

MANAGING ONLINE EDUCATION - 2011

The Instructional, Organizational, and Technological Operations of Online Education Programs

<http://online-ed.campuscomputing.net>

Dear Colleague:

The WICHE Cooperative for Educational Technologies (WCET) and The Campus Computing Project are collaborating on a national study focused on the instructional, operational, and technology infrastructure of online education programs. This survey is part of continuing national work focused on campus policies, plans, and practices affecting online education in two- and four-year colleges and universities. Your responses contribute to a better understanding of the expanding domain of online education. It will also provide valuable benchmarking data for your institution and the other survey participants.

We hope that you will decide to participate in this survey. All responses will be treated in a confidential manner. Thank you for your assistance.

Ellen Wagner
WCET

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The Campus Computing Project

DEFINITION: for the purposes of this survey, the definition of online programs means that approximately 80 percent (or more) of the content for courses is delivered to students online.

1. Please indicate the degree to which you agree or disagree with the following statements:

Ratings: ① Strongly Disagree (SD) ② Disagree ③ Agree ④ Strongly Agree (SA)

	SD	D	A	SA
State regulations/authorities have impeded efforts to expand our online programs.	①	②	③	④
National/regional accrediting agencies have impeded efforts to expand our online programs.	①	②	③	④
Programmatic/disciplinary accrediting agencies (e.g., business, education, nursing) have impeded efforts to expand our online programs.	①	②	③	④
Federal regulations have impeded efforts to expand our online programs.	①	②	③	④
Faculty resistance to teaching online courses has impeded efforts to expand our online programs.	①	②	③	④
Union agreements covering faculty and staff have impeded efforts to expand our online programs.	①	②	③	④
Lack of key resources (trained instructors and support personnel) have impeded our efforts to expand our online program.	①	②	③	④
Budget cuts have impeded our efforts to expand our online programs.	①	②	③	④
Student demand for online courses exceeds our capacity to provide these courses.	①	②	③	④
Employers are resistant to hiring students who have earned online certificates or degrees.	①	②	③	④
Expanding our online course offerings and online programs is a key component of our campus strategy to increase enrollment revenue.	①	②	③	④
Expanding our online course offerings and online programs is a key component of our campus strategy to remain competitive with peer institutions	①	②	③	④

2. How would you characterize the institutional organization of online education at your campus:

- highly centralized with strict institutional “command and control” over our online programs and activities
- somewhat centralized for common services (admissions, marketing, user support services, etc.), but individual units really make the key decisions about range and scope of online programs and activities
- monitored by central administration, but highly decentralized in terms of the options and autonomy of individual programs and departments.
- little engagement or activity by central administration: individual departments and programs really drive our online activities and services.

3. Does your institution have a senior operating officer for online programs and services?

- no (skip to Q6) yes (go on to Q4)

4. The senior operating officer for our online programs reports primarily to:

- President/CEO Provost/Chief Academic Officer Chief Administrative Officer
- Chief Information Officer VP/Dean Continuing/Extended Ed. Other institutional officer No senior officer

5. The institutional title of the senior operating officer of our online programs is:

- President/CEO Vice-President/Provost Assoc/Assistant Vice-President/Vice-Provost
- VP/Dean Continuing Education Chief Information Officer Other institutional officer

6. How would you characterize the engagement of your president and provost in the development/expansion of online education at your institution?

	<i>not engaged</i>				<i>very engaged</i>		
	①	②	③	④	⑤	⑥	⑦
president	①	②	③	④	⑤	⑥	⑦
provost/chief academic officer	①	②	③	④	⑤	⑥	⑦

7. Please provide information about the organization of your institution’s online learning programs. At my institution the online learning unit:

	No	In Part	Yes	N/A
Is a separate (stand-alone) academic/operational unit	①	②	③	④
Has its own profit and loss (P&L) statement	①	②	③	④
Operates a separate recruitment and admissions office	①	②	③	④
Operates a separate marketing office	①	②	③	④
Operates its own financial aid office	①	②	③	④
Maintains its own technology infrastructure (e.g., servers)	①	②	③	④
Has its own cadre of academic advisors who work with online students	①	②	③	④
Provides library and learning resource services specifically to support online students	①	②	③	④
Provides its own technology support services for students and faculty	①	②	③	④
Operates its own career counseling and job placement services	①	②	③	④
Has a separate curriculum support group to develop online content and courses	①	②	③	④
Uses the same syllabi for courses that are available as both on-campus and online courses (e.g., econ 101 on-campus and online)	①	②	③	④
Uses the same assessment/examination materials for courses that are available as both on-campus and online courses (e.g., econ 101 on-campus and online)	①	②	③	④
Has special (preferred provider) agreements with selected employers/organizations	①	②	③	④
Has developed collaborative education programs with other institutions.	①	②	③	④

8. How would you characterize your institution’s commitment to growing your online programs over the next three years:

- No formal institutional investment; primarily from departmental financial and curricular resources.
- Modest investment of institutional financial and curricular resources.
- Significant investment of institutional financial and curricular resources.
- Major investment of institutional financial and curricular resources.

9. Has your institution reorganized the management of online programs in the past two years? Do you anticipate a reorganization of online programs in the next two years?

- We have restructured the organization of our online programs in the past two years. no yes
- We are likely to restructure the organization of our online programs in the next two years. no yes

Factors contributing to the reorganization of the management of online programs at your campus? (check all that apply)

- Budget issues Change in sr. personnel leading the online program Change in institutional leadership
- Academic program consolidation Coordinating instructional resources Coordinating assessment activities
- Centralizing the mgmt. of online programs Integrating support services for online and on-campus programs
- Centralizing the purchasing of technology resources for online and on-campus programs
- Decentralizing the mgmt. of online programs Responding to the impact of program expansion

10. Is your online program profitable? (Profit = gross revenue – all operating expenses.) What was the rate of return (ROR) for A/Y 2011 (through June 30, 2011 or equivalent)? What is the targeted rate of return for 2012?

	Unknown	Loss			Breaking Even	Profitable			
		>10%	6-10%	1-5%		1-5%	6-10%	11-15%	>15%
Actual ROR for 2011 (thru June 2011)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Projected ROR for 2012	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. What percentage of the operational budget for online courses and programs at your institution comes from the tuition and fees charged to students?

- 100 percent 76-99 pct. 51-75 pct. 26-50 pct. 11-25 pct. 1-10 pct. 0 pct unknown

12. What percentage of the tuition and fee revenues from online courses and programs revert back to the academic units that offer these courses and programs?

- 100 percent 76-99 pct. 51-75 pct. 26-50 pct. 11-25 pct. 1-10 pct. 0 pct unknown

13. Do students in your online programs pay the same total tuition (not including special fees for books, course materials, etc.) as students in your (regular) on-campus programs? Yes (go on to Q 14) No (please respond below)

compared to our on-campus courses and programs, tuition/fees for one term in our online program are :

- 0-\$100 more \$99-250 more \$251-500 more over \$501 more
- 0-\$100 less \$99-250 less \$251-500 less over \$501 less

14. In addition to tuition, do students in your online programs incur special fees not charged to students in your on-campus programs?

	Required of all online students?		
	<input type="checkbox"/> no	<input type="checkbox"/> some	<input type="checkbox"/> all
One time registration/enrollment fee	<input type="checkbox"/> no	<input type="checkbox"/> some	<input type="checkbox"/> all
Special fee for online courses	<input type="checkbox"/> no	<input type="checkbox"/> some	<input type="checkbox"/> all
Special fees for individual online programs	<input type="checkbox"/> no	<input type="checkbox"/> some	<input type="checkbox"/> all
Curriculum fee/course materials	<input type="checkbox"/> no	<input type="checkbox"/> some	<input type="checkbox"/> all
Technology fee	<input type="checkbox"/> no	<input type="checkbox"/> some	<input type="checkbox"/> all
Student activity fee	<input type="checkbox"/> no	<input type="checkbox"/> some	<input type="checkbox"/> all
Other misc. fees (only for students in online programs)	<input type="checkbox"/> no	<input type="checkbox"/> some	<input type="checkbox"/> all

22. What is your best estimate (percentages) for the distribution of (unduplicated) headcount enrollment in your online courses and programs in fall 2011? (total equals 100%)

High school students in dual enrollment programs Workforce training
 Degree/transfer/certificate credit Other, non-credit courses or programs

23. Please provide information about the use of course/learning management software (LMS):

We use the same course management/learning management product in our on-campus and our online programs ① no ② yes

Primary LMS product for our on-campus program:

Blackboard (incl. Angel & WebCT) CampusCruiser Desire2Learn eCollege Epsilen
 Instructure Homegrown LMS Jenzabar Moodle Sakai Other

Primary LMS product for our on-line program:

Blackboard (incl. Angel & WebCT) CampusCruiser Desire2Learn eCollege Epsilen
 Instructure Homegrown LMS Jenzabar Moodle Sakai Other

We are currently reviewing/reassessing our LMS strategy for our online programs. ① no ② yes

We are likely to change to a different LMS for our online programs in the next two years. ① no ② yes

24. What proportion of your faculty teach in your online program?

Regular (full-time) faculty who teach both in the online and on-campus program ||%
 Regular (full-time) faculty who teach only in the online program ||%
 Adjunct (part-time) faculty who teach both in the online program and on-campus program ||%
 Adjunct (part-time) faculty who teach only in the online program ||%

25. Do you require faculty who teach in online programs to complete a mandatory technology training program before they can teach an online class? ① no ② yes

Number of hours of mandatory tech. and related training for faculty teaching in online programs? |||| hours

Number of mandatory hours of annual continuing education or training for faculty to continue to teach in the online program? |||| hours

26. Does your institution have a mandatory process to review and approve all new online courses. (please check the highest level of review.)

no: no mandatory review/approval required for new online courses
 yes: mandatory departmental review/approval required for new online courses
 yes: mandatory review by a central office.

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 yes: mandatory review by a central office.

28. Are the issues listed below significant sources of faculty resistance to teaching online at your institution?

	not significant							very significant	
	①	②	③	④	⑤	⑥	⑦		
A prior negative experience teaching an online course.	①	②	③	④	⑤	⑥	⑦		
Perception (or experience) that the quality of online courses is less than an on-campus course.	①	②	③	④	⑤	⑥	⑦		
Perception (or experience) that interaction with students is not sufficient.	①	②	③	④	⑤	⑥	⑦		
Perception (or experience) that online courses involve more work for faculty.	①	②	③	④	⑤	⑥	⑦		
Faculty are not familiar with core technologies used in online courses.	①	②	③	④	⑤	⑥	⑦		
Insufficient instructional and technical support for faculty who teach online	①	②	③	④	⑤	⑥	⑦		
Perception (or fact) that online ed is not part of the faculty member's contract.	①	②	③	④	⑤	⑥	⑦		
Insufficient compensation for the work involved.	①	②	③	④	⑤	⑥	⑦		

29. Do you limit the number of students in individual online courses or class sections?

no (go on to #30) yes if yes, maximum number of students for online classes? ||||

30. Which statement below best describes the availability of technical support services for students and faculty in your online programs?

	students	faculty
Campus workdays (Monday-Friday / "9-5") only	<input type="checkbox"/>	<input type="checkbox"/>
Campus workdays and limited evening hours	<input type="checkbox"/>	<input type="checkbox"/>
Campus workdays, evenings, and partial weekend hours	<input type="checkbox"/>	<input type="checkbox"/>
24 hours a day/ seven days a week	<input type="checkbox"/>	<input type="checkbox"/>

31. What kind(s) of technical support services are available for students and faculty in your online programs? (please check all that apply).

on-campus help desk phone support web pages email FAQs Live chat

