

Q1 What in your mind constitutes “distance education”?

Answered: 73 Skipped: 3

#	Responses	Date
1	education that does not require a student to be at a specific location	4/7/2017 3:16 PM
2	A course taught primarily (or entirely) online.	4/7/2017 10:00 AM
3	online classes	4/6/2017 10:57 AM
4	When the student(s) and the instructor(s) are separated physically by distance	4/4/2017 11:43 AM
5	Online courses and telepresence. According to our accreditors, correspondence courses are also DE.	4/4/2017 8:47 AM
6	Off campus-computer-not face to face courses	4/3/2017 2:48 PM
7	Replacing classroom time with tech mediated instruction.	4/3/2017 1:07 PM
8	Not all students attend class on Eureka campus.	4/3/2017 11:51 AM
9	online classes	4/3/2017 11:47 AM
10	Online computer learning	4/3/2017 11:23 AM
11	Education offered to students who do not commute to a physical classroom space.	4/3/2017 10:46 AM
12	There are three primary modalities that constitute "distance education": 1. A course that is fully online, where the instructor never meets the students in a face-to-face setting 2. A course that is partially online (defined above) and partially in a face-to-face setting (aka "hybrid") 3. A course where a professor is in a room with students in a face-to-face setting, while other students in the class participate in the interactions remotely (aka "telepresence")	4/3/2017 10:05 AM
13	skype, etc	4/3/2017 9:14 AM
14	on-line; telepresence; hybrid.	4/3/2017 7:59 AM
15	online course	4/3/2017 6:45 AM
16	remote televised, or online courses	4/3/2017 5:16 AM
17	Instruction that takes place via the internet, as opposed to face-to-face classroom instruction.	4/2/2017 11:50 PM
18	Distance education can range from using Canvas to provide supporting materials for a traditional face-to-face course to interactive television broadcasted courses to and from education centers to the most extreme which are fully online, asynchronous courses.	4/2/2017 10:41 PM
19	delivery of instruction through technology that permits students to participate in the class from a non-campus location at the time of their choosing.	4/2/2017 10:31 PM
20	Asynchronous participative online coursework	4/2/2017 9:57 PM
21	Courses that are entirely online, hybrid courses, and telepresence courses.	4/2/2017 9:52 PM
22	From telepresence, hybrid, traditional online as well as courses with emphasis on Canvas for content distribution.	4/2/2017 9:51 PM
23	Education that takes place in part, or entirely, from a distance. Students and teacher are not in same location when learning takes place.	3/25/2017 8:39 PM
24	online and hybrid courses	3/24/2017 9:41 AM
25	On-line instruction via computer; one-on-one instruction via Skype or other apps.	3/23/2017 10:57 AM
26	instruction that is not F2F, instructor and student connected via technology. Though, even classroom based instruction can use strategies that are key to DE - flipped (pre-recorded lectures, discussions on Canvas, etc. Not sure if correspondence is considered DE, but I don't think of it as DE.	3/23/2017 7:26 AM
27	seems the term currently defines those instructional presentations that are delivered to students taking classes off campus and online.	3/22/2017 7:12 PM

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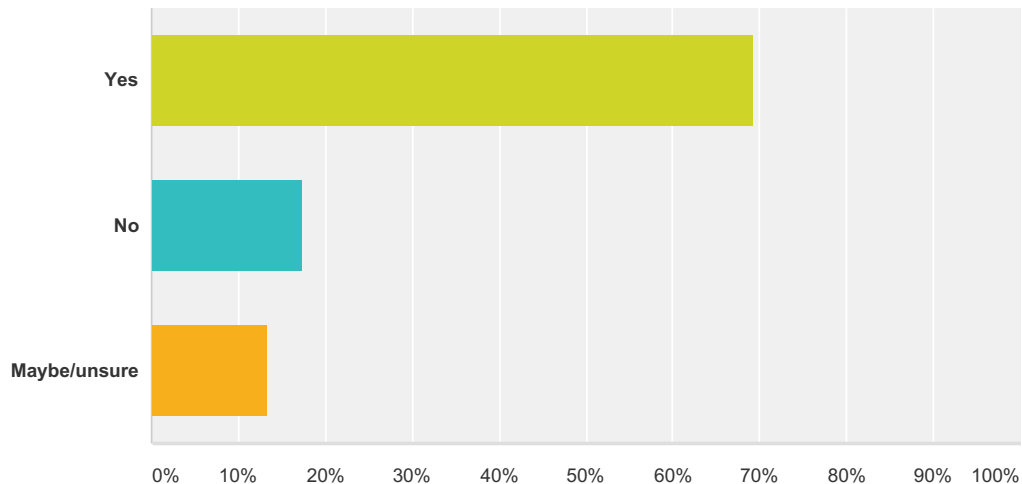
28	An instructional situation where the instructor communicates with students via written correspondence, and not face to face. This can be anything from runners carrying scrolls, to Pony Express, or the Internet. Usually the Internet these days.	3/22/2017 5:06 PM
29	any course (degree, personal growth, whatever) that use a technological interface (like the computer) to deliver a majority of its content and assessments.	3/22/2017 4:41 PM
30	classes taught through the computer	3/22/2017 2:46 PM
31	Learning course material online.	3/22/2017 12:20 PM
32	Online or hybrid courses.	3/22/2017 10:04 AM
33	I think of DE as the Chancellor's Office describes it: the delivering course content/instruction that would normally be delivered face-to-face through some kind of mediated technology.	3/22/2017 9:30 AM
34	Fully online classes, hybrid classes, televised classes, as well as classes where the instructor may be at a location apart from the students transmitting course content from one location to another synchronously.	3/22/2017 9:20 AM
35	These are students who can not come to campus and therefore a on-line or video version of the course is available for them. Those who can come to the classroom should not be filling these types of courses.	3/22/2017 9:01 AM
36	A student who wants to continue education, but has a problem reaching a certain campus. A student can do that through technology.	3/22/2017 8:40 AM
37	Wwhen your student is a physical distance away, farther than the 20 ft of a classroom.	3/22/2017 7:00 AM
38	Online training	3/21/2017 10:36 PM
39	taking or teacking a class online	3/21/2017 7:11 PM
40	Any class that includes a portion of instruction hours in a non-face-to-face, traditional mode	3/21/2017 6:49 PM
41	online or TP course	3/21/2017 6:17 PM
42	Fully online classes	3/21/2017 5:09 PM
43	Classes online, including "hybrids"	3/21/2017 4:54 PM
44	Online instruction.	3/21/2017 4:45 PM
45	on-line	3/21/2017 3:48 PM
46	Courses which do not meet with the instructor for each class.	3/21/2017 3:24 PM
47	Asynchronous and synchronous online classes, hybrid online and face-to-face classes, and telepresence classes.	3/21/2017 3:17 PM
48	Telepresence and online classes	3/21/2017 3:05 PM
49	Hybrid/Telpresence, and traditional O/L classes	3/21/2017 3:05 PM
50	classes taken where the location of the students and teacher do not matter.	3/21/2017 2:42 PM
51	a dedicated part of a course that requires online student participation outside of the classroom in order to complete a lesson module.	3/21/2017 2:36 PM
52	Online classes, hybrid- some online and some face to face, and telepresence courses	3/21/2017 2:27 PM
53	Where technology is used to mediate teacher to student and student to student interactions.	3/21/2017 2:23 PM
54	Courses taught online (mostly or completely).	3/21/2017 1:22 PM
55	Teaching online or some way that doesn't involve being physically present with students.	3/21/2017 1:07 PM
56	Any course content delivered in a modality other than face to face instruction in the same physical classroom.	3/21/2017 1:02 PM
57	online canvas courses, courses by mail, on the job education	3/21/2017 12:52 PM
58	online classes	3/21/2017 12:46 PM
59	Electronic, internet based instruction.	3/21/2017 12:38 PM
60	Distance Education is when a student connects to a class via the internet, from a distance, not face-to-face instruction. Students generally log onto the class via computer, and complete assignments in a specified time frame as set up by the instructor, but generally log onto the computer at a time that's convenient for them.	3/21/2017 12:25 PM
61	Using corporate designed electronics between teacher and student for a profit-based agenda is one definition.	3/21/2017 12:15 PM

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62	Classes offered online only, through tele-presence, or through traditional "correspondence" via written texts with no face-to-face component.	3/21/2017 12:10 PM
63	Anything that isn't on campus, in a face-to-face course.	3/21/2017 12:02 PM
64	Online learning or E-learning. Modules with content and lots of student interaction through discussions and group projects. Also multiple ways for the instructor to give feedback.	3/21/2017 11:55 AM
65	It is a broad category. Interactive video would be at one end of the spectrum -- not very different from conventional teaching. Asynchronous 100% online would be at the other end of the spectrum -- very different from conventional teaching.	3/21/2017 11:51 AM
66	A set up that takes the student out of the classroom or campus setting that physically offers the course. This in my mind may look like online, correspondence or video exchange.	3/21/2017 11:49 AM
67	Faculty and student not in the same room	3/21/2017 11:48 AM
68	Education provided 100% via online mechanisms.	3/21/2017 11:47 AM
69	Instruction via online delivery modes rather than in-class instruction.	3/21/2017 11:43 AM
70	Online learning--simultaneous and non, telepresence, and correspondence.	3/21/2017 11:38 AM
71	Education where the instructor is not physically present with the students	3/21/2017 11:35 AM
72	Any instruction that occurs where the instructor and student are not in the same physical location at the time of instruction.	3/21/2017 11:32 AM
73	Online classes	3/21/2017 11:29 AM

Q2 Do you believe that distance education could be appropriate for courses in your discipline?

Answered: 75 Skipped: 1

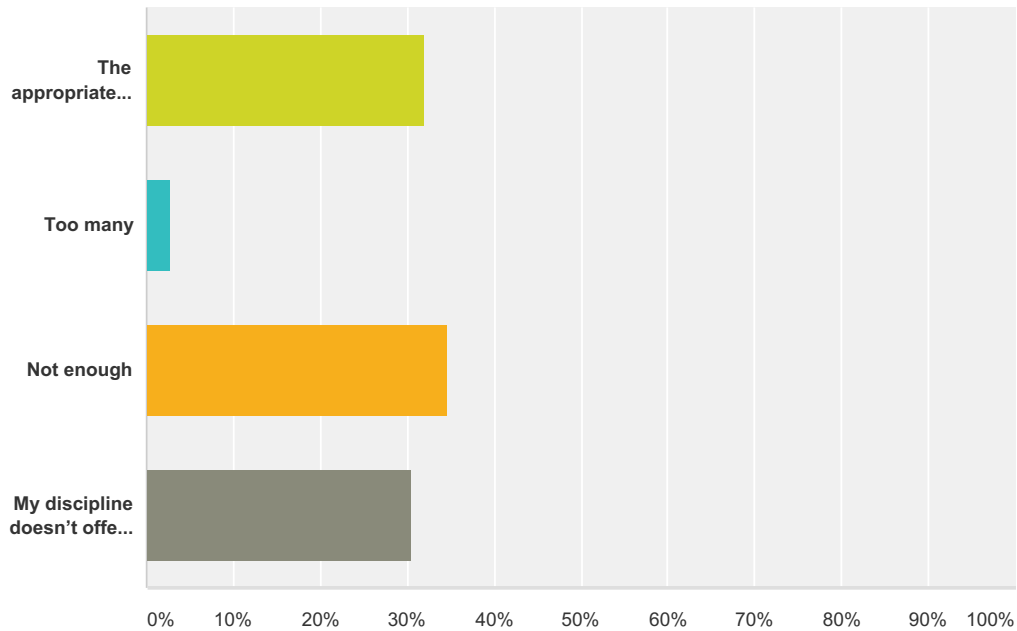


Answer Choices	Responses	
Yes	69.33%	52
No	17.33%	13
Maybe/unsure	13.33%	10
Total		75

Q3 If your discipline offers DE courses, do

you think that your discipline offers

Answered: 72 Skipped: 4

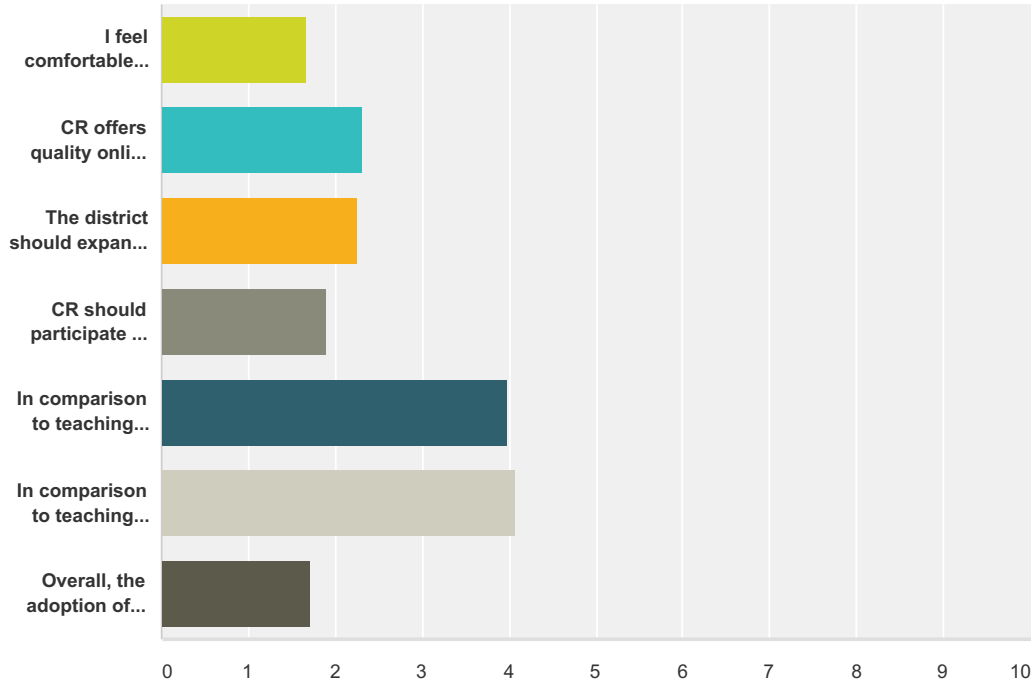


Answer Choices	Responses	
The appropriate amount	31.94%	23
Too many	2.78%	2
Not enough	34.72%	25
My discipline doesn't offer DE courses	30.56%	22
Total		72

Q4 Please indicate your level of agreement or disagreement with the following statements:

Answered: 75 Skipped: 1

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	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	N/A (no opinion)	Total	Weighted Average
I feel comfortable using Technology	53.33% 40	34.67% 26	6.67% 5	2.67% 2	2.67% 2	0.00% 0	75	1.67
CR offers quality online instruction	9.46% 7	35.14% 26	21.62% 16	5.41% 4	0.00% 0	28.38% 21	74	2.32
The district should expand online course offerings	24.32% 18	31.08% 23	25.68% 19	6.76% 5	2.70% 2	9.46% 7	74	2.25
CR should participate in the State of California's Online Education Initiative's Course Exchange.	31.08% 23	22.97% 17	16.22% 12	4.05% 3	0.00% 0	25.68% 19	74	1.91
In comparison to teaching face-to-face courses, online courses are easy to teach.	1.37% 1	5.48% 4	15.07% 11	35.62% 26	28.77% 21	13.70% 10	73	3.98
In comparison to teaching face-to-face courses, online courses are easy to build.	0.00% 0	6.76% 5	13.51% 10	32.43% 24	33.78% 25	13.51% 10	74	4.08
Overall, the adoption of Canvas has helped CR improve online instruction.	32.43% 24	28.38% 21	9.46% 7	1.35% 1	0.00% 0	28.38% 21	74	1.72

Q5 What barriers, if any, do you see to offering online courses in your discipline?

Answered: 71 Skipped: 5

#	Responses	Date
1	nursing requires skill development and training in the human connection and nursing activities	4/7/2017 3:16 PM
2	There is a significant hands-on portion (skills lab) required. Any online course would have to be a hybrid - didactic portion online, in-person skills practice and testing sessions.	4/7/2017 10:00 AM
3	Learning the tech, keeping students engaged...it seems to me that it would take a tremendous amount of drive and self discipline for students to get as much out of online teaching as they would from fff instruction, and I don't know how many really have that.	4/6/2017 10:57 AM

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4	Time and money; training; willingness of decision-makers to schedule courses after all that work has been invested in designing them	4/4/2017 11:43 AM
5	Most of my courses are best served by real-time, synchronous discussion. I have taught online before and though online discussion forums work fairly well, they're not really equal to the group discussion for teaching inquiry. I believe online teaching serves us best when the primary focus of the course is to transmit information, material, and processes.	4/4/2017 8:47 AM
6	We are CTE discipline, requiring hands on participation.	4/3/2017 2:48 PM
7	Colleague obstruction and unwillingness.	4/3/2017 1:07 PM
8	Certain courses require face to face skills development.	4/3/2017 11:51 AM
9	instructor certification and inability to cover hands on skills	4/3/2017 11:47 AM
10	Geographical, and deminished learning modalities.	4/3/2017 11:23 AM
11	Students at the Humboldt County Correctional Facility do not have internet access. ESL students often have poor computer skills.	4/3/2017 10:46 AM
12	Finding qualified people who can teach those particular courses. Also, we have had situations where an instructor is using the telepresence modality in Del Norte where the professor has 1 or two students in the face-to-part of the telepresence class and 20-25 students watching remotely in Eureka. That seems a bit backwards to me.	4/3/2017 10:05 AM
13	Opens up the curriculum for people who can hurt students, or put forward unethical/racist messages, or create secondary (perhaps first hand) trauma. Historically, when this class is taught on line, students are asked to digest one "new-age" (and not source material) book then do a book report. The class is best taught with face to face, tailoring it to the needs of the students, and with the depth of empathy needed to process the material.	4/3/2017 9:14 AM
14	The main barrier I see to most online courses is the personal interaction between students and teachers and students with each other.	4/3/2017 7:59 AM
15	I don't see any barriers	4/3/2017 6:45 AM
16	none	4/3/2017 5:16 AM
17	None in particular although an expanded access to some online PBS-sorts of videos that are normally shown in classes via dvd would help build a variety of content available within class modules	4/2/2017 11:50 PM
18	The biggest barrier I see in general for distance education is literacy, both English and computer. I have found that the most effective way to communicate with students online is through writing. Students write me questions, and I respond with detailed explanations. Some explanations are posted for the whole class while others are unique to particular students and tailored to their specific questions. I see quite a lot of variation in students' willingness and ability to express themselves in writing. I also see quite a lot of variability among students in their abilities to function in an online environment in terms of relatively simple things like using logical computer file names and organization to how to upload files into Canvas. I also get the feeling sometimes that some of my students are attempting to engage with the course too much on their smart phones using the Canvas app. Additionally, I think that the online modality is more appropriate for courses like statistics and contemporary mathematics rather than very technical advanced mathematics courses like Calculus and beyond.	4/2/2017 10:41 PM
19	1) verifying authenticity of students participating in an online course. 2) students having difficulty with the technology (not the course delivery tech, but the course content tech)	4/2/2017 10:31 PM
20	My colleagues are universally unwilling to ascribe value or substance to online coursework.	4/2/2017 9:57 PM
21	Labs in biology cannot be truly replicated online. Students can get the concept of equipment, but clicking on a pipet or beaker isn't the same as correctly handling them.	4/2/2017 9:52 PM
22	Online curriculum delivery devices. Canvas not sufficient for proper assessment.	4/2/2017 9:51 PM
23	I have had a hard time getting started due to not having enough time to create the course outlines and get started on building courses in Canvas. Other tasks always end up coming before creating hybrid courses and the start date for working on them keeps getting pushed back.	3/25/2017 8:39 PM
24	Students need more technological support at CR!!!!	3/24/2017 9:41 AM
25	Research and Development time and application.	3/23/2017 10:57 AM
26	So my answer to #2 is some courses or parts of courses are appropriate for DE. In nursing, students need direct contact with instructor and patients - for students to learn and for instructors to assure safety.	3/23/2017 7:26 AM
27	uncompensated time investment.	3/22/2017 7:12 PM

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28	Nothing can beat real time face-to-face communication, and I'm into technology, use it every day, and teach in the DM department. Even using video conferencing, which would be real time with visual and auditory, two-way communication, I don't believe the quality is as good as face-to-face. The barrier is communication; the less real contact we have the less we actually communicate. Throw in email response times, and it is compounded. Then there is the barrier of the written word. Not all read or write with the same facility. Perhaps the question wasn't answered or understood; then there's another delay. The barrier is in the lack of a personal connection. The bond between teacher and student becomes abstract. I am not at all attracted to distance learning, either in teaching it or taking courses online. I think my feelings are not barriers to everyone, but I bet that the impersonality, and the lack of timely communication necessitated by correspondence of any kind, is going to impact anyone to some degree. Thus, I think online classes are less valuable for the student. So another barrier, if we may call it that, is quality: it's a lower quality education. Probably cheaper, but there you go.	3/22/2017 5:06 PM
29	It takes a lot of time to develop online classes. The planing and materials development need to be done before hand but faculty are not paid for this "pre-work". Given the hours upon hours that it takes to develop online classes, faculty should be paid for at least some of this time. Plus, consider the time spent earning the online teaching certification and the continual professional growth for the online environment, the time it takes to master new technology....maybe online teaching should pay at a higher rate?	3/22/2017 4:41 PM
30	We need a counselor or advisor strictly for DE students, we had one in the past and it was very helpful for DE students, and the teacher. We worked closely.	3/22/2017 2:46 PM
31	Students are not physically coming to the campus, thus, may be unable to access resources that require face-to-face contact (tutoring, etc.).	3/22/2017 12:20 PM
32	The course caps are the same for F2F or online classes, and I think that the caps should be lower in online classes because of the massive amount of time and resources that must be devoted to creating an original course and maintaining effective and regular contact with all of the students. There's a sharp learning curve involved with designing these courses, and I'm not so sure that many of my colleagues in English prefer the idea of never physically meeting students or working so much harder than in face to face classes with no extra compensation, training, or technological assistance.	3/22/2017 10:04 AM
33	Some of the courses in my discipline are not appropriate for online education as they require face-to-face interaction.	3/22/2017 9:20 AM
34	It is a barrier to human interaction and classroom discussion. The students need to learn how to talk and discuss history (or anything) in the real world, not just on-line in text messaging. Human contact is necessary for full learning and understanding of complex concepts.	3/22/2017 9:01 AM
35	hands on experience is so important.	3/22/2017 8:40 AM
36	The majority of teachers are part-time, and they have no ability to teach online.	3/22/2017 7:00 AM
37	My disciplein is Restaurant and Hospitality Management. One barrier is the misconception that you can't teach cooking online. You can teach a lot about cooking online. Another barrier is that the discipline is only about cooking. It is about a lot more than cooking; example: human resources, cost control, career development, bar and beverage management, sanitation, etc.	3/21/2017 7:11 PM
38	Availability of ADA-compliant materials for instruction. Right now, CR just warns us that they'll throw us to the wolves if a student complains materials aren't compliant but doesn't provide adequate supporting materials. When I taught online, I was told with a couple weeks' notice that I had to record all of my lectures for the semester by a deadline two months before the semester if I wanted them closed captioned. Having done this, I was discouraged from updates. CC'd videos in my discipline are scarce and, though I keep asking in PR, improvement has been slow. Institution-wide, I have heard faculty complain about deans hiring unprepared online instructors who teach poor-quality courses (since faculty now formally out of hiring loop). Meaningful interaction between students, students and faculty	3/21/2017 6:49 PM
39	Approval from the Chancellor's office to expand courses to DE.	3/21/2017 6:17 PM
40	Laboratory work is very challenging to do in an asynchronous environment.	3/21/2017 5:09 PM
41	A vocational program needs to have hands on learning and prepare students for a career including soft skills. I could see lecture on-line, but never lab activities	3/21/2017 4:54 PM
42	interactions of a face to face nature which simply cannot be replicated in a virtual classroom.	3/21/2017 4:45 PM
43	language classes require face to face interaction	3/21/2017 3:48 PM
44	Time and technology required to build courses.	3/21/2017 3:24 PM

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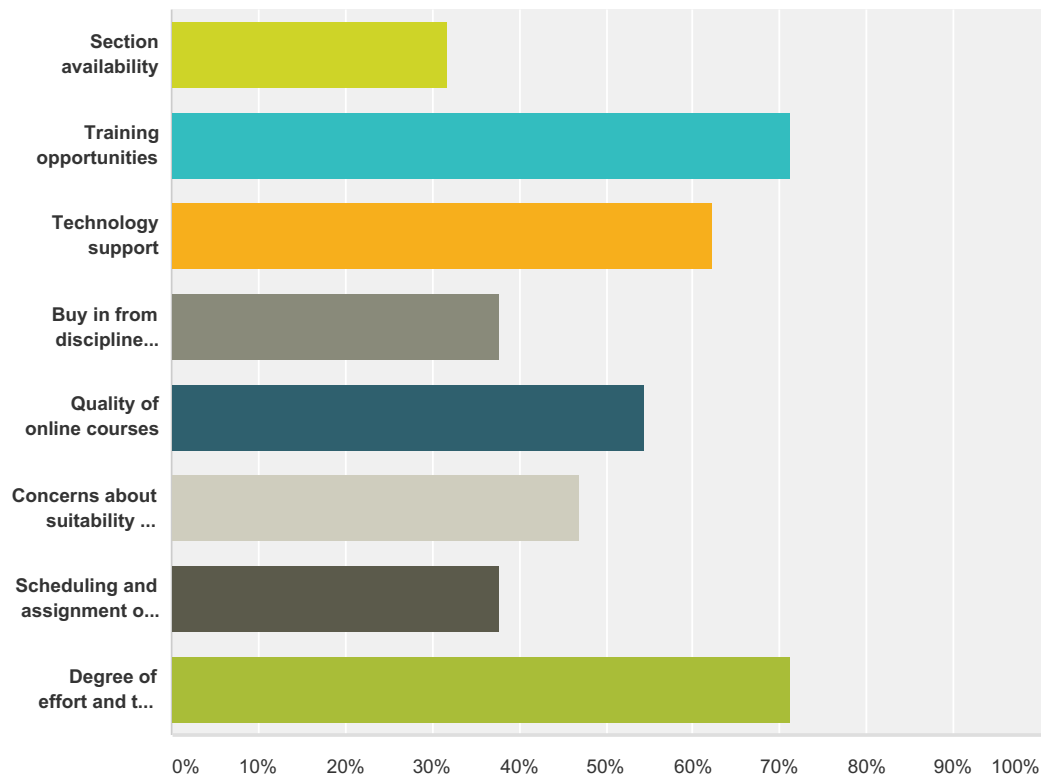
45	In general, students are less well served by online classes. (1) Online classes require a high-level of reading and writing competency, and many of CR's students are underprepared for what online the classes require. Online classes work better for highly motivated and upper-division (or graduate) students than they do for students just entering college. (2) In-class discussions are important, and in a classroom setting there is a greater ability to employ the Socratic method and "read" the class. (3) Properly teaching an online class takes an incredible amount of work and given that we are expected to teach 5 sections, faculty at CR do not have enough time to devote to proper online instruction.	3/21/2017 3:17 PM
46	Giving students access to adequate support services. We have NET Tutor, but it's barely adequate.	3/21/2017 3:05 PM
47	Some of the classes are just not appropriate for purely O/L (i.e., asynchronous instruction). Also, CR offering sufficient tools, such as enough rooms at the DN and EKA campuses to host/receive telepresence courses. Ideally, there should be about a half-dozen rooms available to both host and receive courses at the EKA campus.	3/21/2017 3:05 PM
48	many courses require hands-on access to physical equipment to perform assignments or labs.	3/21/2017 2:36 PM
49	Access to programs and equipment by students	3/21/2017 2:29 PM
50	All instructors agreeing to using this modality.	3/21/2017 2:27 PM
51	Time to develop and update courses. Additional resources, such as availability of tools that might work with Canvas in a way that would help us reach the goals specific to our discipline, or more actual course building support.	3/21/2017 2:23 PM
52	Labs are an important part of my discipline and it is very difficult to have an adequate lab experience at home using online information.	3/21/2017 1:22 PM
53	Craft is dependent on many physical nuances which would be impossible to convey except in person.	3/21/2017 1:07 PM
54	Student to student peer feedback is a learning outcome in many courses. This function in canvas is still rocky, at best. It makes it difficult to make this activity as rich and meaningful as it would be face to face.	3/21/2017 1:02 PM
55	I work with students that have developmental disabilities and do not have good technological skills. They also need to deal at a concrete level. Sometimes visual works, but the aid of physical contact with a teacher who understands their learning level and needs to help them with questions, demonstrations, and explanations is absolutely essential with the students I work with.	3/21/2017 1:00 PM
56	courses not promoted properly	3/21/2017 12:52 PM
57	Needing to do lab based instructional days. Showing hands on and practicing different skills	3/21/2017 12:46 PM
58	My discipline requires hands-on lab work.	3/21/2017 12:38 PM
59	In mathematics, many times students benefit greatly from visual demonstrations of how a problem is solved, instead of just reading it in a textbook. This can be overcome by providing smaller instructional videos for students to view whenever they need additional support. Classroom discussion is also valuable, as good questions can lead to a greater understanding by all students. This can be more challenging in an online environment, but having discussion boards where a student can seek additional help, both from the instructor and their fellow classmates, can help overcome this.	3/21/2017 12:25 PM
60	Evaluation of student-generated texts is much more time-consuming to get a comparable quality of evaluation.	3/21/2017 12:15 PM
61	I do not think that online instruction is appropriate or effective for precollegiate courses. Students in these courses tend to lack the reading and habit-of-mind skills necessary for success in online courses.	3/21/2017 12:10 PM
62	Access to consistent internet in our area. The KT area in particular would benefit from access to DE courses but good internet and study habits are a barrier to success. There are also resources that are not being used to their full extent. For example, Orleans has good internet and a computer center that could be used by students. Students also need training in how to learn online--possibly access to tutors would help.	3/21/2017 11:55 AM
63	The biggest barrier to offering online courses is finding instructors with both a passion for and sufficient training in online instruction.	3/21/2017 11:51 AM
64	There is a strong hands on component to my discipline that doesn't transfer well to the online interface.	3/21/2017 11:49 AM
65	Lack of interest among senior faculty and lack of collegial cooperation in building said courses.	3/21/2017 11:48 AM
66	We currently offer Hybrid courses. These do not work for the type of learners we tend to attract. Our students work in emergency services and oftentimes work shift work and can't come to a set time for the Hybrid portion. I believe we would greatly benefit by offering more DE.	3/21/2017 11:47 AM
67	Online courses are only appropriate for lecture-based courses in the Art discipline (e.g. Art 1A, Art 1B, Art 4, and Art 6). Online instruction does not work for the laboratory-intensive coursework required of studio art-based courses, which constitutes a big percentage of the coursework in our department.	3/21/2017 11:43 AM

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68	I teach online literature courses. They are hard to build and are not frequently repeated. It's more work than face-to-face classes for sure. I'm not compensated for that extra work. Another barrier is that as we offer more online courses, students are forced to take them online when they would prefer to take them face-to-face. I overheard a group of students complaining about GS-06, and another group defending it. Why the dispute? One group had been able to take a high-quality class face-to-face and thought it was well worth it. The other group had to take it online, since it wasn't offered face-to-face. They claimed it was worthless.	3/21/2017 11:38 AM
69	We already offer many online courses. There are no large barriers now.	3/21/2017 11:35 AM
70	n/a	3/21/2017 11:32 AM
71	It is extremely difficult to ensure that the enrolled student is completing the task. Fraud is common in online classrooms.	3/21/2017 11:29 AM

Q6 Which, if any, of the following need to be addressed to better support instructors who currently teach online, or who are interested in teaching online? Check all that apply

Answered: 66 Skipped: 10



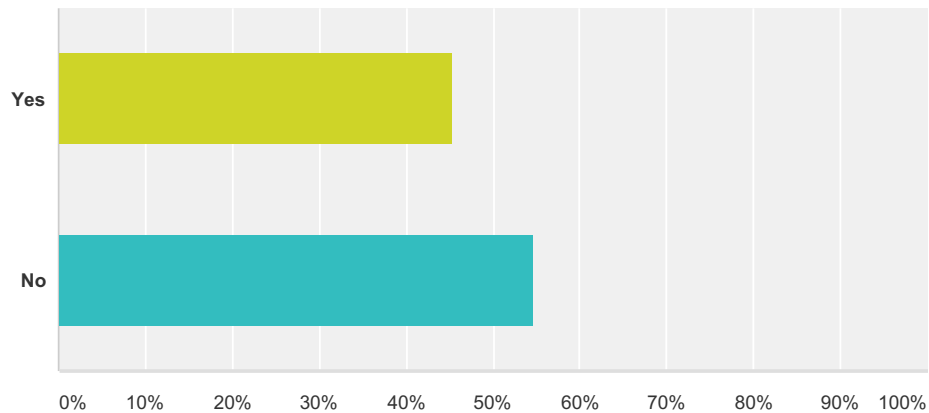
Answer Choices	Responses
Section availability	31.82% 21
Training opportunities	71.21% 47
Technology support	62.12% 41
Buy in from discipline colleagues	37.88% 25
Quality of online courses	54.55% 36
Concerns about suitability of online instruction for my courses and/or discipline	46.97% 31

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Scheduling and assignment of online courses	37.88%	25
Degree of effort and time required to teach online	71.21%	47
Total Respondents: 66		

Q7 Have you had formal training or certification in online teaching and pedagogy?

Answered: 75 Skipped: 1

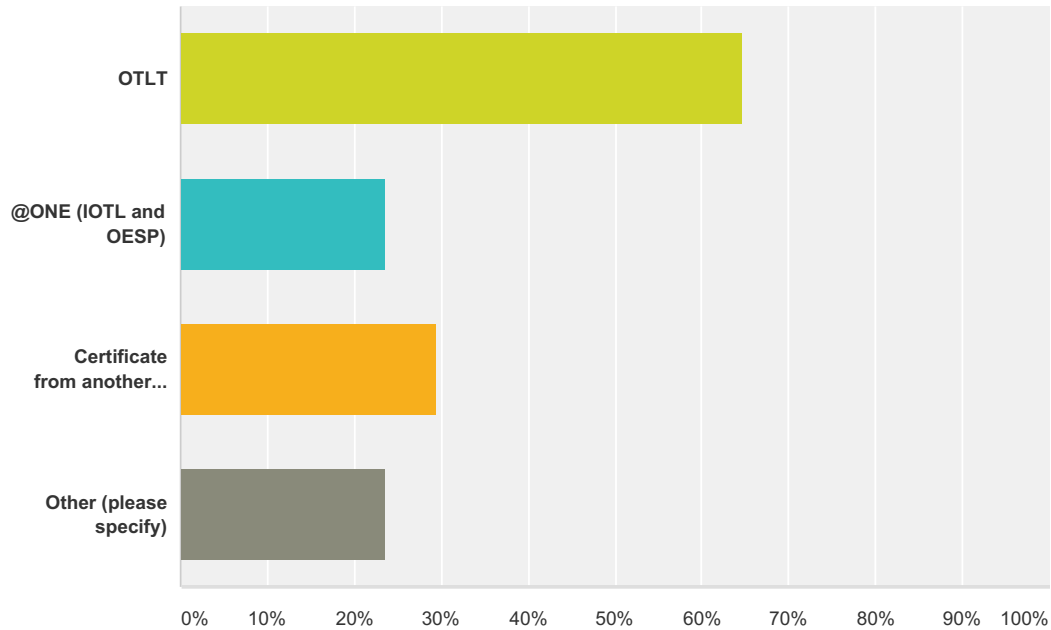


Answer Choices	Responses	
Yes	45.33%	34
No	54.67%	41
Total		75

Q8 Which of the following have you had? (select all that apply)

Answered: 34 Skipped: 42

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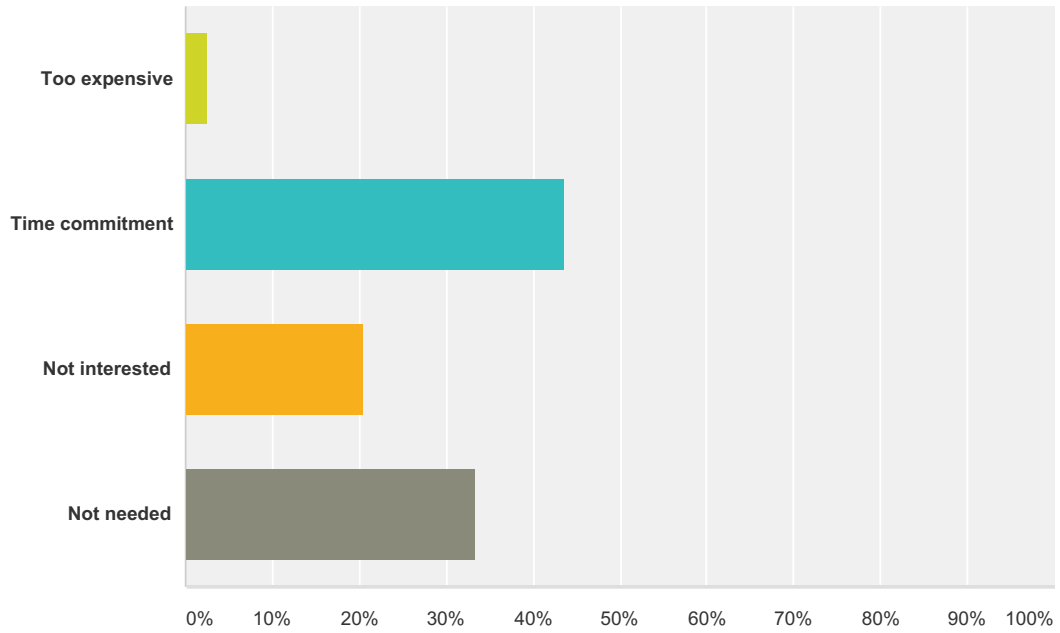
Answer Choices	Responses
OTLT	64.71% 22
@ONE (IOTL and OESP)	23.53% 8
Certificate from another college	29.41% 10
Other (please specify)	23.53% 8
Total Respondents: 34	

#	Other (please specify)	Date
1	I was trained in a month-long summer program by the originators of the BlackBoard LMS in 2000 at the onset of online education modality.	4/4/2017 8:47 AM
2	master's coursework and capstone in developing online nursing courses	4/2/2017 9:58 PM
3	I taught at University of Phoenix long ago and was trained there.	3/23/2017 7:27 AM
4	School of Education coursework as part of a teaching credential	3/22/2017 9:01 AM
5	I taught online at Citrus College in 2001-2006; I have taken the online teaching certification at CR.	3/22/2017 7:01 AM
6	graduate courses on pedagogy which included specific sections on online education.	3/21/2017 3:18 PM
7	Graduate certificate in Online Teaching and E-Learning from UW Stout (15 units)	3/21/2017 11:56 AM
8	Experience Teaching online at several other institutions	3/21/2017 11:36 AM

Q9 If not, why not?

Answered: 39 Skipped: 37

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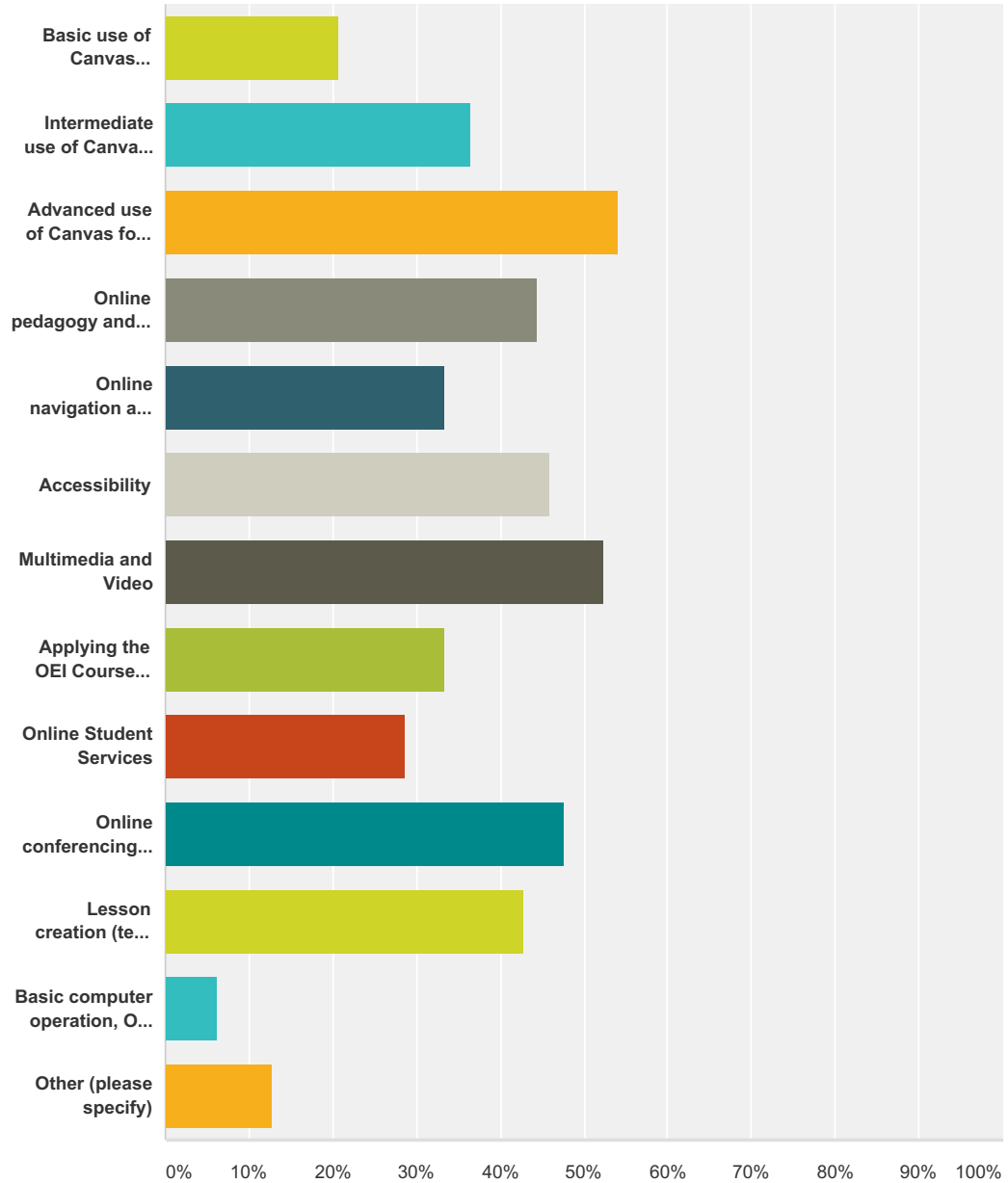


Answer Choices	Responses	
Too expensive	2.56%	1
Time commitment	43.59%	17
Not interested	20.51%	8
Not needed	33.33%	13
Total		39

Q10 Would you like training in any of the following areas? (check all that apply):

Answered: 63 Skipped: 13

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Answer Choices	Responses	
Basic use of Canvas (Assignments, Gradebook, Syllabus)	20.63%	13
Intermediate use of Canvas (Rubrics, Quizzes, Discussions)	36.51%	23
Advanced use of Canvas for fully online course(Pages, Modules, HTML)	53.97%	34
Online pedagogy and teaching techniques	44.44%	28
Online navigation and course design	33.33%	21
Accessibility	46.03%	29
Multimedia and Video	52.38%	33
Applying the OEI Course Design Rubric	33.33%	21
Online Student Services	28.57%	18

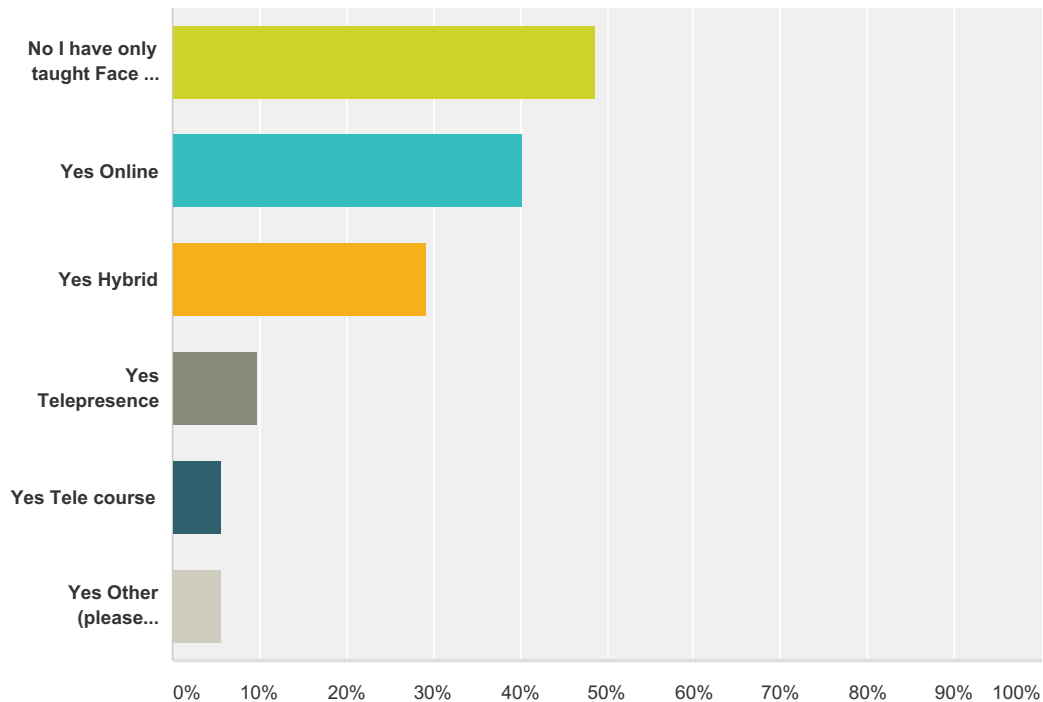
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Online conferencing tools	47.62%	30
Lesson creation (text video narration).	42.86%	27
Basic computer operation, OS and MS Office	6.35%	4
Other (please specify)	12.70%	8
Total Respondents: 63		

#	Other (please specify)	Date
1	I love learning, but I don't think my discipline should be on line ever	4/3/2017 9:16 AM
2	secure testing	4/2/2017 9:59 PM
3	Audit of online courses currently offered.	4/2/2017 9:53 PM
4	more technological support for students!!!	3/24/2017 9:42 AM
5	I'd be interested in Online pedagogy and teaching techniques as a last resort :). Otherwise, keep me in the classroom.	3/22/2017 5:08 PM
6	discipline specific software	3/22/2017 7:02 AM
7	smart board	3/21/2017 3:48 PM
8	Because the evolution of technology and the downsizing of the full-time faculty pool at CR has continuously added to my workload, reassigned time / release time to explore possibilities would help.	3/21/2017 12:16 PM

Q11 Have you ever taught in a modality other than Face to Face? (Select all that apply)

Answered: 72 Skipped: 4



Answer Choices	Responses
No I have only taught Face to Face Courses	48.61% 35

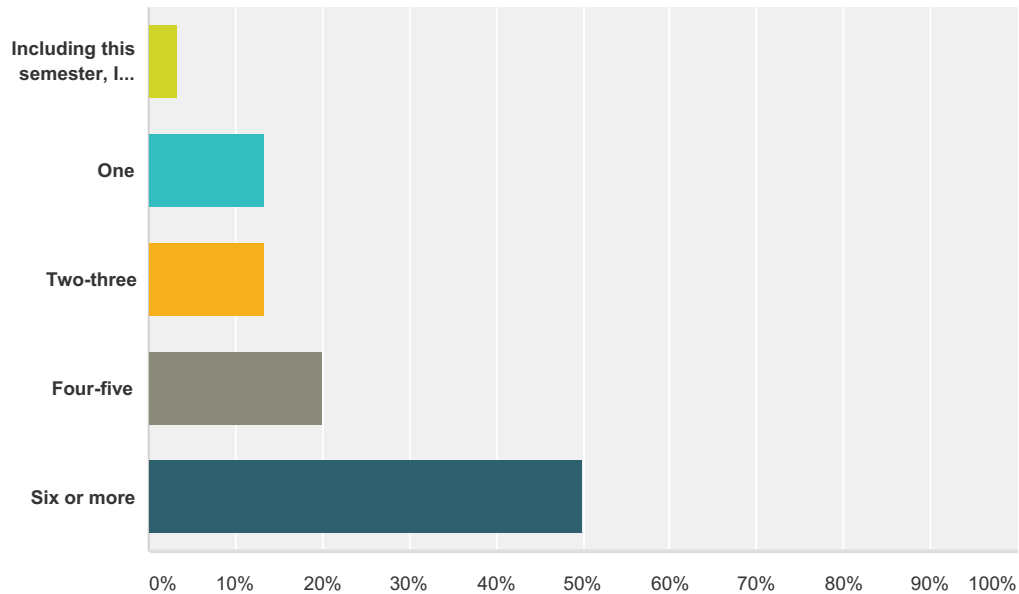
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Yes Online	40.28%	29
Yes Hybrid	29.17%	21
Yes Telepresence	9.72%	7
Yes Tele course	5.56%	4
Yes Other (please specify)	5.56%	4
Total Respondents: 72		

#	Yes Other (please specify)	Date
1	ITV	4/2/2017 9:53 PM
2	via the old video... - when John Anderson was here.	3/23/2017 7:29 AM
3	I taught a hybrid math course back in 2009.	3/22/2017 7:02 AM
4	I've taught using television, not using the current Telepresence equipment.	3/21/2017 12:16 PM

Q12 Which of the following best describes your experience teaching online?

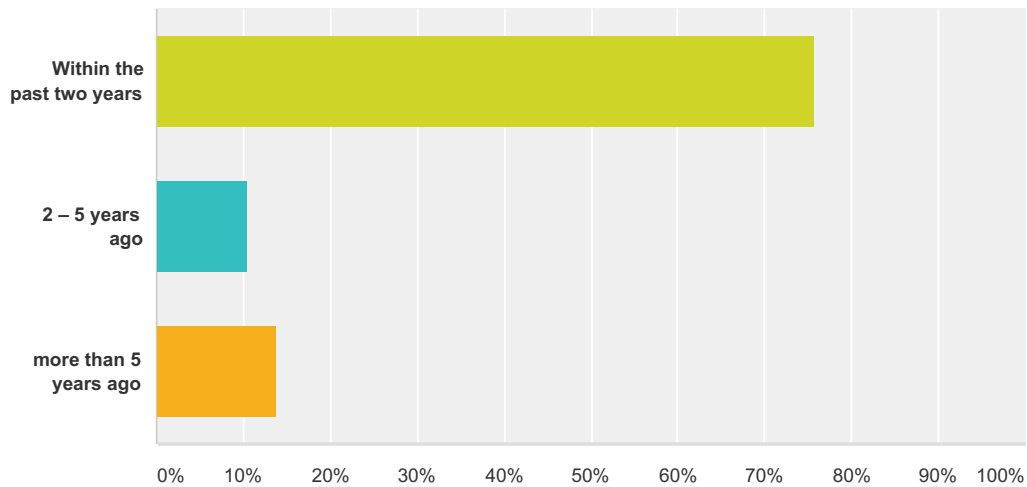
Answered: 30 Skipped: 46



Answer Choices	Responses
Including this semester, I have taught _____online course(s).	3.33% 1
One	13.33% 4
Two-three	13.33% 4
Four-five	20.00% 6
Six or more	50.00% 15
Total	30

Q13 When did you most recently teach online?

Answered: 29 Skipped: 47

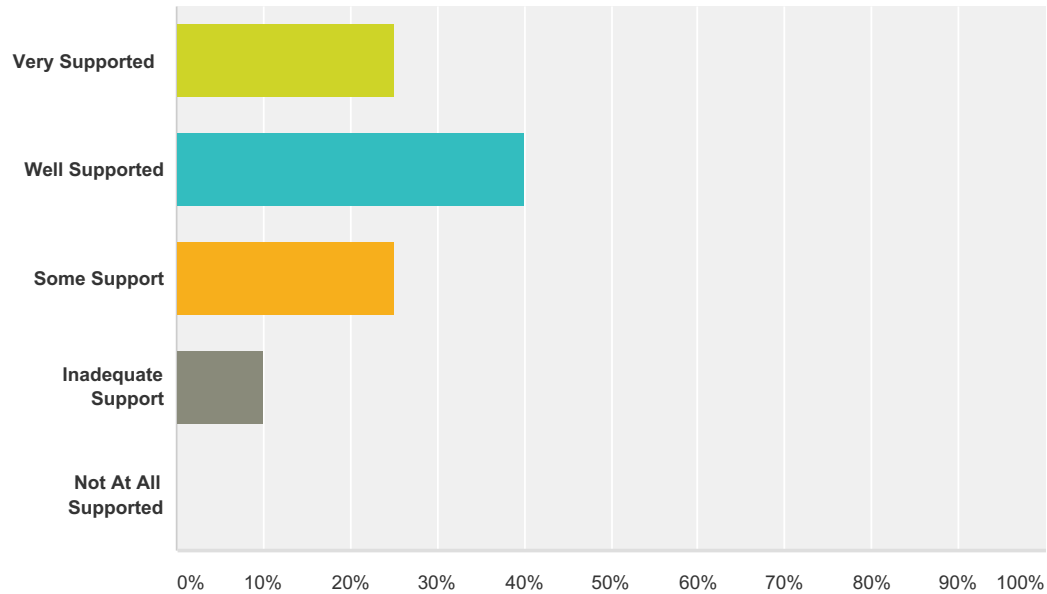


Answer Choices	Responses	
Within the past two years	75.86%	22
2 – 5 years ago	10.34%	3
more than 5 years ago	13.79%	4
Total		29

Q14 If you currently teach online (2016-2017), please indicate the degree to which you feel supported by the college?

Answered: 20 Skipped: 56

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Answer Choices	Responses
Very Supported	25.00% 5
Well Supported	40.00% 8
Some Support	25.00% 5
Inadequate Support	10.00% 2
Not At All Supported	0.00% 0
Total	20

Q15 If you have only taught Face to Face courses, are there any reasons why you would not consider teaching a different Modality? (Please Explain)

Answered: 33 Skipped: 43

#	Responses	Date
1	Answered in Question #5	4/7/2017 10:01 AM
2	I have a tremendous bias toward ftf comm for interpersonal communication and public speaking. GOOD online teaching seems to me to require a level of detailed prep that seems both tedious and exceptionally difficult. If I say the wrong thing, I can correct myself, but having every moment of interaction potentially recorded and scrutinized is chilling.	4/6/2017 11:01 AM
3	N/A	4/3/2017 2:49 PM
4	complicated and ineffective for hands on skill training	4/3/2017 11:49 AM
5	I am willing to learn	4/3/2017 11:24 AM
6	Not necessarily. It is nice to have at least some face to face human interaction in any course, but online courses have their advantages, and can be effective.	4/3/2017 10:50 AM
7	I believe that the face-to-face interaction best accommodates the kind of Socratic engagement that is essential to my discipline.	4/3/2017 10:06 AM

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8	As explained earlier, it opens up this particular sensitive course material to people who would either abuse it, or abuse the students. When I first stepped into the role, I was told the same by professors with tenure. In social work, they call this type of communication: full of barriers - i.e., the barrier of a different thought, the distance, the machine, the place the person is located in as well as the teacher, etc. Too much can be miscommunicated and not corrected in the moment. It is the opportunity for trauma to occur due to the course material.	4/3/2017 9:18 AM
9	it is the only one I was offered to instruct. There is someone else already instructing the on line variety I am not interested in the computer technology- I do not even use power point	4/3/2017 6:38 AM
10	the development time for an online course could be prohibitive	4/2/2017 10:32 PM
11	I would teach BIOL1 online, but not BIOL2 or BIOL3. BIOL1 is for non-majors, and may be a terminal bio course for CR students. BIOL2 is for allied health majors, and they will need lab skills for future courses. BIOL3 is a majors course, and these students will also need lab skills for future classes.	4/2/2017 9:57 PM
12	I'd be happy to engage in alternative instruction methods beyond face-to-face delivery as long as I was compensated for the time and effort invested. As an adjunct, I already work two jobs and still live paycheck-to-paycheck. The profession at this level of employment is endlessly suffering a lack of regard by political leadership and lack of respect by the public. Was I not so invested in my own learning, I'd have left academics long ago.	3/22/2017 7:18 PM
13	I think I explained in my answer about barriers.	3/22/2017 5:08 PM
14	No. I want to teach online that is why I have been taking classes and working towards my online teaching certification.	3/22/2017 4:42 PM
15	I believe that human contact and direct interaction is a proven teaching method for the last 3000 year. The new modalities are but babies in the trial and error phase and I'm in no hurry to leave a proven method for a current fad.	3/22/2017 9:04 AM
16	does not apply in my field of work	3/22/2017 8:43 AM
17	I am interested in teaching online.	3/21/2017 6:18 PM
18	Time investment, quality of the courses I would want to "water down" my subject so that it is only a formality to attend class and doesn't assist in preparing them for the vocation. Face-to-face can have a deeper dynamic than on-line	3/21/2017 4:58 PM
19	no.	3/21/2017 4:46 PM
20	See #5	3/21/2017 3:48 PM
21	Lack of compensation and job security for AF to build out a high quality first-time course.	3/21/2017 3:26 PM
22	I have been both on the full-time and part-time side of CR. As a part-time employee I was particularly concerned about the amount of effort it was to build an online course. Our assignments are not fixed, and technically we could get bumped from the class or the class could get dropped due to low enrollment. There is no recourse for associate faculty. Additionally, I feel that there is a significant amount of time invested to building a course, and associate do not get adequately compensated for this work.	3/21/2017 3:12 PM
23	I would be very interested with the support of training	3/21/2017 2:29 PM
24	It doesn't suit my teaching style (which is immediate interaction with my students).	3/21/2017 1:23 PM
25	Not appropriate for the type of learning	3/21/2017 1:08 PM
26	My students mostly need face to face teaching due to their learning level	3/21/2017 1:02 PM
27	The time that to online trainings are offered are in the middle of the semester. I do not have the time to do all of that on top of my current course load	3/21/2017 12:50 PM
28	My discipline does not lend itself to the DE format. CTE; lab, hands-on instruction.	3/21/2017 12:40 PM
29	I'm concerned about the additional time it takes to set up an online course, as well as maintaining an online classroom environment, but I'm hoping to be able to to it one of these days.	3/21/2017 12:27 PM
30	The joy of teaching--for me--is linked to the classroom dynamic of face-to-face teaching--in particular with class discussions. I have used online discussion boards, and while they can be useful, they do not provide an equivalent experience. In addition, I am relatively close to retirement, so my impetus to go through online training is minimal. If I were going to be teaching for another ten years, I would certainly do it to maximize my options.	3/21/2017 12:14 PM
31	There is a strong face to face requirement when teaching in a shop hands on setting.	3/21/2017 11:51 AM
32	I've never had the opportunity.	3/21/2017 11:48 AM
33	Studio art courses are very laboratory-intensive and are not appropriate courses for online learning.	3/21/2017 11:45 AM

Q16 Please use the space below for any

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additional comments that you would like to make about distance education at CR generally, or your relationship with distance education specifically.

Answered: 41 Skipped: 35

#	Responses	Date
1	Question #8: I have not seen such training offered. Training specific to my discipline (Health Occupations) would be more useful.	4/7/2017 10:01 AM
2	I am willing to give it another try if it will help the college compete for FTEs apportionment funding (though I am not seeing the return, currently, and I suspect it's because some of our faculty and some of our technical support isn't quite up to producing the best course material for online classes). I am also willing to give telepresence a try, particularly in my most popular course which always fills within the first week of our open enrollment period. The college should make a financial incentive--like a stipend for special training and large class size based on telepresence.	4/4/2017 8:52 AM
3	DE: 1) Lacks the face to face component and group participation, which some students would academically benefit from. 2) Some students may benefit, with lack of transportation costs, and time or schedule fit to the individual life style.	4/3/2017 2:54 PM
4	I continue to have quality-control concerns with online courses. One step that would increase confidence in online instruction would be to require evaluation for first-time online instructors.	4/3/2017 1:11 PM
5	I would enjoy the challenge and could use the extra income DE would offer me.	4/3/2017 11:25 AM
6	It feels like the entire world has moved toward electronics/digital classes. A word of caution for all: we are now in the post-humanist era and while that might work for some students to have this distance from reality, it is not good to continue down this road and only reinforces this detachment from reality. Perhaps if a course does go to distance ed, several meetings with teacher or in the environment would be important??? The discipline I teach requires someone to support the learning in the moment, it can traumatize students or be used to hurt others and needs to be prefaced with a lens in which to see, empathy in which to digest, face to face experiences with real today people - not just history or some stereotypical figure from a cartoon. While some classes might be appropriate for this modality - that's great, let's be progressive. However, social work, humanities, ethnic studies and important issue classes, please no.	4/3/2017 9:22 AM
7	I think distance education might work for some, but for my discipline it is not as effective as teaching face to face.	4/3/2017 5:20 AM
8	None, other than that the experience gained through taking the online certification courses helped immensely. (There is a lot of work involved in creating effective and accessible online courses!)	4/2/2017 11:54 PM
9	I think one of the cornerstones of higher education is inspiring students to take an interest in learning and to think creativity and critically. While I understand the need for courses to be accessible, I also believe that there is a danger that the push to standardize the online experience for students comes at the cost of a narrowing of possibilities and opportunities for creative approaches.	4/2/2017 10:47 PM
10	In Health Occupations particularly we should be doing more distance education, which I addressed in my master's capstone. We need to reach out and provide "education that works" for the people of our geographically remote, high-unemployment population.	4/2/2017 10:04 PM
11	I believe that CR needs to independently audit the quality of our current online course offerings.	4/2/2017 9:54 PM
12	I don't have any other thoughts.	3/25/2017 8:40 PM
13	There is not nearly enough technological support for students taking online courses at CR!!!!	3/24/2017 9:42 AM
14	My graduate hours in Educational Technology were long ago. Advances in this technology may have made distance education much easier than it was in the 90s.	3/23/2017 10:59 AM
15	I think we all need to be more tech savvy. Even for those of us not teaching online fully - the tools used and developed for DE could be very helpful. I am in favor of DE, but I think we need to be very strategic and mindful of quality. Who is overseeing the whole program and evaluating what works and where we need to improve? I am worried that the quality is uneven (relates to Q#4).	3/23/2017 7:36 AM
16	no further comment.	3/22/2017 7:18 PM

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17	I think the @One classes are great and help to set a high (but totally achievable) standard so I would highly recommend online teachers take a few classes from @One. Also, I think a greater variety of online classes is really important since CR does not have many evenings classes that a person working full-time can participate in unless that person is able to get permission from work to use vacation time and not many people are willing to do this. And, maybe changing the length of online classes - some can run the whole semester but what about slower paced classes that spread the work over 2 semesters (great for people with learning disabilities, people working full-time, people with family commitments, etc.) or shorter more intensive classes? I think that the online environment offers a great opportunity to experiment to see if students' success changes with course duration/intensity or any other factor and then we - the college - should adjust in a way to try and maximize student success.	3/22/2017 5:26 PM
18	I admit that, without exploring it more, my opinions are just feelings. My feeling is that I don't want to take an online class, or to teach one. I am all about communicating; it's the most important thing we do with each other. I write my own tutorials, and I know how difficult it is to be precise, and to be understood by everyone, when putting complex ideas into a fixed set of words. Since there is no real time interaction, one must be very careful to be as clear as possible. But not everyone comprehends the same. To explain something thoroughly in a fixed set of text invites questions by those who need to hear it differently. That is a barrier, because they will often not have a response in real time (I assume I'm not "in class" 24/7), and when they do have a response and it doesn't make sense, the delay continues. And I won't even know when some people have questions, because it's not as easy for them to ask as it is in a classroom. I can't see them struggle. You know what it is for me? I just don't want to something (teach online) that I don't think I can do as well as if I were doing it another way. I would be wondering why I'm not doing it the more effective way.	3/22/2017 5:16 PM
19	More class offerings in GUID and GS	3/22/2017 2:48 PM
20	As a part-time faculty member, I think that teaching online required a great deal of my own personal existing knowledge, access to technology, and an incredible amount of time that was simply donated to the college rather than being adequately compensated for creating a course to teach completely online. I did not feel supported in very many ways. I was initially reluctant and resistant to online teaching, but I ended up creating a very good course and having an excellent experience (as did my students who attested to this in informal course evaluations I elicited), yet that fell entirely on my own shoulders and it seemed like a great deal more work of every kind was required of me that was in no way compensated in line with what the online teaching and learning experience demanded. There needs to be a lot more support and a lot more explicit explanation of where/how/who/when to seek that support from, especially if part-time faculty members are expected to participate in online education.	3/22/2017 10:11 AM
21	I think that the quality of our distance education courses as a whole at CR are quite varied depending upon the commitment and training of the individual instructor. I do not feel like we do a good job evaluating distance education courses and believe that each instructor should be required to be evaluated in their distance education course the first time it is offered, regardless of where the instructor is in their regular evaluation cycle. Additionally, to create and teach a quality distance education course requires A TON OF TIME!! I don't feel like the District adequately supports the development of quality DE courses -- hiring an instructional designer would help -- nor does the District adequately compensate instructors for the development of online courses. The addition of an instructional designer would be incredibly helpful if for no other reason that to ensure accessibility requirements are met. An added benefit would be to create a uniform "look" to online classes at CR so that our students don't have to figure out each new online instructor's navigation idiosyncrasies; having a consistent navigation/look to all of our online courses would be helpful for students. I also have great concerns about Deans/Directors not heeding full-time faculty recommendations relative to which associate faculty members should teach online courses within a discipline -- just as some instructors are better suited to teach certain courses within a discipline based upon their level of training and expertise, some instructors are also better suited to teach face-to-face courses and I believe that the full-time faculty in a discipline should be relied upon to make those staffing recommendations to the administrator. Additionally, I have concerns about assigning DE courses to associate faculty whom we may never have met or who may not reside in our community (or even in our state). I also have concerns about full-time faculty members teaching a majority of their load online which will conceivably take them off campus for a majority of the work week (or, in some cases, potentially, they may never have to come to campus at all). I believe that we will sacrifice something very important if we don't have a physical campus that is robustly staffed with on-site full-time faculty members. This will have negative impacts in both the quality of committee, student advising and support, and other out-of-classroom service as well as the sense of community on campus.	3/22/2017 9:36 AM
22	On-line education is the equivalent of a library education. There is a whole library full of books and you can read them for yourself and learn just about anything. But you have to read and find someone to discuss your knowledge with. On-line is the same thing, if they do the work and interact with the professor, they will learn. But if they just push the buttons and look at the material there is not evidence of deeper learning and understand that come from a face to face conversation.	3/22/2017 9:07 AM
23	I think that it is a great service for certain students.	3/22/2017 8:45 AM
24	Working 2 part time jobs, it seems impossible to find the time to take the CR online training class. It would be so helpful if your would offer it in the summer when there is some down time.	3/21/2017 7:19 PM

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25	Things are definitely improving. Lisa is doing a great job. The issue is that our admin wants these courses as a money-maker, not caring that they're not appropriate for most of our underprepared and/ or unmotivated students who really need a face-to-face connection to succeed.	3/21/2017 6:52 PM
26	I believe CR needs to expand DE offerings across disciplines.	3/21/2017 6:19 PM
27	I think teaching online is much HARDER than teaching face to face. The generation of quality CONTENT is incredibly challenging, because it must be engaging, comprehensive, CLEAR, and it must somehow facilitate meaningful INTERACTIONS between participants (student-student AND student-instructor). I am probably biased- and might feel differently about the workload AFTER I am no longer BUILDING and TEACHING at the same time...but I'm not sure. I think it is HARDER to connect with students, and ensure they are ENGAGING with the material when I can't see their cute little faces. I'm a baby-online-teacher...so I look forward to answering these questions again after another round of fun.	3/21/2017 5:24 PM
28	I think we need to be careful, we don't want to jeopardize the quality of instruction or "out source" to the point we don't have an institution.	3/21/2017 5:00 PM
29	Classes to teach how to teach online should be offered in the summer.	3/21/2017 4:47 PM
30	I continually hear from current and former CR students that our online classes "are a joke." Students often complain that online classes are significantly easier to pass, that they miss the student and teacher interaction, and that they learn less. I understand that I have not heard from a representative sample, but I hear from numerous students, all of whose opinions carry great weight with me, harsh critiques of CR's online education. I find that when I have taught online, that when I require nearly the same amount of work (typically slightly less) that the course requires too much time to be able to pass. I hear far fewer complaints from students in F2F classes; I assume this is because they expect f2f classes to be hard, but students do not expect that of online classes. The pass rate for online classes in our discipline has been lower than it has for f2f.	3/21/2017 3:25 PM
31	1) I'm concerned about the level of assessment that happens with these courses. While the curriculum gets evaluated, the actual course itself is not vetted by this institution. Additionally, to assess an instructor in that course is not enough, the teaching is totally different: the course itself needs to be assessed on a scheduled basis. 2) Similarly, I strongly disagree with concept of "grandfathered" online courses. This field has come a long way and all the classes need to be up to the current standards. This is one of the reasons I'm glad CR is getting involved in OEI, but for the rest of the online classes that won't be in OEI, CR needs to maintain the same level of rigor. 3) I have heard from students that there is no consistency between online classes, even from the way the Canvas site is laid out. We need more standardization and access to "best practices".	3/21/2017 3:25 PM
32	Stop having the cost of on-line tools be the first consideration every time. While I understand there are financial constraints, either CR needs to be serious about its commitment to O/L instruction or get off the pot. At least the hiring of Reno G., and the adoption of Canvas are two steps in the right direction. But more needs to be done	3/21/2017 3:08 PM
33	I think that it is important that we increase the quality and range of our online offerings, and better support faculty teaching, and students taking, online classes. I also think that it is important that we participate in the State Exchange, and work with, rather than against, the current trend towards online learning. I'm am concerned that we aren't better setting the college up for success by more carefully building an infrastructure to support distance education, including more clear contract language, course building support, scheduling in consultation with discipline faculty, evaluating quality, etc.	3/21/2017 2:43 PM
34	I am glad that distance ed is available for CR students. Many students live far from campus and many also work during the day.	3/21/2017 1:25 PM
35	I believe that students at CR self-place into online and hybrid courses often without having the necessary skills, access to reliable technology/internet, and/or realistic expectations for the work load. If there was a universal gateway course all students had to take to orient to the expectations of the online environment, including the technological requirements, this would help them be successful when the content of the course is equally as challenging as the new modality. In the absence of a gateway course, a 2 week required orientation course would be a great resource. Hybrid courses especially would benefit in this, because my experience has been students perceive the on campus meeting days as tutoring sessions for the online material, rather than fully engaging with the online material and coming prepared for applied learning on the face to face days,	3/21/2017 1:07 PM
36	From my perspective, on-line teaching at CR is focused on capturing FTE's without investing in humans. It's mercenary.	3/21/2017 12:16 PM
37	In my experience, providing a good level of regular effective contact per student is much more time consuming in the online mode than in the face to face mode. I would recommend that the College explore the idea of making class caps for online classes lower than those for face-to-face.	3/21/2017 12:05 PM
38	I don't have much experience with distance ed. In fact, I'm a brand new teacher in general, green as can be!	3/21/2017 11:52 AM

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39	I'm glad that we do offer distance education courses in the art department, and feel that we currently have the appropriate amount of DE courses to serve the needs of both art majors and non-major GE requirement seekers. (Three out of the four online Art courses we offer are both CSU GE and IGETC courses, so we are well covered.)	3/21/2017 11:49 AM
40	Distance Ed is an excellent way to incorporate a population of folks who can't otherwise attend college.	3/21/2017 11:48 AM
41	Distance Education at CR is successful and increasingly important if we are to stay competitive with other institution in attracting and retaining students	3/21/2017 11:38 AM