

Demographics (completed surveys)

	Does not teach online, not interested (12)	Does not teach online, is interested (12)	Has taught online, not doing so now (12)	Is teaching online now (37)	TOTALS
CAS	7	9	4	20	40
College of Education	0	0	2	8	10
Health Professions and Social Work	0	1	2	6	9
Lutgert College of Business	2	1	2	3	8
Whitaker College of Engineering	0	0	1	0	1
Library	1	1	1	0	3
OTHER	2	0	0	0	2

Advisor I	2	0	0	0	2
Advisor II	0	1	0	0	1
Librarian - Assistant	1	0	0	0	1
Librarian - Associate	0	1	0	0	1
Librarian - Full	0	0	1	0	1
Adjunct and Visiting Faculty	2	3	1	5	11
Instructor I	3	0	2	8	13
Instructor II	1	1	1	2	5
Instructor III	0	1	0	3	4
Assistant Professor	1	2	2	8	13
Associate Professor	2	1	3	6	12
Full Professor	0	0	2	3	5
Other	0	0	0	1	1

	Does not teach online, not interested (12)	Does not teach online, is interested (12)	Has taught online, not doing so now (12)	Is teaching online now (37)
20+ years teaching (15)	2	0	6	7
16-20 years teaching (6)	1	1	0	4
11-15 years teaching (14)	0	2	1	11
6-10 years teaching (17)	2	4	4	7
2-5 years teaching (18)	6	3	1	8
0-1 years teaching (3)	1	2	0	0

Have you been a student in an online course?

	Does not teach online, not interested (12)	Does not teach online, is interested (12)	Has taught online, not doing so now (12)	Is teaching online now (35)	Totals
Yes	4	6	7	23	40
No	8	6	5	14	33

How do you define quality in an online course? (what are indicators of quality?)

GENERALITIES	
Student engagement	XXXXX X
The best result for the student with the fewest problems meeting requirements	X
Students in online course meet same or equivalent outcomes / objectives / performance standards / rigor as in equivalent face-to-face course. Online course emulates/parallels f-2-f course.	XXXXX XXXXX X
STUDENT EVALUATIONS OF QUALITY	
Positive feedback from students	XX
INTERACTION, FACILITATION	
Instructor "presence," interactive instruction, student interactivity, student collaboration, discussions, student-teacher connections / instructor availability	XXXXX XXXXX XXXXX XXXXX XXX
Rapid responsiveness of instructor / effective/timely course communications	XXXX
Informative, timely feedback on assignments	XXXX
COURSE DESIGN, DEVELOPMENT, ORGANIZATION	
Clear course organization, navigation, objectives, requirements and expectations; course organization and schedule set at beginning, clear instructions, clear rubrics, clear design and navigation within LMS	XXXXX XXXXX XXXX
Constant course development/revision in response to student feedback and experience	X
SPECIFIC DESIGN FEATURES	
Syllabus quiz	XX
Courses should not "open" all assignments at once but make students conform to a week-by-week schedule as with regular courses	X
CONTENT, PEDAGOGY	
Meaningful content, rigor, promotes critical thinking, relevant coursework, no "busy work"	XXXX
"Best practices" pedagogy: Balance between independent and group work, "constructivist" pedagogy; formative assessments	XXXX
Variety of delivery modes / content formats / activities / assessable assignments	XXXX
Content is easy for students to access and understand	XX
OUTCOMES, ASSESSMENTS, STUDENT ACHIEVEMENT	
Student achievement, learning / outcomes as demonstrated by assessments, students able to apply what has been learned.	XXXXX XX
Solid assessment mechanisms	X
EXTERNAL INDICATORS / STANDARDS OF QUALITY	
Ability of graduates to be competitive in the job marketplace	XX
Use of Quality Matters rubric	XX
Course follows learning goals established by the APA	X
Use best practices listed in: Boettcher Ten Best Practices for Online Learning	X
TECHNOLOGY, MEDIA	
Effective use of technology / use of available tools / reliable, appropriate technology	XXXX
Course connects to outside world (internet, social media)	X
LMS enables quick retrieval of information	XX
NO SUCH THING	
No such thing as quality online instruction; online education is immoral and a 'joke;' Quality cannot be attained outside a face-to-face environment; Assessments cannot be done well outside a face-to-face environment	XXXX
Students cannot be evaluated except from turned-in "products" which means assessment of their learning can only be incomplete	X
Difficult to implement hands-on learning with online modality	X

Why or why not do you teach online?

Does not teach online because:

Current teaching assignment is in a face-to-face classroom / courses I teach not offered online / no opportunity to teach online / have not sought to teach online / have not been asked to teach online	XXXXXXXXXXXX
Prefer fact-to-face interactions / face-to-face is better or necessary; students need to ask/answer questions in real time	XXXXX XX
Lack of standardized platform	X
FGCU does not offer many online courses	X
Inability to administer tests with assurance of integrity	X
Cannot teach online any more than you can coach an athlete online	X
Do not feel sufficiently knowledgeable / trained in the medium	X
Used to teach online but since have stopped; like having my weekends again!	X
No interaction with students	X
Nothing prevents one student in a group project from doing all the work	X
We make things in classes that could not be made in most homes / building, construction, lab work, group analysis of success and failure with hands-on projects seems out of reach with online modalities / My subject does not lend itself to online education	XXX
Too much work for the amount of reward	X
Dislike email / easier to communicate in a classroom setting	X

Does teach online because:

It has many benefits / advantages	XX
Students can succeed as long as course design and facilitation are good	X
Meets student needs / demands for flexibility and schedule convenience / reaches more students and more diverse students	XXXXXXXXXXXXXXXX
Flexibility / convenience for the instructor	XXXXX X
Am required to teach online by program / college. Online learning helps department/program meet enrollment goals	XXXXX
I want to understand it better / learn more about it / it is a trend / it is inevitable / I want to stay current	XX XXX
I enjoy use of media / technology	XX
I enjoy online interaction	X
Fits with my teaching style	X
Find it personally rewarding	X
Centralized information makes it easier to communicate without sending individual emails	X
Efficiency (instructional time is maximized)	X
Pedagogical reasons	
Can enhance content of face-to-face instruction	XX
Online content / activities provide interesting / alternative modes for different kinds of learners / engage students. Students find online content and interactions engaging	XXXXX X
I can be more confident that students are grasping the content	X
One-on-one interaction with students is rewarding	X
Students feel freer to discuss sensitive topics	X
Teach both face to face and online but feel that online is the better modality to reach today's young people and adults due to interaction and course rigor	X

What are the major advantages of online education?

More flexibility as to time / place of instruction. Expands access to education to more students and meets more student needs. Enables more students to get a degree.	XXXXX XXXXX XXXXX XXXXX XXXXX XXXXX XXXXX XXXXX XXXXX XXXXX XXXXX
Saves on classroom space	XXXXX
Reduces crowding in campus parking	X
Saves money, labor, allows increase in enrollments	XXXXXX
Pedagogical reasons:	XXXXXXXXXX
Academic rigor	X
Value of discussions	X
Allows shy students to express themselves in discussions while feeling safe	X
Ability to give more, and more stringent, assignments	X
Forces faculty to plan and prepare more rigorously	X
Differentiated instruction	X
More engaging	X
Ability to create individualized experience for students	X
Expands range of resources that can be brought into lessons	X
Ability to carry on communications between class sessions / more frequent faculty-student communications / more interactions with instructor	XXX
Allows students to explore answers and ideas on their own; self-directed and self-paced learning	XXXXXX
Centralized content, more access to information, access to material outside of classroom, ability to archive course documents and submitted work	XXX
No advantages for teacher or student	XX

What are the main disadvantages of online education?

Student disengagement from University / educational experience / lack of sense of community	XXXXXX
Less instructor-student interaction / loss of personal instructor-student connection. Students do not get benefit of live performance and personal contact with instructor	XXXXXXXXXXXXXXXXXX XXXXXXXXXX
Lack of face to face interaction. Means absence of some “channels” of communication that can only be achieved face-to-face (voice tone, non-verbal communication, body language). Some students do not communicate well except face to face. Some skills easier to teach directly face-to-face	XXXXXXXXXXXXXXXXXX
Difficulty in providing needed services to students	X
Academic integrity concerns; concerns about ensuring that students are individually learning and when appropriate are doing work independently. Not knowing who is doing the work; ease of cheating (creating screen shots of test questions, sharing inappropriately, fraud)	XXXXXXXXXXXXXXXXXX
Some kinds of material cannot easily be learned online	XXX
Inherently not engaging	X
Students must be very highly motivated, organized, independent, mature learners with good skills to succeed.	XXXXXXXXXXXXXX
More time-consuming for students	X
Much more work for instructors	XXXXXX
Lack of compensation for the extra work instructors must do / lack of funding for course development	XX
High DFW rates	X

Poor retention and depth of learning	x
Harder to help students develop process skills, "soft" skills; Does not make it easy to replicate most workplace situations.	xxx
Difficulty creating spontaneity in discussions / meaningful discussions. Online not good analog for F2F discussions	xxxxxxx
Lack of methodology to assure that learning / outcomes are at the same level as F2F	x
Loss of excitement / stimulation of being in the classroom	xx
Inability to utilize case-based learning	x
Online relies a lot on reading/writing which is not a good fit for some students	xx
Some of the most powerful teaching strategies cannot be easily replicated online	x
Difficulty scheduling real-time face to face communications	x
Students not working together in real time on field projects / experiences	xx
Lack of immediate feedback	xx
Increased enrollment numbers making it harder to assess outcomes meaningfully	x
Communications and question answering inherently more difficult/less efficient. No matter how many places you post, or how many emails you write, a lot of students do not get the message and you will have to answer multiple individual emails	x
Managing conversations is difficult esp. with sensitive material	x
Instructor must be "on duty" much more often / more consistently	xx
Difficulty in creating valid assessments and activities that adequately simulate real-life assessments and activities (experiential learning, experiments, professional behaviour, conflict resolution, interpersonal communications).	xxxx
Lack of academic support on value of our program	x
Not everyone is suited to online teaching or online learning	x
Difficulty creating assignments that all can understand	x
Different levels of technology readiness and ability (students or faculty? Unclear which)	x
Lack of stable technology infrastructure	x
Faculty with little experience/training in teaching online	x
Students expect to spend less time in the course	x
Grading more difficult/time consuming	x
Answering emails is difficult / time-consuming	x
Online courses are not as good preparation for real-world challenges	x
Jesus wept!	x

Students are more likely to take online courses because:

They think they are easier / easier to cheat	xxxxx xxxx
Convenience, flexibility, schedule around work/family	xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx x
They can avoid social interactions	xx
Pedagogical advantages (work at own pace, independent work, hate lectures)	xxxxx x
Lack of other choices, forced to by requirements	xx
Easy to cheat	xxx
They have been duped	x

Faculty are more likely to teach online because:

They need the job / their job requires it	xxx
Because it is the future / I want to stay current / professional advantages	xx
Convenience, flexibility, ability to work away from campus, schedule around work/family	xxxxx xxxxx xxxxx xxxxx xxxxx x
They can avoid social interaction / they lack classroom presence / lack teaching skill	xx
Pedagogical advantages (content suited to online learning, innovative teaching modes, integration of new technology)	xxxxx x
The instructors like technology	x
Online, actual teaching is easier / less work / less stressful / less time (once initial setup is complete).	xxxxx xxxxx
Importance / value of distance learning / ability to reach wider range of students	xxxx
It is a creative challenge / it is a rewarding way to teach / enjoy doing it	xxx
Growing demand from students	x
Financially advantageous to faculty (It is a way to supplement income, It is lucrative / I can teach 8 online courses for every f2f course)	xx
Advantages of space/facilities; more students using fewer classrooms	x

How valuable are following as criteria of quality? (scale 1-5)	Does not teach OL	Does not but interested	Used to teach OL	Teaches OL
Time on task	3.14	3	2.63	3.28
Peer review of design/delivery	3.37	4.1	3.8	3.60
Student satisfaction	3.71	4	3.9	3.88
Faculty satisfaction	3.25	4	4	3.88
Grades / completion rates	3.5	4	3.2	3.47
Faculty interaction with students	4.87	5	4.09	4.36

What qualities in a faculty member assist the student in learning online?

Organization, completeness / clarity of instructions for assignments / clear structure	xxxxx xxx
Having learning goals; assignments / assessments that match goals	x
Availability, accessibility, effective communications (some respondents specified voice and/or face-to-face contact, not just email; some consider 24/7 availability important).	xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx xx
Rapid response	xxxxx xxxxx xx
Detailed feedback, quality feedback	xxx
Personal qualities and projection of personality (presence, commitment, passion, empathy, compassion, flexibility, knowledge of the audience, personal investment, patience, enthusiasm, dedication, mentorship, authenticity, genuine interest in student success)	xxxxx xxxxx xxxxx xxxxx x
Specific learning modalities: Interactivity, cooperative learning, active learning, a-synchronous as well as synchronous instruction, case-based learning, etc. OR use of multiple learning strategies/modalities.	xxxxx xx
Pedagogical knowledge (about how students learn, about online learning)	xx
Subject knowledge, effective content delivery	xxxxx x
Creating interesting / meaningful assignments and activities / creativity / creative use of online-specific tools and modalities of instruction	xx
Technology skills (learning platform, software)	xxxxx

What are other measures of quality in an online course?

Interactivity, exchange of ideas, peer-to-peer interaction among students	xxxxx
Quality of modules, assignments and instructions; content	xxxxx x
Variety of assessments / assessment modalities for different types of learners	xxx
Additional support for students who need it	x
Time on task	x
Ease of platform, navigation, organization	xxxxx
Demonstrated learning and retention / application of what is learned; student learning demonstrated by assessments	x
Student engagement, student satisfaction	xxxxx
Match between student learning outcomes, assignments and assessments	x
There must be a good pedagogical justification for offering a course online – not just flexibility or cost savings	x
Faculty responsiveness, rapid response	x
Quality software offering Individualized instruction	x
Comparison with face-to-face equivalent course	x
Relevancy of content to profession	x
Opportunity to practice skills	x
Use of technology, use of new technology	xx
Rigor of assignments	x
Quality of people who support faculty – as teachers and technicians	x
Quality Matters rubric	xx

Which are the four most important faculty issues in developing quality online classes:

Answer	No.	%
Instructional design support	46	17.62%
Learning Management System training / support	37	14.18%
Student preparation and orientation	34	13.03%
Program / Department support for course development	31	11.88%
Faculty engaged in the process	29	11.11%
Technical support for students	26	9.96%
Faculty learning community to disseminate best practices	17	6.51%
Access to software and equipment	14	5.36%
Intellectual property rights	11	4.21%
Peer course review and feedback	9	3.45%
Office of Online Learning / Strategic Planning	7	2.68%

What is the biggest challenge you face in online learning?

Course assignments are unfair in my department, lack of support from chair	xx
Making sure students are actually learning	x
Time required to develop online content	xxxxxx
Student ability to understand course design, instructions, expectations	xxx
Student motivation	x
Limited instructor experience/skills with technology	xx
Understanding the real differences between online and f-to-f	x
Replicating the effectiveness of the face-to-face experience in an online format	x
Maintaining assessment integrity within limitations of format	xxxx
Stimulating student interest	x

Professors should not develop courses; only online instructors trained in QM should develop courses; faculty should serve only as subject-matter experts	x
Technology infrastructure, LMS	xx
Lack of preparation or maturity on part of students for online learning	x

What does FGCU do well?

Training and support, IT personnel	XXXXXXXXXXXXXX
LMS	xxx
For undergraduate courses, our cautions, gradual implementation is a good idea	x
Some courses are excellent	x
Support for online programs (BS/HS and MS/HS)	x
Academic rigor of programs	x
Offers variety of online courses, offers a large number of online courses	xxx
Canvas help page	x
System almost always available	x
Hybrid courses	x
Giving students flexible scheduling options	x
Hiring faculty that is focused on teaching rather than research	x
fGCU does everything well	x
FGCU does nothing well	x

What could FGCU do better?

Implement/adopt best practices / good examples	xxxx
Faculty development	XXXXXXXXXX
Resources for course development, enhanced software and hardware resources	xxxx
LMS	xxxx
Upgrade bandwidth / technology	xxxx
Student advising, training and extended "helpdesk" services	xxxxxx
Testing facilities, integrity support	xx
More purposeful, coherent or centralized organization / administration / more technical and design assistance for faculty	XXXXXXXXXX
Implement quality control of instruction / course design / require faculty training / Quality Matters	XXXXXXXXXX
Enrollment limits	xx
Offer incentives and encouragement for faculty to develop online courses	x
Require all courses to hold at least some synchronous sessions	x
Have instructional designers build all online courses	x
Use full time and adjunct faculty as subject matter experts	x
Consider reasons for developing online courses – advantages should outweigh disadvantages	x
Intellectual property protections for faculty	x
Compare efficacy of online courses with face-to-face courses	x
Eliminate high-enrollment courses with graders	x
Eliminate or reduce online / distance instruction	xxxx