Survey Results
& Analysis

for

Distance Education Courses & Experiences at the University of Utah

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Executive Summary

This report contains a detailed statistical analysis of the results to the survey titled *Distance Education Courses & Experiences at the University of Utah* . The results analysis includes answers from all respondents who took the survey in the 38 day period from Wednesday, November 28, 2007 to Friday, January 4, 2008. 42 completed responses were received to the survey during this time. These 42 respondents reported on 123 distance education courses and activities sponsored by 54 departments, programs, and colleges for the period of Fall Semester 2006 through Fall Semester 2007.

CAVEAT: The Task Force cautions that this web survey was completed by 42 respondents reporting on 123 distance education courses and events delivered through their departments and programs. This accounts for less than half of the courses the Task Force was able to itemize from a combination of data sources on campus. The survey by nature is unable to report data that represents a course-by-course accounting of teaching methods, tools, and delivery methods. Responses are based on aggregations of courses. In some cases, questions were not answered by all of our respondents. Even with this caveat, there are trends that can be derived from the data and they are summarized below.

Survey Results & Analysis

Survey: Distance Education Courses & Experiences at the University of Utah
Responses Received: 42 reporting on 123 distance education courses and activities sponsored by 54 departments, programs, and colleges for the period of Fall Semester 2006 through Fall Semester 2007.

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1) On what type(s) of distance education events are you reporting?

Response	Count	Percent
Course-semester	35	83.3%
Course-partial semester	0	0.0%
Course-multiple semesters	6	14.3%
Seminars-Lectures	0	0.0%
Collaborative meeting(s)	0	0.0%
Group activities	0	0.0%
Student assignment(s)	5	11.9%
Assessment(s)	3	7.1%
One-on-one session(s)	0	0.0%
Not sure	0	0.0%
Other	4	9.5%
Open-entry & exit courses (non-semester-based)		
They have 9 months to complete a semester length course.		
Independent Study Course		
16 readings, 4 papers, 2 exams over specific time period		

Q1 Analysis Commentary:

From the respondents to our Distance Education Survey reporting on 123 courses, over 80% of events are identified as semester-long courses, with 14% of events presented as multiple semester courses. Student assignments account for 12% of the events; 7% are assessment-based activities. At the present time, no one is

using web collaboration or web-based virtual meeting tools; this absence is likely due to the lack of an enterprise-wide solution licensed for the entire campus. These figures are anticipated to change during 2008 as the state-wide licensure for the WIMBA virtual classroom service is brought online and integrated into learning courseware management systems (Web-CT/Vista, Moodle, Sakai). Other distance education activities reported in the survey include independent study, open-entry & exit courses, as well as modules of readings, papers, and exams.

2) What is the title or titles for the distance education courses, activities or experiences on which you are reporting?

COLLEGE CREDIT INDEPENDENT STUDY (9-month enrollments) Culture and the Human Experience - Online! ANTH 1010 Culture and the Human Experience - Print Based! ANTH 1010 Human Origins: Evolution and Diversity - Online! ANTH 1020 Human Origins: Evolution and Diversity - Print Based! ANTH 1020 Principles of Biology - Online! BIOL 1210 Principles of Biology - Print Based! BIOL 1210 Human Physiology - Print Based! BIOL 2420 Organic Chemistry I - Print Based! CHEM 2310 Organic Chemistry II - Print Based! CHEM 2320 Economics as a Social Science - Print Based! ECON 1010 US Economic History - Print Based! ECON 1740 Principles of Microeconomics - Online! ECON 2010 Principles of Microeconomics - Print Based! ECON 2010 Principles of Macroeconomics - Online! ECON 2020 Principles of Macroeconomics - Print Based! ECON 2020 Money and Banking - Online! ECON 3200 Money and Banking - Print Based! ECON 3200 Great Books - Print Based! ENGL 2020 Introduction to Shakespeare - Print Based! ENGL 2300 Introduction to Creative Writing - Print Based! ENGL 2500 Diversity in American Literature - Print Based! ENGL 2700 Writing Fiction - Print Based! ENGL 3510 Management of Personal Finance - Print Based! FINAN 1200 History of Western Civilization to 1300 - Online! HIST 1100 History of Western Civilization to 1300 - Print Based! HIST 1100 History of Western Civilization Since 1300 - Print Based! HIST 1110 American Civilization - Print Based! HIST 1700 History of Utah - Online! HIST 4660 History of Utah - Print Based! HIST 4660 Intermediate Algebra - Print Based! MATH 1010 Introduction to Quantitative Reasoning - Print Based! MATH 1030 College Algebra - Print Based! MATH 1050 Trigonometry - Print Based! MATH 1060 Introduction to Statistical Inference - Print Based! MATH 1070 Calculus I - Online! MATH 1210 Calculus I - Print Based! MATH 1210 Calculus II - Online! MATH 1220 Calculus II - Print Based! MATH 1220 Elements of Music - Print Based! MUSC 1100 Fine Arts Teaching Methods - Print Based! MUSC 3715 Scientific Foundations of Human Nutrition and Health - Online! NUTR 1020 Scientific Foundations of Human Nutrition and Health - Print Based! NUTR 1020 Nutrition Intervention in Treatment and Prevention of Chronic Disease - Online! NUTR 3010 Elementary Physics: The Way Things Work - Print Based! PHYS 1010 General Physics I - Print Based! PHYS 2010 General Physics II - Print Based! PHYS 2020 Physics for Scientists and Engineers I - Print Based! PHYS 2210 Physics for Scientists and Engineers II - Print Based! PHYS 2220 U.S. National Government - Print Based! POLS 1100 Introduction to International Relations - Print Based! POLS 2100 General Psychology - Online! PSY 1010 General Psychology - Print Based! PSY 1010 Psychology of Infancy and Childhood for Non-Majors - Print Based! PSY 1220 Psychology of Adolescence - Print Based!

PSY 1230 Statistical Methods in Psychology - Online! PSY 3000 Statistical Methods in Psychology - Print Based! PSY 3000 Research Methods in Psychology - Print Based! PSY 3010 Cognitive Psychology - Print Based! PSY 3120 Development in Infancy and Childhood - Online! PSY 3215 Survey of Clinical Psychology - Print Based! PSY 3320 Psychology of Abnormal Behavior - Print Based! PSY 3400 Introduction to Social Psychology - Online! PSY 3410 Introduction to Social Psychology - Print Based! PSY 3410 Human Exceptionality - Print Based! SP ED 3010 Library Work with Children - Print Based! T L 3260 Kindergarten-Early Childhood Development - Online! T L 4190 Kindergarten-Early Childhood Development - Print Based! T L 4190 Reading in Elementary School - Print Based! T L 4210 Selection of Library Materials - Online! T L 4630 Selection of Library Materials - Print Based! T L 4630 Cataloging and Classification - Print Based! T L 4640 Management of the Library Media Center - Online! T L 4650 Management of the Library Media Center - Print Based! T L 4650 Methods for Teaching - Online! T L 4750 Methods for Teaching - Print Based! T L 4750 Children's Literature in the Schools - Print Based! T L 5120 Content Area Literacy Instruction - Online! T L 5126 Content Area Literacy Instruction - Print Based! T L 5126 Elementary Social Studies Methods - Online! T L 5380 Elementary Social Studies Methods - Print Based! T L 5380 COLLEGE CREDIT TELECOURSES (Semester-based broadcast from KUEN TV) Aging: Self, Family and Society - Telecourse! GERON 3050 American Film and Culture - Telecourse! FILM 3210 Graduate American Films and Culture - Telecourse! FILM 6210 History of Western Civilization Since 1300 - Telecourse! HIST 1110 Introduction to Statistics for the Social and Behavioral Sciences - Telecourse! SBS 3000 Principles of Macroeconomics - Telecourse! ECON 2020 Principles of Microeconomics - Telecourse! ECON 2010 Psychology of Abnormal Behavior - Telecourse! PSY 3400 Psychology of Infancy and Childhood for Non-Majors - Telecourse! PSY 1220 Race, Ethnicity, and Aging - Telecourse! GERON 305 Science Without Walls: Science in Your World - Telecourse! BIOEN 1510 The Performing Arts - Telecourse! BALLE 1730 The Performing Arts - Telecourse! UGS 1730 World History Since 1500 - Telecourse! HIST 1510 NON-CREDIT ONLINE REAL ESTATE (Post Licensure Cont' Ed Credits – CEUs) Buyer Representation in Real Estate (6) Electronic Transactions in Real Estate (6) Environmental Issues in Your Real Estate Practice (6) Ethics and Real Estate (6) Fair Housing Law & Practice (12) Introduction to Commercial Real Estate Sales (6) Real Estate & Taxes! What Every Agent Should Know (6) Real Estate Finance Today (6) Red Flags: Property Inspection Guide (6) Risk Management (6)
Organic Chemistry
Math 1210 Online and Math 1220 Online
Psychology of Abnormal Behavior
Elementary Social Studies Methods
Math 1030-B and the assignments, projects, and tests that are included in the

course.
Math 1050
Medical Informatics Standards and Terminology
P.S. 3340, Diversity in the Workplace
Cognitive Psychology Research Methods
Psychology of Adolescence
PS 2100, Introduction to International Politics
Introduction to Clinical Informatics
AOCE ANTH 1020-A AOCE ANTH 1020-C
Practice I: Individuals and Groups, HBSE II: From Early Adulthood through Death, Social Welfare and Poverty: Policies and Programs

Q2 Analysis Commentary:

[For a summary of course offerings, see the main ITC Report from the Distance Education Task Force reporting on the events identified by the online survey, UOnline, AOCE, and USHE data reports to the State Board of Regents for the University of Utah. The Courses listed here are included in that larger report.]

3) If you know the Numbers or IDs used for participant enrollment, please list them.

Nurs 3003 Individual/Family Assessment Nurs 4100 Nursing Research Nurs 4202 Leadership Geron 5100 Research in Aging
All students must be issued a UID# for enrollment.
2310 2320
Psychology 3400-C
TL 5380-B
I don't know the ID
MDINF 6220
BMI 6010 n(course number...)
SW 6011-830, SW 6312-830, SW 6211-830
Nurs 4050 Nursing History & Policy Nurs 4280 Advanced Pathophysiology Nurs

5050 Best Practices UUHS500 CCMS
Nurs 3005 Global Epidemiology Nurs 3530 Community Health
Nurs 4410 Integrated Nursing Practice
Geron 6001 Intro to Gerontology Geron 6400 Gerontology Research Geron 6604 Physiology & Psychology of Aging Geron 6990 Gerontology Practicum
Geron 6001 Intro to Gerontology Geron 6002 Service Agencies & Programs for Elderly Geron 6390 Geriatric Care Management I Geron 6395 Geriatric Care Management Seminar & Practicum Geron 6400 Gerontology Research Geron 6990 Gerontology Practicum
Geron 6001 Intro to Gerontology Geron 6002 Service Agencies & Programs for Elderly Geron 6370 Health & Optimal Aging Geron 6400 Gerontology Research Geron 6990 Gerontology Practicum
Nurs 6002 Health Care Delivery Nurs 6004 Intro to Information Technology
Nurs 5905 Clinical Physiology Nurs 6000 Evidence Based Practice I Nurs 6001 Professional Role and Collaboration Nurs 6002 Health Care Delivery Nurs 6004 Intro to Information Technology
Nurs 6001 Professional Role & Collaboration Nurs 6002 Health Care Delivery Nurs 6004 Intro to Information Technology
Nurs 6006 Principles of Pharmacotherapy Nurs 7007 Advanced Pathophysiology II
Nurs 6007 Pathophysiology Nurs 6008 Family Development in Health/Illness Nurs 6042 Complex Pediatric Problems Nurs 6100 Basic Management Child Bearing/Gyn Nurs 6360 Personality & Substance Abuse Disorders Nurs 6603 Chronic Problems of Adults & Elders
Nurs 6041 Common Pediatric Problems Nurs 6580 Rural Health Nurs 6601 Episodic Problems of Adults & Elders
Nurs 6020 Adult Assessment/Health Promotion Nurs 6030 Diagnostic Reasoning Nurs 6040 Child Assessment/Health Promotion/Diagnostic Reasoning
Nurs 6010 Teaching and Learning in Advanced Nursing Practice Nurs 6013 Clinical Instruction in Nursing Education Nurs 6015 The Nurse Educator in Higher Education
Nurs 6010 Teaching and Learning in Advanced Nursing Practice Nurs 6011 Intro to Curriculum and Classroom Instruction
Nurs 6010 Teaching and Learning in Advanced Nursing Practice
Nurs 6009 Intro to Clinical Epidemiology and Population Science
Nurs 6802 Clinical Decision Support Nurs 6810 Successful Implementation of Systems in Healthcare Systems Nurs 6810 Nursing Informatics Specialty Practice

Nurs 6803 Clinical Database Design Nurs 6805 Nursing Informatic Seminar Nurs 6820 Human-Systems Interaction in Healthcare Informatics
Nurs 6300 Foundations of Individual Psychotherapy Nurs 6320 Psychiatric-Mental Health Nursing practicum Nurs 6365 Neuroscience
Nurs 6310 Mood & Anxiety Disorders Nurs 6325 Psychiatric/Mental Health Practicum Nurs 6366 Neuroscience of Mental Illness Nurs 6316 Child/Adolescence Mental health Assessment & Treatment
Nurs 6774 Clinical Nurse Leader Role Development & Implementation Nurs 6772 Quality Improvement in Healthcare
Nurs 6053 Pharmacology: NNP Nurs 6235 NNP Nurs 6275 Neonatal Physiology/Pathophysiology Nurs 6285 NNP
Nurs 7010 Domains of Knowledge Nurs 7101 Research Ethics Nurs 7102 Distance Learning Strategies
Nurs 7101 Research Ethics Nurs 7102 Distance Learning Strategies Nurs 7009 Philosophy of Inquiry Nurs 7010 Domains of Knowledge Nurs 7201 Statistics I Nurs 7773 Leadership and Health Care Policy
Nurs 7001 Principles of Qualitative Inquiry Nurs 7009 Philosophy of Inquiry Nurs 7201 Statistics I Nurs 7202 Statistics II Nurs 7773 Leadership and Health Care Policy

Q3 Analysis Commentary:

[data from the online survey has been concatenated with other reports from UOnline, AOCE and USHE reports from the University of Utah. See summaries in the main ITC Report from the Distance Education Task Force.]

4) What are your distance education events about?

RN to BSN nursing program
1) Independent Study, 9-month enrollment, College Credit courses toward a Bachelor Degree. 2) Telecourses, Semester-base broadcast video lectures for college credit toward a B.S. 3) Non-credit Real Estate Online Courses for Post-licensure agents to fulfill yearly Cont' Ed Units (CEUs).
They read the text, submit assignments and take tests
The teaching on Calculus I and II over the internet using WebWorks to evaluate homework.

Class in abnormal psychology
An independent study course teachers can take to become endorsed in social studies education or for more information about teaching social studies.
Math to satisfy the quantitative reasoning requirement at the U, and a general understanding of mathmatical applications used in daily life.
Lectures and tests.
Syllabus, readings from 2 books, 4 papers, 2 exams.
Online course for Cognitive Psychology during a single semester. Independent study course for Cognitive Psychology.
A course on international politics.
Asynchronous deliver of lectures; Web-based course materials
Classes held on Friday nights or Saturdays over EDNET in 3 sites (Cedar City, Price and Ogden) to rural students enrolled in the DE MSW program.
RN to BSN program
RN to BSN Nursing program
RN to BSN Nursing Program
Gerontology Certificate and Graduate Programs
Gerontology Certificate & Graduate Program
Gerontology Certificate & Graduate Programs
Masters and Doctorate of Nursing Practice Core courses
Masters and Doctorate of Nursing Practice Core Courses
Masters and Doctorate of Nursing Practice Core Courses
Graduate Clinical Specialty Nursing Courses
Distance Nurse Practitioner Program
Distance Nurse Practitioner Program
Distance Nursing Practitioner Programs
Teaching Nursing Graduate courses
Teaching Nursing Courses
Teaching Nursing courses
Doctorate of Nursing Practice Core course
Nursing Informatics Graduate courses
Nursing Informatics graduate courses
Psychiatric/Mental Health Graduate Nursing Program

Psychiatric/Mental Health Graduate Nursing Programs
Clinical Nurse Leader program courses
Neonatal Nurse Practitioner Program
PhD Nursing Program courses
PhD Nursing Program courses
PhD Nursing Program courses

5) What college(s), department(s) or program(s) sponsor your distance education events?

Nursing
ANTH ART ARTH BIOL CHEM COMM ECON ENGL FINAN HIST MATH MUSC NUTR PHYS POLS PSY SPED T L
science
Mathematics
Psychology
Teaching and Learning
Math Dept.
Biomedical Informatics
Political Science
Psychology
Psychology
Political Science
School of Medicine
Department of Anthropology
College of Social Work
Nursing

Q5 Analysis Commentary:

54 different departments, programs, and colleges sponsored and distributed the materials as reported by this online survey (does not include data from other

individual departmental reports). A full listing of sponsoring departments is itemized in the main Task Force Report to the ITC. The results from this survey are listed alphabetically here…

Anthropology
AOCE
Art
Art History
Ballet
Bioengineering
Biology
Biomedical Informatics
Chemistry
College of Social Work
Communication
Computer Science
Economics
Educational Psychology
English
English as a Second Language
Ethnic Studies
Exercise and Sports Science
Family and Consumer Studies
Film Studies
Finance
Geography
Geology
Gerontology
Health Promotion and Education
History
Italian
Linguistics
Mathematics
Metallurgical Engineering
Meteorology
Middle East Studies
Music
Nursing
Nutrition
Parks, Recreation and Tourism
Philosophy
Physical Therapy
Physics
Physiology

Political Science
Psychology
School of Medicine
Science
Social and Behavioral Science
Social Work
Sociology
Spanish
Special Education
Statistics
Teaching and Learning
Theatre
Undergraduate Studies
University Writing Program

6) When were your distance education events offered?

Response	Count	Percent
Fall 2006	6	14.3%
Spring 2007	8	19.0%
Summer 2007	8	19.0%
Fall 2007	14	33.3%
Not offered yet	1	2.4%
Not sure	0	0.0%
Other	8	19.0%

Other Responses:

each fall

now. I don't remember the dates for the online course, but it was offered multiple semesters.
continuous enrollment
Two correspondence courses that run continually throughout the year.

7) When will your distance education events next be offered?

Response	Count	Percent
Spring 2008	13	31.0%
Summer 2008	9	21.4%
Fall 2008	16	38.1%
Spring 2009	10	23.8%
Summer 2009	5	11.9%
Fall 2009	6	14.3%
Spring 2010	2	4.8%
Summer 2010	1	2.4%
Fall 2010	1	2.4%
Not offered	0	0.0%
Not sure	0	0.0%
Other	24	57.1%

Other Responses:

All courses are ongoing

each spring
each fall
each spring

8) For the distance education course(s) or event(s) on which you are reporting, indicate the primary educational delivery method.

(Percentages)	Yes	No	Not sure
Face-to-Face (synchronous, traditional, in person)	64.0% (16)	36.0% (9)	0.0% (0)
Technology-Enhanced (synchronous & asynchronous, blend of traditional, in-person with online files, media and chat, possibly including virtual classrooms, either live or archived-WIMBA).	10.0% (1)	70.0% (7)	20.0% (2)
Broadcast (synchronous, one-way TV, Cable-TV, CCTV).	20.0% (2)	80.0% (8)	0.0% (0)
Interactive Audio/Video (synchronous, two-way, realtime EdNet/IVC with origination & receive sites or live virtual collaboration classrooms-WIMBA).	66.7% (18)	29.6% (8)	3.7% (1)
Online (asynchronous, Courseware Managements Systems-WebCT, etc. and possibly synchronous via live virtual classrooms-WIMBA).	79.3% (23)	17.2% (5)	3.4% (1)
Electronic Media (asynchronous, tapes, CD, DVD)	60.0% (9)	33.3% (5)	6.7% (1)
Correspondence Study (asynchronous, print-based, open entry/exit).	80.0% (12)	13.3% (2)	6.7% (1)
Comment Responses:			

Comment Responses:
blended course
Synchronous/Asychronous/Blended
video streaming/synchronous sessions
video streaming/synchronous sessions
video streaming/synchronous sessions
Asynchronous/synchronous/blended
Asynchronous/synchronous/blended
Asychronous/synchronous/blended
Blended

Blended				
video streaming/synchronous/asynchronous				
video streaming/synchronous/asynchronous				
Synchronous				
Synchronous				
Synchronous				

Q8 Analysis Commentary:

In keeping with an emerging definition of Distance Education as ...

... learning opportunities, live or on-demand, synchronous, asynchronous or blended, mixing traditional classroom experiences with the options afforded by the most user-appropriate and pedagogically sound "technologies of connectivity" in order to offer, expand, and enhance a learning environment and the interactions that transpire between educator and learner, faculty and student....

...it is reasonable that the results of our online survey show a complete mix of delivery methods for distance education activities, blending synchronous and asynchronous modes, with a variety of delivery technologies.
Broadcast/Telecourses are less frequently reported, undoubtedly due to the preparation and production requirements and associated costs for these packaged programs. The use of Courseware Management systems, such as Web-CT, used asynchronously, is used 80% of the time (based on our survey respondents). Synchronous components using online computer technology (outside of EdNet/IVC) should be seen more often in the next few years as the virtual online classroom capabilities of the WIMBA solution, licensed for the entire state of Utah, is implemented and integrated into online courseware modules. Of note, Correspondence Study is still alive and useful, with an 80% presence (again based on our survey respondents).

9) What teaching methods are employed?

Response	Count	Percent
Lecture	4	9.5%
Demonstration	3	7.1%
Seminar/Group discussion	3	7.1%
Group work/collaboration	2	4.8%
Individual study	12	28.6%
Lab	0	0.0%
Clinical	1	2.4%
Not sure	0	0.0%
Other	1	2.4%
Other Responses: Video Lecture Correspondence study		
Comment Responses: All students have easy access to instructors.		

Q9 Analysis Commentary:

At the present time, outside of two-way video classes conducted through EdNet/IVC, much of the distance education experience for students is based on individual study, asynchronously (29%). As reported by the respondents to our survey, such study is often in combination with other teaching methods, such as group/work collaboration, seminar/group discussions, demonstrations, and lectures (all below 10%). As the technologies of connectivity improve and expand, the blend of various synchronous and asynchronous methods should likewise increase. The data for this question must be viewed critically since the counts are based on 42 respondents, not on the number of different distance education classes being taught. Respondents were asked to complete the survey based on aggregations of similar classes as sponsored by their respective departments.

10) If you used a specific pedagogical technique in your distance education event, please identify or describe that technique.

*Determine Learning Objectives *Develop Learning Activities that support the learning objectives *Assessments - midterms, papers, projects, final exam *Syllabus
I include "thought questions" which require the student to employ what they have learned from the printed materials.
Text with a CD that has mock experimental psychology tasks that students can engage in as if they were a participant. Then the answer questions about their data that is collected.
lecture (but used mainly for make-up and study review)
It is pretty eclectic!

Q10 Analysis Commentary:

Well defined and implemented pedagogical techniques, as promoted by formal instructional design principles, are not necessarily the mainstay of teaching methodologies in higher education. The focus has always been on the knowledge, expertise, and capabilities of the individual faculty member who is motivated to share his or her specialties with students by using a combination of intuition and personally effective classroom experiences. The introduction of online events and other technologies of connectivity introduce the need for newer, carefully considered approaches to the presentation of educational materials, interaction with students, and assessment of knowledge gained. New media equals new methods, which likely require more rigorous instructional design.

11) What challenges and/or successes did you experience in using that pedagogical technique?

The potential for cheating...and this is not hypothetical since I have encountered this on several occasions...I build in questions into the two exams to try to determine if the person taking the test actually was the same person who did the assignments.
This class would be much more effective and attractive if there were some face-to-face and interactive components.
Breeze recordings erratic (audio) and often failed (with no warning)
Few, once the students accepted the means of teaching

Q11 Analysis Commentary:

The new methods of content presentation, student interaction, and assessment that accompany the use of contemporary technologies of connectivity can pose challenges to the integrity of the educational process. Reported to us in our online survey were the potential for cheating when face-to-face interaction is no longer predominant, with one respondent suggesting that the "class would be much more effective and attractive if there were some face-to-face and interactive components." Also noted are technological failures and connectivity bumps as an ever-present challenge.

12) What types of assessment activities or techniques do you employ in your distance education experiences?

Response	Count	Percent
realtime two-way television assessment and evaluation	0	0.0%
realtime two-way audio assessment and evaluation	1	2.4%
face-to-face assessment and evaluation (site-based centers and classrooms)	0	0.0%
face-to-face assessment and evaluation (traveling instructors and facilitators)	0	0.0%
face-to-face assessment and evaluation (at one central location or institution)	3	7.1%

proctored paper-based testing	11	26.2%
proctored and monitored computer-based testing	1	2.4%
testing packs from textbook publishers	0	0.0%
testing packs from software publishers	0	0.0%
role-playing	1	2.4%
reflection activities and journaling	3	7.1%
simulations	1	2.4%
quizzes	5	11.9%
tests	9	21.4%
self assessment exercises	9	21.4%
gaming	1	2.4%
model building	1	2.4%
presentation	2	4.8%
reports and papers	5	11.9%
research	1	2.4%
comparative analyses	2	4.8%
readings	6	14.3%
Other	3	7.1%
Other Responses: Interviews with more knowledgeable others. assignments homework assignments		

Q12 Analysis Commentary:

Our snapshot of assessment methods, given the current state of distance education technologies and implementations, reports 38% of respondents use some sort of live, synchronous, face-to-face event in order to test and evaluate student performance and learning, with one-fourth using face-to-face, proctored, paper-based testing. Online tests, quizzes, self-assessment exercises, reflection activities, and reports and papers, combined account for nearly 30% of the methods used to evaluate learning.

13) What challenges and/or successes did you experience in using various assessment methods?

A major challenge is testing and insuring that the student taking the course/exams is the student receiving the credit.
This has been very rewarding in that students from a variety of locations and circumstances can keep "moving forward" on their academic goals. I taught one of the first online courses at the U for 10 years or so and that also provided the same opportunity for students.
Having student conduct interviews with administrators and teachers gives the student a better overview of education.
Most students would benefit from face-to-face interaction. Math is difficult to learn by independent study. Students would also benefit from shorter assignments focusing on specific concepts - then getting instructor feedback before continuing on. The entire process seems slow.
Class depends completely on student's desire to interact. This means that the only interaction is when there is a problem with grading or timeliness of grading. This is frustrating, there is much that could be interchanged on the topic.
It is easy to transmit and grade homework assignments electronically.
Students are on their own in reading the materials and in writing essays.
No special challenges not already listed in #11. Exams, assignment management, and course material delivery was quite successful in Web-CT
Being prepared beforehand so that hard copies are at the sites before class starts, and ensuring that the technology does not have any glitches.

Q13 Analysis Commentary:

A handful of comments were obtained from the online survey regarding the challenges or successes a faculty member experienced in using distance education assessment methods. One key comment stated that, "A major challenge is testing and insuring that the student taking the course/exams is the student receiving the credit." Refer to the section on "Obstacles and Challenges" in the main ITC report from the Task Force for further discussion about the problems in assessing student performance.

The benefits of technologies that facilitate interactions regardless of time and place are noted, although the inclusion of face-to-face interaction opportunities is suggested as a key component in the learning process. Courseware Management Systems, such as WebCT, assist in grading homework assignments and

communicating progress back to students. Of course, early planning and preparedness are vital to the success of distance education and its assessment methods.

14) If you have made accommodation for participants with unique needs (visual, auditory, motor, cognitive), please describe the alternative modes of presentation you employed and what challenges you faced in meeting accessibility requests and requirements.

We have reprinted course manuals and exams in large print for visually impared student; allowed typed exams for physically impared; allowed time limit extensions on exams for cognitive imparement. Currently we have not faced an accessibilty request that we have been unable to accommodate.
Over the years we have had folks with learning disabilities who needed special accommodation on the exams. Also, students for whom English is not a first language. I ask the students to contact me by phone or email or mail if they have special needs.
At the present time no students requre special accomodations.

Q14 Analysis Commentary:

Accommodating students who have unique needs (visual, auditory, motor, cognitive) and who require accessibility modifications is undertaken where required by faculty and sponsoring departments. The online survey respondents comment that they have provided various accommodations as needed or requested.

15) What was the frequency of interaction between faculty and student during the distance education experience?

INTERACTION TYPES	daily	2-3 times/ week	weekly	monthly	by semester	annually	none
In-person face-to-face interactivty	0.0% (0)	4.8% (2)	0.0% (0)	2.4% (1)	2.4% (1)	0.0% (0)	19.0% (8)
Audio interactivity	0.0% (0)	2.4% (1)	4.8% (2)	0.0% (0)	0.0% (0)	0.0% (0)	21.4% (9)
Video interactivity	0.0% (0)	2.4% (1)	2.4% (1)	0.0% (0)	0.0% (0)	0.0% (0)	21.4% (9)
One-to-one e-mails	2.4% (1)	4.8% (2)	7.1% (3)	4.8% (2)	4.8% (2)	0.0% (0)	4.8% (2)
Group e-mails, blogs, wikis, etc.	0.0% (0)	2.4% (1)	2.4% (1)	0.0% (0)	2.4% (0)	0.0% (0)	19.0% (8)
One-on-one chat	0.0% (0)	2.4% (1)	0.0% (0)	2.4% (1)	0.0% (0)	0.0% (0)	23.8% (10)
Group chat	0.0% (0)	0.0% (0)	0.0% (0)	2.4% (1)	0.0% (0)	0.0% (0)	23.8% (10)
Written assignments/ correspondence study	0.0% (0)	7.1% (3)	11.9% (5)	9.5% (4)	2.4% (1)	0.0% (0)	4.8% (2)

Comment Responses:

I have answered this section from the viewpoint an instructor and one student. They occasionally have distance students come to their campus office hours.
occassionally a student emails or callsfor help
e-mails and phone calls are as frequent as the student requires and are generally initiated by the student
The students can email and send written assignments as often as they would like.
Depends on how quickly student wants to progress through the class.

Q15 Analysis Commentary:

Interaction between faculty and student is a key component of successful distance education activities and coursework. Naturally, the type and frequency of contact depends entirely on the nature of the distance education topic, method of delivery, and necessity for communication. Synchronous events, as delivered in two-way video/audio through the UEN EdNet/IVC state-wide system have by definition 100% interaction, all the time. For other asynchronous events, it does not appear that daily interaction, other than by e-mail, commonly occurs. Weekly and end-of-semester contact is prevalent, particularly in dealing with written assignments and correspondence study activities. Simply based on our respondents, there seems to be no interaction with students, about 20% of the time, across most of the various methods on making faculty-student contact. The data should be observed critically because of the low number of respondents.

16) Was a Courseware Management System in use for this distance education experience?

Response	Count	Percent
Yes	32	78.0%
No	9	22.0%

Q16 Analysis Commentary:

Over three-fourths of our respondents report that their distance education activities are delivered through a Courseware Management System, such as WebCT, OPEN, Moodle, or Sakai. For the University of Utah, most of these activities are managed through the TACC Center in the Marriott Library, although individual departments (such as Psychology) maintain their own management system (OPEN). Note that these figures are based on the 42 respondents reporting on an aggregation of 123 distance education events (which also account for just under half of the distance education events the Task Force has been able to itemize from other campus sources).

17) Which software management tool was employed?

Response	Count	Percent
WebCT/Blackboard	31	73.8%
OPEN Learning Management System	1	2.4%
Moodle	0	0.0%
The Sakai Project	0	0.0%
ProfCast	0	0.0%
iTunes U	1	2.4%
Other	3	7.1%

Other Responses:

WebWorks
Wimba
Wimba
Wimba

Q17 Analysis Commentary:

Of those using a Courseware Management System, about three-fourths of our respondents employed WebCT/Blackbaord, followed by the Psychology Department's use of the OPEN Learning Management System, and a smattering using the newly available iTunesU platform, WebWorks, and WIMBA virtual classroom utilities.

18) Which components or features of the course management system are employed?

Response	Count	Percent
syllabus	3	7.1%
content module	3	7.1%
e-mail	5	11.9%
chat	0	0.0%
threaded discussion	2	4.8%
assignments	4	9.5%
whiteboard	0	0.0%
calendar	2	4.8%
quiz/survey	2	4.8%
tests	2	4.8%
student presentations	2	4.8%
student portfolios	1	2.4%
on-line journals/notes	0	0.0%
student record/grades/tracing management	3	7.1%
text files	3	7.1%
image files	2	4.8%
video files	1	2.4%
audio files	1	2.4%
simulation/demonstration files	2	4.8%
Other	1	2.4%
Other Responses: PowerPoint lectures		

Q18 Analysis Commentary:

Courseware Management Systems offer a variety of features and components in order to present and manage the online educational experience. The survey reports a broad spectrum of feature use, with 12% employing e-mail followed by

syllabus, content module, assignments, availability of text/pdf files, and student record keeping (ranging between 7% and 10%). No one reports using the synchronous capabilities of whiteboards or chat. We may be seeing a trend in which the synchronous features of online computer technology are perceived as esoteric, difficult, or not germane to the educational processes for specific distance education courses and activities.

19) Is the room, office, or site from which you originate and deliver your distance education event equipped with pre-installed equipment and software resources (ready to go) or do these resources need to be brought in and set up for each session (ad hoc)?

Response	Count	Percent
Ready to go	28	71.8%
Ad hoc set up per session	1	2.6%
Not sure	6	15.4%
None	4	10.3%
Other	0	0.0%

Q19 Analysis Commentary:

For those who use a room, office or origination site to deliver a distance education event, about 72% indicated in our survey that the facility was "ready to go." Our data is unable to report to what extent the respondents are those using EdNET/IVC interactive video/audio as the preferred method, in which case, those facilities are designed to be "ready to go."

20) EQUIPMENT/SOFTWARE RESOURCES--In preparing the content, components, learning objects, and activities for your distance education events, whose equipment/software do you use (computers, cameras, scanners, graphics and presentation software, etc.)?

Response	Count	Percent
Personal	7	16.7%
College/Dept	32	76.2%
Outside Service	13	31.0%
Not sure	0	0.0%
None	3	7.1%
Other	0	0.0%

Q20 Analysis Commentary:

In the preparation phase of creating content for distance education courses and events, three-fourths of the respondents indicated that the computers, scanners, cameras, and software tools they use are provided by their college or department. Just under a third of respondent use outside services to assist in the creation process, and about 17% use personal gear and software.

21) If equipment/software is used from outside of your college or department, are any of these entities called into service?

Response	Count	Percent
Marriott Library Student Computer Labs/Multimedia Center	0	0.0%
TACC – Technology Assisted Curriculum Center at the Marriott Library	1	2.4%
Eccles Health Sciences Library	10	23.8%
IMS - Instructional Media Services	0	0.0%
AOCE – Academic Outreach and Continuing Education	2	4.8%
Media Solutions	0	0.0%
Office of Information Technology	0	0.0%
Center for High Performance Computing	0	0.0%
Utah Education Network	0	0.0%
University Marketing & Communication	0	0.0%
None	0	0.0%
Other	1	2.4%
Other Responses: those in the ELC at SUU.		

Q21 Analysis Commentary:

For those respondents who used services outside their department to assist in the content creation process for their distance education events, about a fourth employed facilities managed by the Eccles Health Sciences Library and 5% the AOCE department. Granted, these figures are skewed by those who chose to answer this question (a very low number) and is not completely representative of the entire campus or the full spectrum of distance education activities undertaken at the University of Utah.

22) PERSONNEL RESOURCES--In preparing the content, components, learning objects, and activities for your distance education event, what people are used?

Response	Count	Percent
Just me	8	19.0%
Hired own personnel	1	2.4%
College/Dept	28	66.7%
Outside personnel	21	50.0%
Not sure	4	9.5%
None	0	0.0%
Other	2	4.8%

Other Responses:

Distance education editors and staff.
The course was written within the Math Dept. But revisions have been done by me as new editions of the text have come out.

Q22 Analysis Commentary:

For the most part, personnel from an individual department or college were used in the preparation and creation of content for distance education courses and events (two-thirds of those responding to this question in the online survey). Since the question allowed multiple responses as they applied, the results showed that 50% also used outside personnel, and 20% just themselves.

23) If personnel are used from outside of your college or department, are any of these entities called into service?

Response	Count	Percent
Marriott Library Student Computer Labs/Multimedia Center	1	2.4%
TACC – Technology Assisted Curriculum Center at the Marriott Library	2	4.8%
Eccles Health Sciences Library	19	45.2%
IMS - Instructional Media Services	1	2.4%
AOCE – Academic Outreach and Continuing Education	1	2.4%
Media Solutions	0	0.0%
Office of Information Technology	1	2.4%
Center for High Performance Computing	0	0.0%
Utah Education Network	0	0.0%
University Marketing & Communication	0	0.0%
None	0	0.0%
Other	1	2.4%

Other Responses:

We contracted out help for one of our online courses before we had our own instructional designer.

Q23 Analysis Commentary:

Solely based on those responding to this question, almost half used staff from the Eccles Health Sciences Library and 5% from the TACC Center in the Marriott Library to assist them on content creation. These figures are not completely representative of the entire campus or all of its distance education activities.

24) ORIGINATION/DISTRIBUTION RESOURCES--In publishing or distributing the content, components, learning objects, and activities for this distance education event, whose origination site, room, office or computer servers do you use?

Response	Count	Percent
Hired/My Own	2	4.8%
College/Dept	30	71.4%
Outside Service	4	9.5%
Not sure	2	4.8%
None	2	4.8%
Other	1	2.4%
Other Responses: Distance learning folk print and send out manual		

Q24 Analysis Commentary:

About three-fourths of respondents used facilities, origination sites, or distribution technology found within their own colleges or departments. It is unknown to what extent those facilities are paid for and maintained by those departments themselves, or if other campus service departments carry that responsibility.

25) If origination/distribution resources are used from outside of your college or department, are any of these entities called into service?

Response	Count	Percent
Marriott Library Student Computer Labs/Multimedia Center	0	0.0%
TACC – Technology Assisted Curriculum Center at the Marriott Library	1	2.4%
Eccles Health Sciences Library	2	4.8%
IMS - Instructional Media Services	1	2.4%
AOCE – Academic Outreach and Continuing Education	2	4.8%
Media Solutions	0	0.0%
Office of Information Technology	0	0.0%
Center for High Performance Computing	0	0.0%
Utah Education Network	0	0.0%
University Marketing & Communication	0	0.0%
None	0	0.0%
Other	0	0.0%

Comment Responses:

I teach from HSEB; it comes pre-equipped and has great support

26) What problem areas or obstacles impede your ability to design, build, and manage your distance education courses, activities or experiences?

Response	Count	Percent
Funding for equipment	28	66.7%
Funding for personnel support	28	66.7%
Funding for technical support	28	66.7%
University support & endorsement	27	64.3%
College support & endorsement	1	2.4%
Department support & endorsement	2	4.8%
Colleague support & endorsement	1	2.4%
Student support & endorsement	1	2.4%
Technology resources	3	7.1%
Technology failures	28	66.7%
Personnel resources	0	0.0%
Personnel failures	0	0.0%
Facilitator at origination site	27	64.3%
Facilitator at distant receive sites	0	0.0%
Student motivation	4	9.5%
Student familiarity with distance education technology & protocols	30	71.4%
Communication & contact with participants (including virtual office hours)	3	7.1%
Evaluating & assessing participant learning	0	0.0%
Faculty release time to development & manage distance education events	3	7.1%
Increased faculty load to re-design teaching and learning methods for distance education	30	71.4%
Increased faculty load to monitor & manage distance education events	30	71.4%
Necessity for on-going updates to and refinement of content	0	0.0%

Copyright & Intellectual Property Rights restrictions & concerns (imposed by others)	28	66.7%
Copyright & Intellectual Property Rights concerns (personal content)	27	64.3%
Not sure	0	0.0%
None	3	7.1%
Other	27	64.3%
Other Responses: teaching pedagogy; policies		

Q26 Analysis Commentary:

It appears that the chief impediments to providing distance education courses and events at the University of Utah are related to funding issues, technology fragility or failures, as well as the increased faculty load to design, teach, and maintain distance education materials for students (two-thirds of respondents expressing concern in each of these areas). Interestingly, 71% of respondents suggested that a chief impediment is the familiarity of students with distance education technologies and the protocols used. Further investigation is needed to examine this failing, since the use of newer technologies of connectivity require a high level of comfort on the part of users. Not unexpectedly, copyright and intellectual property rights are of major concern, both in using resources created by others and in protecting one's own content.

27) Do you have additional comments?

Buy-in and support from administration is critical. The best thing we did was hire a professional instructional designer.
I have had 580 students in this course over the years....I think this has been a real service to students, the department and the university. T. Schenkenberg
The independent study services are very efficient.
This class is no longer offered by Political Science, so is not supported by them. It is a valuable curriculum because it is the only diversity-eligible offering that offers information on a wide variety of types of diversity, eg. not just gender or ethnic emphasis.
Breeze does not seem a viable option, but it is the main technology resource we have.
Having done this for a few years, it is vital to be prepared for any contingency.

Q27 Analysis Commentary:

Although only a handful of respondents supplied additional comments to the survey, we should note that the "buy-in and support from administration" was mentioned as critical; in one instance, a course of particular importance and uniqueness was cited as defunct because of failed support from a department. Independent Study services (likely through AOCE) were noted as "very efficient." Specific mention was made about the Adobe Connect/Breeze web collaboration software and that it has been the only solution available for a virtual classroom learning environment. This picture will change in the coming year as the state-wide WIMBA license for their web collaboration solution is implemented and exploited. A final comment by one respondent is particularly enlightening. Based on the respondent's years of involvement in distance education activities, he/she reports that **"it is vital to be prepared for any contingency."**