

ITC 2015 Distance Education Survey

Instructional Technology Council

Trends in eLearning: Tracking the Impact of eLearning at Community College

We all recognize the growing importance of distance education and its impact on higher education. High-level administrators, faculty, students and distance education professionals need current data to make informed decisions to help shape the future for this important curriculum delivery method. The ITC board of directors will share the results of this survey with distance education professionals, high-level administrators affiliated with the American Association of Community Colleges (AACC), and the press. We appreciate your time and attention in completing the survey so as to provide the most comprehensive and complete status report on electronically-delivered instruction in higher education.

There are 50 questions in this survey

A) Respondent Information

Name of institution: *

Please write your answer here:

Name of individual completing survey: *

Please write your answer here:

Title of individual completing survey: *

Please write your answer here:

Institutional address of individual completing survey: *

Please write your answer here:

City: *

Please write your answer here:

State/Province: *

Please choose **only one** of the following:

☐
☐
☐
☐
☐
☐

B) Institutional Information

How is your institution categorized according to the Carnegie classification for Undergraduate Instruction Program?

(See http://classifications.carnegiefoundation.org/descriptions/ugrad_program.php for definitions.)

*

Please choose **only one** of the following:

- ☐ Associate's College
- ☐ Associate's Dominant College
- ☐ No Graduate Coexistence - arts and sciences focus, arts and sciences plus professions, balanced arts and sciences/professions, professions plus art and sciences, or professions focus
- ☐ Some Graduate Coexistence - arts and sciences focus, arts and sciences plus professions, balanced arts and sciences/professions, professions plus art and sciences, or professions focus
- ☐ High Graduate Coexistence - arts and sciences focus, arts and sciences plus Professions, balanced arts and sciences/professions, professions plus art and sciences, or professions focus

Administratively, is the organization of your distance education program: *

Please choose **only one** of the following:

- ☐ Centralized distance learning office - a separate, central distance learning office coordinates the distance education program
- ☐ Decentralized - each academic department coordinates the distance education courses within their academic area
- ☐ Blended - separate distance education office, departmental control of scheduling

Your distance education program administrator reports to: *

Please choose **only one** of the following:

- ☐ President
- ☐ Vice-president for academic affairs
- ☐ Vice-president for technology
- ☐ An academic dean
- ☐ A non-academic dean
- ☐ Continuing education department
- ☐ Librarian or library administrator
- ☐ IT administrator
- ☐ Other

Please indicate the number of staff for each of the following.

Please write your answer(s) here:

total staff SUPPORTING your institution's online program, regardless of reporting structure

total staff DIRECTLY REPORTING to your program administrator

Please indicate the distribution of roles in your program.

Please choose the appropriate response for each item:

	0	Partial	1-2	3-5
Administrator(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistive Tech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Captioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty Trainer(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Designer(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LMS Administrator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Videographer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C) Program Information

How many sections of completely online credit courses did your college offer in Fall 2014? *

Only numbers may be entered in this field.

Please write your answer here:

How many sections of completely online credit courses did your college offer in Fall 2015? *

Only numbers may be entered in this field.

Please write your answer here:

**What types of credit courses are offered by your DE program?
Enter the percentages of your institution's DE program that match the criteria below.**

Please write your answer(s) here:

Completely Online Classes – a substantial portion of the content is delivered with minimal or no face-to-face on-campus time required (%):

Blended or Hybrid Classes – a substantial proportion of the content is delivered online, typically with online discussions and some face-to-face meetings (normally 50% or more online) (%):

Telecourses - Cable/Broadcast -- a substantial portion of the pre-recorded video course is delivered to students via cable or broadcast television - course could be institutionally or commercially created (%):

Telecourses - Other Distribution -- a substantial portion of the pre-recorded video course is delivered to students via videotape, CD Rom or DVD - course could be institutionally or commercially created (%):

Live Two-Way Interactive Video Class -- a substantial portion of the course is delivered to students synchronously via instructional television, ITFS, satellite or synchronized Web-based conferencing (%):

Audio Class -- a substantial portion of the course is delivered to students synchronously or asynchronously via audio CD's, podcasting or phone conferencing (%):

Web Assisted/Facilitated – generally no reduced class time with some portion of content or activities online (%)

Which of the following best describes your use of blended or hybrid classes? (Blended or hybrid courses offer online and face-to-face delivery. Thirty to 79 percent of content is delivered online, with online discussions and some face-to face meetings.)

Please choose **only one** of the following:

- ☐ We are beginning to offer blended or hybrid courses for the first time.
- ☐ We are continuing to increase the number of blended or hybrid classes each term.
- ☐ We are offering about the same number of blended or hybrid classes each term.
- ☐ We are reducing the number of blended or hybrid classes each term.
- ☐ We do not offer blended or hybrid classes.

Which of the following best describes your use of Web-facilitated, or assisted Web, classes? ("Web-facilitated classes" are face-to-face courses that use the Internet to facilitate activities. These courses often use a learning management system (LMS) or Web pages to post the syllabus and assignments.)

Please choose **only one** of the following:

- ☐ We are continuing to increase the number of Web-facilitated classes each term.
- ☐ We are offering about the same number of Web-facilitated classes each term.
- ☐ We are reducing the number of Web-facilitated classes each term.
- ☐ We do not offer Web-facilitated classes.

Which of the following best describes your use of live two-way interactive video classes or IAV (interactive video/dedicated video network) technology?

Please choose **only one** of the following:

- ☐ We are continuing to increase the number of live two-way interactive video classes each term.
- ☐ We are offering the same number of live two-way interactive video classes each term.
- ☐ We are reducing the number of live two-way interactive video classes each term.
- ☐ We have deactivated our live two-way interactive video classrooms or have never offered them.

As a distance education administrator, please rank your greatest challenges for your program: *

All your answers must be different and you must rank in order.

Please number each box in order of preference from 1 to 15

Adequate administrative authority

Adequate space for training and technical assistance

Adequate student services for distance learning students

Adequate assessment of distance education classes

Addressing accessibility and universal design

Compliance with new financial aid attendance requirements

Compliance with student authentication regulations within the Higher Education Opportunities Act

Faculty acceptance

Institutional support from IT department

Maintaining awareness of new trends and observing best practices

Operating and equipment budgets

Organizational acceptance

Student acceptance

Support staff needed for training and technical assistance

Other

Please discuss challenges, as well as opportunities, to your program including any not specifically listed above.

Please write your answer here:

Which of the following best describes your current compliance with Sections 504 and 508 (ADA compliance)? *

Please choose **only one** of the following:

- ☐ All of our online classes are in compliance
- ☐ Most of our online classes are in compliance
- ☐ Some of our online classes are in compliance
- ☐ None of our online classes are in compliance

What learning management system(s) does your institution use for Web-based instruction? *

Please choose **all** that apply:

- ☐ Blackboard Learn
- ☐ Desire2Learn
- ☐ Epsilen
- ☐ Etudes
- ☐ Canvas (Instructure Cloud)
- ☐ Canvas (Open Source)
- ☐ Lon Capa
- ☐ Moodle
- ☐ Sakai
- ☐ Timecruiser
- ☐ WebStudy
- ☐ Other:

Is your institution considering switching the learning management system(s) it uses for Web-based instruction in the next couple of years? *

Please choose **only one** of the following:

- ☐ Yes
- ☐ No

Does your institution restrict the number of learning management systems faculty can use? *

Please choose **only one** of the following:

- ☐ Yes
- ☐ No

How do you evaluate your distance education courses?

Please choose **all** that apply:

- ☐ Administrative review
- ☐ Campus standards/best practices
- ☐ Peer (faculty) evaluation
- ☐ Student evaluation
- ☐ Other:

Does your institution offer distance education degrees (at least 70 percent of program coursework occurs via distance education)? *

Please choose **only one** of the following:

- ☐ Yes
- ☐ No

Please identify the degrees offered entirely through distance education.

Please choose **all** that apply:

- ☐ Associate of Arts
- ☐ Associate of Science
- ☐ Associates of Applied Science Degree or Associates of Arts and Science
- ☐ Associate of General Studies
- ☐ Bachelors in Art
- ☐ Bachelors in Science
- ☐ Other:

Does your institution offer certificates that can be earned via distance education (at least 70 percent of certificate coursework occurs via distance education)? *

Please choose **only one** of the following:

- ☐ Yes
- ☐ No

In the next 3-5 years, what level of impact do you expect Open Education Resources (OER) to have at your institution?

Please choose **only one** of the following:

- ☐ None
- ☐ Very little
- ☐ Significant

What roadblocks do you anticipate in adopting OER solutions at your institutions?

Please choose **all** that apply:

- ☐ Lack of faculty awareness
- ☐ Lack of ancillary materials
- ☐ Credibility of sources
- ☐ Resistance from administration
- ☐ Time need to locate and evaluate resources

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: *

Please choose **only one** of the following:

- ☐ In need of improvement compared to face-to-face traditional classes
- ☐ Equivalent to face-to-face traditional courses
- ☐ Superior to face-to-face traditional courses

Status Report.

Please choose the appropriate response for each item:

	currently offer	plan to offer next year	plan to offer in two or more year	no plans to offer
Campus testing center for distance education classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus Web Portal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dedicated Web site for distance education program and students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distance education specific faculty training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helpdesk and technical support for distance education faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helpdesk and technical support for distance education students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24x7 Helpdesk and technical support for distance education students and faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online admission to institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online counseling/advising services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online information/application for financial aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online library services and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online payment of tuition and fees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online plagiarism evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online registration for classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Online student course evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student organization Web site and online services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online student orientation for distance education classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online textbook sales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online tutoring assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital video repository	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Audio/Video streaming capabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web conferencing/Webinar solution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Live lecture capture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Massively Open Online Courses (MOOCs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are students charged an additional fee to take a distance education course? *

Please choose **only one** of the following:

- ☐ Yes
- ☐ No

How much is the additional per credit fee for a distance education course? (U.S. dollars)

Please write your answer(s) here:

Charge by the credit - per credit fee:

Charge by the course - per course fee:

Please indicate your level of satisfaction with your LMS in the following areas. (1=Very Dissatisfied, 5=Very Satisfied)

Please choose the appropriate response for each item:

	1	2	3	4	5
Hosting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tech Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ease of Use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility/Universal Design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analytics/Reporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D) Faculty Information

Of those teaching a distance education course, what percentage of faculty are:

Please write your answer(s) here:

Full-time (%):

Part-time (%):

For faculty teaching completely online classes, what percentage are:

Please write your answer(s) here:

On campus only (%):

Located in same city/not on campus (%):

Located in other cities in the state (%):

Located in other states (%):

Located in other countries (%):

If your institution limits the number of distance education classes that can be taught as part of a full-time teaching load, what percentage of a course load can be taught online?

Only numbers may be entered in this field.

Please write your answer here:

As a distance education administrator, please rank your greatest challenges as relates to your faculty?

All your answers must be different and you must rank in order.

Please number each box in order of preference from 1 to 9

Buy-in to electronically-delivered instruction

Compensation

Intellectual property/ownership issues

Recruitment

Technical support

Training

Workload issues

Evaluation of faculty

Engaging faculty in development of online pedagogy

Does your distance education program allow faculty to test students:

Please choose **all** that apply:

- ☐ Exclusively online (non-proctored)
- ☐ Both on campus and online (blended or hybrid - for example, a course might include non-proctored online quizzes online and major tests proctored on campus, or use an approved distance proctor)
- ☐ Exclusively on campus (either conducted by the instructor, a proctor, or at a campus testing center)
- ☐ Remotely proctored (either online or in-person)

How many hours of training are required?

Please choose **only one** of the following:

- ☐ No required training
- ☐ less than two hours
- ☐ more two to four hours
- ☐ more than four to six hours
- ☐ more than six to eight hours
- ☐ more than eight hours

E) Student Information

At your institution, the overall completion rates for distance education classes are: *

Please choose **only one** of the following:

- ☐ Comparable to on-campus completion rates
- ☐ Lower than on-campus completion rates
- ☐ Higher than on-campus completion rates
- ☐ Don't know

Rank the greatest challenges for your program as relates to students. *

All your answers must be different and you must rank in order.

Please number each box in order of preference from 1 to 9

Assessing student learning and performance in distance education environment

Cheating

Completion of evaluations

Computer problems/technical support

Low student completion rate

Orientation/student readiness for taking distance education classes

Providing equivalent virtual student services (e.g. financial aid, library services, tutoring)

Recruitment/interest in distance education

Disruptive student behavior

What percentage of your distance education students are:

Please write your answer(s) here:

Female (%)

Male (%)

What percentage of your distance education students are:

Please write your answer(s) here:

Traditional – 18 to 25 years old (%):

Non-traditional -- older than 25 years (%):

Active duty military (%):

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

Please choose **only one** of the following:

- ☐ Yes
- ☐ No

Are you taking additional steps to authenticate student identity?

Please choose **all** that apply:

- ☐ Require at least one proctored exam
- ☐ Remote video proctoring
- ☐ Vendor based identity verification
- ☐ Other:

Is student demand for distance education classes at your campus:*

Please choose **only one** of the following:

- ☐ Being met
- ☐ Exceeding current class offerings

F) Feedback

Do you have any additional comments or feedback?

Please write your answer here:

Thank you for your help completing this survey!

12/11/2015 – 00:00

Submit your survey.
Thank you for completing this survey.