

CCC Chancellor's Office 2012-14 Annual Distance Education Survey

Distance Education Coordinator Information

Page description:

This is the Chancellor's Office's survey of distance education programs and services in the California Community Colleges. Each college is required to complete the survey as part of its on-going responsibility for reporting on distance education. Please complete this information and submit by July 1, 2014. This survey will cover the period July 1, 2012 through July 1, 2014.

This survey also collects information for the California Community Colleges Online Education Initiative implementation.

This **section** of the survey gathers contact information on the college's distance education coordinator.

1. Provide the following college identification information. *

District Name

College name

DE Coordinator First Name

DE Coordinator Last Name

DE Coordinator E-mail Address

DE Coordinator Telephone Number

Distance Education Course and Curriculum Development

Page description:

The creation and development of curriculum and courses are critical to the growth of distance education programs and offerings. While content and mode of delivery are key issues in the development of distance education curriculum, it is important that the materials help promote learner centered instruction.

This **section** gathers information on the college's efforts and resources used in the development of distance education courses and curriculum.

(Survey covers time period from 7/1/2012 to 7/1/2014)

2. How many distance education courses were developed at your college from July 1, 2012 to July 1, 2014?

New courses that did not exist before and are delivered by distance education?

Existing courses that were converted from face to face to distance education?

3. For the courses identified in question #2 above about the number of new and converted distance education courses developed from July 1, 2012 to July 1, 2014, how important were the following in their development at your college?

(Rate each area from extremely important to not important).

	Extremely Important	Very Important	Important	Somewhat Important	Not Important
Curriculum development/approval	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Articulation/Transfer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State apportionment formula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional fund/resources distribution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty compensation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching load	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class size	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scheduling	<input type="radio"/>	<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"/>	<input type="radio"/>
Equipment/facility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copy right/intellectual property right	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Simply slide the resource into the rank order that you believe best represents how courses are developed at your college.

4. This question addresses how courses are developed at your college. Please rank the following **alphabetically** listed resources from the most common method of developing distance education courses and curriculum to the least common method.

Drag items from the left-hand list into the right-hand list to order them.

Collaboratively
among multiple
faculty

College-funded
education

Distance
Education
course
development
manual (Locally
developed or
purchased)

Faculty Mentors

Faculty's own
initiative, working
alone (seminar,
course, etc.)

Flexible
Calendar
session on how
to develop
Distance
Education
courses

Instructional
designers
working
independently



Instructional
designers
working with
faculty

Online self-
paced tutorials

Release time to
learn skills for
development of
distance
education
courses

Stipends or
grants to faculty

Training
provided by
@ONE Project

Training
provided by
college staff

5. Please describe any other resources used to develop distance education courses and/or curriculum at your college.

6. What Percentage of Faculty Developed Courses ...

Use the functionality of a Course Management System (CMS)?

>75%
50% - 75%
25% - 49%
<25%
Data Not Available

Integrate publisher content?

>75%
50% - 75%
25% - 49%
<25%
Data Not Available

Please identify applications or publishers.

Integrate Open Education Resources (OER) Content?

>75%
50% - 75%
25% - 49%
<25%
Data Not Available

Please identify applications or OER sources.

Page description:

This page gathers information about the inter-college activities between California Community Colleges in sharing distance education curriculum and creating collaborative partnerships. Distance education programs are generally planned and operated at the district and college levels, however there are opportunities for colleges to reduce instructional costs through collaboration and partnerships.

The Legislative Analyst Office in an October 2010 Report on distance education in California public higher education recommends that the Legislature consider ways that enhance students' access to instruction and create institutional efficiencies, including

- (1) streamlining educational pathways for online students and
- (2) promoting the sharing of curriculum across campuses and
- (3) encouraging collaborative academic programs.

7. Has your college collaborated with other colleges to develop, teach, or deliver distance education courses in any of the following areas?

	Yes	No
Collaborated on curriculum development	<input type="radio"/>	<input type="radio"/>
Used faculty from two or more colleges to teach a course at two or more colleges	<input type="radio"/>	<input type="radio"/>
Shared equipment or facilities to teach a course at two or more colleges	<input type="radio"/>	<input type="radio"/>
Shared course materials	<input type="radio"/>	<input type="radio"/>
Shared staff development activities between two or more colleges	<input type="radio"/>	<input type="radio"/>
Collaborated on distance education program development	<input type="radio"/>	<input type="radio"/>

8. Please describe some collaborative efforts your college has been involved in.

Page description:

Significant faculty-student interaction is a requirement by title 5 of the California Code of Regulations for distance education instruction in the CCC system and is a foundation of quality instruction, academic integrity, and student authentication. Questions on this page relate to distance education faculty and student interaction.

9. This question addresses the most commonly used methods of interacting with students by faculty. On a scale of 1 to 5, with 5 being the most common use, what methods of communications do you believe DE faculty use the most when interacting with their DE students?

	1	2	3	4	5
Meeting face-to-face on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telephone meetings (either one on one or group conference calls)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-mailing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Text messaging via cell phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty Blog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online Discussion Board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class Chat Room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video Conferencing with students (Skype, Google Hangout, Face time, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class Facebook Page	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class Twitter Feed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Social Networking Sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mailing materials to students (Public/Private Postal Services)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faxing materials to/from students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telephone conferencing, e.g. CCC Call Confer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telephone/computer conferencing, e.g. CCC Meet and Confer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telephone/computer conferencing for teaching, e.g. CCC Teach and Confer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telephone/computer conferencing for meeting with students, e.g. CCC Confer Office Hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Management System (CMS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Distance Education Student Authentication (Identity)

Page description:

Student authentication (identity) in distance education has been an issue of interest to federal policy makers for several years. The growth in enrollments and in the number of educational providers of online learning fueled concerns about the ability of institutions to verify the identity of online students throughout the cycle of an online course: registration, participation, assessment, and academic credit.

Passage of the Higher Education Opportunity Act of 2008, followed by federal rulemaking, resulted in new regulations. One regulation requires accrediting agencies to assure that distance education programs have processes in place to verify a student's identity.

This section gathers information on student authentication policies and procedures in distance education classes.

10. Does your district have a Board of Trustees approved student authentication policy?

- ☐ Board Policy Only
- ☐ Administrative Procedure Only
- ☐ Board Policy and Administrative Procedure
- ☐ No Board Policy or Administrative Procedure
- ☐ Board Policy and/or Administrative Procedure in process of development

11. If your Board of Trustees does have an approved policy and/or an administrative procedure, briefly summarize it/them and provide the approval and/or implementation date(s).

If you indicated that the Board Policy and/or the Administrative Procedure was in the process of development please provide draft language **(this is optional for the draft language)** and the anticipated date of adoption and/or implementation.

	Description of Policy or Procedure	Date Policy was Approved or Procedure was Implemented(mm/dd/yyyy)
Board Policy Description		

Administrative Procedure
Description

12. You can also upload a copy of your board's student authentication policy and/or administrative procedure here.

Choose File

No file selected

Upload

13. What student identity verification methods are you currently using?

- ☐ Student ID/User ID and password or passphrase
- ☐ Physical proctoring for exams
- ☐ Webcam monitoring devices
- ☐ In-person presentations or other interactions including voice recognition
- ☐ Writing style software for anti-plagiarism
- ☐ Answering questions in the midst of testing
- ☐ Biometrics to authenticate identity
- ☐ Challenge questions
- ☐ Skype interviews with photo taken and kept in student files
- ☐ Voice recognition and/or fingerprint recognition
- ☐ Text matching tool to monitor original work
- ☐ On-campus labs
- ☐ Identify students by mouse usage
- ☐ Live video conferencing
- ☐ Lock down browser
- ☐ Bi-directional video
- ☐ Other

14. Do you re-verify student identify at exams or other evaluations?

☐ Yes

☐ No

15. Student Authentication on the Course Management System

The next two questions address the Course Management System and student authentication. Please use the comment section to identify any other methods used in the course mangement system. Responses to thiese questions will require for you to consult your Course Management System administrator.

Do you authenticate student identity on the Course Management System using...

	Yes	No
ERP Authentication	<input type="radio"/>	<input type="radio"/>
A Username/Password	<input type="radio"/>	<input type="radio"/>
Biometric measures	<input type="radio"/>	<input type="radio"/>

Comments

What tools do you use for authentication on the Course Management System?

	Yes	No
Shibboleth	<input type="radio"/>	<input type="radio"/>
Active Directory	<input type="radio"/>	<input type="radio"/>
LDAP	<input type="radio"/>	<input type="radio"/>

Comments

16. Do you offer online test proctoring through your Course Management System?

- ☐ Yes
- ☐ No

You answered yes to the previous question. Based on that response please respond to the following question.

17. Does your college have an alternate method of authenticating students for online test proctoring if the primary authentication system is not functioning?

- ☐ Yes
- ☐ No

Distance Education Student Retention

Page description:

Student retention in a course is defined as the student completing the course and receiving an evaluative grade. When the student drops the course and receives a "**W**" they were not "retained". Currently in the CCC System there is a 7% retention difference between face-to-face courses and distance education courses.

From the earliest days of distance education, student retention in courses has been an on-going concern. Adapting to new technologies, unfamiliar teaching techniques, and the need for exceptional self-discipline often are the causes of the lower retention rates.

However, the results are becoming more positive as faculty adapt their instructional techniques/curriculum design, students become more familiar with distance education courses, and student support services for distance education students improve.

This section gathers information about the college's efforts to improve student retention in distance education classes.

18. Please identify the student retention efforts your college is using to improve student completions in distance education classes. (Check all that apply)

- ☐ Faculty contacting students when pre determined parameters of participation are not reached.
- ☐ Early alert notification to student and/or faculty via e-mail
- ☐ Peer advisors contacting students when pre determined parameters of participation are not reached.
- ☐ Counselors contacting students when pre determined parameters of participation are not reached.
- ☐ Instructional redesign of the curriculum to assure more learner centered engagement of students.
- ☐ Predictive analytics using data collected from the Learning Management System (LMS).

19. Identify any other student retention techniques used by your college to improve distance education student retention.

Retention
efforts 1

Retention
efforts 2

Retention
efforts 3

Retention
efforts 4

Retention
efforts 5



State Authorization (Serving students in other states)

Page description:

This page addresses the issue of "**State Authorization**" or serving distance education students in other states. Even though on June 5, 2012, the U.S. Court of Appeals agreed with a lower court ruling to 'vacate' the distance education portion [34 C.F.R. § 600.9(c)] of the U.S. Department of Education's 'state authorization' regulation.

The U.S. Department of Education is currently conducting a new round of regulatory development for **State Authorization**. It anticipated that new regulations related to **State Authorization** will be in place by October of 2014.

However, regardless of Federal regulations State laws still are in place and there is an expectation that colleges and universities will comply with all State laws. Colleges need to be in compliance with regional accrediting standards. If an institution is offering postsecondary education through distance or correspondence education in a State in which it is not physically located, the institution must meet any State requirements for it to be legally offering distance or correspondence education in that State. An institution must be able to document upon request from the regional accrediting agency that it has such State approval.

Colleges will have generally until July 1, 2014, to make good faith efforts to identify and obtain the necessary **State Authorizations** before that date."

Evidence of good faith efforts include the following:

- An application to a State, even if it is not yet approved.
- Documentation from a State that an "application is pending."

20. Serving students via distance education in other states.

Do you serve students via distance education in other states?

- ☐ Yes
- ☐ No

If Yes, how many states total?

If yes how many students?

21. Applying for authorization to serve students in another state.

Have you initiated an application(s) for authorization to serve students in another state?

☐ Yes

☐ No

If yes, how many?

22. Approvals to serve students in other states.

Have you been approved by any states?

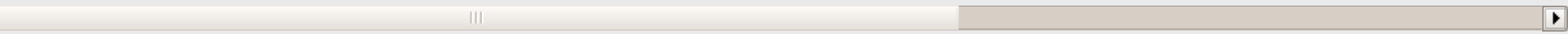
- ☐ Yes
- ☐ No

If Yes, how many?

If Yes, please list the states.

State 1	<input type="text"/>	State 14	<input type="text"/>	State 27	<input type="text"/>
State 2	<input type="text"/>	State 15	<input type="text"/>	State 28	<input type="text"/>
State 3	<input type="text"/>	State 16	<input type="text"/>	State 29	<input type="text"/>
State 4	<input type="text"/>	State 17	<input type="text"/>	State 30	<input type="text"/>
State 5	<input type="text"/>	State 18	<input type="text"/>	State 31	<input type="text"/>
State 6	<input type="text"/>	State 19	<input type="text"/>	State 32	<input type="text"/>
State 7	<input type="text"/>	State 20	<input type="text"/>	State 33	<input type="text"/>
State 8	<input type="text"/>	State 21	<input type="text"/>	State 34	<input type="text"/>
State 9	<input type="text"/>	State 22	<input type="text"/>	State 35	<input type="text"/>
State 10	<input type="text"/>	State 23	<input type="text"/>	State 36	<input type="text"/>
State 11	<input type="text"/>	State 24	<input type="text"/>	State 37	<input type="text"/>

State 12	<input type="text"/>	State 25	<input type="text"/>	State 38	<input type="text"/>
State 13	<input type="text"/>	State 26	<input type="text"/>	State 39	<input type="text"/>
Comments					
<input type="text"/>					



Student Services Offered On-campus, Online, and/or via Telephone

Page description:
This page gathers information on a wide range of student services and their level of technology adoption and use. It is designed to provide a snapshot assessment of the incorporation of technology in student services at your institution. You will need to work with your college **Student Services** staff to complete this portion of the survey.

23. Please provide the contact information for your Chief Student Services Officer.

First Name	<input type="text"/>	Last Name	<input type="text"/>
Title	<input type="text"/>	College Name	<input type="text"/>
Email Address	<input type="text"/>	Phone Number	<input type="text"/>
Fax Number (Optional)	<input type="text"/>	Mobile Phone (Optional)	<input type="text"/>

This is an assessment of the online services your college provides to the entire college student population (not just DE students).

- Service Not Offered
- Service Offered on Campus Only
- On Campus Service described on static web pages
- Some of this service is provided via interactive web pages (no records kept)
- Some of this service is offered via phone or live chat
- Some of this service is offered using video conferencing (workshops, appointments, or drop-ins)
- Some of this service allows students to complete transaction without coming to campus
- An online record of this service is saved by the institution and can be accessed by students
- An online record of this services is saved and can be edited by students

[illegible]

[illegible]

[illegible]

[illegible]

Category	Disabled Student Services	<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"/>
	Student Population Segments Services (International, Alumni, etc)	<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"/>
	Emergency Calls to Landline Telephone	<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"/>
	Emergency Calls to Cellular Telephone	<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"/>
	Emergency Text Message to Cellular Telephone	<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"/>
	Work Opportunity and Responsibility to Kids (CalWORKS)	<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"/>
	Cooperative Agencies Resources for Education Program (CARE)	<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"/>
	Disabled Student Programs and Services (DSPS)	<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"/>
			Service or program	On Campus Service	Some of this service is provided via interactive	Some of this service is offered	Some of this service is offered using video	Some of this service allows students to complete	An online record of this service is saved by the	An online record of this services is saved

	Not offered	is offered only on- campus	described on static web pages	web pages (no records kept)	via phone or live chat	conferencing (workshops, appointments, or drop-ins)	transaction without coming to campus	institution and can be accessed by students	and can be edited by students
Extended Opportunity Programs and Services (EOPS)	<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"/>
Math Engineering Science Achievement (MESA)	<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"/>
Foster and Kinship Care (FKCE)	<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"/>
Foster Student Success Initiative (FYSI)	<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"/>
Other Retention Services (Name)	<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"/>

25. Please describe plans your institution has for developing any of the above areas.

Page description:

This page is for colleges that responded that they offer degree and/or certificate programs 100% through distance education. **Complete this page only if you respond Yes to question #26.**

List all programs that apply and provide the appropriate data if applicable.

26. In 2012-13 and 2013-14 did your college offer an AA or AS degree or a Certificate of Achievement program where the student could complete the program 100% through distance education?

Note: This does not mean exclusively on-line instruction (codes 71 and 72) which are two of 10 codes used in MIS to identify a distance education course. The definition of 100% distance education used for this question can represent a mix of distance education delivery modalities that make up that 100%.

Example: A degree or certificate program delivered 60% via Internet (codes 71 and 72) and 40% via TV broadcast with audio bridge (code 52) would be 100% distance education. Please note that this represents the possibility of completing the degree via distance education.

The following are the Management Information System (MIS) Codes for Distance Education Courses as identified in the Chancellor's Office Management Information System (COMIS).

Distance Education, Delayed Interaction
50 Session under supervision of instructor not available by line of sight using medium where the content varies depending upon student response without the immediate involvement of the instructor (e.g. various types of instructional software, computer assisted instruction (CAI); digitized visual, audio or text selected in response to student input; or specially structured audio tapes, web enhanced television, etc.)
Distance Education, Simultaneous Interaction
Session under supervision of instructor not available by line of sight, using medium which provides an immediate opportunity for exchange between participants (any technology that allows immediate two-way interaction e.g. satellite, video conferencing).
51 Two-way interactive video and audio
52 One-way interactive video and two-way interactive audio

53 Two-way interactive audio only

54 Other simultaneous interactive medium not coded above

Distance Education, Passive Medium

Session under supervision of instructor not available by line of sight using one-way medium, where the medium used precludes simultaneous interaction.

61 Text one-way (e.g. newspaper, correspondence, etc.)

62 Audio one-way (e.g. audio cassette, radio, etc.)

63 Video one-way (e.g. ITV, video cassette, etc.)

64 Other passive medium not coded above

Distance Education, Internet-based

71 Simultaneous Interaction: Session under supervision of instructor, not available by line of sight, using the Internet with immediate opportunity for exchange between participants.

72 Delayed Interaction: Session under supervision of instructor, not available by line of sight, using the Internet without the immediate involvement of the instructor.

☐ Yes

☐ No

If you answered yes to question #26 please list all of the programs by name. Indicate if it is an **AA, AS, or Certificate of Achievement**. If the program is offered both as a degree and a Certificate of Achievement please list them on separate lines.

If you track distance education student graduates and there were any distance education graduates in the programs for the academic year 2012-13 by August 30, 2013, please indicate the number. If there were no graduates or you don't track this information please put in zero.

Fill in the year the program started being offered 100% via distance education. (If you have more than 50 programs please upload a Word or Excel file with the additional programs listed.)

	Program Name	Degree Type			Number of Awards	Year Started
		AA	AS	Certificate of Achievement		
1.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
6.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
7.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
8.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
9.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
11.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>

12.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
13.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
14.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
15.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
16.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
17.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
18.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
20.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
21.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
22.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
23.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
24.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
25.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
26.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
27.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
28.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>

29.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
30.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
31.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
32.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
33.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
34.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
35.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
36.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
37.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
38.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
39.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
40.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
41.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
42.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
43.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
44.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>

45.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
46.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
47.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
48.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
49.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
50.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>

27. Please upload any additional 100% DE programs here.

Choose File

 No file selected

Upload

28. A distance **educational pathway** is a **road map** guiding a student through distance education courses required for a chosen career destination at your college. It makes it easy for a student to be aware that they are able to complete degree requirements online.

Has your college developed policies to streamline the **educational pathway** of distance education students? If yes please provide a brief description.

Has you college developed streamlined educational pathway policies/activities for distance education students?

☐ Yes

☐ No

If yes, please describe your policies/activities.

Course Management System Information - Contact Information

Page description:

The next few pages gathers information about your **Course Management System**. You will need the assistance of your Course Management System's administrator to complete this section of the annual distance education survey. Provide the contact information for the **Course Management System** administrator.

Information collected on these pages will be used in the assessment of the California Community Colleges' Course Management System infrastructure and the implementation of the System's **Online Education Initiative**.

29. Course Management System Administrator Contact Information.

First Name *

Last Name *

Title *

College Name *

Email Address *

Phone Number *

Fax Number (optional)

Mobile Phone (optional)

Course Management System Information - Student Access

Page description:

This page gathers information about how the student accesses the Course Management System at your college. It ask you to provide data input if you collecet the information or if the data is not available please indicate it.

30. What percentage of total students using the Internet at home have ...

Sufficient Internet bandwidth to do most school work?

> 75%

50% - 75%

25% - 50%

< 25%

Data not Available

Adequate computers or mobile devices to use the Internet?

> 75%

50% - 75%

25% - 50%

< 25%

Data not Available

Sufficient Internet bandwidth to use the college's CMS?

> 75%

50% - 75%

25% - 50%

< 25%

Data not Available

31. What percentage of students access the CMS through...

A home network?

> 75%
50% - 75%
25% - 50%
< 25%
Data not Available

The campus network?

> 75%
50% - 75%
25% - 50%
< 25%
Data not Available

Another network?

> 75%
50% - 75%
25% - 50%
< 25%
Data not Available

32. Of the students who have mobile devices, what percentage of students use the following operating systems?

iOS (Apple)

> 75%

50% - 75%

25% - 50%

< 25%

Data not Available

◀

≡

▶

Android (Google)

> 75%

50% - 75%

25% - 50%

< 25%

Data not Available

◀

≡

▶

Phone 7/8; Windows RT (Microsoft)

> 75%

50% - 75%

25% - 50%

< 25%

Data not Available

◀

≡

▶

33. What percentage of students use the following computers / devices to access the CMS?

Campus computers

> 75%

50% - 75%

25% - 50%

< 25%

Data not Available

Personally owned computers

> 75%

50% - 75%

25% - 50%

< 25%

Data not Available

Tablets/smart phones

> 75%

50% - 75%

25% - 50%

< 25%

Data not Available

Course Management Systems Development and Hosting

Page description:

This page addresses the **Course Management System** hosting and development. If you have three **Course Management System** please enter information for all three.

34. Who develops and hosts the Course Management System #1?

Course Management System #1 Name

Developer #1

Vendor
Consortium
Home grown
Other
None

Hosting Sources #1

By vendor
By external org
Local

Contract Renew Dates #1

Annual Contract Costs #1

Local Customization #1

High
Medium
Low
None

35. Who develops and hosts the Course Management System #2?

Course Management System #2 Name

Developer #2

Vendor
Consortium
Home grown
Other
None

Hosting Sources #2

By vendor
By external org
Local

Contract Renew Dates #2

Annual Contract Costs #2

Local Customization #2

High
Medium
Low
None

36. Who develops and hosts the Course Management System #3?

Course Management System #3 Name

Developer #3

Vendor
Consortium
Home grown
Other
None

Hosting Sources #3

By vendor
By external org
Local

Contract Renew Dates #3

Annual Contract Costs #3

Local Customization #3

High
Medium
Low
None

Course Management Systems Use and Management

Page description:

This page addresses the **Course Management System** use and management. If you have thre **Course Management System** please enter information for all three.

37. Who uses and manages the Course Management System #1?

Course Management System #1 Name

% of Students Who Use the Course Management System #1

> 75%
50% - 75%
25% - 50%
< 25%

% of Faculty who use the Course Management System #1

> 75%
50% - 75%
25% - 50%
< 25%

of IT Personnel who manage the Course Management System #1

of Courses Hosted on the Course Management System #1

This refers to the entire academic year for all courses. Courses would be counted by term, so a course offered in the Fall and Spring terms would be counted twice. If there are 200 courses offered in the Fall term and 250 courses offered in the Spring term then the total for the academic year is 450 courses.

of Sections Hosted on the Course Management System #1

Sections are counted over the entire academic year. If there are 1,000 sections offered in the Fall term and 1,200 offered in the Spring term that is a total of 2,200 sections offered for the academic year.

38. Who uses and manages the Course Management System #2?

Course Management System #2 Name

% of Students Who Use the Course Management System #2

< 25%
25% - 50%
50% - 75%
> 75%

% of Faculty who use the Course Management System #2

< 25%
25% - 50%
50% - 75%
> 75%

of IT Personnel who manage the Course Management System #2

of Courses Hosted on the Course Management System #2

This refers to the entire academic year for all courses. Courses would be counted by term, so a course offered in the Fall and Spring terms would be counted twice. If there are 200 courses offered in the Fall term and 250 courses offered in the Spring term then the total for the academic year is 450 courses.

of Sections Hosted on the Course Management System #2

Sections are counted over the entire academic year. If there are 1,000 sections offered in the Fall term and 1,200 offered in the Spring term that is a total of 2,200 sections offered for the academic year.

39. Who uses and manages the Course Management System #3?

Course Management System #3 Name

% of Students Who Use the Course Management System #3

> 75%
50% - 75%
25% - 50%
< 25%

% of Faculty who use the Course Management System #3

> 75%
50% - 75%
25% - 50%
< 25%

of IT Personnel who manage the Course Management System #3

of Courses Hosted on the Course Management System #3

This refers to the entire academic year for all courses. Courses would be counted by term, so a course offered in the Fall and Spring terms would be counted twice. If there are 200 courses offered in the Fall term and 250 courses offered in the Spring term then the total for the academic year is 450 courses.

of Sections Hosted on the Course Management System #3

Sections are counted over the entire academic year. If there are 1,000 sections offered in the Fall term and 1,200 offered in the Spring term that is a total of 2,200 sections offered for the academic year.

Other Systems: Are the Course Management System(s) integrated ...

Page description:

This page gathers information on the integration of the **Course Management System** with other systems i.e. student records, student registration, course catalog, or the library system. If you have three **Course Management Systems** please provide information for all three.

40. Other Systems: Are the Course Management System(s) integrated with ...

	The Student Registration System?	The Student Records System?	The Course Catalog?	The Library System?
Course Management System #1	<div> <div>Yes</div> <div>No</div> <div></div> <div></div> </div>	<div> <div>Yes</div> <div>No</div> <div></div> <div></div> </div>	<div> <div>Yes</div> <div>No</div> <div></div> <div></div> </div>	<div> <div>Yes</div> <div>No</div> <div></div> <div></div> </div>
Course Management System #2	<div> <div>Yes</div> <div>No</div> <div></div> <div></div> </div>	<div> <div>Yes</div> <div>No</div> <div></div> <div></div> </div>	<div> <div>Yes</div> <div>No</div> <div></div> <div></div> </div>	<div> <div>Yes</div> <div>No</div> <div></div> <div></div> </div>
Course Management System #3	<div> <div>Yes</div> <div>No</div> <div></div> <div></div> </div>	<div> <div>Yes</div> <div>No</div> <div></div> <div></div> </div>	<div> <div>Yes</div> <div>No</div> <div></div> <div></div> </div>	<div> <div>Yes</div> <div>No</div> <div></div> <div></div> </div>

eContent: Are the Course Management System(s) Integrated ...

Page description:

This page gathers information on the integration of the Course Management System with eContent from: eTextbooks, Open Education Resources, publisher resources, and other resources.

41. eContent: Is Course Management System #1 integrated with ...

Course Management System #1 Name

eTextbooks? (CMS#1)

Yes
No

Open Education Resources (CMS#1)

Yes
No

Publisher's Resources (CMS#1) (If yes specify)

Other eContent #1 (CMS#1) (If yes specify)

Other eContent #2 (CMS#1) (If yes specify)

42. eContent: Is Course Management System #2 integrated with ...

Course Management System #2 Name

eTextbooks? (CMS#2)

Yes
No

Open Education Resources (CMS#2)

Yes
No

Publisher's Resources (CMS#2) (If yes specify)

Other eContent #1 (CMS#2) (If yes specify)

Other eContent #2 (CMS#2) (If yes specify)

43. eContent: Is Course Management System #3 integrated with ...

Course Management System #3 Name

eTextbooks? (CMS#3)

Yes
No

Open Education Resources (CMS#3)

Yes
No

Publisher's Resources (CMS#3) (If yes specify)

Other eContent #1 (CMS#3) (If yes specify)

Other eContent #2 (CMS#3) (If yes specify)

Names of Other Systems

Page description:

This page identifies the names of other systems the college use i.e. Student Records, Student Registration, Curriculum Development, Course Catalog, and Library systems.

44. Names of Other Systems

	System Name	Developer (Vendor, Consortium, Home Grown, Other, None)	Hosting (vendor, external org, local)
Student Records	<input type="text"/>	<input type="text"/>	<input type="text"/>
Student Registration	<input type="text"/>	<input type="text"/>	<input type="text"/>
Curriculum Development	<input type="text"/>	<input type="text"/>	<input type="text"/>
Course Catalog	<input type="text"/>	<input type="text"/>	<input type="text"/>
Library System	<input type="text"/>	<input type="text"/>	<input type="text"/>

Future Plans for the Course Management System

Page description:

This page addresses your future plans for the Course Management System.

45. Indicate if there future changes planned to your Course Management System.

Are you planning on changing to a different Course Management System (CMS) in the future?

Yes
No

If "Yes", please specify when.

If "Yes", please specify why.

☐ To obtain better Functionality

☐ To obtain better Support

☐ District / College / Dept. changing CMS systems

☐ Other

46. Would your faculty consider adopting and using a new Course Management System if it had:

	Enhanced functionality	Migration tools and support	Ongoing technical assistance	All (enhanced functionality, migration support and technical assistance)
Course Management System #1	<div>Yes Maybe No</div>	<div>Yes Maybe No</div>	<div>Yes Maybe No</div>	<div>Yes Maybe No</div>
Course Management System #2	<div>Yes Maybe No</div>	<div>Yes Maybe No</div>	<div>Yes Maybe No</div>	<div>Yes Maybe No</div>
Course Management System #3	<div>Yes Maybe No</div>	<div>Yes Maybe No</div>	<div>Yes Maybe No</div>	<div>Yes Maybe No</div>

Primary Course Management System

Page description:

This page collects information about the primary Course Management System. Answer the following questions for the Course Management System that is most used at your institution.

47. What is your recovery time for your CMS if the data center hosting the CMS was destroyed?

No down time
Up to two days
Up to one week
Up to one month
Longer

48. Helpdesk support for the Course Management System

Helpdesk provided?

Yes

No

Available 24X7

Yes

No

Provided by

In house resources

Outsourced

Both

Augmented with?

FAQ

Knowledge base

Both

Estimated Level of User Satisfaction?

> 75%

50% - 75%

25% - 50%

< 25%

49. Course Management System Integrated Systems & Services

Please enter the information in the text boxes as appropriate using one of the descriptors within the parentheses in the various columns.

	Are these tools/services online? (Yes, No, No, but interested in making online)	Are these tools/services ... (Part of the CMS?, Separate, but integrated into the CMS?, Stand Alone Applications?, No Tools/Services)	Are these tools/services ... (3rd Party Developed?, Home Grown?)	Name of Vendor (if developed by outside institution)	What % of faculty uses these services? (>75% 50% - 75% 25% - 50% < 25%)
Syllabus Development	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Test Proctoring Services	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Tutoring Services	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Access via Mobile Devices	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Chat Room	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Blogging	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Portfolio Development	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Online Meetings	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Are these tools/services	Are these tools/services ...	Are these tools/services	Name of	What % of faculty uses these

	online? (Yes, No, No, but interested in making online)	(Part of the CMS?, Separate, but integrated into the CMS?, Stand Alone Applications?, No Tools/Services)	...(3rd Party Developed?, Home Grown?)	Vendor (if developed by outside institution)	services? (>75% 50% - 75% 25% - 50% < 25%)
Gradebook	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Copyright Management	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Publisher Content	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Streaming Media	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Comments

50. Which of the following supplementary tools are used in conjunction with your Course Management System? (Check all that apply)

- ☐ Google Apps
- ☐ Microsoft 365 (email)
- ☐ Microsoft Office
- ☐ Cloud storage (Dropbox, etc.)
- ☐ Other

Satisfaction with the Primary Course Management System

Page description:

This page gathers information on faculty and student satisfaction with the primary Course Management System used at your college.

51. List the Best, Worst, and Missing features that faculty and students most often identify with the Course Management System.

	Best Features	Worst Features	Missing Features
Faculty 1	<input type="text"/>	<input type="text"/>	<input type="text"/>
Faculty 2	<input type="text"/>	<input type="text"/>	<input type="text"/>
Faculty 3	<input type="text"/>	<input type="text"/>	<input type="text"/>
Student 1	<input type="text"/>	<input type="text"/>	<input type="text"/>
Student 2	<input type="text"/>	<input type="text"/>	<input type="text"/>
Student 3	<input type="text"/>	<input type="text"/>	<input type="text"/>

Thank You!

Thank you for taking the California Community Colleges 2012-14 Annual Distance Education Survey. Your response is very important to us.

California Community Colleges Chancellor's Office