2014 MCCVLC Distance Learning Administrators
Survey Results

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MCCVLC 2014 Distance Learning Administrators Survey Results

**Name of institutions that responded:**
Alpena Community College
Bay College
Delta College
Glen Oaks Community College
Gogebic Community College
Grand Rapids Community College
Henry Ford Community College
Kalamazoo Valley Community College
Kellogg Community College
Kirtland Community College
Lake Michigan College
Macomb Community College
Mid-Michigan Community College
Monroe County Community College
Montcalm Community College
Mott Community College
Muskegon Community College
North Central Michigan 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

**Distance Learning Program**

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

- Manager of eLearning and Chief Technologist
- Manager, e-Learning, Faculty Support and Web Services
- Director of Online Learning and Instructional Design
- Director - Faculty Success Center
- Director of Learning Technology
- Director of Instructional Technology & Online Learning
- Interim Director of Teaching and Learning Support Services
- Director of Internet Technologies & Distance Education
- Director, Educational Media Technologies
- Director of Learning Technology
- Director of Center Teaching and Learning
- Academic Technologies Director
- Assistant Chancellor for Institutional and Student Success
- Informally - Vice Chancellor of Academic and Student Affairs
- Coordinator of e-Learning and Instructional Support
- Dean of Arts and Sciences
- Dean of Instruction (formally)
- Asst. Dean of Instructional Technology (informally)
- Dean of Academics & Extended Learning
- Dean of Distance Learning
- Dean of Instruction
- Associate Dean, Instructional Support & Interdisciplinary Studies
- Associate Dean of Distance Learning
- Vice President of Academic Affairs
- Vice President for Student & Academic Affairs
- Distance Learning Consultant
2. Your Distance Learning program administrator reports to:

![Pie chart showing the distribution of administrators.]

- Academic Dean (6) 40%
- Vice President for Academic Affairs/Chief Academic Officer (10) 24%
- Chief Information & Organizational Development Officer 16%
- IT Administrator (3) 12%
- Other (2) 8%
- the President (4) 4%

For those that reported ‘other’, the responses were:
- We do not have an official Distance Learning department or program administrator at this time. Our Vice Chancellor oversees academics as a whole and reports to the Chancellor.
- Chief Information & Organizational Development Officer

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

![Pie chart showing the distribution of organizational structures.]

- Blended - separate distance education office, departmental control of scheduling (11) 44%
- Centralized (i.e. a recognized office that provides administrative oversight of DL program) (6) 24%
- Decentralized (i.e. each discipline is responsible for it’s DL offerings and there is no institutional coordinating office) (8) 32%
- Decentralized (i.e. each discipline is responsible for its DL offerings and there is no institutional coordinating office) (8) 4%
4. Administratively, how are policy/procedure decisions regarding the Distance Learning Program made (such as, program and course offerings, course development, orientation)?

For those that reported ‘other’, the responses were:
- E-learning office works with work group to make CMS related decisions (e.g., upgrades, etc.) and academic deans make decisions re: course offerings, etc.
- Some by DL - orientation and LMS related; Most by department - what to offer, which faculty to teach, but both of those go through the first time.
- Combination of executive team, distance learning administrators and divisions/departments
- Faculty determines course offerings and development. The Academic Technology Group develop and maintains the student orientation.

5. Does your institution have a strategic/business plan for the Distance Learning Program?
6. How many full time staff are employed in your distance learning program?

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

8. What types of credit courses are offered by your institution (mark all that apply):
Blended/hybrid web classes (less than 50% of class offered online/tied to a traditional class) (23)

<table>
<thead>
<tr>
<th>Response</th>
<th>Average percentage of total DE program</th>
<th>Median</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average percentage of total DE program</td>
<td>21%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Range</td>
<td>1-95%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Live two-way interactive video classes (dedicated network to deliver classes to off-campus/remote locations utilizing two-way video/two-way audio) (5)

<table>
<thead>
<tr>
<th>Response</th>
<th>Average percentage of total DE program</th>
<th>Median</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average percentage of total DE program</td>
<td>4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Range</td>
<td>&lt;1-9%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Open Entry/Open Exit web classes (more than 50% of class offered online – minimal or no on-campus time required) (6)

<table>
<thead>
<tr>
<th>Response</th>
<th>Average percentage of total DE program</th>
<th>Median</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average percentage of total DE program</td>
<td>11%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Range</td>
<td>2.7 - 20%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Stand-alone web classes (more than 50% of class offered online – minimal or no on-campus time required) (25)

<table>
<thead>
<tr>
<th>Response</th>
<th>Average percentage of total DE program</th>
<th>Median</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average percentage of total DE program</td>
<td>73%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td>80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Range</td>
<td>5-100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Synchronized web-based conferencing (utilization of “groupware” and/or “voice-over-IP” technologies) (3)

<table>
<thead>
<tr>
<th>Response</th>
<th>Average percentage of total DE program</th>
<th>Median</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average percentage of total DE program</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Range</td>
<td>1 - 2%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Telecourses/other distribution classes (course content delivered using videotaped/CD/DVD mediums) (1)

<table>
<thead>
<tr>
<th>Response</th>
<th>Average percentage of total DE program</th>
<th>Median</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average percentage of total DE program</td>
<td>2.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td>2.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Range</td>
<td>2-3%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. If you offer electronically-delivered open entry/open exit classes, is there ongoing registration?
For those that answered ‘Yes’, the follow-up question asked if a class ever ends. The responses:

- Yes.
- We have an Online Learner Orientation that bridges across semesters. The course does end and a new course opens on the date registration for a semester opens (to help manage load within the LMS).
- We encourage students to finish within one semester’s time, but that doesn’t always happen.
- Classes must be completed within a normal semester or session. Registration continues into the 7th week of Fall and Winter Semesters and through the schedule adjustment period for traditional classes (basically one week into the session) for spring and summer sessions.
- Yes: approximately 2 terms of duration

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

For those that answered ‘Yes’, the follow up question asked if the non-credit offerings were part of the distance learning program. The responses were:

11. Does your institution offer online competency-based courses?
12. Does your institution offer online credit classes with something other than the typical semester-length duration?

For those that answered ‘Yes’, a follow-up question was to describe the course length options:
- 7 week term (2 responses)
- 8 weeks
- 8 or 12 weeks (2 responses)
- Our OEOE courses last as long as it takes for a student to complete
- 1st 8 wks, late start
- 1st 7 weeks, 2nd 7 weeks, 1st 12 weeks, 2nd 12 weeks
- 6, 7.5, 10, 12 and 15 weeks
- 7 wk, 8 wk, and 12 wk (8 & 12 are only in summer)

A final follow-up question for those with variable length courses was: For the online classes that are shorter than a typical semester length, course completion rates are:
13. How are decisions regarding new distance learning courses and programs made at your institution?

- academic/discipline level decision (8)
- faculty volunteer to develop a course (10)
- institution-wide committee/team decision (2)
- other (3)
- strategic plan guides program and course development (2)

For those that answered ‘Other’, the explanations were:

- It varies. Most often, faculty volunteer to develop a course. Recently, the administration has contacted faculty to develop several courses that were identified as needs after an institution-wide committee (the Enrollment Management Team) established a strategic plan that included fully online programs as a target.
- Combination of executive team, distance learning administrators and divisions/departments
- VP for Education decision

14. Does your institution offer remedial classes online?

- No (17)
- Yes, for credit (7)
- Yes, non-credit only (1)
15. Does your institution offer online degrees?

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>28%</td>
</tr>
<tr>
<td>Not at this time, but we have plans to</td>
<td>12%</td>
</tr>
<tr>
<td>Yes</td>
<td>60%</td>
</tr>
</tbody>
</table>

For those that answered ‘Yes’, the degrees are:

- Computer and Information Sciences.
- Environmental Engineering Technology/Environmental Technology
- Child Care Provider/Assistant AAS Child Development
- Criminal Justice/Police Science AAA Criminal Justice
- Security and Loss Prevention Services AAA Criminal Justice
- Fire Protection and Safety Technology/Technician AAS Fire Science Technology
- Business Administration and Management, General AAS in General Management
- Associate of Arts General Studies

Online is defined by the HLC as 50% or more online. This is data I inherited, and it has not been verified. My team and I are working on a system for establishing this easier, and accurately. However, this is what I inherited:

1) Business Administration (Certificate)
2) Associate in Business - No Concentration
3) Associate in Business - International Business
4) Child Development (AA & Certificate)
5) Children & Families (AA)
6) Pre-Elementary Education (AA)
7) Pre-Secondary Education (AA)
8) Pre-Special Education (AA)
9) Small Business Management & Entrepreneurship (Certificate)
10) Criminal Justice (AA)
11) Religious Studies (AA)
12) Arab Cultural Studies

Associate of Arts and Business

See [http://www.macomb.edu/future-students/choose-program/online-learning/online-programs.html](http://www.macomb.edu/future-students/choose-program/online-learning/online-programs.html) for list.

- Associate of Arts
- Associate in General Studies
- Early Childhood Education Associates
- Associate of General Studies Degree
- Mobile Phone Applications Development Certificate
- Coding Specialist Certificate (allied health)
- Associates of Arts in Information Security
Training Credentials: Legal Office Specialist, MACRAO Transfer Credential, & Records Information Management Specialist. Certificates: Business Information Systems. Degrees: Business Studies Transfer, Criminal Justice - Law Enforcement Transfer, General Technology, & Liberal Studies Transfer. This list includes degrees and certificates that can be obtained completely online: Associate in Arts (AA), Associate in Sciences (AS), Associate in General Studies (AGS), Associates in Business Administration (ABA), Associate in Applied Science (AAS) in Aviation Management, General Business, Marketing & Applied Management, Small Business for Entrepreneurs; Aviation Management Skills Certificate, Basic Business and Small Business for Entrepreneurs Certificates

Degrees:
General Studies/Math option
Liberal Arts Transfer
Management
Occupational Studies
Retail Management
Secondary Education
Supply Chain Management
Certificates:
(Advanced Certificate) Management
Retail and Business Operations
Supply Chain Operations
Transfer Degree & Assoc. in Business- General (Online except there is no online science lab offering as yet.)
Associate in Arts, Associate in General Education, Business, Health Care Provider to RN Articulation.

Associate in Arts
Associate in Business Administration
Business Management
Health Information Technology
Certificates:
Accounting Clerk
Small Business Management & Entrepreneurship
Vascular Sonography
Hybrid Certificates:
Pharmacy Technology
Medical Billing and Coding
General Business

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

- Construction Technology and Green Building Certificate
- Specific degrees are yet to be determined. We are in the process of seeking HLC approval.
16. What is the percentage of enrollment (credit/contact hour) that your institution's distance education program is of the total enrollment for your institution this past Fall 2013?

Average 18.75%
Median 13.7%

17. The Fall 2013 online enrollment percentage (above) is

- 4% a decrease from Fall 2012 (5)
- 20% about the same as Fall 2012 (7)
- 48% an increase from Fall 2012 (12)
- 28% No answer (1)

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

- 40% About the same (10)
- 8% Much lower than the overall retention rate for the institution (2)
- 8% Slightly higher than the overall retention rate for the institution (1)
- 4% Slightly lower than the overall retention rate for the institution (10)
- 4% No answer (2)
19. Does your college collect a special distance learning fee in addition to regular tuition and fees?

For those that answered ‘Yes’, a follow-up question asked what that rate is:

<table>
<thead>
<tr>
<th>Per Credit/Contact Hour</th>
<th>Per Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>$25 per credit</td>
<td>$75</td>
</tr>
<tr>
<td>$10/credit hour</td>
<td>$51</td>
</tr>
<tr>
<td>$16</td>
<td>$20</td>
</tr>
<tr>
<td>$30</td>
<td>$25</td>
</tr>
<tr>
<td>$20/contact hour up to 4 contact hour max.</td>
<td>$20</td>
</tr>
<tr>
<td>7.50/ contact hr</td>
<td>$30</td>
</tr>
<tr>
<td></td>
<td>$39</td>
</tr>
</tbody>
</table>

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

For those that answered ‘Yes’, the rates were described:

- $20.00 per DL student enrollment
- The tuition rate for DL is $25 more per contact hour.
- $10 more per credit hour than in-district rate, but remains the same whether in-district, out-district, out-state, out-country
21. Is your college considering a variable rate for online classes?

- No (23)
- Yes (2)

22. Is student demand for online courses at your campus:

- being met (12)
- exceeding current class offerings (12)
- No answer (1)

For those responding “exceeding current class offerings”, a follow-up question asked “If student demand is not being met, what factors at your institution are impeding the supply of courses?”

- No formal policies exist that address online classes in regards to training, workload, compensation, etc...and the perspective is that if we add more online sections it will compromise the f2f sections.
- More courses need to be developed in an online format.
- Desire to maintain enrollment in f2f classes
- qualified faculty
- Active consideration of a policy that requires students demonstrating online competencies prior to being able to register for online courses.
- Students must pass a one-credit Efficient Online Learning class before enrolling. Many don’t.
- The comfort of faculty and academic administration in offering a higher volume of sections online.
- Ability to locate instructors trained to deliver courses online and not enough courses offered online.
- Need for faculty developers, support staff time and development time
- The College has chosen not to develop any new online courses until we acquire HLC accreditation.
23. Do section enrollment limits for distance learning courses differ from on-campus courses?

![Pie chart showing 80% No and 20% Yes responses.]

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>Average</td>
<td>24.25</td>
</tr>
<tr>
<td>Median</td>
<td>24</td>
</tr>
<tr>
<td>Range</td>
<td>18-33</td>
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</table>

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>23.6</td>
</tr>
<tr>
<td>Median</td>
<td>23.5</td>
</tr>
<tr>
<td>Range</td>
<td>16-33</td>
</tr>
</tbody>
</table>

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Average</td>
<td>24.45</td>
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<tr>
<td>Median</td>
<td>24</td>
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<tr>
<td>Range</td>
<td>18-33</td>
</tr>
</tbody>
</table>

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

![Bar chart showing usage of various platforms.]

For those who responded ‘Other’, the descriptions are:

- Publisher LMS/CMS (McGrawHill, Pearson, etc.)
- Blackboard is the official CMS; Moodle is restricted to a special trades group; One other product was internally developed prior to licensing Blackboard and is restricted to legacy users
25. How do you host your online classes?

![Pie chart showing 52% own servers, 48% outsource or hosted]

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

![Pie chart showing 92% No, 8% Yes]

For those responding 'Yes', the reason for switching was:
- ANGEL is dead.
- Switching is not likely, but problems, stability issues and (lack of) features of Blackboard cause us to consider a change.

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

- The majority of responses indicated that they have a policy for retaining old courses, and that policy follows their student grade complaint policy.
- Two colleges do not have a policy for retaining courses.
- Six colleges archive courses indefinitely on an archive server.
- Other colleges save courses for a period of time ranging from thirty days to ten years.
- Several responses indicated that they encourage faculty to archive course materials and securely store grade records.
28. Does your institution provide an online course within your LMS for on-campus courses?

- 32% No, we do not provide an online course for on-campus courses (3)
- 12% Yes, it is provided automatically for all on-campus courses (14)
- 56% Yes, it is provided if requested for an on-campus course (8)

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

- Average: 70%
- Median: 75%
- Range: 30-100%

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

- 76% No - once faculty has developed the course it is made available to the students (6)
- 24% Yes (19)

For those responding ‘Yes’, their assessment process was described:

- It is shared within the discipline and chair for review. We have a course evaluation rubric. Mentors within the division review the material.
- All online instructors must be certified through a 6 week online certification course.
- Faculty are required to completely prepare the online course site and DL staff reviews the site prior to offering the course to students.
- It’s optional but if requested, we can set up a Quality Matters peer review.
- Faculty are asked to build their courses using the Quality Matters Rubrics. Courses must be submitted to the Technology Learning Center staff and the department chair for review and feedback.
Online Course Development Committee (OCDC) made up of Deans, Online Faculty, Dir. of Learning Technologies is responsible for reviewing the course offering application. Upon OCDC recommendation, Academic Cabinet approves the course for development. The Dir. of Learning Technologies provides instructional design support throughout the development process. Upon completion of development, the course is reviewed by Dir. of Learning Technologies using KCC's development best practices checklist. The Dir. of Learning Technologies brings the recommendation to the OCDEC committee. OCDC does a final review and recommends the course to Academic Cabinet for approval to offer.

Just the first time it is developed for online. We go through a formal course development process and pay faculty to develop.

Class must be approved by Curriculum Development committee

there is a multi-step evaluation process

Newly developed courses go through a review process through the Distance Learning Advisory Team - which is comprised of faculty, staff and administration members. Courses are reviewed using the College's Distance Learning Best Practice Rubric.


Courses are reviewed by a faculty team and instructional designer. They use a rubric to determine that quality is met. They then make a recommendation to me and I determine that the course may be made available to be opened for enrollment.

We work in concert with faculty on instructional design. They sign a development contract stating that the final product will meet the standards in our Quality Rubric, which is based on the rubrics provided by the MCCVLC and Quality Matters with additions and a format that better meet our institutional needs.

All online courses must receive approval by the College's Online Instruction Committee made upon of faculty and administrative staff using the Quality Matters Rubric as a measure of required standards. The courses are evaluated by the DL Administrators with the instructor using a Quality Online Course Rubric developed by the Illinois Online Network. Will be moving to Quality Matters.

Full development review with instructional designers and faculty developers;
Review by appointed team of faculty and distance education staff;
Review by staff for spelling, functioning links, correct calendar dates, etc.
Instructional designer reviews course using a quality online rubric. The instructor's chair or department head are encouraged to attend the review meeting.

VLC Rubric completed and course reviews by eLearning Office.
Quality matters review
31. Are there any administrative quality assessments done of distance learning courses at some point in time after the course has been offered to students?

For those responding ‘Yes’, their process was described:

Faculty have a professional development allowance and a rubric is scored on the course every three years. Any suggestions from the eLearning Office or division mentor is reported to the faculty member and Division Chair.

Courses are reviewed by Deans.

Recently developed an online/blended instructor evaluation that is conducted by the division dean and also recently developed a peer review process.

Each semester each course site is reviewed for adherence to college quality course standards. Courses are to be assessed/reviewed every three years.

Classes and instructors are evaluated and assessed informally, enrollment will dictate the success of the online class.

there is a follow up on courses during the first two semesters they are offered ... and then again during standard evaluation schedule if the faculty member selects to have their online courses evaluated instead of a face-to-face class

Courses are on a continuous review process - based on successful completion rates.

Student Evaluation of Instruction Feedback

All courses are reviewed 2 weeks before semester start to ensure content is uploaded, course is personalized and ready for students at semester start. Review includes compliance with course common syllabus for description, prerequisites, competencies, core abilities, adherence to departmental grading/assessment requirements, detailed schedule with due dates, welcome announcement, orientation for the course, grade center detail, and instructor profile. Courses are updated as changes are made by the College's Curriculum Committee, as textbooks change, and on a regular schedule every 4-5 years for major redevelopment.

Faculty/Peer mentors evaluate the online courses using the Quality Online Course Rubric.

Course masters are reviewed every term for spelling, functioning links, correct calendar dates, etc. Full review by appointed team of faculty and distance education staff conducted every three years.

No - we do not have a formal process for continual review of online courses (4)

No - we do not have a review process, but are working on one (6)

No - we do not have a review process, but would like to. (3)

Yes (12)
32. How do you evaluate your electronically-delivered courses (please mark all that apply):

- administrative review (12)
- campus standards/best practices (8)
- other (3)
- peer (faculty) evaluation (12)
- student evaluation (23)

For those that responded ‘Other’, the following comments were provided:
- Administrative review of only adjunct faculty courses in some departments.
- Full time faculty can choose which courses they want evaluated so if they choose not to have their online course evaluated, it is not. All adjunct faculty courses are evaluated both by students and division chair.
- Evaluations are managed by the instructor and would use the same technique as face to face courses.

33. What structured quality assurance standards does your institution use?

- Internally developed standards (14)
- MCCVLC Online Course Development Guidelines/Rubric (1)
- Other (3)
- Quality Matters (6)
- No answer (1)

For those that responded ‘Other’, the following comments were provided:
- This is not applicable as we do not have standards, yet. However, we have developed guidelines that we’re hoping to make mandatory.
- It is a blend of MCCVLC and Quality Matters with some internally-developed standards added.
- The Academic Technology Group provides guidance to those interested using the MCCVLC Guidelines.
34. What processes does the institution employ to establish student authentication in an online course. Check all that apply.

For those who responded ‘Other’, the following descriptions were provided:

- Faculty are required to articulate how they assess student work and attribute it to a particular student throughout the course. The results will be documented and tracked through the development process and the soon-to-be-developed review process.
- College master online courses are created using authentic assessment methods to align with competencies. Some disciplines require on-campus proctored assessments. Some courses require oral presentations via video recording. All OE/OE courses require, at minimum, one on-campus proctored assessment.

35. Accreditation standards require that distance education courses, content and rigor be equivalent to a face-to-face traditional course. Overall, your distance education courses are:
36. Are there faculty on your campus using open textbooks?

- Don’t know (11)
- No (9)
- Yes (5)

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

- Not sure (8)
- Significant (6)
- Very little (11)

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

- Credibility of sources (15)
- Faculty reluctance to use (20)
- Lack of ancillary materials (11)
- Lack of faculty awareness (16)
- Resistance from administration (2)
- Time needed to locate and evaluate (18)
39. As concerns Massive Open Online Courses (MOOCs), which of the following apply? Please choose all that apply.

![Pie chart showing the distribution of responses.

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

![Bar chart showing the distribution of responses.

For those that responded ‘Other’, the following was provided:
- We currently offer both speech communication and a laboratory science class online. Though we do not currently offer a foreign language course, the lead faculty in that area is not completely opposed to an online or blended option but she does not have the time to invest in development.

41. How many online courses did your institution develop in 2013-2014 (include those in production with a planned offering in Fall 2014)?

<table>
<thead>
<tr>
<th>Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>10</td>
</tr>
<tr>
<td>Median</td>
<td>10</td>
</tr>
<tr>
<td>Range</td>
<td>1 - 30</td>
</tr>
</tbody>
</table>
42. Does your institution employ a 'team development' model when developing an online course?

NOTE: Team makeup was most often described as including a subject matter expert (faculty), instructional designer and a project manager or distance learning administrator. Several teams also included an instructional technologist.

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

44. What is the average length of time needed at your institution to develop an online course?
45. What Lecture Capture software do you use? Check all that apply

For those that responded ‘Other’, the responses included:

- Snagit
- Camtasia Studio, Jing
- Crestron
- Camtasia/Zoom
- various depending on faculty selection

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

For those that responded ‘Other’, the responses included:

- Google Hangouts (2 responses)
- Also some use/testing of Hangouts and Lync.
47. What streaming service do you use? Check all that apply.

- No streaming service (12)
- Canvas (1)
- YouTube (3)
- Merit Cloud Media (1)
- Video on Demand (1)
- Internal Hosting Server (1)
- Vimeo (1)
- Ensemble (2)
- Pixel (Media Suite) (1)
- MediaCast (2)

48. What course content creation software do you use?

- Articulate Storyline (3)
- Other (6)
- SoftChalk (9)
- We do not use content creation software (9)

For those responding ‘Other’, the following were provided:
- BlackBoard Learning Modules (1)
- Canvas (1)
- Camtasia, SnagIt, Jing, Adobe Software, Video editors, and Snap!
- BB - FORK and WIDS
- Captivate
- Lectora
49. What new technologies do you plan to implement in your distance learning program within the next two years?

Analytics, Respondus Monitor, Mobile Technology

Lecture Capture
Lecture Capture. Online Tutoring. Synchronous sessions with instructors. Open education resources.

Mobile learning, possible expansion of blended and online learning

More use of video/multimedia technologies, such as Snagit.

Still exploring lecture capture and video streaming in an affordable format

New LMS with deeper integration with current technology and more web-based tools.

Increased collaboration and video

More use of SoftChalk, TechSmith Relay, Camtasia Studio, Civitas (predictive analytics)

We are launching online advising with the gmail platform this Fall (14).

Web conferencing tool

We are always incorporating new and rotating Web 2.0 tools. There are no specific plans to add anything in particular, but to continue using the broad range of technologies we’re using now (Moodle, Google Apps, Big Blue Button, etc.) in addition to these rotating web tools.

Microsoft Lync, Skype

NetLabs simulation software (anything else is under discussion only)

closed captioning of video (not new technology, but rather new for us)

Zoom

Possible Snagit and Camtasia

Closed captioning services, Critical Reader/ Case Scenario Builder

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

contract/license with a content provider (2)

develop your own content (25)

use publisher content (23)
51. Do your instructors utilize digital repositories for content in their online courses?

For those that responded ‘Yes’, the following repositories were named:
- Intelecom (2)
- Dallas
- Google drive
- YouTube (2)
- CDC
- Canvas
- Primarily own repository populated by both faculty and publisher resources.
- TED Talks
- MyOpenMath
- Films Media group
- Merlot (2)
- Creative Commons
- Publisher provided resources
- Webstudy integrated repository
- http://site.ebrary.com/lib/kirtland/home.action

52. 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?

For those responding ‘Yes’, a follow up question asked “Can outside sites be used for content, grades, testing, etc.?” Those responses were positive with the caveat that graded pieces that do not integrate with the college LMS have to be manually input by the faculty. Outside sites were not supported by the colleges.
53. Regarding copyright permission for use of copy written material in an online course, who is responsible for obtaining permission? (check all that apply)

- Academic department/staff (4)
- Depends (4)
- Distance Learning department/staff (5)
- Instructor (22)
- Library Staff Support for Distance Learning (6)

For those that responded ‘Depends’ the responses included:
- We don’t have a formalized process for obtaining copyright.
- It is initiated by the faculty, typically goes to DL, who then forwards necessary cases to Library for review.
- Largely, this falls on the DL staff, but we’ve really grappled with getting institutional policies and practices set up in this area as the Library has handled some, purchasing has handled some, and instructors themselves or academic administration have handled some depending on the circumstances.
- For video we usually do, for other content the instructor does.

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

- No (12)
- Other (2)
- Yes (11)

For those responding ‘Yes’, a follow-up question asked “Who keeps the records of written permissions and follows up on renewals?” The responses were:
- Instructors or division.
- One faculty member who is a librarian (Electronic Resources/Systems Librarian) and head of Copyright Committee - permissions are stored on an internal drive accessible to all faculty/staff
- At this time, Library
- Instructor (3)
- Library
• Ideally...the e-Learning Office
• The person who got the permission keeps records; The distance learning department keeps a record of where those permissions are.
• This is "loosely" managed. We try to get those records in our hands if faculty got the permission, but at times they keep them.

For those responding 'Other', the following responses were offered:
• It depends on the circumstances. Sometimes written, sometimes verbal. We haven't had a huge need to use copyrighted material yet. And, as I stated above, we are in the beginning stages of trying to outline a formal process/procedure for this.
• The Distance Learning Department seeks written approval for any copyrighted materials; however, there can be delays as not all publishers, etc. are diligent in their responses. We seek the approval, follow up on requests, and consider our efforts as due diligence. If at some point we are denied, we then take action accordingly. This has been a very rare instance. If an instructor adds content to our master courses in their individual sections, they are responsible for having obtained permission. While developing with our department, faculty are responsible for ensuring no violations of copyrighted materials through a sign-off.

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

For those responding ‘Other’, the following responses were provided:
• Multimedia Services Department
• Library (2)
• Library, Bookstore both help with obtaining copyright permission
• no formal process in place
• Faculty member, who may ask the Division to pay
• Bookstore
• This is also part of our current confusion and something we need to formalize in policy and process.
• Generally content for online classes is covered by the Distance Learning Department. However, this would depend on whether the material is to be used solely in an online class or perhaps used in both online and traditional courses and then the expense may be shared between the Distance Learning Department and the Academic Department. In addition, faculty could be responsible for some payment if materials are not selected by or funded through the college.
• We don't use copyrighted material that requires payment unless the academic area has the funds.
• Library/Copyright Officer
• DEAN OF INSTRUCTION AND DIRECTOR OF LIBRARY AND TECHNOLOGY CENTER
### Greatest Challenges

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

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Rank 2014</th>
<th>Rank 2013 (Spring)</th>
<th>ITC Rank 2013 (Fall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate quality assessment of distance learning courses</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Support staff needed for training and technical assistance</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Adequate student services for distance learning students</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Adequate administrative authority</td>
<td>4</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Operating and equipment budgets</td>
<td>5</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>State Authorization regulations</td>
<td>6</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Compliance with new financial aid attendance requirements</td>
<td>7</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Compliance with student authentication regulations</td>
<td>8</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Faculty acceptance</td>
<td>9</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Organizational acceptance</td>
<td>10</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Adequate space for training and technical assistance</td>
<td>11</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Student acceptance</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

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

- Review of LMS. hosting vs non-hosting, financial resources, more degree and certificate offerings, marketing.
- Developing an online learning program, and not just a collection of courses based on what/when faculty want to teach them.
- Quality of online content.
- Ongoing assessment, integrated instructional design.
- Difficulty supporting both technically and monetarily faculty using smaller systems. We want to encourage innovation, but at the institutional level have trouble supporting it.
- Since capacities are lower for online courses, administration believes they are more expensive to run. We need more qualified adjuncts to teach online courses.
- The course offerings are in the hands of the Divisional Deans who aren't really paying close attention to e-Learning.
- Adhering to our faculty contract, while striving to be innovative and agile. Securing adequate budget and staffing to deliver the quality of distance education necessary for us to stay competitive among other institutions of higher education.
- Quality
- Instructional administration views us as a competitive entity that "steals" their students rather than a partner assisting in more flexibly meeting an audience need. Additionally, there is lack of evaluation of online instructors by our academic administration for both reasons of politics and a lack of awareness of how to evaluate practice in that environment.
<table>
<thead>
<tr>
<th>Appropriate resources (people specifically) to support Blackboard, investigate new releases, test, troubleshoot, train, etc. Lack of campus-wide shared vision and communication associated with supporting students through use of technology.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequately training online instructors, maintaining quality online courses, maintaining consistency in course design, and meeting student demand for online courses.</td>
</tr>
<tr>
<td>Accessibility and FERPA matters</td>
</tr>
<tr>
<td>Student services requiring a face-to-face student orientation and advising.</td>
</tr>
</tbody>
</table>

We do not have an official DL Administrator at this point. I am answering these questions from my perspective within the Academic Technology Group.  

HLC  
Faculty reluctance to engage their online learners through new technology. Too many view their courses as "set-it-and-forget-it". I also have big concerns about closed captioning. I want my faculty to create videos, but they will be less likely do it if they have to also create a transcript.  

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

<table>
<thead>
<tr>
<th>State authorizations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potentially state authorization, HLC</td>
</tr>
<tr>
<td>lack of clarity surrounding state authorization</td>
</tr>
</tbody>
</table>

The HLC accreditation for e-Learning is recent and limits our offerings.
Faculty

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

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Ranking 2014</th>
<th>ITC Ranking 2013 (Fall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging faculty in developing online pedagogy</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Evaluation of faculty</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Union contracts</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Workload issues</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Technical support</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Buy-in to electronically delivered instruction</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Recruitment</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Compensation</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Intellectual property/ownership issues</td>
<td>10</td>
<td>7</td>
</tr>
</tbody>
</table>

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

- Average – 68%
- Median – 70%
- Range – 20% - 99%

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

- Average – 34%
- Median – 32%
- Range – 1% - 80%

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

For those that responded ‘Yes’, the limitations were defined:

- Faculty must teach at least one on campus course.
- It has to be within contract contractual and extra contractual teaching limits.
- Division dean decision
- 3 for f/t per semester and 2 for p/t per semester
- New contract for FT faculty going forward - can teach all but 2 classes online.
- Full-time faculty are limited to teaching 12 credit hours per semester of online courses.
- Instructor's must teach at least one on campus class each semester.
- Full-time faculty are able to select two courses or up to 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 and the academic administrator. Faculty may select online or OE/OE sections above their full-time teaching load (15 hours per semester) up to a maximum of 30 contact hours per semester. This total can only be exceeded by approval of the academic administrator. Full-time faculty may select 3 classes or up to 10 contact hours, whichever is the greater, for spring and summer terms.
- Part-time faculty can only teach a certain amount of credits each semester.
- Full-time faculty must have 2 on-ground classes or special approval

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

- Yes (18)
- No (4)
- Only in certain circumstances (3)

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

- Yes (7)
- No (18)

For those responding ‘Yes’, the follow-up responses describe the policies/procedures:

- 1) Scheduling and bumping rights
- 2) Course development practices
- Some departments will not let PT faculty teach online.
- We have an internal online instructor module that we use to help gauge adjunct interest in teaching online.
- Requirements to teach online are the same for both full and part-time faculty. All faculty must
complete a rigorous credentialing process before being able to select online classes to teach. In some disciplines, full-time faculty select all available online classes thus limiting the ability of part-time faculty to select any online classes. However, online and OE/OE courses are staffed before traditional courses, because of the credentialing requirements, and this is a benefit for many part-time faculty. Part-time faculty have more opportunities to teach Open Entry/Open Exit classes.

- Not policy, simply practice by majority of disciplines.
- All faculty must complete a Ready to Teach Online course before their name is allowed to be put on the schedule to teach online.

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

![Bar chart showing responses]

For developing online courses, college compensation responses include:

- Release time or extra contractual pay up to the number of credits of the course.
- New online course development = $3180
  Convert existing on-ground course to online = $1590
- For development, each faculty member receives the pay equivalent to the teaching of that course.
- $709/credit hour (adjunct rate) $764/credit hour (full time rate)
- $400 per credit hour.
- $1000 per credit hour
- $500 per credit hour to develop
- one contact hour at the overload rate of the faculty member creating the course
- $45 x 15 x the number of credit hours of the course.
- They receive the current faculty overload rate as negotiated in their union contract per contact hour for the development of an online course.
- The College has focused its development efforts in creating master/scalable courses that are owned by the College. As a result, the faculty developer (full or part-time) is paid five contact hours once the development is completed and the course is officially approved by the College's Online Instruction Committee.
- $1,000 (2 responses)
- Up to $3000+, depending on complexity, need to recruit faculty, etc.
- Up to the amount to teach the course.
- At one point they received release time to develop an online class.
- Stipend equal to overload pay of same credit hours
- $500 stipend for creation $250 for QM review of a course $250 after a new course has been taught online for 1 semester.
For teaching online courses, college compensation responses include:
- For teaching an online class for the first time, each faculty receives 1.5 times the credits normally compensated.
- Full-time faculty are paid per student head count for teaching online.
- Additional 1/2 credit hour pay

For participating in distance learning professional development activities, there were two responses. One response indicated that the college pays for the distance learning training for faculty; the other response reported that faculty can apply for professional development funding.

For developing hybrid courses, college compensation responses include:
- Release time or extra contractual pay up to the number of credits of the course.
- They receive the current faculty overload rate as negotiated in their union contract per contact hour of the portion of the course that is deployed online for the development of a hybrid course.
- Anywhere from $250 to $3000, depending on complexity, need to recruit faculty, etc.
- Up to the amount that will be online (by contact hour) based on salary or overload pay.

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

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

68. Does your institution provide laptops or tablets for online instructors?
69. Are mentors provided for new distance learning faculty?

For those responding ‘Yes’, a follow-up question asked if the mentors were compensated. Two of the colleges reported that mentors are volunteer with no compensation. Two colleges compensate at the rate of .5 contact hour. The final third of the responses suggested that compensation varies for each situation – in one case “compensation is determine if faculty is teaching (based on in addition to load) or in lieu of teaching if faculty is not teaching.”

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

For those who responded ‘Yes’ to this question, the following responses were provided to describe the policies:
- If the position calls for it. Not across all divisions but not a definite no response here.
- Experience in online teaching.
- It is mentioned as being an expected part of teaching during the hiring process.
- Teaching experience in an online environment is normally listed as a preferred qualification.
- We inquire if they have taught online. It would be difficult to hire someone for a full time position who had no online experience (distance learning student experience counts)
- based on individual department and requirements
- Many of the college postings for faculty will include language regarding teaching in modalities.
- Online teaching experience is preferred with new faculty.
- In the job description it states that they agree to teach online (or similar wording).
- Language pertaining to distance learning is in the faculty master agreement. It may not be directly connected to hiring practices.
- Job posting includes preference for online teaching
71. 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?

For those responding ‘Yes’, the policy was described as follows:

- Faculty must reply to all emails or inquiries within 48 hours.
- Faculty must respond to email within 24-48 hours M-F.
- Respond within 24 hours during week.
- For 12 and 15-week semester, faculty must respond to students within 72 hours. For 7-week session, faculty must respond to students within 48 hours. This is contractually required.
- There is a best practices document to provide guidelines for frequency of interaction, timeliness of grading, response time for e-mails, etc.
- 48 hours or less response rate highly recommended (That's as close as we can get to requirement.)
- Faculty response to Inbox messages or student questions within 24 hours. Max 7 days on graded assignments.

72. As concerns intellectual property/ownership issues, currently, your institution has (mark all that apply):
73. Recognizing that testing is a faculty decision; does your distance learning program allow faculty to test students (mark all that apply):

- both on campus and online (blended - example: non-proctored quizzes online but proctored major tests on campus) (25)
- exclusively on campus (either conducted by the instructor, a proctor, or at a campus testing center) (18)
- exclusively online (non-proctored) (23)
- remotely proctored (either online or in person) (18)

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

- No (9)
- Yes (16)

For those responding ‘Yes’, they were asked “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.” Those responses include:

- Either take EDU 392 - Internet Teaching Techniques and EDU 392X - Advanced Internet Teaching or MCCVLC Certification or based on experience.
- A 6 week online certification course developed and taught internally by the Director of Online Learning and our Instructional Designer
- Currently is using an internal training for Blackboard Basics and external option (ETOM)
- Provided internally only (4 responses)
- Internal only - Online Teaching and Learning (OTL) class offered fully online over 4 weeks as well as f2f LMS (Moodle) training
- Internal, 8-week, approx 150 hour training.
- Must attend the ETOM certification class, WIDS or equivalent and BB training
- Faculty may complete our internal 6-week online hybrid certification course free of charge. They also may demonstrate competencies based on previous experience or enroll in an external source.
- We have an internal Teaching Online Core Competency Credential. We will also support a faculty member’s choice to pursue external training such as the ETOM training if they wish, too.
- Our online training program is done all in-house. The Blackboard portion is taught by our Blackboard Support staff. The Online Teaching and Learning and Online Course Design and Development courses are taught by an online faculty member who is QM certified.
- We use a combination of both; new online instructors must take either ETOM Online Teaching Certification course or Quality Matters Online Teaching course.
- Internally developed training is the standard, but faculty may substitute other recognized training programs or be approved by the VP based on demonstrated experience and success.
- We accept external training or experience if it is deemed equivalent to our outcomes by the instructional designer.

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

For those responding ‘Yes’, a follow-up question asked if the training was different from the online teacher training requirements. Two colleges reported a slight difference from the online faculty training – one college requires faculty to successfully complete LMS training, the other college ‘recommends’ rather than requires faculty to go through training.

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

For those responding ‘Yes’, a follow-up question asked if the training was different from the online teacher training requirements. Those responding indicated that only LMS training was required.
77. Do you require a "re-certification" process for existing online faculty after a prescribed time period?

- No (16)
- We are considering this option (6)
- Yes (3)

78. Can a faculty member hold office hours online?

- Depends (5)
- No (4)
- Yes (15)
- No answer (1)

For those responding ‘Yes’, a follow up question was asked to explain the guidelines for faculty.
- The faculty member must hold five office hours and it can be done online using an online chat, Skype, Phone, E-Mail, web-conference software.
- Faculty must be available for the number of hours they are contracted for, whether on campus or online.
- No specific guidelines but online office hours are allowed.
- Allowed on a case-by-case basis in consultation with the Dean.
- Limit to approximately 2 hours per week. Other hours are on-campus.
- It is part of the new contract.
- based on a percentage of online courses to on campus courses.
- 1 hour per contact hour of instruction is required for online course office hours.
- Guidelines are the same regardless of delivery modality.
- 4 of 7 can be online.
- It varies by academic area.
- If the faculty member is holding office hours for an online class, those office hours can be conducted online.
- Decided by Division Administrators.

For those responding ‘Depends’, a follow up question asked to explain. Those responses include:
- Some online instructors have done this, but it isn't widespread or encouraged.
- As long as they are available on campus as well.
- Full-time faculty are expected to be present in their campus office 5 hours per week during fall and winter semesters but may use Blackboard Collaborate to open up their office hours to their virtual students. Part-time faculty have no requirements for scheduled office hours. Full-time faculty teaching spring or summer have no requirements for scheduled office hours.
- Generally no, but vice presidential approval can be given if there is appropriate justification.
Students

79. As a distance learning administrator, please rank the greatest challenges for your program as it relates to students. Rank in order of preference from 1 being the most challenging through 9 being the least challenging.

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Ranking 2014</th>
<th>ITC Ranking 2013 (Fall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation/student readiness for taking distance education classes</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Cheating/Secure online testing</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Providing equivalent virtual student services (e.g. financial aid, library services, tutoring)</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Assessing student learning and performance in distance education environment</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Low student completion rate</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Completion of evaluations</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Computer problems/technical support</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Recruitment/interest in distance learning</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Disruptive student behavior</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

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

If yes, how is orientation provided?

- Offered both on-campus and online [1]
- Online only [6]

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

Responses from the colleges indicate that the majority have completely separate orientations for new online students and new on-ground students. Two colleges do not have an orientation for online students. Several colleges have a specific course for potential online students to take prior to enrolling in an online course. One college is working on an integrated orientation, that hopefully will be implemented in Winter/Spring 2015. Additionally we have one college that has a new student orientation which includes a section on various modalities and requirements along with an orientation embedded in each online course.
82. At what point are distance learning students required to meet with an advisor?
Seven responses indicated that meeting with an advisor is not required for online students. Two colleges do not require but highly recommend such a meeting. Eight colleges require online students to meet with an advisory during on-campus orientation or prior to initial enrollment. Two of those colleges offer virtual advising sessions for online students. One college requires meeting with an advisor when they apply. Several provided additional comments:
- Any brand new student is required to attend a f2f orientation session. We have made exceptions for distance learning students.
- Self-advised
- Before 18 credits have accrued.
- It depends on the student status. Though we’re told that transfer and guest students may be able to simply register, we understand that first time and dual enrolled students are run through extensive appointments with Student Services staff to become oriented up front, which is concerning for the distance nature of our programs. We do have online services available, but not as available as we’d like.
- All first-time in any college (FTIAC) students must meet with an advisor. We do not have a specific requirement regarding online students. All students are encouraged to utilize our counseling and advising services.
- If taking a math or English class.

83. Support Services Status Report:

<table>
<thead>
<tr>
<th>Service</th>
<th>Currently offer</th>
<th>No plans to offer</th>
<th>Plan to offer in the next year</th>
<th>Plan to offer in two or more years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dedicated distance learning program website</td>
<td>15</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Online student orientation for distance learning classes (or orientation CD)</td>
<td>17</td>
<td>1</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Dedicated faculty training staff for distance learning program</td>
<td>19</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>24/7 faculty help desk and technical support for distance learning classes</td>
<td>9</td>
<td>11</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>24/7 student help desk and technical support for distance learning classes</td>
<td>7</td>
<td>13</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Campus testing center for distance learning classes</td>
<td>21</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Online library services</td>
<td>21</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Online advising services</td>
<td>11</td>
<td>4</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Online tutoring assistance</td>
<td>13</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Online student organization website and services</td>
<td>14</td>
<td>9</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Online plagiarism evaluation</td>
<td>15</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Online student course evaluation</td>
<td>21</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Online counseling services</td>
<td>7</td>
<td>12</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Online writing lab</td>
<td>6</td>
<td>11</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Online admissions to institution</td>
<td>22</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Online information and application to financial aid</td>
<td>23</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Online payment of tuition and fees</td>
<td>24</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Online registration of courses</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Online textbook sales</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
84. Does your institution provide online support services

- blended - some are just for online students and some are for all students (3)
- for all students (22)

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

- Managerial staff with input from eLearning Office and VP staff.
- Based on demand/ Director TLSS, Director Welcome Center, Associate Dean of Counseling & Advising
- Director of Online Learning and Instructional Design.
- By department
- under development
- Academic and student support personnel
- Distance Ed Committee makes recommendations to Student Services and to the IT Office.
- Joint meeting with Student Services and Director of Learning Technologies - ultimate approval by VPs of Support Services and Instruction
- Developed internally within student services. (2 responses
- Meetings between Student Services, Distance Learning Office, and Academic Technology Team work to develop online services.
- The Dean of Academics & Extended Learning and the Dean of Student Services
- Faculty and staff have input and we continuously update our information as technology advances
- We are in the first year of this effort. Currently, academic tutoring and distance learning is leading these services.
- Depends on which services they are. We subcontract tutoring out. Counselors and advisers created the online counseling and advising program
- We have a team - ACCESS: Action Committee Coordinating Electronic Student Services.
- Online services are put in place to assist all students, not just online students. The Vice President for Student Services and her team, Associate Dean of Learning Support Services and her team, and our Blackboard Support team are involved in the development of such services.
- Through the Student Services area in consultation with the Distance Learning Department
- There is no formal process, but we are at a point where one needs to happen if we want to continue to offer online programs.
- The Academic Technology Group currently oversees the outsourced student technical helpdesk.
- At the Administrative level. VP’s.
- All LMS problems come through the CTL. Any issues with email, logins etc go through IT.
- We are currently exploring models to adopt.
86. Is a librarian at your institution assigned to serve your distance education courses?

- 58% Yes (10)
- 42% No (14)

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

- 56% Yes (4)
- 28% Sometimes (7)
- 16% No (14)

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

- 52% Yes (10)
- 40% Sometimes (7)
- 8% No, but planning to (2)
- 8% No (13)

89. 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.)

- 79% Yes (19)
- 21% Not at this time (5)

For those responding ‘Yes’, here are the resources identified:
• EBSCO (2 responses)
• ArtStor
• Films on Demand; articles and databases; e-journals; e-books; shared resources through consortium
• Library has e-books available (4 responses)
• We have numerous online databases, all accessible through our library website.
• We are a member of OCLC.
• Films on Demand
• Video on Demand (2 responses)
• The Humanities eBooks
  Springer eBooks
  Salem Health Guides
• American Government (ABC-Clio)
  American History (ABC-Clio)
  AnthroSource
  BookList Online
  Careers from the Institute for Career Research
  CINAHL with Full Text Plus
  CQ Researcher
  CQ Politics
  CQ Weekly, EBSCO Discovery Service
  Daily Life Pop Culture Universe (ABC-Clio)
  Daily Life through History (ABC-Clio)
  EBSCO Discovery Service
  Global Issues in Context
  Go2Knowledge
  Issues & Controversies in American History
  JSTOR
  Literary Reference Center
  Naxos Music Collection
  NBC Learn
  Oxford African American Studies Center
  Oxford American Studies Center
  Oxford Music Online
  ProQuest Newspaper databases including the NY Times and Wall Street Journal
  ProQuest eLibrary
  ProQuest Gannet News Stand, Harpers Weekly
  ProQuest News Stand
  PsychArticles from EBSCO

90. Does your institution follow the ACRL's (Association of College and Research Libraries) Standards for Distance Learning Library Services?

![Pie chart showing the responses to the question: 28% Yes, 32% No answer, 12% In process, 28% No]