# 2018 MCO Distance Education Administrators Survey Results

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25. How many part time staff are employed in your distance learning program?
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42. Does your institution utilize 'master' or 'template' courses?
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Name of the Institutions that responded:

- Alpena Community College
- Bay College
- Glen Oaks Community College
- Grand Rapids Community College
- Gogebic 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
- 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
- Wayne County Community College District
- West Shore Community College

Distance Education Institutional Information

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

- Director, Distance Education
- Director of eLearning and Instructional Technology
- Director, Online Learning & Instructional Technology
- CTL Director
- Director of Online Learning
- Director of Learning Technology
- Director, Learning Technologies
- Director - Educational Media Technology
- Executive Director, Distance Learning & Instructional Technologies
- Associate Dean of Online Learning
- Associate Dean, Distance Learning
- Manager, eLearning, University and Workplace Partnerships
- Manager, Faculty Success Center
- Distance Education Coordinator
- Vice President of Academics and Students Services
- Vice President for Academic Affairs
- CAO/Vice President of Academic Services
- Vice Chancellor for Academic Affairs
- Dean of Instruction
- Academic Dean
- Dean of Business & Human Services
2. Your Distance Learning program administrator reports to:

For those that reported “Other” – the positions noted were:
- Director of Teaching and Learning Center (2)
- Director of the Center for Institutional Effectiveness (reports then to President)
- Vice President for Student Services and Technologies

3. Administratively, is the organization of your Distance Learning program:
4. Administratively, how are policy/procedure decisions regarding the Distance Learning Program made (such as, program and course offerings, course development, and orientation)?

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

- Institution-wide committee for establishing standards. Program and course offerings is a joint effort with faculty involvement. Faculty training and course development is under the direction of the Dean of Distance Education.
- It's really a combination - some policy/procedure decisions are brought forward by an institution-wide committee that includes the DE Administrator but many are decentralized, for example course offerings is a department/Dean decision.

Additional comments included:

- Policy is set via an academic council process.
- A Committee meets routinely to go over all things eLearning. We vote on approving faculty to teach and courses to offer as well as procedural options.
- Online Course Development Committee (OCDC) puts forth recommendations (with approval from Faculty Senate) to Academic Cabinet

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

For those that answered “Yes”, the listing of degrees can be found in the Appendix A & B.

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

For those who reported “other”, the responses were:

- All of the options mentioned here. (2)
- Both, strategic plan guides program and course development and academic/discipline level decision.
- Combination of academic/discipline level decision, student demand, and DE administrator and Online committee decision.
8. 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?

- The institution has HLC approval to offer distance education courses only. (3)
- The institution has HLC approval to offer distance education courses and one program. (2)
- The institution has HLC approval to offer all distance education courses and programs. (19)
- The institution has not yet been approved to offer distance education programs. (1)

9. 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.

- We are members of SARA. (11)
- We haven’t decided our next steps yet. (7)
- We are in the process of completing the state application. (4)
- We have completed and submitted our application to the Michigan state portal agency to become members of SARA. (1)
- 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. (2)

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

- Yes (15)
- No (10)
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>$16</td>
<td>$20</td>
</tr>
<tr>
<td>$25/contact</td>
<td>$75</td>
</tr>
<tr>
<td>$50</td>
<td>$53</td>
</tr>
<tr>
<td>$30</td>
<td>$25</td>
</tr>
<tr>
<td>$12/credit</td>
<td>$30</td>
</tr>
<tr>
<td>$20 per contact hour up to $80</td>
<td>$20</td>
</tr>
<tr>
<td>1BCH=85, 2BCH=122, 3BCH=158, 3.5BCH=176, 4+BCH=196</td>
<td>$25</td>
</tr>
</tbody>
</table>

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

All colleges reported NO to this question. They also reported NO to the additional question “Is your college considering a variable rate for online classes?”

12. Does your institution offer electronically-delivered open entry/open exit classes?

13. For those offering online open entry/open exit courses, a follow-up question – Is there ongoing registration?

Responses included:

- No – 1
- Yes, for a specified period during the semester – 2
- Yes, open entry/open exit classes are always open for registration – 2
14. Does your institution offer non-credit electronically-delivered classes?

For those answering “Yes”, a follow-up question – Are non-credit offerings part of the DL program at your institution? Two (2) of the thirteen colleges reported YES.

15. Does your institution offer online competency-based courses?
16. Does your institution offer remedial classes online?

- Yes, for credit (4)
- No (21)

84% No (21)
16% Yes, for credit (4)

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

- Yes (18)
- No (7)

72% Yes (18)
28% No (7)

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

- 7-week (2 responses)
- 8 week (8 responses)
- 7, 8, 12 weeks
- 8, 10, 12, and 16 week courses
- 12 Weeks, 7 Weeks
- 5, 7, 12, 15
- 7.5 week
- Late Start, 2nd 8 weeks
- 6 weeks, 8 weeks, and 12 weeks
- 8 week and 12 week
18. For the online classes that are shorter than a typical semester length, course completion rates are

- Higher than those of longer duration (2)
- About the same as those of longer duration (6)
- Lower than those of longer duration (3)
- Don't know (6)

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

- Slightly higher than the overall completion rate for the institution (2)
- About the same (7)
- Slightly lower than the overall completion rate for the institution (14)
- Much lower than the overall completion rate for the institution (1)

20. Is student demand for online courses at your campus?

- Being met (15)
- 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:

- We are not ready to grow our distance education program at this time.
- Academic Administrative support; Faculty support
• Waiting on HLC approval to offer more than one program
• Available/qualified instructors. Faculty preference for teaching face-to-face. Having buy-in to develop courses in key areas (i.e. Lab Sciences)
• Willingness to schedule additional online sections; summer - availability of faculty to teach online;
• Instructors willingness
• We don't have an online program yet, need more general education classes online as well. Some of it is philosophical in that faculty or staff don't feel that certain types of classes should be offered online.
• Believe online will infringe upon f2f enrollment. Believe online is less rigorous.
• Enough faculty to teach the courses - Departments are not willing to add online sections even if large waitlist numbers

21. Do you currently require students to authenticate their identity (provide a unique username/password) to access their online classes?

All but two (2) colleges indicated that the require students to use a unique username and password to access their online courses.

22. Are you taking additional steps to authenticate student identity?

For those that checked “Other” – the response was:

We are in the middle of discussions regarding this very issue. Some faculty would like to require all of our online classes to have proctored exams, others prefer to use best practices such as WCET’s best practices for online academic integrity.
Distance Education Program Information

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

![Bar chart showing full time staff employment]

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

![Bar chart showing part time staff employment]

25. 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 2017?

<table>
<thead>
<tr>
<th></th>
<th>Fall 2017</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>20.47%</td>
<td>21.31%</td>
</tr>
<tr>
<td>Median</td>
<td>20.80%</td>
<td>17.90%</td>
</tr>
<tr>
<td>Range</td>
<td>5.3% - 44.50%</td>
<td>7% – 57.14%</td>
</tr>
</tbody>
</table>
26. Our total online enrollment for Fall 2016 was – 55,634  (n=24)

27. Our total online enrollment for Fall 2017 was – 58,727  (n=24)

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

![Bar chart showing the distribution of different types of credit courses offered by institutions.]

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Average % of Total DE Program</th>
<th>Median</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely Online Classes</td>
<td>75%</td>
<td>82%</td>
<td>11-99%</td>
</tr>
<tr>
<td>Live two-way interactive video classes</td>
<td>6.5%</td>
<td>4.5%</td>
<td>2-15%</td>
</tr>
<tr>
<td>Blended/hybrid web classes</td>
<td>18.82%</td>
<td>15%</td>
<td>1-63.36%</td>
</tr>
<tr>
<td>Open Entry/Open Exit web classes</td>
<td>9%</td>
<td>5%</td>
<td>5 – 25%</td>
</tr>
<tr>
<td>Telecourses/cable or Broadcast classes</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open Entry/Open Exit Web Classes</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blended/hybrid web classes (a substantial portion of the content offered online and some face-to-face meetings)</td>
<td>18.32%</td>
<td>15%</td>
<td>1-63.36%</td>
</tr>
<tr>
<td>Completely online classes (more than 50% of class offered online - minimal or no on-campus time required)</td>
<td>75%</td>
<td>82%</td>
<td>11-99%</td>
</tr>
</tbody>
</table>
29. Do section enrollment limits for distance learning courses differ from on-campus courses?

![Pie chart showing 64% Yes and 36% No]

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>24.07</td>
</tr>
<tr>
<td>Median</td>
<td>24</td>
</tr>
<tr>
<td>Range</td>
<td>20-31</td>
</tr>
</tbody>
</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>22.13</td>
</tr>
<tr>
<td>Median</td>
<td>23</td>
</tr>
<tr>
<td>Range</td>
<td>12-26</td>
</tr>
</tbody>
</table>

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>24</td>
</tr>
<tr>
<td>Median</td>
<td>24</td>
</tr>
<tr>
<td>Range</td>
<td>20-30</td>
</tr>
</tbody>
</table>

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

- Blackboard
- Canvas
- Moodle
- D2L
31. How do you host your online classes?

- Outsource or Hosted (15) - 60%
- Own Servers (10) - 40%

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

Only two institutions indicated that they were considering a new LMS – they reported the follow as reasons for the change:

- CBE support
- Our LMS team, which consists of faculty, staff, and admin, is in the beginning stages of discussing an LMS review although no firm decisions have been made.

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

- We retain old online courses in accordance with the timelines in the student grade complaint policy (6) - 20%
- We have a policy specifically for retaining online courses for a specific period of time (5) - 8%
- We archive courses indefinitely - either on-site or off-site. (10) - 24%
- We have no policy - but encourage our faculty to archive course materials and securely store their grade records (2) - 8%
- We have no formal policy (2) - 40%
34. Does your institution provide online courses within your LMS for on-campus courses?

- Yes, it is provided automatically for all on-campus courses (16)
- Yes, it is provided if requested for an on-campus course (7)
- No, we do not provide an online course for on-campus courses (2)

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

Average = 80%
Range = 50% – 100%

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

- Yes - We have a policy/procedure that requires review prior to first offering. (17)
- Yes - We do not have a policy/procedure, however faculty request to have the course reviewed prior to the first offering. (2)
- No - We do not have a review process. Once the course is developed, it is made available to the students. (3)
- No - We do not have a review process, but are working on one. (2)
- No - We do not have a review process, but would like to. (1)
36. Are there any administrative quality assessments done of distance learning courses at some point in time AFTER the course has been offered to students?

- Yes - We have a policy/procedure for reviewing online courses at a specific time. (13)
- Yes - We do not have a policy/procedure but we do encourage faculty to have the course reviewed at some specific time. (4)
- No - We do not have a formal process for continual review of online courses. (3)
- No - We do not have a review process, but are working on one. (5)

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

- Student Evaluation (22)
- Peer (faculty) evaluation (12)
- Administrative Review (18)
- Campus standards/best practices (15)
- Other (2)

For those who responded “Other”, their process was explained:

- Some schools have a policy that includes self-review against a school-developed rubric.
- CTL uses the MCO rubric for review of online courses.
38. What structured quality assurance standards does your institution use?

For those reporting “Other”, the responses were:

- Chico Rubric
- We are in the process of developing quality standards.
- Currently using internally developed standards, but exploring Quality Matters.
- Blackboard Exemplary Course Rubric (modified).
- Quality Online Course Initiative Rubric.

39. How many online courses did your institution develop in 2017-2018 (include those in production with a planned offering in Fall 2018)?

- Average: 9.6
- Median: 10
- Range: 2-23

40. Does your institution employ a 'team development' model when developing an online course?
Follow up question for those who responded “Yes” – Please describe who is on the team.

- Faculty SME, Instructional Designer, Library Liaison
- SME, Instructional Designer, Associate Dean of Online Learning, Academic Dean
- Instructional Designer, Instructional Technologist, Multimedia Specialist, LMS Administrator at times
- Faculty member (SME), Instructional Designer, Course Manager
- CAP Team, including Administrative, Faculty and Support Staff
- Our Distance Learning Advisory Sub-committee of our College Professional Study Committee
- Online course development committee (OCDC): two Academic Deans, Director of Learning Technologies, five faculty
- SME, Instructional Designer, Instructional Technologist

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

42. What is the average length of time needed at your institution to develop an online course?
43. 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?

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

Additional comments -

- We encourage instructors to incorporate their teaching materials within the LMS for online courses, which includes 3rd party software. Grades MUST be kept within Canvas.
- For example Pearson MathLab etc.
- Case by case, e.g. typing, business apps, etc.
- yes for content but grades must be entered in our SIS
- Yes but all final grades must be submitted to student information system (Colleague)

Follow up comments -

- Courses using MyMathlab, MyChemlab etc where students go outside the LMS. Some instructors bring the grades into canvas, some don’t.
- Course materials and interactions must be accessed through the LMS (some instructors link to external sites via Bb)
- We required all graded work to reside within our LMS. In some unique cases, such as industry related classes, we have not choice but to allow students to perform work in the publisher sites because of the technology needed (example Oracle).
- Only if all courses use the same system. An example is if all courses use the same textbook and related resources.
- Must use LMS but can link to other sites as well e.g. publishers
- As long as the student accesses the course through the LMS and the grade center is utilized in our LMS
- Some of our faculty use publisher websites as a supplement to their Moodle course shell.
- Personal, no. Publisher, yes

44. 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:

- In need of improvement compared to face-to-face courses (4)
- Equivalent to face-to-face courses (17)
- Superior to face-to-face courses (4)

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

- Yes (22)
- No (3)
46. In the next 3 years, what level of impact do you expect Open Education Resources (OER) to have at your institution?

![Pie chart showing impact levels:
- Not Sure (8) 32%
- Very Little (8) 32%
- Significant (9) 36%]

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

- Faculty reluctance to use (19)
- Time needed to locate and evaluate (19)
- Resistance from administration (3)
- Credibility of sources (8)
- Lack of ancillary materials (14)
- Lack of faculty awareness (14)
### 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>19</td>
<td>5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Online student orientation for distance learning classes (or orientation CD)</td>
<td>19</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Dedicated faculty training staff for distance learning program</td>
<td>23</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>24/7 faculty help desk and technical support for distance learning classes</td>
<td>10</td>
<td>13</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>24/7 student help desk and technical support for distance learning classes</td>
<td>13</td>
<td>10</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Campus testing center for distance learning classes</td>
<td>22</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Online library services</td>
<td>24</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Online advising services</td>
<td>13</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Online tutoring assistance</td>
<td>18</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Online student organization website and services</td>
<td>12</td>
<td>10</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Online plagiarism evaluation</td>
<td>17</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Online student course evaluation</td>
<td>22</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Online counseling services</td>
<td>8</td>
<td>10</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Online writing lab</td>
<td>12</td>
<td>9</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Online admissions to institution</td>
<td>24</td>
<td>0</td>
<td>0</td>
<td>1</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>25</td>
<td>0</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>24</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Digital video repository</td>
<td>12</td>
<td>7</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Audio/Video streaming capabilities</td>
<td>16</td>
<td>5</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Live Lecture Capture</td>
<td>18</td>
<td>5</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Remote Proctoring</td>
<td>11</td>
<td>7</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Web conferencing/webinar solution</td>
<td>18</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Course Content Creation Software</td>
<td>9</td>
<td>13</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Accessibility checking software</td>
<td>10</td>
<td>8</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>
49. What online tutoring software do you use?

![Bar chart showing usage of various online tutoring software]

Additional comments included:
- Use own tutors with web conferencing system (Zoom).

50. What audio/video streaming service do you use? Check all that apply.

![Bar chart showing usage of various audio/video streaming services]

For those reporting “Other”, the responses were:
- Moving to TechSmith
- TechSmith Relay
- YouTube (2)
51. What Lecture Capture software do you use? Check all that apply.

For those responding “Other” the comments were:

- Yuja
- TechSmith Relay
- Faculty may use their own preferred
- Doceri
- Ensemble Anthem
- Microsoft Stream

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

- Proctor U (3 responses)
- Remote Proctor Now (1 response)
- Respondus Webmonitor and Lockdown browser (5)
- NetTutor (1)

53. What web conferencing software/service do you use? Check all that apply
54. What course content creation software do you use?

- Articulate Storyline (3 responses)
- SoftChalk (4 responses)

55. What accessibility checking software do you use?

- WebAim, JAWS
- Wiris for Math Formulas in Moodle. Basic MS Office & Adobe checkers.
- Canvas UDOIT
- [http://validator.w3.org/](http://validator.w3.org/)
- SiteImprove
- NVDA

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

<table>
<thead>
<tr>
<th>Kaltura, close caption software</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus webconferencing, lecture capture, accessibility checker, analytics solution</td>
</tr>
<tr>
<td>e-Portfolios</td>
</tr>
<tr>
<td>Gaming</td>
</tr>
<tr>
<td>A better exam proctoring solution.</td>
</tr>
<tr>
<td>Not necessarily new - focused on the integration of ...</td>
</tr>
<tr>
<td>* video conferencing with LMS, physical rooms, and student support services;</td>
</tr>
<tr>
<td>* MS Office &amp; Google Drive with LMS;</td>
</tr>
<tr>
<td>We are adopting CourseEval for our LMS for instructor course evaluations. We had a trial run and received 93% student participation for Winter, 2018 semester. A huge improvement, so we've purchased the software.</td>
</tr>
<tr>
<td>Captivate</td>
</tr>
<tr>
<td>Increase video content</td>
</tr>
<tr>
<td>Open</td>
</tr>
<tr>
<td>TechSmith Relay</td>
</tr>
<tr>
<td>Ally; Live Lecture Capture</td>
</tr>
<tr>
<td>focusing on accessibility</td>
</tr>
<tr>
<td>Grammarly</td>
</tr>
<tr>
<td>Simple Syllabus</td>
</tr>
</tbody>
</table>
57. 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 2018</th>
<th>Ranking 2016</th>
<th>ITC Ranking 2017 (Fall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addressing accessibility &amp; universal design</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Operating and equipment budgets</td>
<td>2</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Adequate student services for distance learning students</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Support staff needed for training and technical assistance</td>
<td>4</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Maintaining awareness of new trends &amp; technical assistance</td>
<td>5</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Adequate administrative authority</td>
<td>6</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Adequate assessment of distance learning courses</td>
<td>7</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Faculty acceptance</td>
<td>8</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Organizational acceptance</td>
<td>9</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Compliance with student authentication regulations</td>
<td>10</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>State Authorization regulations</td>
<td>11</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Compliance with new financial aid attendance requirements</td>
<td>12</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>Institutional support from IT</td>
<td>12</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>Adequate space for training and technical assistance</td>
<td>14</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>Student acceptance</td>
<td>15</td>
<td>15</td>
<td>14</td>
</tr>
</tbody>
</table>

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

ADA continues to be a significant challenge. There needs to be a dedicated position just for that role.

resources to keep up with new initiatives; adequate evaluation of the effectiveness of distance ed programs;

CBE is both a challenge and an opportunity. With CBE we may be able to implement a more intentional approach to online course development. On the other hand, the scale of development needed is daunting.

Currently trying to ensure all content is accessible.

Ongoing assessment, instructional design (best practices integration)

The demand for online courses is present, but getting courses added needs more data to support a push.

Student success rates

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

- Accreditation requirements, accessibility compliance, authentication, security, rigor of particular course offerings
60. 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 2018</th>
<th>Ranking 2016</th>
<th>ITC Ranking 2017 (Fall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging faculty in developing online pedagogy</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Evaluation of faculty</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Workload issues</td>
<td>3</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Training</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Union contracts</td>
<td>5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Buy-in to electronically delivered instruction</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Recruitment</td>
<td>7</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Compensation</td>
<td>8</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Technical support</td>
<td>9</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Intellectual property/ownership issues</td>
<td>10</td>
<td>10</td>
<td>9</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>65.9%</td>
<td>57%</td>
</tr>
<tr>
<td>Media</td>
<td>65.5%</td>
<td>55%</td>
</tr>
<tr>
<td>Range</td>
<td>37% - 100%</td>
<td>20% - 95%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>32.2%</td>
<td>43%</td>
</tr>
<tr>
<td>Media</td>
<td>32%</td>
<td>45%</td>
</tr>
<tr>
<td>Range</td>
<td>10% - 63%</td>
<td>5% - 80%</td>
</tr>
</tbody>
</table>

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

- Yes (11)
- No (13)
For those who answered “Yes”, a follow-up question asked – Describe the limitations.

- 15 credit hours
- limited to two online courses within load
- Faculty must teach at least one course on each (physical) campus (totaling 2), but the rest of the load can be online.
- 50% (2 responses)
- Require to teach at least 2 classes on-ground.
- no more than 50% of baseload
- 12 credits
- Base load must include two face to face classes each semester
- Limit sections offered and only increase when a section fills up.

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

- Yes (15)
- No (3)

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

- Yes (5)
- No (18)

For those who responded “Yes”, a follow-up question asked to briefly describe the policy/practices.

- FT faculty are very resistant to having adjunct faculty that they cannot physically meet with to talk (regardless of being offered Zoom or web-based options).
• Only full-time teach online at this point unless there is a unique circumstance.
• Some policies require adjunct faculty to first teach the course in person, then hybrid, and then online. One division does not allow adjunct faculty to teach online.
• The full-time usually teach these classes so the opportunity is more limited for adjunct.
• Full time faculty can override part time faculty when offering an eLearning course.

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

For developing online courses, college compensation responses include:

• Equal to teaching a 3 credit hour class
• Faculty are paid a per diem for developing course for the college
• Faculty overload rate per contact hour, if the course is deemed "innovative."
• This is still in development, but will likely be paid at the same rate as they would get for an equivalent course with the same # of credits.
• $400 per credit before first time offering the course.
• 5 contact hours
• $500.00 per credit hour
• If faculty are willing to sign over the ownership of the course they are compensated for course development.
• Stipend equal to overload pay or same credit hours
• Faculty may receive a one-time $1,000.00 stipend and/or release time equal to the number of contact hours of the course in the semester prior to offering the course.
• paid overload per credit hour
• Faculty can receive overload pay for developing online courses.
• $300 per credit hour to develop
• Varies

For teaching online courses, college compensation responses included:

• Can be used for load
• additional 1/2 credit hour pay
For participating in professional development activities, college compensation responses included:

- Adjunct faculty are paid for the time they attend professional development. Full-time faculty are not given extra-compensation.
- Compensation for successful completion of online instructors course
- Faculty can be paid for completing our TeachingSolution program prior to developing/teaching their first online course.

For developing hybrid courses, college compensation responses include:

- Faculty are paid a per diem for developing course for the college
- Faculty overload rate per contact hour, if the course is deemed "innovative."
- $400 per credit before first time offering the course.

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

- Internal Technical Assistants (11) 44%
- Internal Instructional designers (15) 66%

68. Are mentors provided for new distance learning faculty?

- Yes (5) 20%
- No (9) 44%
- Not always, Departmental decision (11) 36%

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

- 1/2 contact hour
- Mentors receive 1/4 credit per Mentee
69. Do college faculty hiring policies/practices include any criteria related to teaching distance learning courses?

![Pie chart showing 55% Yes (12) and 45% No (10)]

70. 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 requests within 24 hours?

![Pie chart showing 61% Yes (9) and 39% No (14)]

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

- Faculty required to respond to student emails within 36 hours on regular working days.
- We indicate they need to respond within 24-48 hours. However, this is hard to monitor and enforce.
- Faculty are to respond within 48 hours to an online communication.
- Regular, frequent significant instructor initiated interaction is required.
- Must respond to students within 24-48 hours.
- Inquiries must be addressed within 24 hours or by the next business day.
- Available 7 days a week for online and must reply within 24 hours of an inquiry.
- Respond within 24 hours.
71. As concerns intellectual property/ownership issues, currently, your institution has (mark all that apply):

![Bar chart showing the distribution of policies regarding intellectual property/ownership issues.]

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

- Remotely proctored (either online or in person) (17)
- Exclusively online (non-proctored) (20)
- Exclusively on campus (either conducted by the instructor, a proctor, or at a campus testing center) (17)
- Both on campus and online (blended - example: non-proctored quizzes online but proctored major tests on campus) (22)

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

For those responding, 25% (six colleges) reported that training for faculty is not mandatory for faculty to teach an online course. This is an increase from 2016 when only 3 colleges reported no mandatory training for faculty. Eighteen colleges reported that they did require faculty to be trained before teaching online.
74. For those responding that it their faculty are required to be trained - Is the mandatory training for faculty provided (check all that apply):

- Combination of both
- Externally
- Internally

75. How many hours of training are required?

- More than 30 hours (4)
- 13 - 30 hours (6)
- 4 - 12 hours (7)
- Less than 4 hours (1)

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

- Yes (12)
- No (12)

For those answering “Yes”, a follow-up question asked if this training was different from online instructor training. Those responding (7) indicated there was no difference in the training.
77. At your institution, is training mandatory for those using an online component to their face-to-face class?

For those answering “Yes”, a follow-up question asked if this training was different from online instructor training. Two responses were received and noted that the training for face-to-face classes using online component was focused on how to use the LMS.

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

79. Can a faculty member hold office hours online?

---

2016 MCO DISTANCE EDUCATION ADMINISTRATOR SURVEY RESULTS
For those answering “Depends” a follow-up question asked for an explanation.

- Part time faculty hold online office hours
- They can provide online office hours but must be available at an on-campus location not less that 5 hours per week
- They are required to have onsite office hours. Online office hours are not counted toward that requirement.
- Summer and Part-time faculty are not required to hold office hours. Faculty teaching online may opt to hold office hours online.
- Seven office hours required, three can be online
**Student Information**

80. Gender - For Fall 2017

- 60% Female (25,055)
- 40% Male (16,926)

81. Age – For Fall 2017

- 60% 18 to 25 years old (16,820)
- 40% older than 25 years (11,266)

82. Race/Ethnicity – For Fall 2017

- 77% White (21,703)
- 9% Black (2,610)
- 6% Hispanic (1,592)
- 6% Asian (579)
- 2% Pacific Islander (48)
- 1% Native American/Alaskan Native (264)
- 3% Two or More Races (827)
- 0% Nonresident Alien (564)
83. Residency – Fall 2017

84. 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 2018</th>
<th>Ranking 2016</th>
<th>ITC Ranking 2017 (Fall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheating/Secure online testing</td>
<td>1</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Providing equivalent virtual student services (e.g. financial aid, library services, tutoring)</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Assessing student learning and performance in distance education environment</td>
<td>3</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Completion of evaluations</td>
<td>4</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Low student completion rate</td>
<td>5</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Orientation/student readiness for taking distance education classes</td>
<td>6</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Computer problems/technical support</td>
<td>7</td>
<td>6</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>

85. 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.
86. Are students required to participate in an orientation to distance learning prior to enrolling in distance learning courses?

![Bar chart showing participation in distance learning orientation](chart1)

87. Are students required to participate in an orientation to distance learning prior to enrolling in online classes?

Responses were split 50% (12 colleges) require an orientation prior to taking an online class and 50% (12 colleges) do not require an orientation.

88. How is orientation provided?

With only 11 responses to this response, the majority (10) provide orientation online and one responded that they offer the orientation both on-campus and online.

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

![Bar chart showing points of advisor meeting](chart2)
## Appendix A
**Degrees/Certificates Currently Available Online**

<table>
<thead>
<tr>
<th>General Studies Associate and Associate of Arts degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business</strong></td>
</tr>
<tr>
<td>Medical Coding and Billing</td>
</tr>
<tr>
<td>Medical Office Professional</td>
</tr>
<tr>
<td>Criminal Justice Generalist</td>
</tr>
<tr>
<td><strong>Marketing - ABA</strong></td>
</tr>
<tr>
<td>Information Technology - Website Programming - AAS</td>
</tr>
<tr>
<td>Accounting - ABA</td>
</tr>
<tr>
<td>Entrepreneurship - Innovation - ABA</td>
</tr>
<tr>
<td>Entrepreneurship - Small Business - ABA</td>
</tr>
<tr>
<td>Finance - ABA</td>
</tr>
<tr>
<td>General Business - ABA</td>
</tr>
<tr>
<td>Associate in Arts</td>
</tr>
<tr>
<td>Associate in General Studies</td>
</tr>
<tr>
<td>Accounting - Associate in Applied Science</td>
</tr>
<tr>
<td>Accounting - Certificate</td>
</tr>
<tr>
<td>Business Administration - Associate in Applied Science</td>
</tr>
<tr>
<td>Business Administration - Certificate</td>
</tr>
<tr>
<td>Management - Certificate</td>
</tr>
<tr>
<td>General Sonography - Associate in Applied Science</td>
</tr>
<tr>
<td>Vascular Sonography - Associate in Applied Science</td>
</tr>
<tr>
<td>Cardiac Sonography - Associate in Applied Science</td>
</tr>
<tr>
<td><strong>AAS: Business General, Marketing and Applied Management,</strong></td>
</tr>
<tr>
<td>General Studies</td>
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<tr>
<td>Coding and Billing</td>
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<tr>
<td><strong>Associate of Arts, Associate of Applied Science, and Business Administration degrees</strong></td>
</tr>
<tr>
<td>Early Childhood Education (EDUC-AAS)</td>
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<tr>
<td>Child Development Associate Certificate (EDUC-CERT)</td>
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<tr>
<td><strong>Accounting</strong></td>
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<tr>
<td>Early Childhood</td>
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<tr>
<td>Computer Science</td>
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<tr>
<td><strong>Associates of Arts,</strong></td>
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<tr>
<td><strong>Associates of General Education,</strong></td>
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<tr>
<td><strong>Associates of Health Care Provider to ADN,</strong></td>
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<tr>
<td><strong>Associate of Business - Transfer</strong></td>
</tr>
<tr>
<td>Early childhood</td>
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</tbody>
</table>
Associate Degree in Nursing
Associate Degree in General Studies
Associate in Science and Arts
Business Administration (AAS)
Criminal Justice (ASA)
CIT - Office Applications Certificate
Accounting Certificate
Hybrid Freshwater Studies 1+1 (ASA or AAS)

### Associate in Arts Degrees

- Criminal Justice (0146)
- Psychology (0215)
- Sociology (0753)

### Associate in Business Degrees

- E-Business (0839)

### Certificates

- Computed Tomography: Basics, Certificate of Completion (1603)
- Computer Programmer/Analyst, Certificate of Completion (0969)
- Computer Technology Basics, Certificate of Completion (0844)
- Correctional Officer, Certificate of Completion (0840)
- E-Business, Certificate of Achievement (0845)
- German Studies, Certificate of Completion (1786)
- Microsoft Office Specialist, Certificate of Completion (0841)
- Spanish Studies, Certificate of Completion (1788)

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**Appendix B**

**Programs Currently in Development**

**Business program certificates**

**Website Design; Business; Transfer degrees**

This is a work in progress. Currently there are two degrees that can be completed online if the student selects the correct courses - but we do not market them or have them categorized publicly as an "online degree". They are Liberal Arts, and General Studies.

**AAS Business Administration - estimated Fall 2019.**