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2016 MCO Distance Education Administrator Survey Results

Name of the Institutions that responded:

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

Distance Education Institutional Information

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

Coordinator of e-Learning and instructional support
Director of Learning Technology
Director of Online Learning and Instructional Design
eLearning Director
Director, Educational Media Technologies
Director, Faculty Success Center
Director, Learning Technologies
Director, Distance Education
Director of eLearning Department
Director of Instructional Technology and Online Learning
Director of Online Learning & Instructional Design
Director for the Center for Teaching and Learning
Senior Director for Online Learning
Manager of e-Learning, Faculty Support & Web Services
Dean of Academics and Extended Learning
Dean of Instructional Support
Dean of Instruction and Assessment
Dean of Arts & Sciences
Associate Dean of Distance Learning
Assistant Dean for Instructional Technology (informally)
Interim District Vice Chancellor, Curriculum and Distance Learning Programming
Vice President, Academic Affairs
Distance Learning Consultant
1. **Your Distance Learning program administrator reports to:**

   ![Graph showing administrator reports]

   **Legend Response**
   - Academic Dean (3)
   - IT Administrator (3)
   - Other (2)
   - the President (3)
   - Vice President for Academic Affairs/Chief Academic Officer (13)

   For those reporting “Other”, the responses were:
   - Provost
   - Chief Information Officer

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

   ![Graph showing organizational structure]

   **Legend Response**
   - blended - separate distance education office, departmental control of some activities (14)
   - centralized (i.e. a recognized office that provides administrative oversight of DL program) (5)
   - decentralized (i.e. each discipline is responsible for its DL offerings and there is no institutional coordinating office) (5)

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

   ![Graph showing decision-making processes]

   **Legend Response**
   - by an institution-wide committee/team including the DL Administrator (11)
   - by an institution-wide committee/team without input from DL Administrator (3)
   - by Chief Academic Officer/Dean (3)
   - by DL Administrator (2)
   - Other (5)

   For those that reported “Other”, the responses were:
Most decisions are made at the department level - what courses to run online, who to assign online courses to, etc...

Academic Policy: Faculty Senate Procedures (such as, program and course offerings): Deans Procedures (such as course development): institution committee, including Deans and DL Administrator

Blend of DL office, divisions and DL committee.

Faculty driven with admin oversight

There are no separate policies regarding Distance Education at this time.

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

Legend Response

- No (7)
- We are working on one (8)
- Yes (9)

5. Does your institution offer online degrees?

Legend Response

- No (5)
- Not at this time, but we have plans to. (1)
- Yes (18)

For those that answered “Yes”, the degrees provided are:

<table>
<thead>
<tr>
<th>Construction Technology - Green Building Certificate, Corrections Officer Certificate Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS Business</td>
</tr>
<tr>
<td>AA Business Admin</td>
</tr>
<tr>
<td>AA General Ed</td>
</tr>
<tr>
<td>CBZ.35100 Academic Career Experience - Certificate</td>
</tr>
<tr>
<td>CBA.35172 Accounting - Advanced Certificate</td>
</tr>
<tr>
<td>ABS.10172 Accounting - Associate in Business Studies</td>
</tr>
<tr>
<td>AA.40000 Associate in Arts - Degree</td>
</tr>
<tr>
<td>AS.40000 Associate in Science - Degree</td>
</tr>
<tr>
<td>CSZ.35763 Child Development - Educational Paraprofessional Certificate</td>
</tr>
</tbody>
</table>

Notes: 3 cr from VLC - ED201W
CSZ.35325 Communication Interpersonal - Certificate
ABS.10130 Computer Science and Information Technology-BIT-Business Studies - Degree
Notes: VLC courses included

CBA.35131 Computer Science and Information Technology-CA - Advanced Certificate
Notes: 2 cr from VLC - CST 204

ABS.10131 Computer Sciences and Information Technology CA - Degree
Notes: 5 cr from VLC towards the degree CST 161 & CST 204

AAA.25725 Criminal Justice Law Enforcement with Basic Police Training - Associates in Applied Arts -Degree
Notes: 2 cr from VLC - OAT 170 Keyboarding

CSZ.35723 Criminal Justice Security-Loss Prevention Specialist - Certificate
Notes: 3 cr from VLC - CJ271W

AAA.25723 Criminal Justice Security - Loss Prevention Specialist - Assoc in Applied Arts Degree
Notes: 5 cr from VLC OAT 170 Keyboarding and CJ 271W Criminal Law

AAS.25731 Fire Science Technology - Associate in Applied Science Degree
Notes: VLC courses included

AAS.25732 Fire Science Technology - Emergency Medical Services - Associate in Applied Science - Degree
Notes: VLC courses included

AAS.25736 Fire Science Technology - Fire Fighter Technician - Associate in Applied Science Degree
Notes: VLC courses included

CTA.35732 Fire Science Technology - Fire & Industrial Loss Prevention Officer - Advanced Certificate
Notes: 27 credits from VLC - this does not meet the 2/3 or 24 credit hours criteria pg 330 Basic Req #7

CSA.35390 Liberal Arts Advanced Certificate

ABS.10251 Management - Cosmetology Management Associate in Business â€“ Degree
Notes: 3 cr from VLC AND 20 cr if licensed Cosmologist

ABS.10262 Management - Entrepreneurship-Sm Business Management Degree
Notes: 3 cr from VLC

ABS.10254 Management - General Management - Associate in Business Studies - Degree
ABS.10258 Management - Office Services Management - Assoc in Business Studies - Degree
Notes: VLC courses included

ABS.10255 Management - Subsequent Degree-Business Management - Associate of Business Studies Degree  
Notes: Students must already have a Associate or Bachelor Degree to another accredited institution.

ABS.85005 Management - Subsequent Degree-Northwood 3+1 - Associate of Business Studies Degree  
Notes: 3 cr from VLC. Students who already have an Associate Degree.

General Studies  
Biller/Coder  
Mobile Phone Applications Development

1. Applications Software  
2. Business Administration  
3. Computer Application Technology  
4. Computer Applications  
5. Computer Information Systems Programming  
6. Digital Graphics Communication  
7. Juvenile Services  
8. Management & Supervision  
9. Marketing  
10. Unix System Administration  
11. Web Design & Development  
12. Web Technical Support

Energy Technology - Power Engineering 1st and 2nd Class Steam - Refrigeration License Review Online, 100%  
Energy Technology - Power Engineering High Pressure Boiler 3rd Class - Steam License Review Online, 100%  
Energy Technology - Power/Building Engineer Advanced, 100%  
General Business - No Concentration, 95%  
Liberal Arts, 95%  
General Studies, 93%  
General Science Studies, 92%  
Pre-Secondary Education, 88%  
Business Administration, 83%  
Child Development, 83%  
Religious Studies, 80%  
Accounting, 78%  
Pre-Elementary Education, 78%  
Pre-Physical Therapist Assistant, 78%  
Pre-Radiographer, 78%  
Pre-Respiratory Therapist, 78%  
Pre-Special Education, 78%  
Environmental Studies, 76%  
International Business, 75%
Management, 73%
Pre-Surgical Technologist, 68%
Pre-Ophthalmic Technician, 67%
Supervision, 63%
Children and Families, 62%
Criminal Justice - Corrections/Probation and Parole, 61%
Customer Service Professional, 60%
Fitness Leadership, 60%
Pre-Nursing, 59%
Telecommunication, 59%
Community Leadership, 58%
Small Business Management & Entrepreneurship, 58%
Education Paraprofessional, 56%
Criminal Justice - Law Enforcement, 55%
Industrial Distribution - Business Concentration, 55%
Arab Cultural Studies, 55%
Supply Chain Management, 55%
Energy Technology - Power/Building Engineer, 54%
Manufacturing Trades, 52%
Graphic Design: Associate of Arts, 51%
Fitness and Sports Center Management, 50%
Office Skills - Fundamentals, 50%

<table>
<thead>
<tr>
<th>Associate in General Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting â€“ Associate in Applied Science</td>
</tr>
<tr>
<td>Business Administration â€“ Associate in Applied Science</td>
</tr>
<tr>
<td>General Sonography â€“ Associate in Applied Science</td>
</tr>
<tr>
<td>Vascular Sonography â€“ Associate in Applied Science</td>
</tr>
<tr>
<td>Cardiac Sonography â€“ Associate in Applied Science</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Education â€“ Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting â€“ Certificate</td>
</tr>
<tr>
<td>Business Administration â€“ Certificate</td>
</tr>
<tr>
<td>Management â€“ Certificate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CERTIFICATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
</tr>
<tr>
<td>Casino Management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Associate in Arts Degrees:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
</tr>
<tr>
<td>Criminal Justice</td>
</tr>
<tr>
<td>Interdisciplinary Humanities</td>
</tr>
<tr>
<td>Psychology</td>
</tr>
<tr>
<td>Sociology</td>
</tr>
<tr>
<td>Spanish</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Associate in Business Degrees:</th>
</tr>
</thead>
</table>
### Computer Programmer/Analyst
- E-Business
- Certificates
- Computed Tomography: Basics, Certificate of Completion
- Computer Programmer/Analyst, Certificate of Completion
- Computer Technology Basics, Certificate of Completion
- Correctional Officer, Certificate of Completion
- E-Business, Certificate of Achievement
- Microsoft Office Specialist, Certificate of Completion
- Web Site Developer, Certificate of Completion

### Transfer Programs

For students following MACRAO, those requirements can be completed online. Please note: the Michigan Transfer Agreement took effect for students entering Fall 2014 or later. Students who started prior to Fall 2014 will be able to complete the existing MACRAO Transfer Agreement through Summer 2019, or they may complete the Michigan Transfer Agreement requirement.

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 a listing.

### Legal Office Specialist (Training Credential); Records Information Management Specialist (Training Credential); Business Information Systems (Certificate of Achievement); Assoc. in Applied Science - General Technology;

- Fully online = Accounting. We have several programs, mainly in the business division, where 50% or more could be completed online.

### Early Childhood Education

- Associate Degree in Nursing (ADN)
- Associate in General Studies (AGS)
- Associate in Science & Arts (ASA)
- Business Administration (AAS)
- Computer Studies / Office Applications Specialist Certificate
- Criminal Justice (ASA)

### Associate in Arts (AA)
- Associate in Science (AS)
- Associate in General Studies (AGS)
- Associate in Business Administration (ABA)
- Associate in Applied Science (AAS)
- Business-General AAS.00008
- Marketing & Applied Management AAS.00009
- Small Business for Entrepreneurs AAS.00011

### Associate in Arts, Associate in General Education, Business, Health Care Provider to RN Articulation

### Associates Degree:
- Program Code: Program Title:
  - APACCT Accounting
- Needs 1 course Fully Online Winter '17
<table>
<thead>
<tr>
<th>Program Code</th>
<th>Program Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AABAS</td>
<td>Business</td>
</tr>
<tr>
<td>APBOAD-adma</td>
<td>Business Office Administration - Administrative Assistant Concentration</td>
</tr>
<tr>
<td>APBOAD-lawa</td>
<td>Business Office Administration - Law Office Concentration</td>
</tr>
<tr>
<td>Needs 2 CJT courses Fully Online Fall '17</td>
<td></td>
</tr>
<tr>
<td>ASGSMS</td>
<td>General Studies in Math and Science</td>
</tr>
<tr>
<td>AALAT</td>
<td>Liberal Arts Transfer</td>
</tr>
<tr>
<td>APMNGD</td>
<td>Management</td>
</tr>
<tr>
<td>APRM</td>
<td>Retail Management</td>
</tr>
<tr>
<td>AASECO</td>
<td>Secondary Education</td>
</tr>
<tr>
<td>APSCM</td>
<td>Supply Chain Management</td>
</tr>
<tr>
<td>ASCNSV</td>
<td>Construction Supervision - Associate of Science</td>
</tr>
<tr>
<td>APCCNV</td>
<td>Construction Supervision - Associate of Applied Science</td>
</tr>
<tr>
<td>APSTH</td>
<td>Sustainable Technologies in HVACR</td>
</tr>
<tr>
<td>ASINDT</td>
<td>Industrial Training</td>
</tr>
<tr>
<td>APINTR</td>
<td>Industrial Training</td>
</tr>
<tr>
<td>APOST</td>
<td>Occupational Studies</td>
</tr>
<tr>
<td>MTA</td>
<td>(Michigan Transfer Agreement) Online</td>
</tr>
<tr>
<td>Certificates:</td>
<td></td>
</tr>
<tr>
<td>CTANI</td>
<td>3D Animation</td>
</tr>
<tr>
<td>Needs 4 courses Fully Online Fall '17 [First 4 courses are available]</td>
<td></td>
</tr>
<tr>
<td>CTACCB</td>
<td>Accounting for Business</td>
</tr>
<tr>
<td>CVAAST</td>
<td>Administrative Assistant II</td>
</tr>
<tr>
<td>CTADS</td>
<td>Applied Data Science</td>
</tr>
<tr>
<td>Needs 2 courses Fully Online Fall '17</td>
<td></td>
</tr>
<tr>
<td>CVCPGM</td>
<td>C++ Programming</td>
</tr>
<tr>
<td>CTCDA</td>
<td>Child Development</td>
</tr>
<tr>
<td>Needs 1 course Fully Online Fall '17 (contingent on faculty completion)</td>
<td></td>
</tr>
<tr>
<td>CVCNA1</td>
<td>Computer Networking Academy I</td>
</tr>
<tr>
<td>CTCSSC</td>
<td>Computer Software Applications</td>
</tr>
<tr>
<td>CTCNS</td>
<td>Construction Supervision</td>
</tr>
<tr>
<td>CTCYS</td>
<td>Principles of Cybersecurity</td>
</tr>
<tr>
<td>CTLUX</td>
<td>Linux/UNIX Systems I</td>
</tr>
<tr>
<td>CVMNGA</td>
<td>Management</td>
</tr>
<tr>
<td>Needs 1 course Fully Online Winter '17</td>
<td></td>
</tr>
<tr>
<td>CVJVPR</td>
<td>Program in Java</td>
</tr>
<tr>
<td>CTRBUS</td>
<td>Retail and Business Operations</td>
</tr>
<tr>
<td>CTSCO</td>
<td>Supply Chain Operations</td>
</tr>
<tr>
<td>CVWDPRA</td>
<td>Web Database Programming</td>
</tr>
<tr>
<td>Needs 1 course Fully Online Winter '17</td>
<td></td>
</tr>
<tr>
<td>CPAS</td>
<td>Addiction Studies (Post-Cert)</td>
</tr>
<tr>
<td>Needs 2 courses Fully Online Winter '17</td>
<td></td>
</tr>
</tbody>
</table>

AA, AS, General Studies
6. How are decisions regarding new distance learning courses and programs made at your institution?

Legend Response
- academic/discipline level decision (12)
- faculty volunteer to develop a course (4)
- institution-wide committee/team decision (3)
- other (2)
- strategic plan guides program and course development (3)

For those who reported “other”, the responses were:
- All of the options mentioned here.
- Combination of faculty volunteer and departmental decision.

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

Legend Response
- Approval for distance learning courses and programs. (18)
- Approval for distance learning is limited to courses and one program. (1)
- Approval for distance learning is limited to courses. (3)
- The institution has not yet been approved to offer distance learning programs. (2)
8. By law colleges who enroll students from other states must be authorized in those states to offer the programs. The State Authorization Reciprocity Agreement (SARA) is a national initiative to provide those authorizations with other states. Please select the response that best reflects your institution’s current position.

Legend Response
- Other (3)
- We are in the process of completing the state application. (3)
- We do not register any out-of-state students, so will not be applying to SARA. (1)
- We have completed and submitted our application to the Michigan state portal agency to become members of SARA. (5)
- We have evaluated our cost/benefit options based on the number of out-of-state students we have and have/will seek individual state authorizations. (5)
- We haven’t decided our next steps yet. (6)
- No answer (1)

For those that reported “Other”, the responses were:
- Budget request has been submitted for funds to join SARA next fiscal year (2016/2017)
- I would need to inquire further.
- We are approved.

9. Does your college collect a special distance learning fee in addition to regular tuition and fees?
For those that responded “Yes”, here are the rates:

<table>
<thead>
<tr>
<th>Charge by credit/contact hour</th>
<th>Charge by Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>$30 per contact hour</td>
<td>$25</td>
</tr>
<tr>
<td>$30</td>
<td>$53</td>
</tr>
<tr>
<td>$25.00</td>
<td>$75</td>
</tr>
<tr>
<td>$25.00</td>
<td>$20</td>
</tr>
<tr>
<td>$16/contact hour</td>
<td>$45</td>
</tr>
<tr>
<td>$20/credit hour</td>
<td>$20</td>
</tr>
<tr>
<td>$20/contact hour up to 4 contact hour max</td>
<td></td>
</tr>
</tbody>
</table>

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

Legend Response
- [ ] No (21)
- [ ] Yes (3)

For those that responded “Yes”, the following rates were provided:

- In-District traditional $94 / online $106
- $24 in-district; $25 out-of-district

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

Legend Response
- [ ] No (21)
- [ ] Yes (3)
Distance Education Program Information

12. How many full time staff are employed in your distance learning program?

Legend Response

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Four or more (6)</td>
</tr>
<tr>
<td>b</td>
<td>One (5)</td>
</tr>
<tr>
<td>c</td>
<td>Three (2)</td>
</tr>
<tr>
<td>d</td>
<td>Two (6)</td>
</tr>
<tr>
<td>e</td>
<td>Zero (5)</td>
</tr>
</tbody>
</table>

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

Legend Response

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Four or more (2)</td>
</tr>
<tr>
<td>b</td>
<td>One (4)</td>
</tr>
<tr>
<td>c</td>
<td>Three (1)</td>
</tr>
<tr>
<td>d</td>
<td>Two (3)</td>
</tr>
<tr>
<td>e</td>
<td>Zero (14)</td>
</tr>
</tbody>
</table>

14. 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 2015?

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>21.31%</td>
</tr>
<tr>
<td>Median</td>
<td>17.90%</td>
</tr>
<tr>
<td>Range</td>
<td>7% – 57.14%</td>
</tr>
</tbody>
</table>

15. Our total online enrollment for Fall 2014 was – 68,468 (n=22)

16. Our total online enrollment for Fall 2015 was – 67,737 (n=22)
17. What types of credit courses are offered by your institution (mark all that apply):

Legend Response

<table>
<thead>
<tr>
<th></th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Blended/hybrid web classes (a substantial portion of the content offered online and some face-to-face meetings) (21)</td>
</tr>
<tr>
<td>b</td>
<td>Completely online classes (more than 50% of class offered online – minimal or no on-campus time required) (23)</td>
</tr>
<tr>
<td>c</td>
<td>Live two-way interactive video classes (dedicated network to deliver classes to off-campus/remote locations utilizing two-way video/two-way audio) or web-conferencing technologies. (5)</td>
</tr>
<tr>
<td>d</td>
<td>Open Entry/Open Exit web classes (flexible registration with a substantial amount of the class offered online – minimal or no on-campus time required) (3)</td>
</tr>
<tr>
<td>e</td>
<td>Telecourses/cable or broadcast classes (broadcast on local channel and/or local cable system) (1)</td>
</tr>
<tr>
<td>f</td>
<td>Telecourses/other distribution classes (course content delivered using videotaped/CD/DVD mediums) (1)</td>
</tr>
</tbody>
</table>

<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>Stand-alone web classes (more than 50% of class offered online – minimal or no on-campus time required) (25)</td>
<td>71%</td>
<td>79%</td>
<td>1-93.2%</td>
</tr>
<tr>
<td>Live two-way interactive video classes (dedicated network to deliver classes to off-campus/remote locations utilizing two-way video/two-way audio) (5)</td>
<td>3%</td>
<td>3%</td>
<td>1-5%</td>
</tr>
<tr>
<td>Blended/hybrid web classes (less than 50% of class offered online/tied to a traditional class) (23)</td>
<td>17%</td>
<td>19.5%</td>
<td>&lt;1-36.3%</td>
</tr>
</tbody>
</table>
18. What is your institution’s definition of a hybrid course? Specifically, what is the percentage (or range) of online coursework needed for the course to be considered hybrid or blended?

- The course meets face to face at least one time per week during the semester and utilizes online delivery for the other meeting times.
- A portion of the course is face-to-face. The remainder is taught online.
- At least one mandatory face-to-face class meeting.
- It has be 50/50
- An online course that includes scheduled classroom instruction, scheduled classroom instruction should not exceed 50%.
- 25%-74.9%
- A hybrid class is one that requires both classroom attendance and various interactions using other methodologies that are completed outside of the classroom. The non-classroom interactions replace some of the usual face-to-face contact time.
- 40-60% of the coursework will be completed online
- Hybrid: 25%-75% of the course meeting is online  
  Blended: 0-25% of the course meeting is online (also referred to as supplemental)
- Any course in which 75-99% of the required course instruction is delivered online. These courses have significantly reduced seat time, but some attendance on campus is required.
- 25% - 75%
- If any amount of the course is taught online—with that online portion completely replacing face-to-face instruction—the course is considered a hybrid course.
- These courses blend face-to-face classroom instruction with a significant amount of Web-based instruction. The class schedule in these courses will require the student to come to campus as established by the instructor.
- Face to face meetings (25% to 75% of the time), online components/activities defined, face to face activities defined
- over 50%
- We do not have an official policy or definition.
- 30-69%
- Currently working on a formal definition.
- We do not offer hybrid courses so we do not have an official definition.
- A hybrid/blended course is defined as 50% online and 50% classroom. Courses that alter this (60/40, 70/30) are required to complete a blended curriculum map for approval as part of the justification. Then needs to be advertised in the section registration notes.
- Hybrid is a term used interchangeably with the term blended learning. The model of course design combines traditional, face-to-face class time with online and out of class course work. The
degree to which the design of hybrid courses utilizes traditional classroom and online learning environment varies, being largely dependent on the subject matter and overall nature of a course.

- regularly scheduled combination of f2f and online components

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

![Legend Response](image)

If your enrollment cap is not differentiated by subject area, what is your general enrollment cap for online courses?

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average</strong></td>
<td>24.06</td>
</tr>
<tr>
<td><strong>Median</strong></td>
<td>23.5</td>
</tr>
<tr>
<td><strong>Range</strong></td>
<td>20-33</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average</strong></td>
<td>24.15</td>
</tr>
<tr>
<td><strong>Median</strong></td>
<td>23</td>
</tr>
<tr>
<td><strong>Range</strong></td>
<td>20-33</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average</strong></td>
<td>23.23</td>
</tr>
<tr>
<td><strong>Median</strong></td>
<td>22</td>
</tr>
<tr>
<td><strong>Range</strong></td>
<td>20-33</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average</strong></td>
<td>23.84</td>
</tr>
<tr>
<td><strong>Median</strong></td>
<td>23</td>
</tr>
<tr>
<td><strong>Range</strong></td>
<td>20-33</td>
</tr>
</tbody>
</table>
20. Does your institution offer online competency-based courses?

Legend Response
- No (15)
- No, but we are investigating the options (4)
- Not at the present, but are in development (1)
- Yes (3)
- No answer (1)

21. Does your institution offer remedial classes online?

Legend Response
- No (12)
- Yes, for credit (9)
- Yes, non-credit only (1)
- No answer (2)

22. Does your institution offer online credit classes with something other than the typical semester-length (15-16 weeks) duration?

Legend Response
- No (4)
- Yes (19)
- No answer (1)

For those that answered “Yes”, a follow-up question was to describe the course length options:

- 6 weeks or 8 weeks (2 responses)
- 8 weeks (5 responses)
23. For the online classes that are shorter than a typical semester length, course completion rates are

![Chart showing completion rates]

Legend Response
- About the same as those of longer duration (11)
- Don't know (6)
- Higher than those of longer duration (1)
- No answer (6)

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

![Bar chart showing platform responses]

Legend Response
- a Blackboard (10)
- b Canvas (6)
- c Desire2Learn (2)
- d Moodle (6)
- e Other (1) (Publisher sites such as MyMathLab, SNAP)
- f WebStudy (1)
25. How do you host your online classes?

Legend Response
- outsource or hosted (12)
- own servers (12)

26. 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 (19)
- Yes (5)

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

Legend Response
- a Other (5)
- b We archive courses indefinitely. (5)
- c We have a policy specifically for retaining online courses for a specific period of time. (6)
- d We have no formal policy. (3)
- e We have no policy - but encourage our faculty to archive course materials and securely store their grade records. (2)
- f We retain old online courses in accordance with the timelines in the student grade complaint policy. (8)
For those who responded “Other”, their policies are:

- We keep online courses available on the server for 1 year after the course has been completed. Then the course is archived and stored off the server.
- 3-5 years
- We keep our classes for three years.
- 3 year retention
- 2 years and 1 semester

28. Does your institution provide online courses within your LMS for on-campus courses?

<table>
<thead>
<tr>
<th>Legend Response</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orange</td>
<td>Yes, it is provided automatically for all on-campus courses (16)</td>
</tr>
<tr>
<td>Green</td>
<td>Yes, it is provided if requested for an on-campus course (8)</td>
</tr>
</tbody>
</table>

Approximately, what percentage of the college faculty utilize the learning management system (any or all parts of the system) in their instruction? Average = 70% Range = 2% – 100%

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

<table>
<thead>
<tr>
<th>Legend Response</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orange</td>
<td>No - we do not have a review process, but are working on one. (3)</td>
</tr>
<tr>
<td>Green</td>
<td>No - we do not have a review process, but would like to. (2)</td>
</tr>
<tr>
<td>Light Blue</td>
<td>No - we do not have a review process. Once faculty have developed the course it is made available to students. (1)</td>
</tr>
<tr>
<td>Yellow</td>
<td>Yes - We do not have a policy/procedure, however faculty request to have the course reviewed prior to first offering (2)</td>
</tr>
<tr>
<td>Yellow Orange</td>
<td>Yes - We have a policy/procedure that requires review prior to first offering. (16)</td>
</tr>
</tbody>
</table>

For those responding “Yes”, their assessment process was described:
Courses must be approved for development by the college’s curriculum committee. The instructor must receive training on how to teach online through Quality Matters. The course is developed with assistance from the Learning Technology Department and then reviewed for QM standards before delivery.

**QM Internal review process and Instructional Designer review and consult**

We have a committee that reviews the course. Then the results of the committee are then given to the person and if there are corrections they will need to be made before the class is approved.

A new online/hybrid course must go through a development process where the course is reviewed by the Instructional Designer and Online Course Review Committee which is made up of two or three faculty members. They recommend a course for online/hybrid delivery to the Dean of Instructional Support who makes the final approval decision.

Review by program, dean and instructional designer.

We use Quality Matters - it is voluntary but faculty can request to have their courses internally reviewed.

Online Course Development Committee (deans, Dir. Learning Technologies, and FT/Adjunct faculty) review and recommend approval of course. Course then goes to Academic Cabinet for approval to offer.

Faculty are asked to build their courses using the Chico Rubric. Courses must be submitted to the Distance Ed Director and the department chair for review and feedback.

Prior to being offered online for the first time, faculty need to develop the course in accordance with Macomb's quality standards. Faculty are paid to complete this process.

Courses are assessed against our rubric, which is based on the Quality Matters rubric for online learning.

Only certified e-Learning faculty are allowed to teach online and the course must follow college guidelines for material, assessment, etc.

Development team, including the academic chair, instructional designer, and instructional technology specialist work with faculty throughout the development process and there is also a final review.

Review completed by committee made up of staff/faculty/admin. Based on QM rubric.

**VLC Rubric completed and reviews by eLearning Office.**

During course development:

- 50% checkpoint with faculty Online Learning Advisory Team, dean, Senior Director for Online LEarning, Ops Manager, Instructional Designer and faculty developer -- assessing curriculum map, current state of development, suggestions, addressing concerns
- 100% Review -- A QA Test is completed then a review with same stakeholders as above. If the course does not meet standards, action items are created and completed prior to student enrollment

Faculty are required to completely prepare online courses and DL staff reviews the site prior to offering the course to the students.
30. Are there any administrative quality assessments done of distance learning courses at some point in time AFTER the course has been offered to students?

Legend Response

- No - we do not have a process for continual review of online courses (2)
- No - we do not have a review process, but are working on one (7)
- No - we do not have a review process, but would like to. (1)
- Yes - We do not have a policy/procedure but we do encourage faculty to have the course reviewed at some specific time (6)
- Yes - We have a policy/procedure for reviewing online courses at some specific time (7)
- No answer (1)

For those responding “Yes”, their assessment process was described:

- Online courses are reviewed through Peer Reviewers/Department Chair.
  - If there were corrections to make. The committee gives them a month to have that done and then the course is reviewed again.
- Courses are to be assessed/reviewed every three years.
- Division deans review online courses periodically and we have a voluntary peer review process. Review approximately every 4-5 years. Decision made to redevelop or remove from offering.
- Same review is completed above with each course every three years. Sooner based on recommendations by the dean or Senior Director.

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

Legend Response

- a administrative review (14)
- b campus standards/best practices (12)
- c other (3)
- d peer (faculty) evaluation (11)
- e student evaluation (14)

For those who responded “Other”, their process was explained:
• We also use the software Course Evaluation that provides student feedback every semester specifically asking about Online Course Offerings.
• Same as on-campus courses: end-of-semester student evaluations
• We are proposing a process of peer review in a 5-year cycle for all courses.

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

For those reporting “Other”, the responses were:
• Chico Rubric
• Our quality assurance standards are based on those of Quality Matters.
• We have a standard Curriculum Design process that our course must adhere to.
• There are no adopted standards at present, but we are considering them.

33. 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:

Legend Response
- Equivalent to face-to-face traditional courses (18)
- In need of improvement compared to face-to-face traditional courses (4)
- Superior to face-to-face traditional courses (1)
- No answer (1)
34. Which of the following best describes your current compliance with Sections 504 and 508 (ADA compliance)? (Note: Section 504 states that “no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under” any program or activity that either receives Federal financial assistance or is conducted by any Executive agency or the United States Postal Service. Section 508 requires federal electronic and information technology to be accessible to people with disabilities, including employees and members of the public.) Please choose only one of the following:

<table>
<thead>
<tr>
<th>Legend Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of our online classes are in compliance (3)</td>
<td>42%</td>
</tr>
<tr>
<td>Most of our online classes are in compliance (10)</td>
<td>42%</td>
</tr>
<tr>
<td>None of our online classes are in compliance (1)</td>
<td>13%</td>
</tr>
<tr>
<td>Some of our online classes are in compliance (10)</td>
<td>13%</td>
</tr>
</tbody>
</table>

35. Are there faculty on your campus using open textbooks?

<table>
<thead>
<tr>
<th>Legend Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't know (6)</td>
<td>17%</td>
</tr>
<tr>
<td>No (4)</td>
<td>25%</td>
</tr>
<tr>
<td>Yes (14)</td>
<td>58%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Legend Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not sure (5)</td>
<td>33%</td>
</tr>
<tr>
<td>Significant (8)</td>
<td>21%</td>
</tr>
<tr>
<td>Very little (11)</td>
<td>46%</td>
</tr>
</tbody>
</table>
37. What roadblocks do you anticipate in adopting OER solutions at your institution? Please choose all that apply.

Legend Response

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Credibility of sources</td>
<td>7</td>
</tr>
<tr>
<td>b Faculty reluctance to use</td>
<td>21</td>
</tr>
<tr>
<td>c Lack of ancillary materials</td>
<td>7</td>
</tr>
<tr>
<td>d Lack of faculty awareness</td>
<td>16</td>
</tr>
<tr>
<td>e Resistance from administration</td>
<td>5</td>
</tr>
<tr>
<td>f Time needed to locate and evaluate</td>
<td>14</td>
</tr>
</tbody>
</table>

38. How many online courses did your institution develop in 2015-2016 (include those in production with a planned offering in Fall 2016)?

Average: 9.6
Median: 6.5
Range: 1-37

39. Does your institution employ a ‘team development’ model when developing an online course?

Legend Response

- No (10)
- Sometimes (6)
- Yes (8)

Follow up question for those who responded “Yes” – Please describe who is on the team.

- Instructional Designer and SME
- Program faculty, SME, Instructional Designer
- Subject Matter Expert, Instructional Designer, Director of Online Learning
- subject matter expert, instructional designer, instructional technologist
- Project Manager, Instructional Designer, Subject Matter Expert (Faculty)
- Senior Director, Operations Manager, Creative Manager
- DL staff, instructional designer, faculty
40. Does your institution utilize 'master' or 'template' courses?

Legend Response

- No (12)
- Sometimes (7)
- Yes (5)

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

Legend Response

- 1 - 3 months (4)
- 3 - 6 months (16)
- 6 - 9 months (3)
- No answer (1)

42. 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?

Legend Response

- Depends (7)
- No (3)
- Yes (14)

Follow up question for those who answered “Yes” - Can outside sites be used for content, grades, testing, etc.?

- Content and testing (2 responses)
- Yes (6 responses)
- They can use YouTube as an example.
- Possibly - not for grades though
- Content, Testing, Grades when FERPA compliant
- to a limited extent
- Yes, but are not supported by the Center for eLearning.
- Yes, but we require that all grades be brought back into our LMS.
43. What Lecture Capture software do you use? Check all that apply.

<table>
<thead>
<tr>
<th>Legend Response</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Adobe Presenter (2)</td>
</tr>
<tr>
<td>b</td>
<td>Camtasia Relay (9)</td>
</tr>
<tr>
<td>c</td>
<td>Other (6)</td>
</tr>
<tr>
<td>d</td>
<td>Panopto (3)</td>
</tr>
<tr>
<td>e</td>
<td>Tegrity (3)</td>
</tr>
<tr>
<td>f</td>
<td>We do not utilize lecture capture (7)</td>
</tr>
</tbody>
</table>

For those who reported “Other”, a follow-up question asked for the name of the software.

- Camtasia Studio, LiteCam
- Snagit
- Kaltura CaptureSpace
- Doceri, ScreenCastomatic, Camtasia, Jing, PowerPoint
- Ensemble Anthem
- Snagit, screen-cast-o-matic

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

<table>
<thead>
<tr>
<th>Legend Response</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Adobe Connect (3)</td>
</tr>
<tr>
<td>b</td>
<td>Big Blue Button (6)</td>
</tr>
<tr>
<td>c</td>
<td>Blackboard Collaborate (2)</td>
</tr>
<tr>
<td>d</td>
<td>Google Talk (2)</td>
</tr>
<tr>
<td>e</td>
<td>GoToMeeting/Webinar (4)</td>
</tr>
<tr>
<td>f</td>
<td>Other (4) (Google Hangouts (3), Join.ME)</td>
</tr>
<tr>
<td>g</td>
<td>Skype (9)</td>
</tr>
<tr>
<td>h</td>
<td>We do not use web conferencing software (4)</td>
</tr>
<tr>
<td>i</td>
<td>WebEx (1)</td>
</tr>
<tr>
<td>j</td>
<td>Zoom (11)</td>
</tr>
</tbody>
</table>
45. What streaming service do you use? Check all that apply.

Legend Response
a  Canvas (3)
b  Ensemble (2)
c  Internal hosting server (2)
d  Merit Cloud Media (2)
e  Other (4) (Screencast, Kaltura, YouTube, Ensemble)
f  Vimeo (1)
g  We do not use streaming service (12)

46. What type of remote proctoring do you use? Check all that apply.

Legend Response
a  Other (3) (ProctorU (piloting), Examity)
b  Respondus Monitor (4)
c  SoftwareSecure (ProctorNow) (2)
d  We do not use a remote proctoring service (15)
47. What course content creation software do you use?

<table>
<thead>
<tr>
<th>Legend Response</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Articulate Storyline (3)</td>
<td>15</td>
</tr>
<tr>
<td>b Camtasia (15)</td>
<td>15</td>
</tr>
<tr>
<td>c Other (2) (Unity, Go-animate, elearning Brothers, Adobe Captivate, Mott Curricular Design)</td>
<td>8</td>
</tr>
<tr>
<td>d Raptivity (1)</td>
<td>8</td>
</tr>
<tr>
<td>e SoftChalk (4)</td>
<td>8</td>
</tr>
<tr>
<td>f We do not use content creation software (8)</td>
<td>8</td>
</tr>
</tbody>
</table>

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

- Redesigned ITV delivery via voice and video over IP and expanded use of Skype. Additional hybrid course offerings, voice and video capture.
- Panopto, Skype for Business, Zoom, Respondus monitor, OER
- Whatfix, possibly
- No plans at this time.
- Remote proctoring
- Lecture capture software
- More audio and video.
- We just rolled out Ensemble so we will be focusing on video production, Camtasia use, and various ways to utilize video (student created assignments, lecture materials, assessments, etc.)
- Perhaps more OER resources.
- Possibly a program that enables mentoring and/or counseling advising with online students. Also looking at pulling richer data sets from Canvas to help with communication and decision-making.
- GoAnimate.
- 24/7 online tutoring, remote proctoring
- 24/7 Help Desk
- 24/7 online tutoring
- Considering Blackboard Collaborate
- Zoom (will be new this summer)
- Anthem (will be new this summer)
- Adaptive Learning
- Kubi robots
- Go Pro Cameras for video assessment
- CBE
- Focus on expanding use of existing technologies.
Learning Glass video recording / building DL studio, implementing publisher authoring tools, faculty friendly development tools to teach the faculty how to create real time video (Zoom, Big Blue Button, Google Hangout), hosted Camtasia Relay including self check quizzes interspersed in video with grade passback to Canvas, ExamSoft for nursing testing that includes outcome assessment (quiz questions will be tagged with learning outcome and Bloom's level of taxonomy)
49. As a Distance Learning administrator, please rank your greatest challenges for your program. Greatest = 1; Least = 15

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Ranking 2016</th>
<th>Ranking 2014</th>
<th>ITC Ranking 2015 (Fall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate assessment of distance learning courses</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Addressing accessibility &amp; universal design</td>
<td>2</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Operating and equipment budgets</td>
<td>3</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Adequate student services for distance learning students</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Adequate administrative authority</td>
<td>5</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Support staff needed for training and technical assistance</td>
<td>6</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Faculty acceptance</td>
<td>7</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Maintaining awareness of new trends &amp; technical assistance</td>
<td>8</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Organizational acceptance</td>
<td>9</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Compliance with student authentication regulations</td>
<td>10</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Institutional support from IT</td>
<td>11</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Compliance with new financial aid attendance requirements</td>
<td>12</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Adequate space for training and technical assistance</td>
<td>13</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>State Authorization regulations</td>
<td>14</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Student acceptance</td>
<td>15</td>
<td>11</td>
<td>14</td>
</tr>
</tbody>
</table>

50. Please discuss any challenges, as well as opportunities, for your program.

Recruiting and maintaining enrollment for coursework. Locating fully qualified faculty to teach online coursework.

We are in the process of hiring an Executive Director for our Distance Learning Department. We had one failed search, but will conduct a new search.

Challenges:
1. Faculty acceptance.
2. Course design and delivery evaluation.
3. Accessibility awareness/implementation.

We believe there are underutilized talents for developing/delivering online courses available to us.
Ongoing assessment; integrated instructional design
One of our challenges is communication of vision and expectations of online learning in a large and complex organization.

There is a disconnect between being centralized and decentralized and all parties involved are confused in their roles.

Challenge: Institution-wide acceptance that distance education is a "real thing" that has unique needs and distinct requirements from traditional on-campus offerings.

We are encountering challenges with implementing our online course review process and growing our OER initiative. Opportunities include faculty interest in CBE, OER, and acceptance of new technologies by faculty champions.

Increase retention rates.

The challenge of being mobile compliant/responsive and innovative / interactive in design/development of courses.

Faculty contract with respect to course evaluation and development continues to be a challenge. We finally accepted some Best Practices, but we’re having problems implementing within contract. Finding qualified adjuncts to teach online and teaching science lab courses online continue to be challenges.

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

There were only 3 responses to this question:

- ADA compliance issues with videos and transcription services.
- HLC - making sure we have oversight and monitor any changes (since we are decentralized)
- New HLC guidelines and having enough faculty (FT and PT) to teach growing online sections
Faculty Information

52. 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 2016</th>
<th>Ranking 2014</th>
<th>ITC Ranking 2015 (Fall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of faculty</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Engaging faculty in developing online pedagogy</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Union contracts</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Workload issues</td>
<td>5</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Buy-in to electronically delivered instruction</td>
<td>6</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Technical support</td>
<td>7</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Recruitment</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Compensation</td>
<td>9</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Intellectual property/ownership issues</td>
<td>10</td>
<td>10</td>
<td>9</td>
</tr>
</tbody>
</table>

53. Of those teaching a distance learning course, what percentage are full time?
- Average: 57%
- Median: 55%
- Range: 20% - 95%

54. Of those teaching a distance learning course, what percentage are part-time?
- Average: 43%
- Median: 45%
- Range: 5% - 80%

55. Does your institution limit the number of distance learning classes that can be taught as part of a full-time teaching load?
- 46% No (13)
- 54% Yes (11)
For those who answered “Yes”, a follow-up question asked – Describe the limitations.

- No over load
- Not formal policy but loosely around 50% of load.
- Varies by division. None can do completely online.
- Individual decision by the Dean for each faculty member
- Full-time faculty must teach a minimum of two face to face classes (this can include blended) each semester that they count as part of their full-time load
- For those faculty not grandfathered into a previous arrangement, faculty need to teach at least two courses on-ground.
- Must teach at least one on campus class per semester.
- 50% of full time base load can be in Distance Learning.
- Approximately 1/2 the load unless special permission
- Full-time faculty must be available on campus at 2 days per week.

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

Legend Response

- No (1)
- Only in certain circumstances (7)
- Yes (16)

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

Legend Response

- No (18)
- Yes (6)
For those who responded “Yes”, a follow-up question asked to briefly describe the policy/practices.

- Online Teaching Certification course must be completed
- Must show proof of taking EDU392W - Internet Teaching Techniques or show other certification/previous teaching experience.
- Discourage:
  1. Scheduling: favors FT instructors
  3. Contracts: FT faculty contracts favors FT course development.
  4. Extra Contractual: Teaching online favors FT faculty and extra contractual limits.
- Requirements for face-to-face training etc.
- We have created courses for online faculty to complete to become proficient in Canvas.
- Full-time has first choice to teach any course.

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

![Bar chart showing responses]

<table>
<thead>
<tr>
<th>Legend Response</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a developing hybrid courses (7)</td>
<td></td>
</tr>
<tr>
<td>b developing online courses (16)</td>
<td></td>
</tr>
<tr>
<td>c participating in distance learning related professional development (3)</td>
<td></td>
</tr>
<tr>
<td>d teaching online courses (2)</td>
<td></td>
</tr>
</tbody>
</table>

For developing online courses, college compensation responses include:

- 1000 (2 responses)
- 500.00 per contact
- $45 * 15(# of credit hours)
- Development: FT only - paid at contractual rate or extra contractual rate - faculty preference.
- $300 per credit hour
- Overload per credit hour rates (different for full time and adjunct) - paid per credit hour to total credits of the course under development.
- For development, each faculty member receives the pay equivalent to the teaching of that course.
- $400 per credit hour
- Faculty developing an online course receive compensation at the rate of faculty overload, which is currently $930 per contact hour.
- overload pay or release time
- Currently faculty are paid 5 contact hours if they develop a master course with the DL department.
• Stipend equal to overload pay of same credit hours.
• Depends on development classification:
  6500 - complete build
  3500 - supplemental build using major 3rd party content
  1500 - consultation or revisions

For teaching online courses, college compensation responses included:
• 40.00 per credit per head
• additional 1/2 credit hour pay

For participating in professional development activities, college compensation responses included:
• PD Participation: PT faculty can be reimbursed a small stipend for attending on-campus PD sessions.
• adjuncts get $400, fulltime faculty are not compensated
• Just started offering $1000 to faculty who take the ETOM Online Teaching Certification course plus a six week wrap-around 'course' at WSCC and develop an online course.

For developing hybrid courses, college compensation responses include:
• $45 * 15(# of credit hours)
• $400 per credit hour - faculty develop online/hybrid courses under the same supplemental payment.
• Faculty developing a hybrid course receive compensation at the rate of faculty overload, which is currently $930 per contact hour, but they receive compensation only for the contact hours conducted online. (We do not compensate, then, for the face-to-face contact hours.)
• 1/2 of online course development overload pay
• Depends on development classification:
  6500 - complete build
  3500 - supplemental build using major 3rd party content
  1500 - consultation or revisions

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

Legend Response
a Internal instructional designers (20)
b Internal technical assistants (15)
60. Does your institution provide laptops or tablets for online instructors?

- **Legend Response**
  - No (17)
  - Yes (7)

61. Are mentors provided for new distance learning faculty?

- **Legend Response**
  - No (8)
  - Not always - Departmental decision (11)
  - Yes (5)

For those responding “Yes”, a follow-up question asked if the mentors were compensated. Three responded there was no additional compensation for mentoring. Two additional comments included:

- Faculty mentors are paid .5 contact hours after completion of the semester long program.
- Part of the duty for the lead FT faculty member of the course development and/or assigned by the dean/department chair

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

- **Legend Response**
  - No (12)
  - Yes (12)

For those that answered “Yes”, they provided description of the policy/practice:
Online teaching experience and experience with LCMS is strongly preferred.
must be certified to teach online
Depending on the job, some require or desire prior online learning experience.
Just expected use of technology if that counts
Teaching experience in an online environment is normally listed as a preferred qualification.
It is a departmental decision whether or not to include criteria involving distance learning teaching experience.
Experience teaching online
Faculty postings sometimes include language about teaching in DL.
Job posting includes preference for online teaching.
It’s not a policy, just part of the interviewing process

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

![Legend Response](image)

For those that answered “Yes”, a follow-up question asked for a description of the requirement.

- These are under review. In general student email is expected to be answered in 2 business days, interaction/contact with instructor is to be equivalent to face-to-face classes.
- Expected to respond to inquiries within 24 hours or if on a holiday or weekend, by the next business day.
- Faculty required to be respond to student emails within 36 hours on regular working days.
- Yes, but there are general guidelines and departmental-specific requirements.
- Must respond to student inquiries within 24.0 hrs 24/7.
- within 24 hours
- The faculty contract now indicates responses in a "timely manner." In the past the contract indicated a set time of 72 hours for a 15 week, 48 for a 7 week etc.
- Announcements each week. Replies within 48 hours. Communication defined in the syllabus adhered to. Online office hours. Timely grading -- grades submitted prior to next assignment.
- Faculty must reply to emails within 48 hours
64. As concerns intellectual property/ownership issues, currently, your institution has (mark all that apply):

Legend Response

- a college policy (20)
- a formal program policy (2)
- a system policy (1)
- an informal program policy (3)
- no policy (1)

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

Legend Response

- both on campus and online (blended - example: non-proctored quizzes online but proctored major tests on campus) (24)
- exclusively on campus (either conducted by the instructor, a proctor, or at a campus testing center) (19)
- exclusively online (non-proctored) (23)
- remotely proctored (either online or in person) (19)
66. At your institution, is training mandatory for faculty to teach an online class?

Legend Response
- No (3)
- Yes (21)

67. Is your mandatory training for faculty provided

Legend Response
- a Combination of both (5)
- b Externally (1)
- c Internally (15)

68. How many hours of training are required?

Legend Response
- a 13 - 30 hours (7)
- b 4 - 12 hours (7)
- c more than 30 hours (6)
69. At your institution, is training mandatory for those teaching a hybrid/blended class?

Legend Response

- No (7)
- Yes (16)
- No answer (1)

For those answering “Yes”, a follow-up question asked if this training was different from online instructor training. The majority of the responses (5) indicated there was no difference in the training. The other comments were:

- They will all begin taking a Foundations of Teaching course. In addition, we have various levels of Canvas training based on instructor experience.
- No -- but changing. Next fiscal developing a blended training and curriculum map professional development.

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

Legend Response

- No (18)
- Yes (6)

For those answering “Yes”, a follow-up question asked if this training was different from online instructor training. Two responses indicated there was not much difference in the training. The other comments noted that the training for face-to-face classes using online component was focused on how to use the LMS.
71. Do you require a "re-certification" process for existing online faculty after a prescribed time period?

Legend Response

- No (17)
- We are considering this option (5)
- Yes (2)

72. Can a faculty member hold office hours online?

Legend Response

- Depends (4)
- No (1)
- Yes (19)

For those answering “Yes” a follow-up question asked for a description of the guidelines. Three responded there were no guidelines I place. The other responses included:

- zoom or skype
- A proportion of online office hours to online courses
- They list them in the syllabus and then they are online during those times.
- Guidelines vary by division. Contract language: "The teaching load shall also include two (2) announced, posted and scheduled conference hours, during which teachers shall be regularly available to students, for each three (3) contact hours in the teachers’ contractual assignments. Such conference hours shall be posted on each teacher’s office door at the beginning of each semester or term."
- Faculty members must make themselves available for synchronous discussion, phone, email or f2f conversation as needed by the students.
- Limit to approximately 2 hours per week. Other hours are on campus
- Allowed on a case-by-case basis in consultation with the Dean.
- Decided by Division Administrators.
- Equivalent to the number of on-campus office hours (only for online or blended faculty, not traditional)
- Faculty will self-manage a work week to insure they are carrying out designated responsibilities including teaching assignments, reasonable accessibility to students via multiple modalities (e.g., in-person, phone, or email), service assignments, office hours (on campus or online) and sustaining a campus presence separate from teaching hours.
For those responding “Depends” the responses included:

- There is no policy for adjuncts and holding office hours, and full-time faculty can hold online office hours, but may still be required to hold on-campus office hours. It is not clear.
- No specific policy on online office hours - instructors that have online office hours also have f2f office hours.
- For online and blended courses, yes.
- Full time faculty can open Blackboard Collaborate for additional student access during their mandatory 5 hours per week of office hours (fall/winter).
### 73. 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 2016</th>
<th>Ranking 2014</th>
<th>ITC Ranking 2015 (Fall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing equivalent virtual student services (e.g. financial aid, library services, tutoring)</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Low student completion rate</td>
<td>1</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Orientation/student readiness for taking distance education classes</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Completion of evaluations</td>
<td>4</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Assessing student learning and performance in distance education environment</td>
<td>5</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Computer problems/technical support</td>
<td>6</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Cheating/Secure online testing</td>
<td>7</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Recruitment/interest in distance learning</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Disruptive student behavior</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

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

- 50%: About the same (9)
- 38%: Slightly lower than the overall retention rate for the institution (12)
- 8%: Much lower than the overall retention rate for the institution (1)
- 4%: Slightly higher than the overall retention rate for the institution (2)

### 75. Is student demand for online courses at your campus:

- 42%: being met (14)
- 58%: exceeding current class offerings (10)
For those indicating that the demand for online courses was not being met, a follow-up question asked what factors were impeding the supply of courses. The responses included:

- Not enough qualified instructors to teach online courses.
- Faculty resistance
- It is unclear, departments make their own decisions on courses to offer and which ones to cancel or close. There is no overall strategy.
- Planning to develop and deliver more online courses.
- Offer few courses and no entire programs, because online courses are all capped at 24, difficulty increasing sections when f2f section accommodates more students than an online section
- Belief that an increase in online offerings will take away from face-to-face enrollment
- In some cases, the institution does not want to cannibalize the on-ground courses by allowing more students to shift to online.
- Affordable Care Act, faculty interest, administrative interest.
- Having buy-in to develop courses in key areas such as science, plus having enough faculty to teach the sections.

76. 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>18</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Online student orientation for distance learning classes (or orientation CD)</td>
<td>15</td>
<td>1</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Dedicated faculty training staff for distance learning program</td>
<td>18</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>24/7 faculty help desk and technical support for distance learning classes</td>
<td>7</td>
<td>12</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>24/7 student help desk and technical support for distance learning classes</td>
<td>8</td>
<td>10</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Campus testing center for distance learning classes</td>
<td>21</td>
<td>2</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Online library services</td>
<td>23</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online advising services</td>
<td>13</td>
<td>2</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Online tutoring assistance</td>
<td>15</td>
<td>2</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Online student organization website and services</td>
<td>8</td>
<td>11</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Online plagiarism evaluation</td>
<td>17</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online student course evaluation</td>
<td>22</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online counseling services</td>
<td>6</td>
<td>12</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Online writing lab</td>
<td>10</td>
<td>9</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Online admissions to institution</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online information and application to financial aid</td>
<td>22</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online payment of tuition and fees</td>
<td>23</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online registration of courses</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online textbook sales</td>
<td>23</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
77. Does your institution provide online support services

Legend Response

- blended - some are just for online students and some are for all students (1)
- for all students (19)
- other (4)

For those that reported “Other”, the responses are:

- Some services are provided online for any of our students to use.
- We have recently signed up for the BlackBelt.Help program and have online tutorials and help checks in place.
- We will be rolling out MCO’s NetTutor and BlackBeltHelp services for online students in Summer 2016.
- Service offices (eg. advising, fin aid) have phone options which can service online students who do not come to campus.

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

Many (9) of the responses to this question reported that the development of student support services for online students is done by the student support services departments themselves. Another strong majority (9) indicated that the work was done collaboratively with involvement from distance learning staff and faculty.

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

Legend Response

- No (14)
- Yes (9)
- No answer (1)
80. How is orientation provided?

Legend Response

- Offered both on-campus and online (1)
- Online only (8)
- No answer (15)

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

Legend Response

- Not required - but highly recommend that online students meet with an advisor (10)
- Online students are not required to meet with an advisor (3)
- Online students are required to meet with an advisor either during on-campus orientation or prior to initial enrollment (7)
- Other (1) (All students prior to earning 18 credits must meet with an advisor.)
- We offer virtual advising sessions for online students (2)
- No answer (1)
82. Regarding placement testing for your online students that cannot physically make it to campus for testing due to geographical or other constraints, how you handle remote placement testing?

Legend Response
- □ Offer completely online placement tests (2)
- □ Offer remote proctoring for which the student must find someone at a school or library that will administer the test (6)
- □ Other (6)
- □ We can place students based on other scores, like high school or previous college GPA or transcript of past college work (7)
- □ No answer (3)

For those reporting “Other”, the responses included:

- Students may take their testing at another institution that offers the test (Accuplacer). We also have equivalencies for ACT/SAT
- Left up to instructors.
- Accept placement tests taken at another college in the last 3 years. Students can submit ACT/SAT scores instead of taking placement tests.
- Combination of remote proctoring online in other states as well as local K-12s and we also use GPA (high school or other college), ACT/SAT scores, previous college work

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

Legend Response
- a Keystroke biometrics (1)
- b Proctored exams (13)
- c Require student engagement with the academic integrity policy (4)
- d Secure login and pass code (23)
- e Use a plagiarism detection service (9)
- f Use a Web browser lock-down service during testing. (8)
- g Webcam use for exams (3)
84. Can students access online courses in your LMS BEFORE the course start date?

For those who responded yes to this question, a follow-up asked for the length of time that a course is available before the start of the semester. The majority of the responses (10) indicated that this was a faculty decision and completely up to them when they open their classes. The length of time varies from 2 days to 43 days. The most common response was one week.

85. Can students have access to their online course AFTER the last day of the semester?

For those who responded yes to this question, a follow-up asked for the length of time that a course is available after the semester is completed. In this situation, the responses suggested that this was not driven by faculty. Only 3 institutions reported that the faculty made this decision. The majority of the responses identified a specific length of time from 1 week to 90 days. Average = 23 days  Median = 2 weeks
86. What methods do you use to recruit students to take online classes? (Check all that apply)

Legend Response

<table>
<thead>
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<th>Respondents</th>
<th>Legend Response</th>
<th>Response</th>
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<tbody>
<tr>
<td>a</td>
<td>Campus web-based schedule (18)</td>
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<td>b</td>
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<td>Special distance education printed schedule (4)</td>
<td>4</td>
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<td>k</td>
<td>Word of mouth (15)</td>
<td>15</td>
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</tbody>
</table>
87. Is a librarian at your institution assigned to serve your distance education courses?

88. Does the librarian take part in college distance education meetings and/or MCO meetings?

89. Does your library provide an 800 number for research assistance?
90. 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.)

For those responding “Yes”, a follow-up question asked to briefly describe those shared resources:

- Videos on demand
- EBSCO and ArtStor
- Kanopy - streaming videos
- Certain course use streaming video.
- KVCC subscribes to many other databases outside of MEL and KVCC participates in a Michigan virtual reference collaborative.
- We are a member of OCLC.
- Films on Demand
- Films on Demand, internal media library, music library
- Numerous library databases that the college subscribes too. Naxos Music Library, NBC Learn videos
- Several Databases/electronic resources beyond what is offered through MEL
- Discovery Video, InfoBase, Films Media, Lynda.com, Ebsco
- streaming video services
- Yes, we have e-books but considering ending that subscription because of low use and rising costs.

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