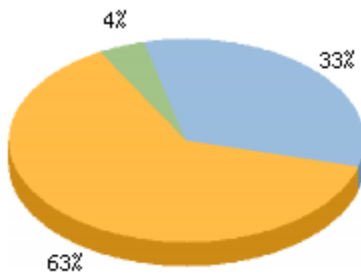


Legend

Response

- Blended/hybrid web classes (less than 50% of class offered online/tied to a traditional class) (20)**
- a What percentage of your program is blended/hybrid web classes?
more than 50%, less than 1%, 25, 20, 10, 2, 25%, 15%, 5.4, 3, Not Sure How to Answer, 30%, 25%, These are not tracked by DL office., 8%, 9, 1, 4, <1
- Live two-way interactive video classes (dedicated network to deliver classes to off-campus/remote locations utilizing two-way video/two-way audio) (9)**
- b What percentage of your program is live two-way interactive video?
less than 1%, 5, 1%, 1, <1, <1%, 3, <1%
- Open Entry/Open Exit web classes (more than 50% of class offered online – minimal or no on-campus time required) (6)**
- c What percentage of your program are OE/OE web classes?
less than 5%, 20%, Not Sure How to Answer, 13, 20%, 28
- Stand-alone web classes (more than 50% of class offered online – minimal or no on-campus time required) (23)**
- d What percentage of your program is stand-alone web classes?
less than 50%, over 90%, 75, 75, 90, 29%, 97, 75%, 9.6, 98, 100%, 100%, Not Sure How to Answer, <1%, 75%, 83, 72%, 91, 6, 29%, 5%
- Synchronized web-based conferencing (utilization of “groupware” and/or “voice-over-IP” technologies) (1)**
- e What percentage of your program are synchronized web-based courses? <1%
- Telecourses/other distribution classes (course content delivered using videotaped/CD/DVD mediums) (4)**
- f What percentage of your program are telecourses? 40%, 4%

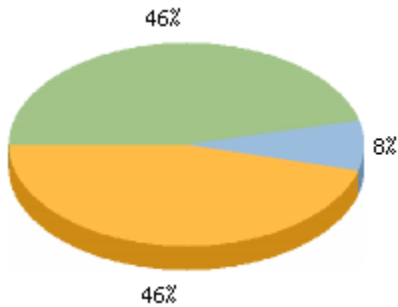
8. If you offer electronically-delivered open entry/open exit classes, is there ongoing registration?



Legend	Response
Orange	No (15)
Green	Yes (1)
Blue	No answer (8)

Does a class ever end? Not really but we encourage students to finish by the end of a semester, but we also give them up to one calendar year to finish. We don't have a formal procedure.

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

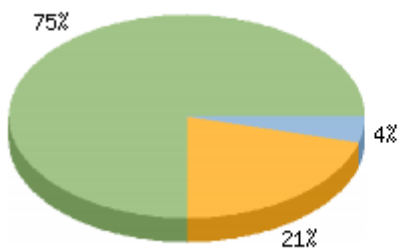


Legend	Response
Orange	No (11)
Green	Yes (11)
Blue	No answer (2)

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

- No, they are separately offered within a skills-specific program all its own.
- No, offered through Continuing Education. Ed2Go courses.
- No, Continuing Education
- They are part of the BCI - Business Community Institute.
- Yes.
- No - they are affiliated with Business Services.
- No (3 responses)
- Continuing Education
- Lifelong Learning offers courses from Ed2Go

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

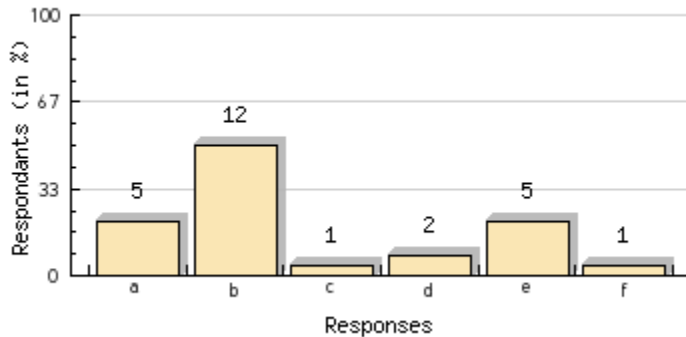


Legend	Response
Orange	No (5)
Green	Yes (18)
Blue	No answer (1)

Indicate the course length options:

- 6-8 week options
- some open entry / open exit; some 8 week courses
- 7-8 week spring and summer courses.
- 12 weeks in Spring
- anywhere from 6 to 16 weeks
- late start classes that run 10 weeks
- spring / summer 6 week sessions
- 8 and 14 week formats
- 4 weeks, 8 wks, 10 wks, 12wks...
- 8 week
- 8-week and 12-week courses
- 4 week, 6 week, 8 week
- 8 weeks
- 1st 7-week, Late Starting 12-week, and 2nd 7-week classes
- Summer session only-variable length
- the only courses that aren't 15 weeks are the OEOE courses
- 6wk, 7wk, 8wk, 10wk, 12wk
- 7 week

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

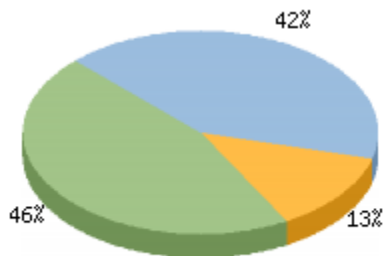


Legend	Response
a	Angel (5)
b	Blackboard (12)
c	Desire2Learn (1)
d	Educator (2)
e	Moodle (5)
f	WebStudy (1)

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

- We archive old courses without student grades in the twelfth week of a current course which was taught on year previous
- All courses are archived. Courses in which there is a grade dispute are rebooted but unavailable except for the dispute process / needs.
- Instructors are required to keep for one year and we keep the entire course for three years.
- Not yet defined.
- One year
- 3 yrs.
- Maintain 1 full year of courses on the system. Archive of past courses kept on tape and storage drive.
- Keep classes for 3 years and then delete.
- Keep for One Year.
- "2 year cycle - after that courses are purged.
- Grade dispute policy: 1 year"
- Will maintain the current + one prior semester on main server and archive all old courses indefinitely. Starting Fall 2010 gradebooks will be archived separately and scanned into Banner.
- We have a 1 year archive of online courses.
- Instructors are encouraged to download their courses for student disputes. Students have 30 days to dispute their grades. Only two semesters worth of courses are kept in the Angel system. The previous and current semesters.
- "Courses are archived every two years and back-ups kept indefinitely.
- WebStudy Keeps all courses for a non limited time
- retain the old online archived course for a semester after the semester the course was offered (same as the college\'s grade dispute policy)
- No set policy. Faculty keep records for one-year.
- Nothing as yet, but proposing to keep courses for 6-9 semesters, depending upon whether we remove them yearly or by semester.
- One year and one semester and then faculty are asked to archive them before they are taken off the server.
- Courses are archived and retained for a minimum of 3 years
- We do not have a policy. We ask our faculty to keep a copy of their grades.
- Have maintained all courses back to 2 semesters previous.
- We don't have a formal policy. We would like to retain one year plus one semester on the course management system. Instructors are encouraged to archive their course materials and student work.
- Policy indicates faculty need to retain records for 7 years. Course archives are stored on DVD currently.

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



Legend

Response

- No, we do not provide online class space for on-campus courses (3)
- Yes, an online class is set up if requested for an on-campus course (11)
- Yes, it is provided automatically for all on-campus courses (10)

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

- No (16)
- Yes (8)

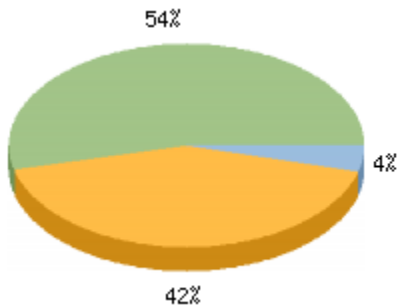
Please describe the reasons for considering other platforms?

- Contract will be expiring with ANGEL and so are looking at all options.
- Better faculty support and student engagement. Also, system under consideration integrates with current data management system, Jenzabar.
- Not identified yet. We review platform in use as a part of our assessment process.
- Contract expires.
- Blackboard purchased Angel
- Cost, integration with our other systems
- Ease of use, intuitiveness, efficiency
- We just started the process of reviewing the different platforms on the market. Looking to see if there are new features available for an affordable cost.

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

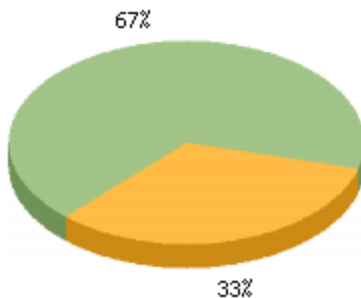
Of those that answered this question – 29% (4) reported having the Basic license and 76% (13) reported having an Enterprise edition. Moodle licenses do not have specific levels of functionality and are not included in this question.

16. How do you host your online classes?



Legend	Response
■	outsource or hosted (10)
■	own servers (13)
■	share with others (1)

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



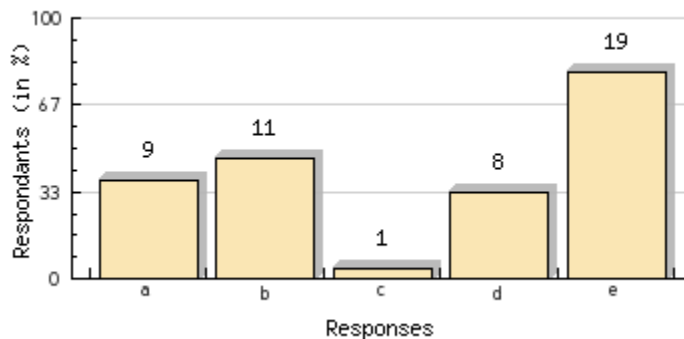
Legend	Response
■	No - once faculty has developed the course it is made available to the students (8)
■	Yes (16)

If answering YES, briefly describe the assessment process:

- The department offering the course decides on when and whether to enhance.
- Quality Matters
- We are using the MCCVLC Quality Standards Rubric to evaluate all new course developments. We will also use it to suggest enhancements for existing courses.
- Reviewed by Academic Dean and Director of Academic Technologies to see if course meets MCCA VLC Course Development Guidelines.
- Prior approval of a committee of peers and divisional approval.
- Each new online instructor (or course offered online for the first time) must work with our course design specialist and distance education coordinator to develop their course. Guidelines and policies are provided to the instructor.
- Once the course is developed it is reviewed by our distance education evaluation team. The team consists of 4-5 faculty members, from different disciplines. A report is generated--which consists of recommendations and requirements. The report is sent to the instructor & department chairperson. If need be the academic VP is also involved. The instructor is then required to modify their course. If the course does not meet the stringent standards set by the DE evaluation team, a recommendation is sent to Academic Affairs to not offer the course at that time.
- Each term, the courses are evaluated according to a seven point checklist, focusing on the structure of the course.
- All new courses must be approved by the Distance Learning Advisory Team by meeting the Seven Distance Learning Best Practices satisfactorily. Courses are presented to the DLAT by the instructor and then assessed accordingly. If the course is approved, it will be available to students the following semester. All current courses are in a continual process of review and must also be approved according to the DLAT Best Practices.
- VLC Rubric and reviewed by eLearning office.

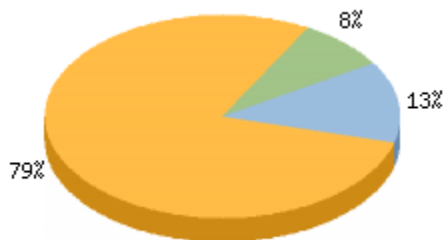
- Moving to Quality Matters as assessment for all courses
- Designated faculty or DL staff are asked to review the course for quality standards.
- Instructional designer reviews course and makes recommendations to academic chair, program director, and CAO.
- Before offering, courses are reviewed and evaluated by the College's Online Instruction Committee. The Quality Matters rubric is used for the review and evaluation and all members of the OIC Committee have been trained to apply the QM standards. OIC Committee is comprised of both faculty and non-faculty personnel.
- The online oversight committee reviews the course and determines if it is ready to offer
- Course must be approved by online course committee before it is made available to students.
- Before open to enrollment for the first time, course is reviewed. There isn't a faculty contract item on this, however.

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



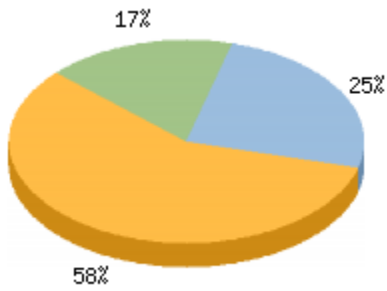
Legend	Response
a	administrative review (9)
b	campus standards/best practices (11)
c	Other (1)
d	peer (faculty) evaluation (8)
d	student evaluation (19)

19. Does your institution participate in Quality Matters?



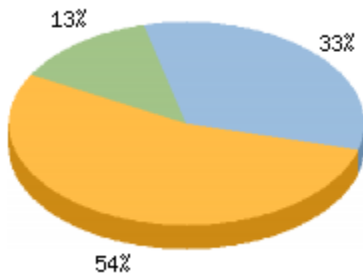
Legend	Response
Orange	No (19)
Green	Not at this time, but plan to (2)
Blue	Yes (3)

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



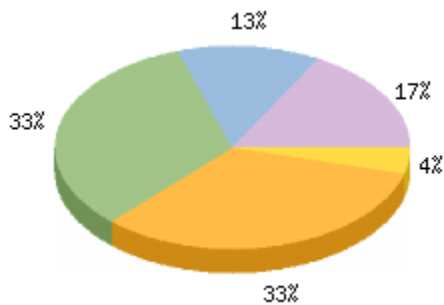
Legend	Response
Orange	No (14)
Green	No, but would like to (4)
Blue	Yes (6)

21. Does your institution offer online degrees?



Legend	Response
Orange	No (13)
Green	Not at this time, but we have plans to. (3)
Blue	Yes (8)

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



Legend	Response
Orange	academic/discipline level decision (8)
Green	faculty volunteers to develop a course (8)
Blue	institution-wide committee/team decision (3)
Purple	other (4)
Yellow	strategic plan guides program and course development (1)

Those that chose “Other” explained:

- Most of these apply. Often it is faculty volunteers, but Distance Ed and Academic Departments will sometimes promote the developments based on their own strategic plans, research, and student demand.
- faculty volunteers, academic level and committee decision
- Local and national employment and labor needs, and partnerships with external organizations also drive the decision.
- CAO makes final decision: Process begins with faculty member completing request form, then it must be approved by academic chair and CAO who works with Director of DL programs to make final decision.

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

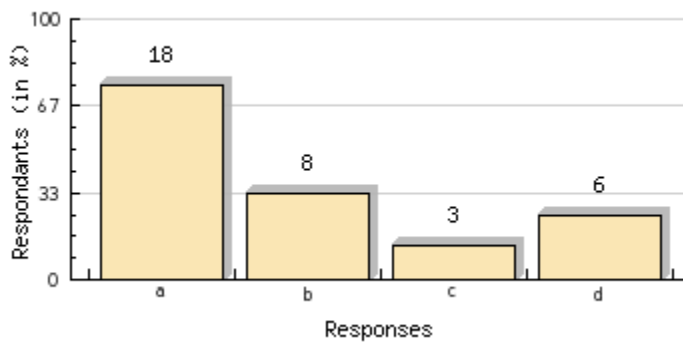


Please summarize the difference:

- On ground limit at 28 students per course - online limit at 26 students per course
- Most online course sections fill within 2 days once enrollment is opened, and are typically full, which not all on-site course sections fill quickly or at all.
- Most courses are the same as F2F courses but the English division typically has a smaller cap number.
- First time teaching - 20 students. All other online courses - 30 students
- Depending on the type of class (dlt, imm, cmm or www) we use a percentage of a regular class size for the dlt sessions. We have a set 25 seat for WWW, Imm and CMM.
- Online courses are capped at 25 students.
- For courses with face to face seat limits of 25 or more the maximum seat limit in an online section is 25. For specific courses in which the contractual face to face seat limit is less than 25, the maximum seat limit in online section will equal the face to face seat limit.
- Working to place enrollment max and mins for online; considering 15 min and 24/25 max
- Online courses have 90% capacity of their face-to-face counterpart.
- capped at 24
- Distance Learning Courses are capped at 25 enrollments.
- 20% less than on-campus with maximum of 23.
- 18 limit English; 22 limit all other classes; On campus - up to 30
- Online course enrollment is capped at 20 students
- Max 24 for online. F2F varies with a typical class being 28
- 23 seat max for all online and hybrid courses that are over 50% online (whether a course on-campus has a 23-45 student max). If the on-campus course is less than 23, the online max equals the on-campus seat max.

- A new course or a new instructor to online will have a seat count of 20 for the first semester offered or teaching. All other online classes have a seat count of 31 whereas on-campus classes vary based on room capacity such as computer labs.
- Online courses limited to 24 students
- All online courses have a capacity of 20
- Online courses are currently capped at 20 students/class
- DL courses have a cap of 22.
- online classes are limited to 20 students.

24. 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 (8)
c	other (3)
d	speech communication (6)

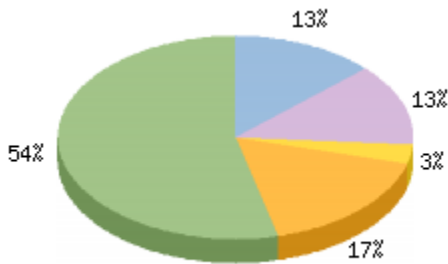
For those noting "other", please describe:

- All courses represent a challenge in today's educational market. Each class has a unique set of factors to accommodate with content and engagement.
- Math
- Paralegal-ABA accreditation resists online courses. Allied Health courses also meet with accreditors' resistance

25. How many online courses did your institution develop in 2009-2010 (include those in production with a planned offering in Fall 2010)?

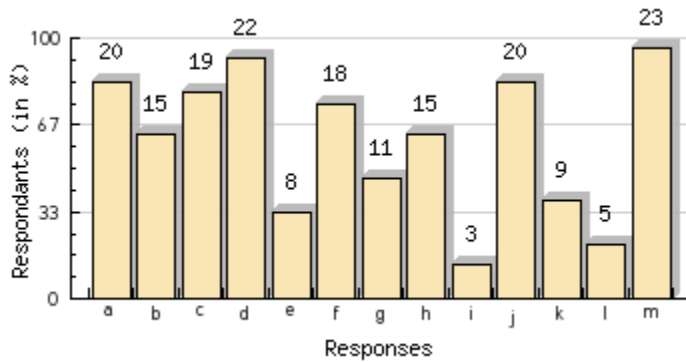
- 2, 3, 3, 6, 20, 7, 2, 5, 4 or 5, 4, 3, 2, 10, 7, 10, 3, 19, unknown

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



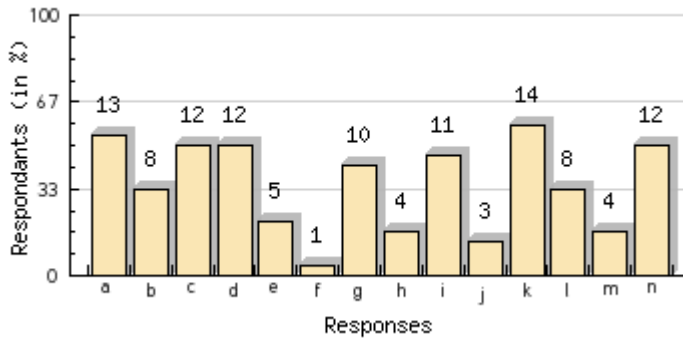
Legend	Response
Orange	1 - 3 months (4)
Green	3 - 6 months (13)
Blue	6 - 9 months (3)
Purple	9 - 12 months (3)
Yellow	No answer (1)

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



Legend	Response	Legend	Response
a	campus testing center for distance learning classes (20)	h	online student evaluation (15)
b	dedicated distance learning program website (15)	i	online student organization web site and services (3)
c	dedicated faculty training staff for distance learning program (19)	j	online student orientation for distance learning classes (or orientation CD) (20)
d	faculty helpdesk and technical support for distance learning classes (22)	k	online tutoring assistance (9)
e	online advising services (8)	l	online writing lab (5)
f	online library services (18)	m	student helpdesk and technical support for distance learning classes (23)
g	online plagiarism evaluation (11)		

28. What services do you plan to offer in the next year (mark all that apply):



Legend	Response	Legend	Response
a	campus testing center for distance learning classes (13)	h	online plagiarism evaluation (4)
b	dedicated distance learning program website (8)	i	online student evaluation (11)
c	dedicated faculty training staff for distance learning program (12)	j	online student organization web site and services (3)
d	faculty helpdesk and technical support for distance learning classes (12)	k	online student orientation for distance learning classes (or orientation CD) (14)
e	online advising services (5)	l	online tutoring assistance (8)
f	online counseling services (1)	m	online writing lab (4)
g	online library services (10)	n	student helpdesk and technical support for distance learning classes (12)

29. What new technologies have been implemented in your distance learning program in the past two years? (i.e., blogs, wikis, podcasting, web meetings, simulations, virtual worlds, etc.) Please indicate provider of services if outside of the LMS.

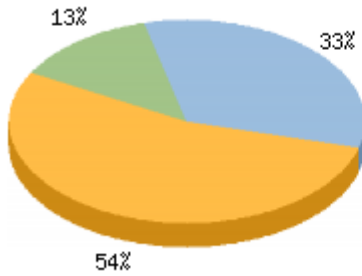
- None (2)
- Upgrade to Blackboard Enterprise license includes tools for Blogs, Wikis, Podcasting, and Mobile access.
- Synchronous Communication (Elluminate); Lecture Capture (Camtasia Relay)
- The transition to Moodle was huge for us. We also make use of podcasting, wikis, slideshares and slidecasts (Slideshare.net or GoogleDocs), screencasts (Screenr or jing), online tutoring, etc.
- Wimba web conferencing
- Video enhancement, Camtasia, Jing
- Respondus Lockdown Browser, Turnitin, EvaluationKit Online evaluations
- Some of our online courses use blogs, wikis, podcasts, web/phone conferencing. One instructor has also been using Second Life. What technologies and providers are used depends upon the individual instructor.
- Web meetings, Wimba Pronto, increased use of Camtasia.
- lecture capture - Panapto
- Wimba Live Classroom and Voice Tools

- Streaming video, use of Jing and Camtasia.
- Podcasting; Blogs; Simulations
- Video streaming, podcasts, audio narrated presentations, lecture capture
- READI assessment, Camtasia Relay
- Our instructors use a lot of different Web 2.0 tools--from blogs, wikis, podcasts, web conferences/meetings, avatars (e.g. Voki), and other interactive learning activities. It is hard for us to know what all they are using.
- wikis, podcasting, piloting Elluminate for web conferencing and virtual office hours.
- Softchalk, Podcasts (YouTube), wikis (various web services and Blackboard, WizIQ
- wikis, podcasting, virtual worlds (Second Life), social networking (web 2.0 tools)
- Have added lecture + PPT services (Camtasia).
- Adobe Connect.
- Wimab Pronto, WebEx

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

- under consideration, dependent on funding
- Collaborative Web Meeting
- New LMS.
- More use of OER content, multimedia, a collaborative communications framework, & various plug-ins that have been developed for the Moodle LMS.
- More integration with Web 2.0 tools
- Always watching for what is new in the industry.
- Blogs, Journals, Wikis, Course Capture
- More podcasting, webconferencing, video and Second Life.
- Evaluation, Student Advising, Enrollment, Consider Variable length classes, Fee structure evaluation, faculty training and development
- IT supported Web 2.0 Tools
- possibly web conferencing and virtual worlds
- Nothing planned at this time. (3)
- High Speed Access to all students taking online classes
- More use of video streaming and lecture capture, blogs and social networking tools, mobile applications
- SCORM module development using tools such as SoftChalk and Raptivity.
- simulations, more flash-based learning activities, mobile learning, gaming
- Implementation of YouTube.edu account. More activity with the current technology
- lecture capture, some kind of digital storage or file sharing web server
- Continue to add off-site hosting for non-copyrighted material (YouTube), as well as increase multimedia offerings for classes
- Streaming media.
- Expand WebEx

31. Do you utilize a video streaming provider for your online courses?

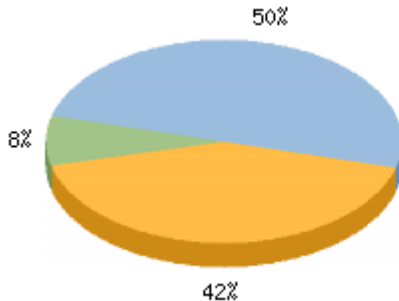


Legend	Response
Orange	No (13)
Green	We are considering (3)
Blue	Yes (8)

What provider do you use and what is your level of satisfaction?

- We have a flash streaming server on campus and plan to use iTunes U and Screencast.com for Lecture Capture.
- Vimeo - we are very satisfied
- Blackboard, Average
- YouTube and in the future Webstudy
- Merit video; used in industry specific concrete courses; satisfied
- Flowplayer (free application that allows us to stream files from internal server) and YouTube. Both have their positive and negative aspects; that is why we have more than one solution.
- In House. Incomplete evaluation since it was just implemented.
- We just received approval last week to implement streaming media with Limelight/Multicast.

32. Have you purchased software licenses for use with online courses (i.e. SoftChalk, Raptivity, READI, intelliResponse, etc.)?



Legend	Response
Orange	No (10)
Green	Planning to (2)
Blue	Yes (12)

Please list software titles and note if they are individual licenses or campus-wide.

- Overdrive; Respondus; Camtasia
- READI - campus-wide
- READI & Intelcom
- Respondus Lockdown Browser, Turnitin, EvaluationKit Online evaluations
- Softchalk, Raptivity
- Wimba Live Classroom and Voice Tools
- SoftChalk and looking to purchase intelliResponse"
- READI
- SoftChalk--only 3 licenses now, but hoping to have 10 or unlimited yet this year. Raptivity--1 license, but would like more.
- SoftChalk; Reviewing Raptivity for possible buy

- Softchalk, Readi
- READI (SmarterMeasure) will be implemented for use in vetting online students.

Please list software you are looking to purchase in the future.

- SoftChalk
- READI & Respondus lock down browser

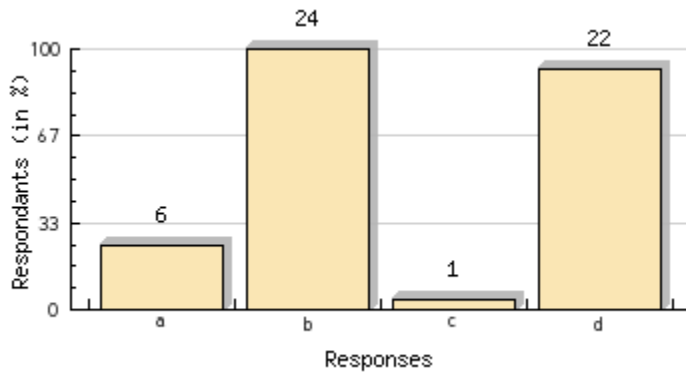
33. Do your instructors utilize digital repositories for content in their online courses?



Please list the repositories that are being used.

- ANGEL LOR
- Dallas & Intelcom
- My Lab Plus, My Comp
- LOR in ANGEL and a Dedicated Server for files (Express Server)

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



Legend	Response
a	contract/license with a content provider (6)
b	develop your own content (24)
c	other options (1)
d	use publisher content (22)

Note: For 'other options' the response is:

- Content taken from the web and library databases

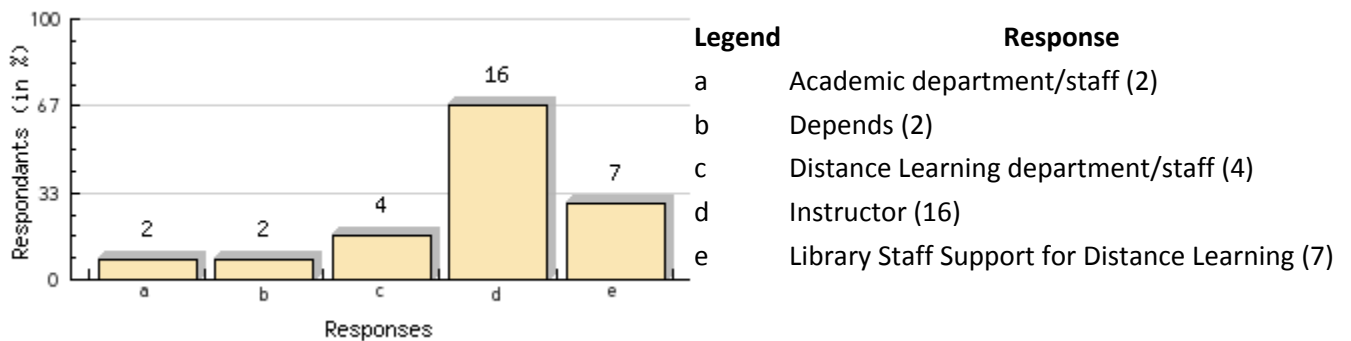
35. At your institution, can instructors use publishers' websites and/or their own personal websites to conduct their online class outside of the institution's LMS?



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

- No (2)
- Yes - but final grades are delivered through our SIS.
- Yes - Math instructors use MyMathLab
- Instructors must use ANGEL but they can use supplemental sites to provide course content.
- Yes (5)
- Content
- Not for grades. Can be used for content or industry/publisher developed assessments.
- Yes (Academic Systems, Keyboarding, My IT Labs)
- Yes, but they should use the LMS to direct students to these resources.
- Publisher websites = Yes. Own personal websites = Not aware of any faculty doing this. It would certainly be discouraged.
- Publisher's websites yes, personal websites no.
- We discourage using other websites, but on occasion it is done--for example, when there is an online textbook and testing site that provides no option to work within the LMS (except for a link).

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



Note: One response indicated that IT Department sometimes performs this function. Another response informed that the Copyright officer recently retired. Are in the process of adding this responsibility to a faculty member. Most faculty are responsible for obtaining their own copyright clearance for use in their courses

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



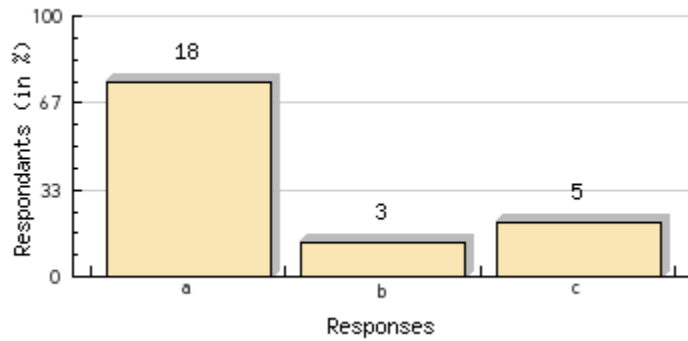
Note: Responses for "Other" include:

- Depends. We do everything we can to obtain permissions for those things we consider need permissions. However, if we do not receive any reply after we have done "due diligence" in attempting to obtain permissions, we may just document our attempts and move forward with course.

Who keeps the records of written permissions and follows up on renewals?

- Director of Distance Education
- The instructor, the e-Learning Office and sometimes the Testing Center where we keep reserves.
- Instructor
- Library Staff
- Faculty
- DL office... we haven't had to deal with renewal requirements except for video licensing.
- Was copyright officer. As of now, unknown

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



Legend	Response
a	Academic Department (18)
b	Distance Learning Department (3)
c	Other (5)

Note: For those who identified “other”, the responses are:

- the Library (2 responses)
- Instructor
- Depending on the resource, we do have other funds such as the Institutional Technology fund that will sometimes cover these
- IT

Enrollment Data

40. Based on Fall 2009 please provide the following data:

Online courses offered	Online sections offered	Open entry/ open exit courses offered	Tele-courses offered	Tele-course sections provided	Hybrid/ blended courses offered	Number of hybrid/ blended sections offered	Live two-way interactive video courses offered	Live two-way interactive video sections offered	Synchronized web-based conferencing courses offered	Synchronized web-based conferencing sections offered
242	?	0	0	0	549	?	0	0	0	0
57	69	4	0	0	1	1	1	1	0	0
77	153	0	0	0	43	55	0	0	0	0
43	66	0	0	0	15	22	5	8	0	0
84	144	0	0	0	19	25	0	0	0	0
26	54	0	8	16	0	0	0	0	0	0
75	75	0	0	0	4	4	0	2	0	0
190	432	0	0	0	66	116	0	0	0	0
20	30	10	0	0	5	0	0	0	0	0
74	97	0	0	0	51	54	1	1	0	0
36	79	0	2	2	9	15	0	0	0	0
93	311	0	0	0	0	0	4	4	0	0
34	38	0	1	0	0	0	0	0	0	0
42	65	0	0	0	58	152	0	0	0	0
29	47	350	0	0	11	11	0	0	20	33
18	32	0	0	0	0	180	2	4	0	0
25	36	0	0	0	0	0	0	0	0	0
56	78	13	3	3	unknown	unknown	0	0	0	0
98	213	58	0	0	22	28	0	0	0	0
60	73	0	0	0	2	3	1	1	0	0
25	28	132	0	0	5	5	3	13	0	0
32	40	0	0	0	0	0	0	0	0	0
76	123	0	1	1	279	806	0	0	0	0
1512	2283	567	15	22	1139	1477	17	34	20	33

Note: There were no responses for Audio Courses or Audio Course Sections offered.

Greatest Challenges

41. As a Distance Learning Administrator, please rank your greatest challenges:

Based on the combined scores of all nine identified challenges, the aggregate ranking of those challenges is as follows:

Challenge	Ranking 2010	Ranking 2008	ITC Ranking 2009
Support staff needed for training and technical assistance	1	2	1
Measuring Quality/Quality Control	2	1	
Operating and equipment budgets	3	4	4
Adequate administrative authority	4	2	5
Adequate assessment of distance learning classes	5		3
Adequate student services for distance learning students	6	6	2
Faculty acceptance	7	5	6
Organizational acceptance	8	7	8
Student acceptance	9	8	10

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

- The understanding of the value in integrating content with technology
- Finding reasonably priced resources for additional online course development, such as for Communications or Hard Science courses.
- Facilitating institutional change across all academic divisions.
- To date, we have not been involved in the development of hybrid courses offered at our institution, which offer a range of quality.
- Too de-centralized at our institution
- Retention
- Communicating ANGEL and e-Learning policies, procedures and information to faculty and staff on-campus.
- Consistency and momentum to change the distance learning process and to implement support mechanisms that can enable growth and sustainability of DL. Moreover, there must be quality assurance processes such as evaluation. Furthermore, course development guidelines are critical.
- Professional development support within the budget.

- Recruiting faculty to teach online, adequately training faculty to teach online, gaining administrative and faculty acceptance of online courses, lack of cohesive strategic planning for DL.
- Student success. Students are less successful in distance classes
- No clear direction, receive mixed messages from administration for support of growth in online offerings.
- We can only make recommendations; we don't have oversight of final decisions, yet we have to still support the students and the instructors
- Support staff within the DL Office to meet the needs for updating existing courses and developing new. Talent to create interactive learning activities.
- Quality assurance, instructional design support
- The need for two learning management systems, online classes are developed by one instructor and can only be used by that instructor, need for more adjuncts to teach online
- Staffing, resources, getting more faculty involved, improved process for course development
- We need an official DL program and someone to oversee it.
- Vetting incoming online students to insure that they have the technical skills necessary to succeed in an online program

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

- Copyright
- Content and quality courses must be 'EQUAL TO' onsite courses. Some administrators and instructors interpret this as 'Exactly the same as' which is neither possible nor recommended.
- The guidelines for the DLES Preparedness Class which does not allow students to register who have not taken it.
- We are unsure of the implications that the recent policy on student identity will hold for the budget for distance learning.
- Copyright is always a challenge!
- Knowing who the student is "for sure," and some chairs requiring test proctoring is another challenge for students and the testing center.
- Rigid authentication requirements
- The verification of online students
- Not necessarily policy, but strongly recommended that students have broadband to take certain classes that are very bandwidth intensive.

Faculty Information

44. Of those teaching a distance learning course, what percentage is full time?

Average: 64% Median: 70%

45. Of those teaching a distance learning course, what percentage is part-time?

Average: 36% Median: 30%

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



For those who answered yes , descriptions were provided:

- Instructors cannot teach all online classes for their load.
- Based on faculty contractual obligations.
- Faculty are able to select up to two (2) courses or a maximum of 50% of their base load in online courses. This limit may only be exceeded by mutual agreement of the faculty and the Dean. Online classes are eligible for selection within the departmental rotation policy for those faculty who are credentialed to teach online.
- Faculty cannot select OE/OE courses as part of base load; only as supplemental selections. However, if their base load breaks, they then can pull an OE/OE course up from supplementals into base load. Faculty select OE/OE courses as part of their departmental rotation policy and can only be selected by those already credentialed.
- Half load can be taught online.

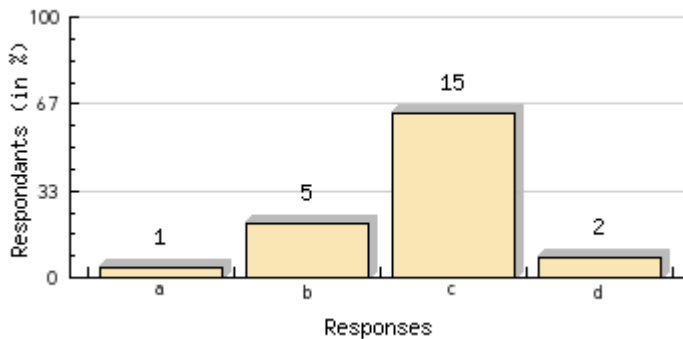
47. Can a full-time faculty member be located off-campus in another city/state?



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

- No (11)
- The current practice is that full-time faculty has first-options to teach online courses. This practice is currently being challenged and will change soon.
- A \$550 stipend is paid to all faculty the complete the online certification course.
- Some departments do not let part-time faculty teach online courses
- Compensation discourages adjunct faculty.
- Adjunct faculty must take a class in online teaching prior to teaching online courses
- No. We do expect a full time instructor to be helping an adjunct; but it doesn't always occur.
- Requirements are the same for both full and part-time faculty. All faculty must successfully complete a rigorous credentialing process some would say discourages teaching online. However, those who complete the credentialing have very positive comments regarding the courses. Full-time faculty in some disciplines take all online course offerings and thus adjuncts rarely, if ever, get a chance to teach online.
- It is difficult to get qualified adjunct faculty willing to teach online. We don't always pay for development and training for adjuncts and many of our adjuncts don't have enough time to devote to online teaching. Since full-time faculty get first choice of teaching online classes, we rarely use adjuncts. We have stopped paying for development of online classes until we define an assessment process and since that is a contract issue, it may be awhile. We are also restricting overloads so our number of online class offerings is going down.
- Current policy is that once course has been developed, a full-time faculty can then choose to teach that course in lieu of existing ground course. This can dissuade some adjuncts from developing a course. The other is the lack of financial compensation for course development.
- Adjuncts need discipline/department approval to teach online.

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



Legend

Response

- a delivering hybrid courses (1)
- b delivering online courses (5)
- c developing online courses (15)
- d participating in distance learning related professional development (2)

If so, how much?

- \$400 per credit hour
- \$400 per billing contact
- We pay depending on the contact hours at the non-instructional rate
- Release time (or compensation) equal to the course contact hour value.
- 1000 to develop and 500 each time to deliver in addition to normal compensation.
- \$750.00 dollars for a one credit course and \$200/credit additionally up to \$1150.00.
- Development is \$500/per credit hour. Delivering is dependent on student count, per credit hour Faculty Orientation/Professional Development is a one time stipend of \$500 upon completion.
- Stipend equal to overload pay of same credit hours.
- Based on faculty contract
- Developing online courses--instructors MAY be approved for compensation equal to the contact hours of online delivery.
- The College has turned its development efforts to Ready-to-Teach (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 OIC 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.
- \$682/credit hour Full-time Faculty; \$664/credit hour Adjunct
- Our faculty contract states that we pay \$1000 per credit hour for development of online courses.
- We pay through the DL office for any instructor who currently is, or who will be within one year, teaching online. All instructors, including adjuncts, can apply for professional development funding to pay for this training (currently through ETOM).
- Release time (or compensation) equal to the 1/2 contact hour value.
- They receive one semester of release time.

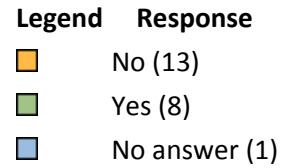
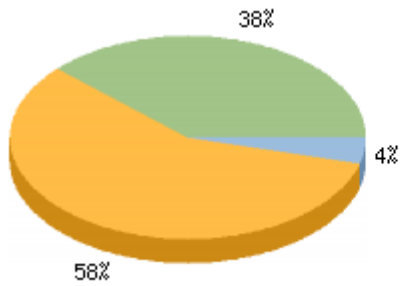
50. Does your institution reimburse faculty for home ISP services?



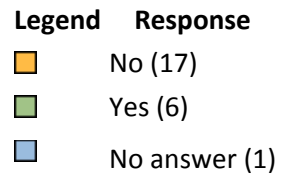
Can the ISP service be broadband/cable/high speed?

- Yes
- Yes (Online Instructors)
- \$15/month no matter what bandwidth

51. Does your institution provide laptops for online instructors?



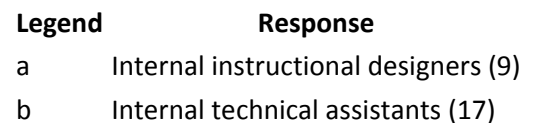
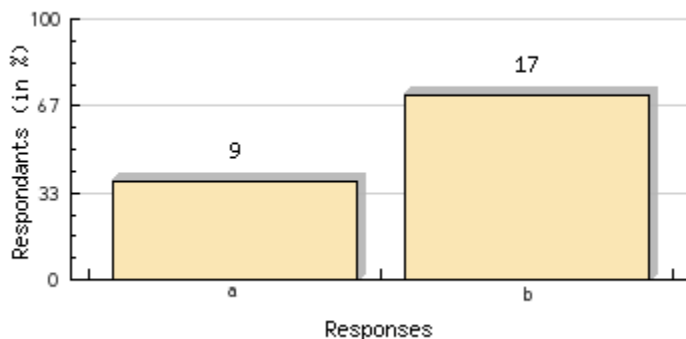
52. Are mentors provided for new distance learning faculty?



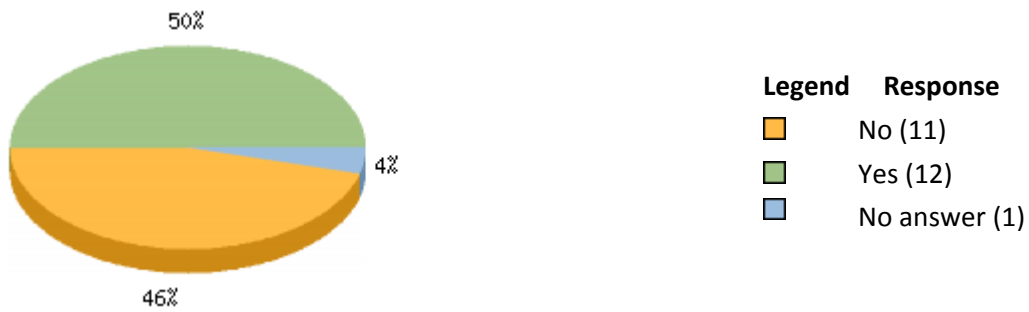
Are they compensated? If so, how?

- No compensation. Mentors are assigned to new faculty members within departments.
- Part of master contract
- No compensation and it varies as to whether or not an actual mentor is present. If someone is new to online learning, a mentor is expected.
- Normally this is for one semester, but it can carry over into another semester. The mentors are paid 0.5 contact hours.

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



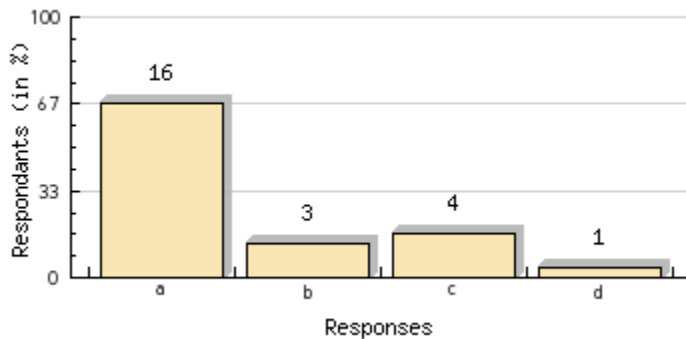
54. Do college faculty hiring policies/practices include any criteria related to teaching distance learning courses?



Briefly describe policies:

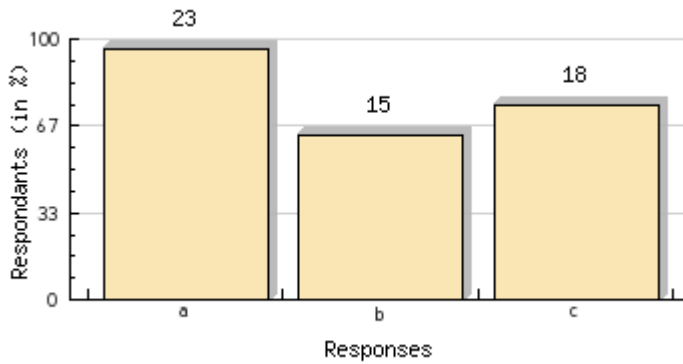
- If faculty are being hired with intent that they shall teach DL courses, experience is preferred and certification is required.
- Online teaching experience preferred for all new faculty.
- Online instructors must complete the credentialing workshop for teaching online.
- Must go through internal online certification course training.
- There are no policies that are in place with regards to teaching distance learning courses. However, instructors are asked about their experiences in some departments.
- Job position announcements have included experience with teaching online or other distance learning courses.
- Job postings include preference for online teaching.
- Encourage experience with teaching online and using LMS in teaching.
- Just a brief statement in the instructor roles that they are willing to teach distance learning courses.
- The College attempts to hire new faculty who can teach in any modality.
- Online training is required in the letter of understanding signed at initial employment
- During the interview questions are asked to determine the skill level of teaching with technology and previous online teaching experience.

55. 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) |

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

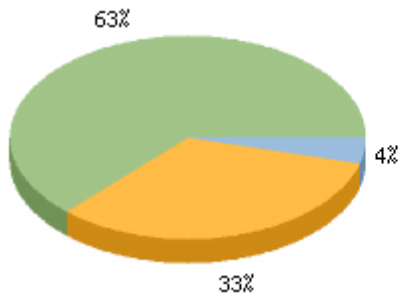


Legend

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) (15)
- c exclusively online (non-proctored) (18)

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



Legend Response

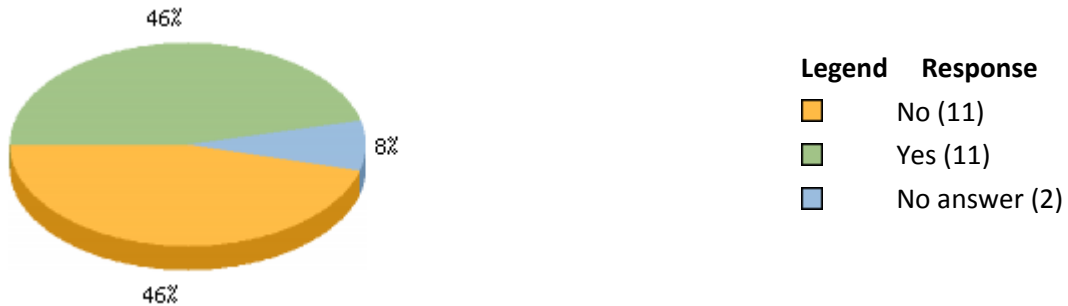
- No (8)
- Yes (15)
- No answer (1)

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.

- Currently, internally but many previously certified online faculty were given instruction using external sources.
- Internal only
- Internal sources are preferred but outside are accepted as well.
- We provide credentialing for online instructors which covers the LMS, copyright, and light pedagogy. We also provide for instructors to attain pedagogical credentialing outside MMCC through several sources such as CMU or MCCVLC.
- Varies
- Our Center for Teaching Excellence provides ANGEL training and a Teaching Online Certification course that all faculty have to go through in order to teach online.
- Internally only.
- We provide training internally in three segments.
- Provided internally for all new distance learning instructors.

- External sources - MCCVLC certification
- Faculty are encouraged to take the ETOM offered online teaching certification course.
- Only mandatory for adjunct faculty. We use a class offered at CMU
- ETOM online instructor training course
- Faculty must successfully complete Blackboard Training which is provided internally. Our Blackboard Support provides both face-to-face training, online training, or a test-out assessment.
- Internal. Online Teaching and Learning course and Blackboard Training are required.

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



Legend	Response
Orange	No (11)
Green	Yes (11)
Blue	No answer (2)

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

- Exclusively online faculty must be certified in a 6-8 week class. Web enhanced faculty must only take a 3-4 hour workshop
- Not different, but this is only required for hybrids with more than 50% online delivery.
- Hybrid faculty must only be Blackboard trained. Online faculty must successfully complete credentialing program designed for online.

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

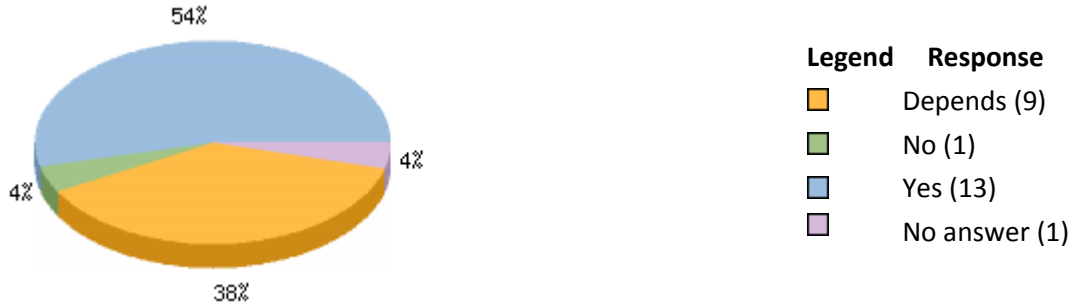


Legend	Response
Orange	No (17)
Green	Yes (4)
Blue	No answer (1)

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

- This training consists of the first segment of the online instructor training.
- Only Blackboard training required.
- Blackboard training only

60. Can a faculty member hold office hours online?



For those who answered “Yes”, explain the guidelines for online office hours at your institution.

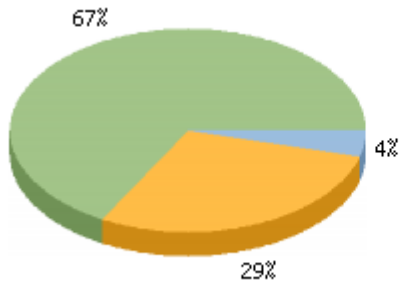
- 40% or less online
- Not yet set.
- No guidelines. Informally, instructors will say they offer online office hours.
- Ten office hours are required from our full-time faculty members. A proportion of that maybe online if they are teaching online/hybrid courses.
- no guideline specifically for online office hours
- Guidelines are left up to the Department Chair.
- Same number of hours as on campus office hours - most hold online office hours the same time they hold on campus office hours
- 3 of 7 hours can be online
- Limited to about 2 hours per week. Other hours are on-campus
- No guidelines.

For those who answered “Depends”, please explain:

- Some faculty members offer online office hours with permission from the administrator.
- Not 100% online.
- They must also hold on campus hours.
- If they are teaching online they can choose to have office hours online. They can also choose to have office hours on-campus.
- Adjunct instructors that teach online can hold online office hours
- We are piloting "virtual" office hours but currently the answer is no.
- Faculty are required to have a certain number of on-campus office hours, however if they are having health or other special issues, they can hold online or phone-in office hours.
- Currently in pilot w/ this option. Not placed in faculty contract at this time.

Student Information

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



Legend	Response
■	No (7)
■	Yes (16)
■	No answer (1)

How much do you charge?

- \$20 per credit hour
- \$20/Credit Hour
- It depends on the student\'s residency.
- 1 billing contact \$58, 2 billing contacts \$83, 3 billing contacts \$108, 4+ billing contacts \$133
- \$20.00 per class.
- \$40 per online courses
- \$25.00 per online course effective fall 10.
- \$20.00 per distance learning student enrollment
- \$75 per course
- \$35 fee.
- \$45 per course
- \$10 per contact hour
- \$20/contact hour to a maximum of \$80/course.
- \$30
- \$10 per credit hour
- online courses cost the students an additional \$20 per course

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



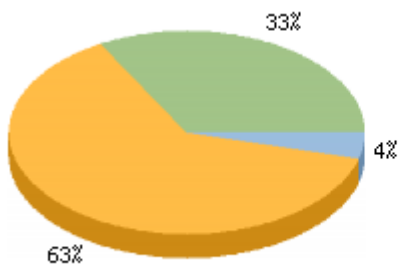
Legend	Response
■	No (23)
■	No answer (1)

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



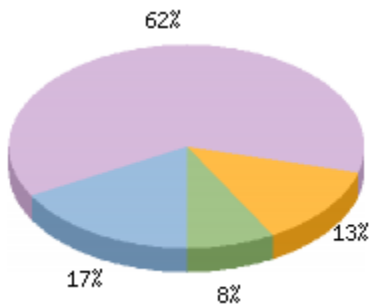
Legend	Response
Orange	No (20)
Green	Yes (3)
Blue	No answer (1)

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



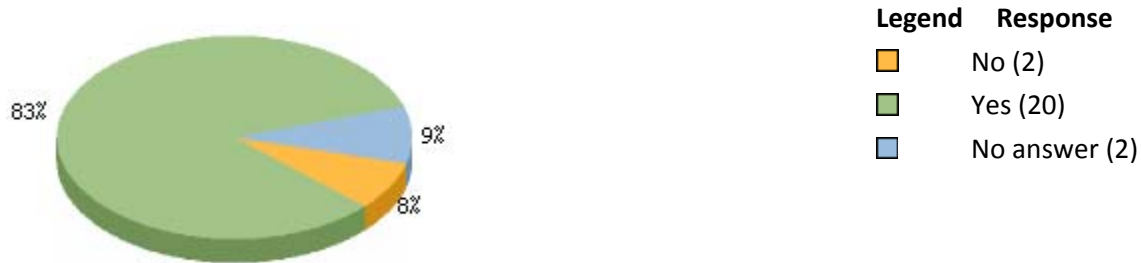
Legend	Response
Orange	No (15)
Green	Yes (8)
Blue	No answer (1)

65. How is orientation provided?



Legend	Response
Orange	Offered both on-campus and online (3)
Green	On-campus only (2)
Blue	Online only (4)
Purple	No answer (15)

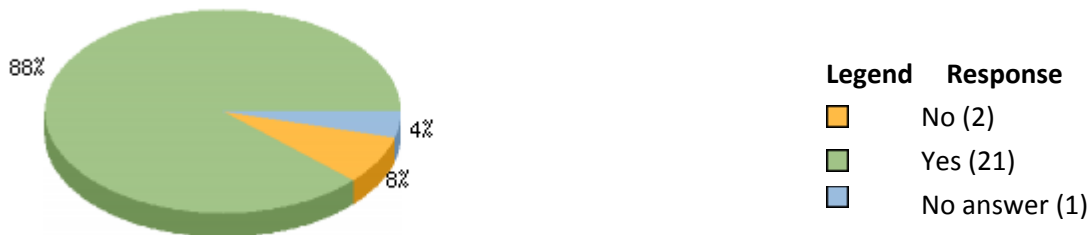
66. Can students complete the entire college admission process online?



For those that answered “No”, is the institution planning to offer admission completely online?

- Not at this time.
- Yes. Part of broader enrollment management discussion.

67. Can a student enroll in courses without visiting campus (i.e. online or via phone).



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

- Only newly admitted students to the college or to specific programs are required to meet with advisors
- Not required but recommended.
- Any student with less than 12 earned credits on his/her transcript must meet with an advisor.
- They are not required.
- When they have less than 17 credits.
- They are never required to meet with an advisor. Students are encouraged to meet with an advisor but not required.
- NA
- Same policies in place as ftf.
- not ever required
- New students are required to meet with an advisor.
- They are not required to meet with an advisor.
- Before they register for their first college course.

- All new first time students are required to meet with an advisor
- If enrolling in specific programs of study or enrolling in a math or English class
- No requirement
- No difference from on-campus students.
- We do not have specific requirements for DL students to meet with an advisor. They would be required to do so just like any other new student to the college.
- When credit load designates them as full time
- The only time a student is required to meet with an advisor is if they have never attended a college before. They are required to meet as part of the admissions process.
- Same point as with all students, distance or not - at the beginning when registration, compass testing, etc are being performed.
- There are not any specific guidelines for online students.

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

- less than 10%
- Less than 5%
- Less than 1%
- 1%
- 0
- 9%
- 3%
- unknown, but minimal; many take Advanced Placement online courses through the Virtual High School instead
- Less than 1%
- 15
- $32 / 3,335 = 1\%$

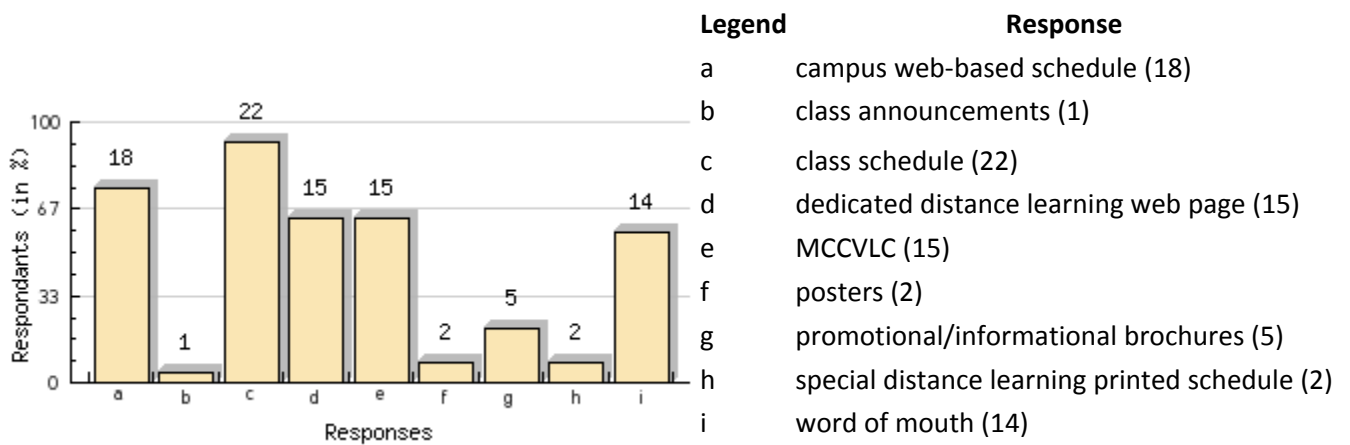
70. What is the retention rate for distance learning courses (online only) at your institution? (NOTE: Retention is typically defined as numerator = students successfully completing course/denominator = students enrolled on first day of class)

- approximately 50%
- 74.50%
- 72%
- 60%
- 71%
- 50%
- 81%
- 65%
- 65%
- I am unable to run this data at this time. I do know that it varies significantly from course to course and semester to semester with no apparent correlation to the content or instructor that we can tell.
- 68%
- 67.5% earned a C or better
- 79%
- varies from semester to semester, but is slightly lower than overall retention rate

71. What is the retention rate overall at your institution?

- more than 50%
- 74.80%
- 77%
- 75%
- 77%
- 80%
- 83%
- 70%
- 85%
- 90% (based on all students who completed with a grade--from 0.0-4.0/the same students plus all withdrawals after count date.)
- 70%
- 73.2 earned a C or better
- 76

72. What methods do you use to recruit students to take web-based classes? (mark all that apply)



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



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



- Lack of staff to coordinate and respond in a focused effort
- No tracking or waiting list procedures are in place right now to determine when / how many new sections need to be opened
- Academic division decision / available faculty.
- Availability of faculty, budget, etc.
- College politics
- Faculty available to teach online, filling of face-to-face courses first before opening more online sections.
- Administrative direction and budget constraints
- Financial resources.
- Faculty available to teach and balance with on-campus sections.
- Need more trained faculty to offer classes
- Not enough faculty to teach and develop online courses, lack of strategic planning.
- Courses must be a high demand course (top 50 in enrollment) or have other strong justification before the CAO will approve compensation for development. A few instructors are beginning to still develop without getting compensation, but that still has to be approved.
- Credentialed faculty or faculty master contract restrictions
- Lack of adjuncts trained to teach online and the fact that our full-time faculty aren't allowed to teach many overload credits anymore
- As mentioned, one goal is to acquire an AD entirely online. However, cannot fulfill the math requirement at this moment.
- Lack of course offerings.
- course development process, staffing resources

Library Services

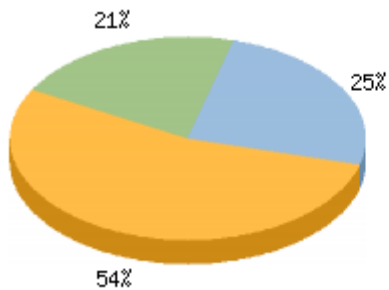
75. Is a librarian at your institution assigned to serve your distance education courses?






Legend Response

	No (17)
	Yes (7)

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






Legend Response

	No (13)
	Sometimes (5)
	Yes (6)

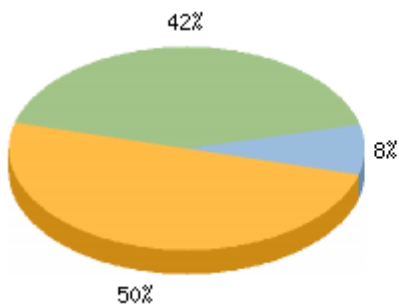
77. Does your library provide an 800 number for research assistance?



Legend Response

	No (18)
	Yes (5)
	No answer (1)

78. 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
Orange	Not at this time (12)
Green	Yes (10)
Blue	No answer (2)

For those who answered “Yes”, briefly describe:

- (Our) Libraries subscribe to an array of digital support resources and databases to support online and on ground classes. Some of these include: A MediaCast Server, Ovedrdrive Database, E books, Turn-it-in Plagerism check
- Numerous academic databases
- <http://www.delta.edu/llic/libraryresearch/atozlistinformationresources.aspx>
- E-books and a number of resources through consortia such as the Detroit Area Library Network (DALNET)
- Credoreference.com
- Streaming video from Intelcom and Dallas Telelearning. We are now exploring Films for Media (through MCLS), ebook (ACLS Humanities ebooks and ebrary), and Reference Help Now (Virtual Reference).
- InfoTrack, Ebsco, Electric Library, and Facts.com are all available online
- e-books from Netlibrary and e-brary, Films on Demand. All online databases are for use by all registered students and staff.
- Videos on Demand from Annenberg /Learner.org

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



Legend	Response
Orange	In process (2)
Green	No (16)
Blue	Yes (4)
Purple	No answer (2)