

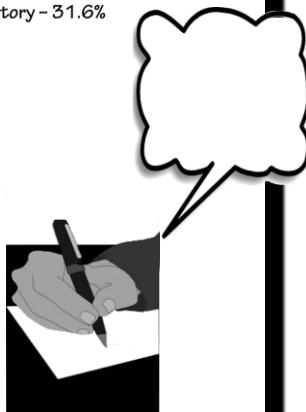
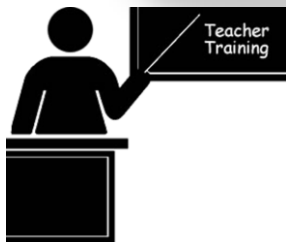
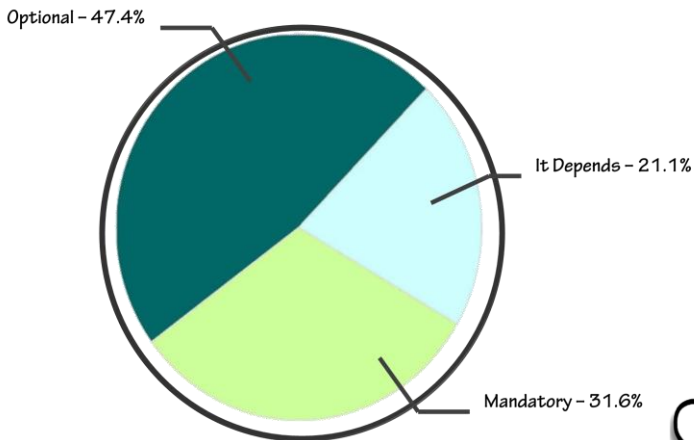
Q2. Survey Respondents: Institution Names



1. University of Colorado Denver	11. University of Denver
2. University of Northern Colorado	12. Community College of Denver
3. Colorado State University	13. Regis University
4. Colorado Mountain College	14. Clayton Early Learning
5. Arapahoe Community College	15. Front Range Community College
6. CU Boulder	16. Iliff School of Theology
7. Morgan Community College	17. CCCS/CCCOonline
8. Arapahoe Community College	18. UCCS
9. Aims Community College	19. Community College of Aurora
10. Pikes Peak Community College	

FACULTY TRAINING

Q8. Is Faculty Training Mandatory or Optional at Your Institution?



Q10. Briefly describe your faculty development model for distance instructors at your institution.

Sample Responses:

"We have small, dedicated support staff that delivers one-one support, training courses, and development programs to interested faculty."

"Faculty development is not mandatory. We offer workshops, consultations, faculty forums, online cohorts, summer teaching academy."

"Faculty Development Coordinator schedules and tracks training. The only required training is for online instructor certification."

"Many different training opportunities are offered and the faculty are free to attend what they choose would be most beneficial to them."

TECHNOLOGY

Q15. What learning management system/course platform do you use?

Desire2Learn	57.9 %
Blackboard	36.8 %
Moodle	10.5 %
eCollege	10.5%
Other: MoodleRooms	5.3%

Q21. What type of lecture capture systems/software does your college use?

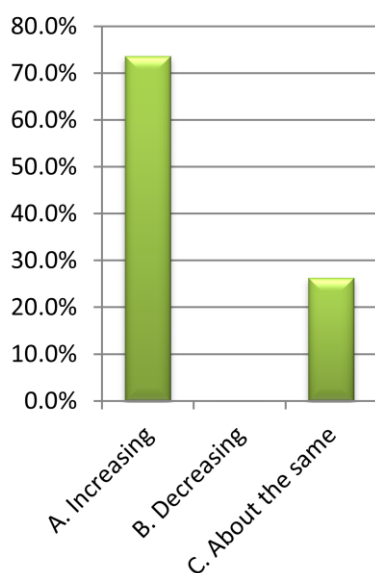
Panopto	31.6 %	Other	52.6 %
Mediasite	21.1 %	Adobe Connect	
Camtasia Relay	21.1 %	Wimba/Smart Board	
Echo	5.3 %	MoodleRooms Conduit	
Desire2Learn Capture	5.3 %	None Available	21.1 %
Tegrity	0 %	Not Sure	0 %

Q22. What other technologies/services/applications does your institution utilize to support distance learning?



GROWTH, CHALLENGES AND SUCCESSES

Q23. What is the growth rate of your distance/online course offerings to the previous year (2010)?



Q24. Describe one or two of the biggest challenges your institution faces in developing and delivering distance education courses.

Sample Responses:

Willingness of departments to participate. Many are not ready to participate. The conflict between teaching and publish or perish. Teaching is not always a priority nor does it demand time and attention.

Maintaining quality while expanding course offerings.

Ensuring that all faculty who are hired to teach online or in hybrid format are well trained to do so.

Justifying the legitimacy/effectiveness of online courses to instructors, students and administrators.

Time and staffing.

Q26. Describe one or two of the biggest successes your institution has achieved in developing and delivering distance education courses.

Sample Response:

Quality Matters initiative; new online degrees or programs developed.

We have been able to facilitate substantial growth in online learning by making it a collaborative effort between faculty and staff assigned centrally and those who are based at physical college locations.

Full-time faculty is compensated at 1.5 per 1 credit hour for the first online course taught every semester. This has led to faculty interest and enthusiasm in teaching online even though training is mandatory and evaluation is on-going.

We have implemented MathLabs+ for all sections of pre-college math, regardless of delivery method. In a more general sense, our online sections have repeatedly produced the same successful completion and grade distribution patterns as their traditional counterparts.

Every faculty member has taught online, and has learned to use the online environment in ways that are authentic to their own teaching style (i.e., not cookie cutter delivery).