**THE NATURE AND
CHARACTERISTICS OF ONLINE
LEARNING IN ILLINOIS
COLLEGES AND UNIVERSITIES**

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Executive Summary

Purpose

The Illinois Virtual Campus (IVC) is a partnership of Illinois colleges and universities that provides residents of the state with easy access to all of the online and other distance education offerings of Illinois colleges and universities. The IVC provides high quality support services to all online students in the state, and provides leadership for the development of quality, comprehensive, and cost-effective online education offerings and support services within the higher education system of Illinois.

The IVC began operation in the fall of 1998 and the IVC web-based catalog of distance education courses and programs was available for public use in August 1999. Currently, the IVC online catalog contains over 3,500 courses and over 100 programs provided by 66 Illinois colleges and universities. In addition, the IVC has established an IVC Student Support Center in each of the 40 community college districts in Illinois. These centers provide local support services for all online students living within each region.

This study addressed a series of questions regarding changes in the institutions that participate in the IVC focusing on the nature and status of online learning, how institutional representatives perceive their institutions' support for online learning, and implications for state and local policy/planning.

A structured questionnaire was used to collect data from IVC institutions. Useable responses were received from 53 colleges and universities for a response rate of 83%. Of the 53 useable questionnaires, 34 were from community colleges, 8 from independent colleges and universities, and 11 from public universities.

Highlights in Brief

- Most online programs/courses are administered by individual departments at Illinois colleges and universities. Universities were almost twice as likely to administer online learning in individual departments

than community colleges. Public universities were more likely to have individual departments administer online programs than independent colleges and universities. The structure employed by an institution to administer its online programs is most likely unique to the institution where the programs or course resides.

- While more than 80% of the online courses are developed by individual faculty members, most institutions have a department, office or support center to assist faculty in the development of online courses.

- IVC institutions recognize the important need that online learning plays in serving the placebound student. This was reported as the most important reason that institutions have for supporting online learning. Community colleges placed an overall higher value on affordability as an important reason to support online learning than universities. Public universities and community colleges rated the importance of access and availability higher than independent institutions.

- More than half of the respondents reported their retention rates for online and traditional students were similar; however, almost a fourth of the institutions do not monitor completion rates for these students. Community colleges were more likely to monitor student retention than universities Community colleges reported substantially greater similarity in retention rates between online and on campus students than public universities and independent colleges and universities.

- More than 85% of respondents reported that their institutions planned to increase the number of online programs/courses offered in the future. Community colleges reported more interest in increasing online courses than other institutions. Independent institutions reported a higher interest to increase the number of online courses than public universities.

- Lack of faculty interest, lack of incentives/rewards, and concerns about workload and quality

were most frequently cited as barriers to the expansion of online offerings.

- Illinois colleges and universities reported offering a wide array of online services for students with most institutions reporting that students can preregister, register, pay tuition, or purchase textbooks online. Community colleges reported a higher incidence in the availability of online academic advisement. Independent colleges and universities reported greater access to online registration and tuition payment than public universities.

- Although test proctoring is available at all IVC Student Support Centers throughout Illinois, most faculty teaching online courses have their students take tests online as a means of evaluating student performance.

- Most institutions require basic technical skills as a prerequisite for enrollment in online courses; however, students are generally not required to demonstrate performance of these skills. Basic computer skills, word processing skills, and capability to use the Internet were the skills most often identified as prerequisites for participation in an online course. Public universities reported a greater emphasis on requiring prerequisites for online courses than other institutions.

- Most respondents indicated that their online students tended to be placebound, older, and working full-time.

- Most institutions offer orientation programs for online students, and almost 40% of institutions reported the availability of online orientation programs. Most orientation programs address essential technical skills, meeting software/hardware requirements, characteristics of successful online learners, and time management skills.

- Almost all respondents reported that technical support is available for online students during regular working hours. A sizeable number of institutions have extended hours for technical support. Universities reported offering 24/7 technical assistance more than community colleges. Community colleges reported

provide tutoring online more than other public and independent institutions.

- Most institutions use WebCT and Blackboard as the course management systems to develop and deliver online courses. Independent colleges and universities reported a greater preference for the Blackboard course management system than public institutions. Almost 80% of the respondents have their online course management systems housed on their own institution's server.

- Faculty and advisors are most frequently informed of IVC Student Support Centers online and at faculty meetings. Only community colleges reported using brochures to any degree to inform faculty about the Centers. About 60% of the respondents said there is good to very good awareness of the Centers by faculty.

- Institutions assign workload differently for faculty teaching online depending on the course taught and a variety of other factors. In addition to monetary incentives, online training is used extensively as an incentive for faculty to participate in teaching an online course. With the exception of technical planning, institutional support for faculty was rated consistently higher by community colleges than universities.

- Institutions provide good support for building and maintaining an online infrastructure to support online learning. However, there is low to moderate institutional support for providing institutional rewards for effective teaching of online courses. Community colleges were more likely to consider faculty incentives important than other public and independent institutions.

- Generally, moderate to good support is provided to faculty for online course development. Most faculty in institutions recognize the various learning styles of students in the development of online courses. However, institutions generally do not have a peer review process for approving online courses. Community colleges reported a consistent structure

for approving online course development more often than other institutions. Independent institutions reported more interest in assessing learning outcomes and using a peer review process for course approval than other institutions.

- Institutions recognize the need to facilitate the teaching/learning process for students. Voice-mail and/or e-mail systems are provided to encourage students to work with each other and their instructors. To a lesser extent, online courses require students to engage themselves in analysis, synthesis, and evaluation of class assignments.

- Courses are structured in a variety of ways to support online learning at IVC institutions. Library resources in public and independent institutions are made available to students, and students are provided with supplemental course information to assist in completing online courses.

- Institutions generally provide good to very good student support for online learning. Technical assistance is available to students throughout the duration of a course or a program.

- Technical assistance is available for faculty in course development, and they are encouraged to use it as they are assisted in the transition from classroom teaching to online instruction.

- Institutions use a variety of methods to assess educational effectiveness. Most institutions reported having good support for development of an evaluation process to improve the teaching/learning for students. Independent institutions placed a somewhat higher value on assessing educational effectiveness than public institutions.

Analysis

Illinois colleges and universities have a strong commitment to continue to increase their online course and program offerings to provide expanded educational opportunities for place bound students.

Illinois colleges and universities participating in the Illinois Virtual Campus (IVC) have recognized the importance of serving placebound students who are older and often working full-time. They recognize the important need to take advantage of new technology and expand the number of online programs and courses offered for students.

A variety of unique organizational responses to deliver online programs and courses have been initiated at IVC institutions. State flexibility for institutions to develop online programs/courses has allowed them to develop and support online instruction in a manner that is unique to an institution's organizational culture.

There is generally moderate to good support for online learning in IVC institutions. However, the rapid increase in the development of online programs/courses suggests that additional emphasis needs to be placed on eliminating policy or procedural barriers to their development and providing incentives to faculty for the delivery of online instruction.

Background, Objectives, and Approach

The revolution in microcomputer technology has radically altered the nature of learning in business, industry, government and education. In the education sector, higher education is experiencing a transformation in not only how courses are delivered to students, but how they are taught. Online education has been delivered to placebound students, utilizing distributive learning models that fully integrate technology into the learning process.

An estimated three to five million Americans pursue education in a distance education environment, and that number grows each year. Online learning has been continuously growing as adults demand less-expensive classes at non-traditional hours, and as higher education institutions look for more cost-effective ways to provide educational services to a broader population.

Yet, as is most always the case with new advances, technology often grows at a faster pace than traditional institutional policies and guidelines. These policies and guidelines are being questioned as they apply to an online learning environment.

For this study, online was defined as a course that is conducted primarily through the Internet. It does not include courses conducted exclusively on campus, courses completed exclusively through correspondence, or courses in which the instructor traveled to a remote site. This study assessed the status and nature of online learning in 66 Illinois colleges and universities that provide courses and programs via the Illinois Virtual Campus.

The Illinois Virtual Campus (IVC) began in the fall of 1998. The IVC web-based directory of courses and programs offered by Illinois colleges and universities offers a searchable database with links to each college and university. The IVC lists many complete programs and

thousands of courses offered via the Internet, interactive TV, correspondence, and stored media.

As a gateway to making online courses accessible to students, the IVC directory provides information for undergraduate, graduate, non-credit and continuing, education courses. It also lists certificate, associate degree, baccalaureate degree, master's degree, and professional programs. Directory searches provide students with a list of basic information about the courses and programs that match their unique interests.

The IVC also supports a statewide system of support centers for distance learners. All 40 community college districts in Illinois host IVC Student Support Centers providing (a) initial assistance and advice to help the students get started in the distance learning programs, (b) access to computers for students to take a course via the Internet, (c) basic technical support, (d) access to library materials and learning services, (e) testing services including test proctoring, and (f) general academic advising.

Currently, 66 Illinois colleges and universities, both public and private, have submitted over 3,500 courses and over 100 programs to be offered via the IVC on the online catalog. During the 2001-2002 academic year, these offerings generated 165,698 student course enrollments in all distance education and 81,454 student course enrollments in online education.

The IVC is administered by the Office of the Associate Vice President for Academic Affairs at the University of Illinois. It has as its vision to "provide residents of Illinois with easy access to all of the online and other distance education offerings of Illinois colleges and universities, to provide high quality support services for all online students in Illinois, and to provide leadership for the development of quality, comprehensive, and cost effective, online higher education offerings and support services to meet the needs of Illinois residents."

The IVC mission is to assist online learners and higher education providers in Illinois by:

- Providing Illinois residents with online access to the distance education offerings of the state's colleges and universities.

- Providing local and online support services needed by students enrolled in online courses.

- Providing access to the various online initiatives in Illinois that assist online learners.

- Reporting distance education enrollments and trends in Illinois.

- Supporting Illinois colleges and universities with resources, services, workshops, and information regarding online learning and online student services.

The IVC has a structure of advisory committees composed of members from all sectors of higher education, state agencies, and the private sector throughout the state. These advisory committees include a steering committee of policy advisors, a council for providers of content, and a council to advise student support centers.

The IVC is a portal for faculty and students involved in online learning and a portal for online students who are interested in learning more about distance education in Illinois. In a short period of time, the IVC has become recognized as an important link to the burgeoning world of online learning in higher education.

Scope and Methodology

In April 2002, staff of the IVC recognized the need to engage in a benchmarking study to contribute to a better understanding of the nature of online learning in Illinois colleges and universities. For the purposes of this study, online was defined as a course that is conducted primarily through the Internet.

The study concentrated on seeking answers to a series of questions regarding changes in IVC institutions in particular:

- What are the nature and status of online learning in IVC institutions?

- How do IVC institutional representatives judge their institutions' support for online initiatives?

- What are the implications of these findings for state and local policy/planning?

The study used a descriptive research methodology to assess the perceptions of directors of online learning programs at the 66 Illinois colleges and universities participating in the IVC.

A structured questionnaire was used to collect data. The questionnaire assessed directors' perceptions of online learning in their respective institutions. The population for the study was perceived to encompass those individuals at the 66 institutions involved in the IVC who have the practical and daily responsibility for working with and addressing issues associated with online learning.

The instrument used for the study (Appendix 1) is an adaptation of two instruments that had previously been used to collect data associated with online learning. An instrument prepared by the U.S. Department of Education (1997) was used to collect baseline data about the institution, assessing characteristics such as administration of online learning, barriers to expanding online offerings, institutional procedures associated with online registration services and basic technology skills prerequisites.

The second instrument, (National Education Association, 2000) adapted for use in this study assessed perceptions of institutional support for online learning. A seven-point Likert-type scale was used to assess institutional support for online learning, support provided to faculty, facilitation of the teaching/learning process, course structures, student support and course evaluation.

The adapted instrument was pilot-tested in June 2002 with several institutional representatives, all of whom were involved in online learning in their respective institutions. Based on the results of this pilot testing, modifications were made to the wording of several items on the instrument. Respondents were also offered the opportunity to provide additional comments concerning online learning in their respective institutions.

For the purposes of this survey, "online" was defined as a course that is conducted primarily over the Internet. It did not include courses conducted exclusively on campus, courses completed exclusively through correspondence, or courses in which the instructor traveled to a remote site.

Sixty-six questionnaires were mailed in July 2002. Follow-up to non-respondents occurred in August with a second mailing of the survey and in September with both phone and fax contact.

There was a total of 55 responses. One of the 55 institutions reported only one online program; one of the 55 indicated no online programs. Data from both institutions were not included in the study, leaving a response rate 83% (53/64) of the useable questionnaires; 34 were from community colleges, 2 from independent two-year colleges, 11 from public universities and 6 from independent universities.

General Institutional Information

Conditions and changes in the nature of online learning in Illinois Virtual Campus (IVC) institutions are of direct relevance to policymakers and planners. If educators and others agree that predictions of dramatic increases in online learning are valid, policymakers and planners should prepare for these changes. This section of the report examines the nature of online learning in IVC institutions, providing a snapshot of activity as of November 2002.

Administration of Online Learning

Respondents were asked to identify how online learning was administered by their respective institutions. As Figure 1 illustrates, there are varied administrative structures used by IVC institutions to administer online programs. Most programs/courses are administered by individual departments, followed by an office/department of distance education, a separate office/department for online learning, or an office/department of continuing education. The structure employed by an institution to administer its online programs is most likely unique to the organization where the program resides.

The administration of online learning varied by type of institution. Universities were almost twice as likely (65%) to administer online learning in individual departments than community colleges (33%). Community colleges tended to administer online learning in a separate office or department for online learning. Public universities were more likely to have individual departments administer online programs than independent colleges and universities.

Figure 1. Administration of Online Learning
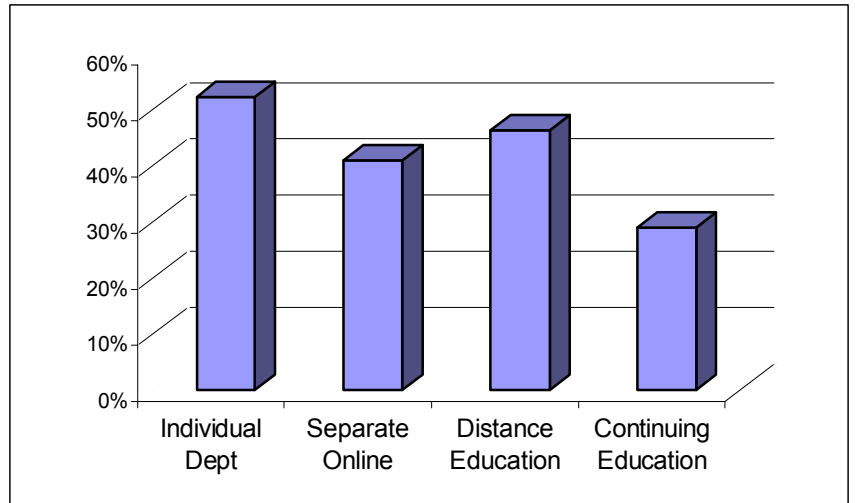
Development of Online Courses

Respondents were asked to identify which group(s) had primary responsibility for developing online courses. This might involve development by individual faculty, online departments/offices, and/or commercial or noncommercial vendors. Data from respondents suggested that although instructional and faculty support centers were used to assist in the development of online courses, most online courses (81%) are developed by individual faculty members. More than 80% of respondents reported their institution provided a department, office or support center to assist faculty in the development of online courses.

Importance of Online Learning

Respondents were asked to identify the importance of online learning for their institutions. Figures 2 and 2b show how respondents identified the relative importance of online learning in terms of reducing student costs, making educational opportunities more affordable, increasing enrollments, increasing student access, increasing the institutions access to new audiences, improving quality, meeting local employer needs, or making it convenient for faculty to teach students. The most important reason IVC institutions support online learning was to increase student

availability and access to courses at convenient places and times. Other goals related to quality and increased enrollment were rated higher than goals involving institutional costs or meeting employer needs.

Although "affordability" was most frequently ranked as "most important" by both community colleges and university programs, community colleges placed a higher interest in affordability with 50% of the respondents indicating a value of importance compared to 35% of university respondents. Only 6% of community college respondents identified meeting "employer needs" as not important compared to 29% of university respondents. Although "quality" was ranked similarly by community colleges and universities, universities respondents ranked meeting market needs as more important. Public universities and community colleges rated the importance of access and affordability higher than independent institutions.

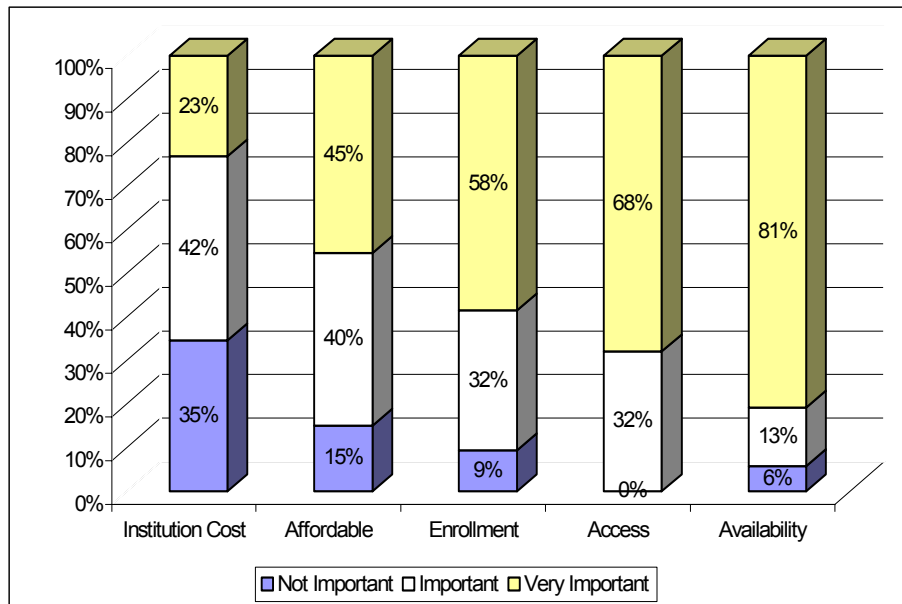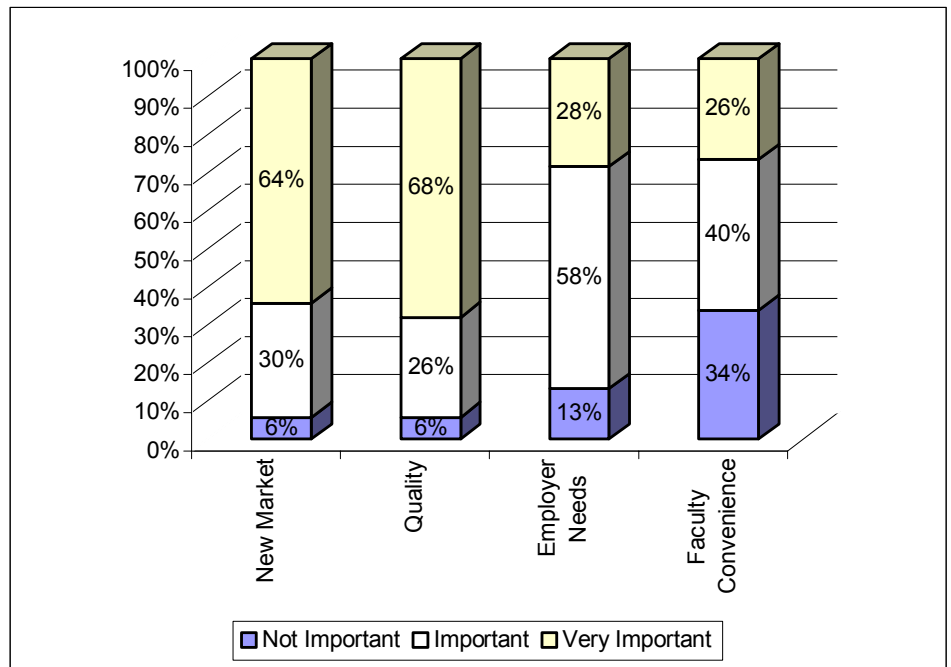Figure 2. Importance of Online Learning

Figure 2 b. Importance of Online Learning

Retention Rates

Student retention and completion in an online course is of concern in a nontraditional learning environment. Respondents were asked to identify the retention rates for students completing courses online and on campus. Figure 3 shows the analysis of the response to this question. Almost one fourth of the respondents did not have data available to monitor retention rates of online students. However, more than half of the respondents reported that retention rates for online and traditional students were similar. Community colleges reported substantially greater similarity in retention rates between online and on campus students than public universities and independent colleges and universities. Only 6% of the respondents indicated a higher retention rate among online students.

The majority (53%) of universities reported that retention rates for online courses were not monitored compared to 6% of community colleges. Of those that monitor, most reported similar retention rates as traditional programs. Comparisons are limited by the lack of comparable data collection activities regarding retention rates.

Figure 3. Retention Rates for Online vs. Traditional Courses
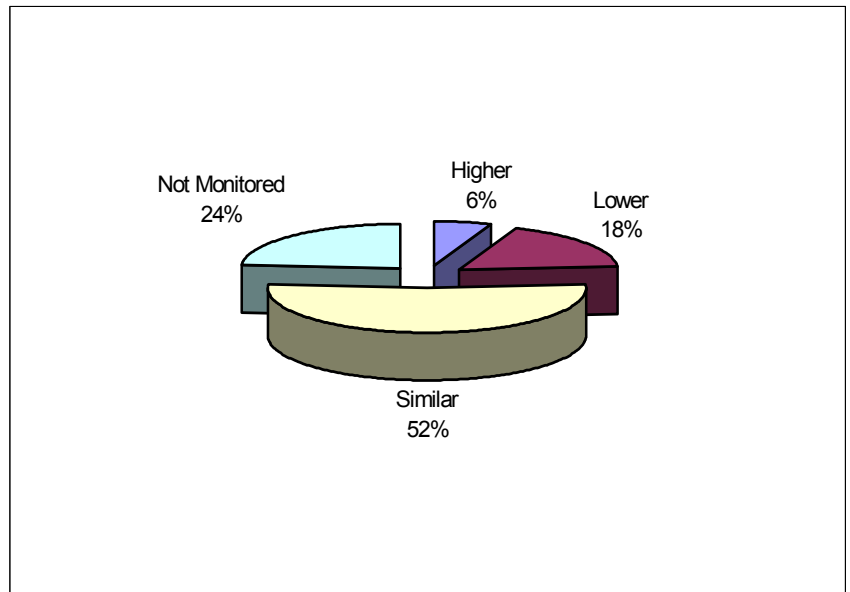
Expansion Plans   Figure 4 shows the analysis of data from respondents when queried about their institution's plans to develop online courses. Interestingly, less than 10% of the respondents identified plans to maintain the same level of online courses during the next three years. None of the respondents indicated a decrease in the development of online courses. More than 85% of respondents reported that the institution plans were to increase the number of online courses offered. Community colleges reported more interest in increasing online courses than other institutions. Independent colleges and universities reported a higher interest to increase the number of online courses than public colleges and universities.

Figure 4. Online 3-Year Course Development Plan

Figure 4. Online 3-Year Course Development Plan
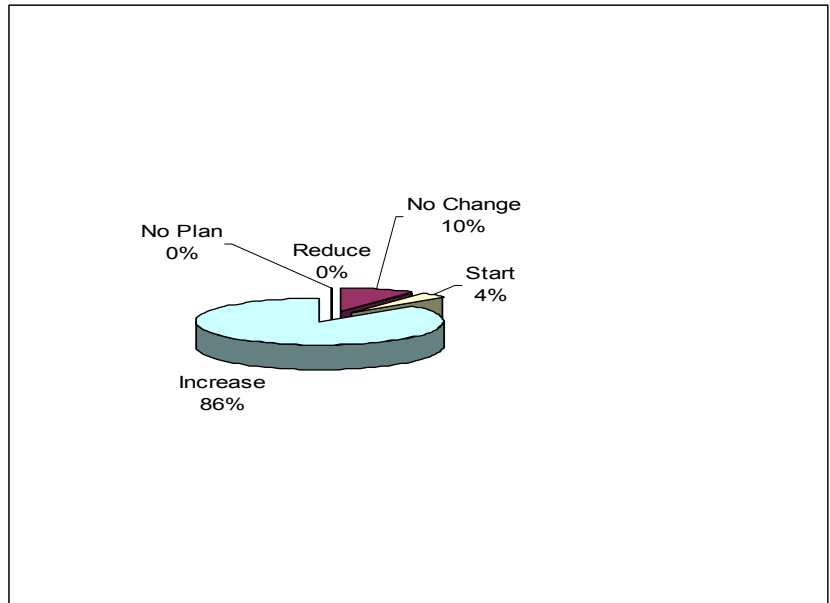
Factors Limiting Expansion

Respondents were asked to identify which of 16 factors affected their institutions' ability to expand online offerings. Data are illustrated in Figures 5 and 5b. Lack of faculty interest, lack of incentives/rewards, concerns about workload, and concerns about course quality were most frequently cited as having a negative influence on the expansion of online courses. Inability to obtain state authorization, lack of a fit with the institution's mission, lack of administrative support and other policy/procedural factors were perceived to be the least important issues affecting the expansion of online courses.
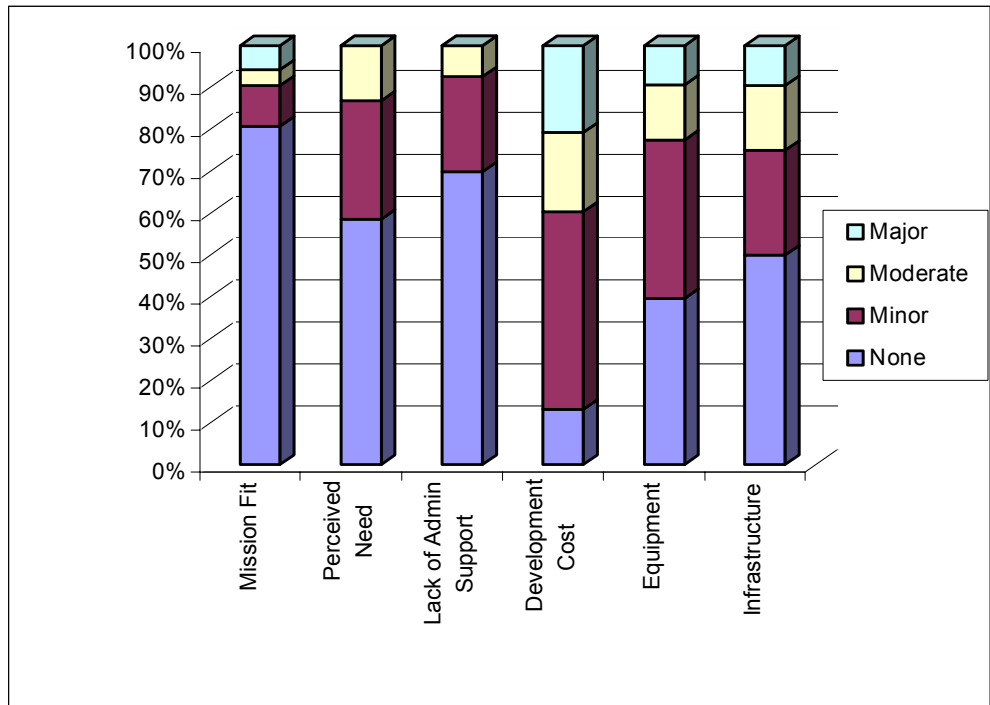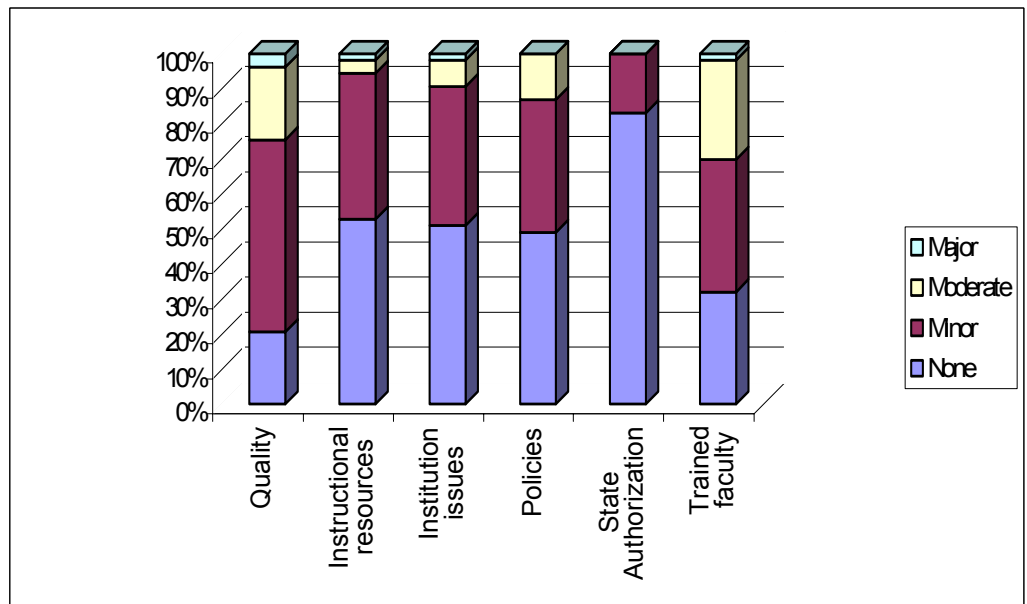
Figure 5. Factors Limiting Expansion

Figure 5 b. Factors Limiting Expansion

**Registration
Services**

A series of questions was asked regarding the institutional support services or practices unique to online course offerings. The first of these questions assessed the availability of online registration services.

As illustrated in Figure 6, in most cases students can preregister and register for courses online, and pay their tuition and fees online. To a lesser extent, unclassified students can be admitted to the institution online. Less than 15% of the institutions reported that academic advisement services were available online. None of the respondents indicated that their institutions allow students to take online placement tests.

Online registration services were reported as being provided more frequently by university respondents. The greatest differences between universities and community colleges were in the areas of online pre-registration and registration. However, community colleges reported a higher incidence in the availability of online academic advisement. Independent colleges and universities reported greater access to online registration and tuition payment than public colleges and universities.

Figure 6. Online Registration Services
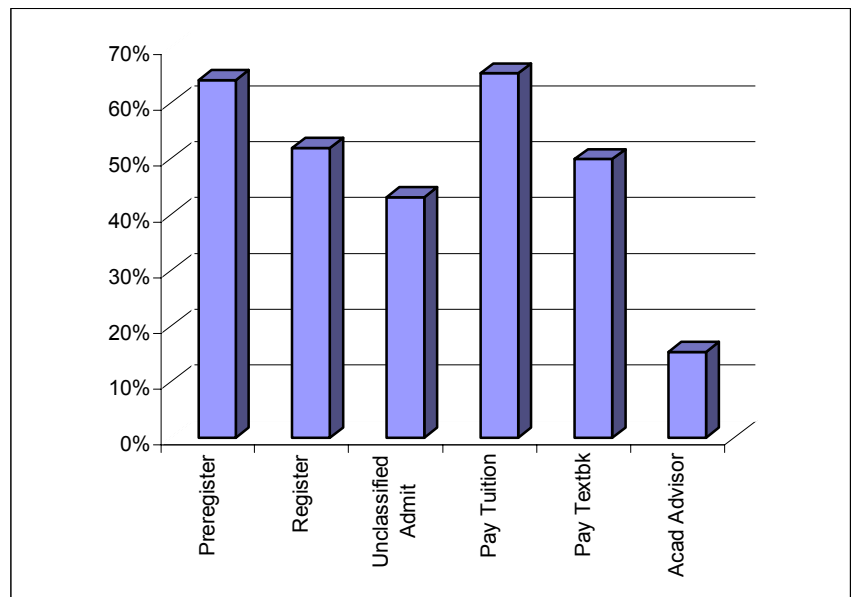
Evaluation of Student Performance

Respondents were asked to report how faculty evaluate student performance in for-credit online courses. Most institutions did not mail or fax students' tests. However, some used proctors who receive tests and administer them to students. IVC Student Support Centers (while utilized sometimes) are not the principal means for evaluating student performance. Most often, online students take their tests online.

Prerequisites for Online Courses

To address the question of prerequisites for online students, respondents were asked to identify whether or not basic technology skills were required and whether students had to demonstrate performance of basic technology skills. Responses are illustrated in Figure 7.

More than half of the respondents indicated that they require basic technology skills as a prerequisite for enrollment in an online course. However, most institutions do not ask students to demonstrate that they possess these skills. Public colleges and universities reported a greater indication of requiring prerequisites for online courses than other institutions.

Technology skills required most often are basic computer skills, capability to use the Internet and basic word processing skills.

Figure 7. Frequency of Prerequisites for Online Courses
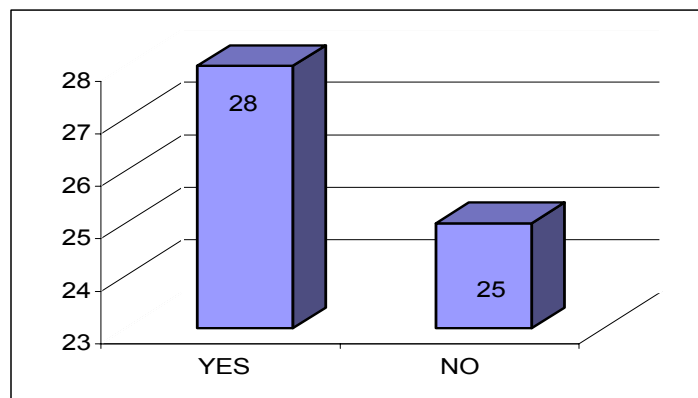
Characteristics of Online Students

Respondents were asked to describe the typical online student. Those characteristics varied considerably among institutions from being the same as on campus students to those who are adults, working and more independent than the traditional campus-based student. Most respondents indicated that their online students tended to be placebound, older, and working full-time.

Orientation for Online Students

Figure 8 shows how respondents reported the availability of orientation programs for first-time online students. Orientation programs are offered for all students, and almost 40% of institutions reported the availability of online orientation programs. In Figure 9, the components of the various orientation programs are identified. More than 80% of the institutions provide orientation programs to address the important need for technical skills, meeting software/hardware requirements, and understanding the characteristics of successful online learners. About 60% of the orientation programs emphasize study and time management skills.

With the exception of "time management," community college respondents indicated more frequent focus in their orientation programs on technical skills, software/hardware, and successful learning components than universities.

Figure 8. Orientation Programs for Online Students
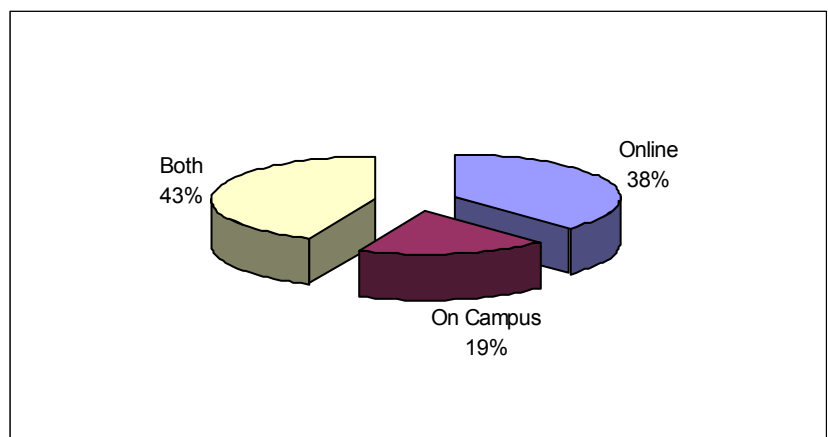
Figure 9. Components of Orientation Program
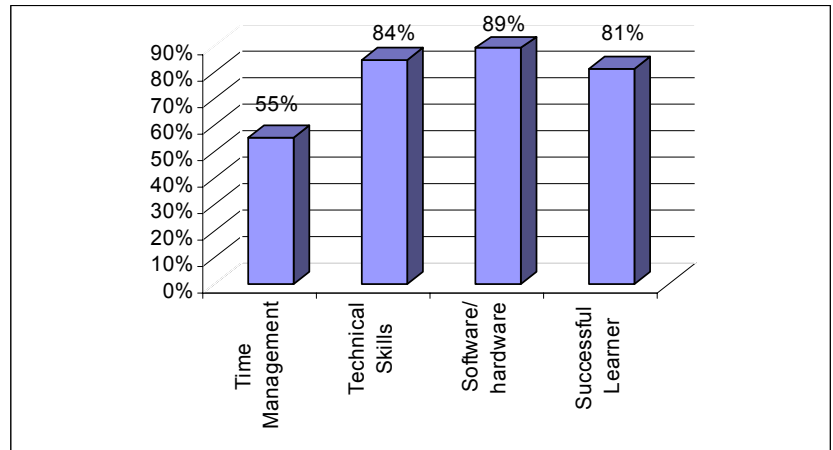
**Technical Assistance
for Online Learners**

Respondents were asked to provide information regarding the type of technical assistance provided for online learners. Figures 10 and 11 show data related to this issue.

In most cases, institutions provide tutoring for students enrolled in online courses both on campus and online. Slightly more than a third of the institutions provide tutoring on campus only. Community colleges were more likely to provide tutoring online than other public universities and independent colleges and universities.

Almost all respondents reported that technical support is available for online students during regular working hours. More than 80% of faculty have online office hours for students enrolled in an online course. A sizeable number of institutions have extended hours for technical support. Only 15% offer online "help" or 24/7 technical assistance. Universities offer 24/7 technical support at a higher rate than community colleges.

Figure 10. Sources of Tutoring
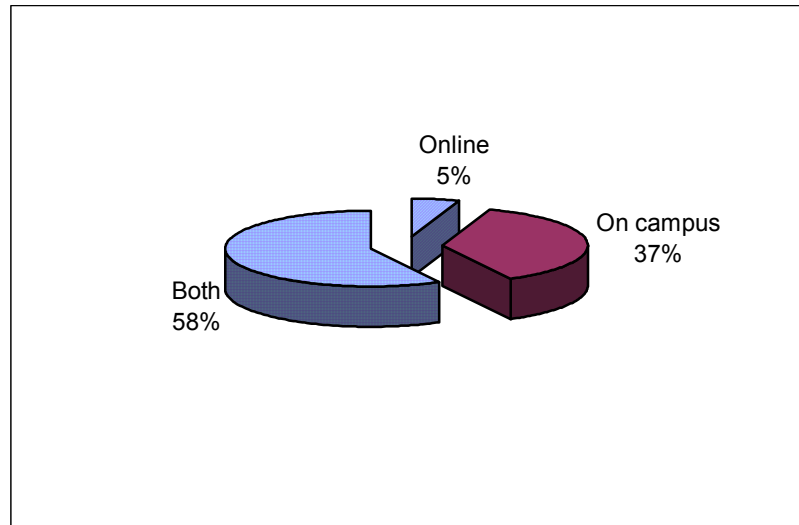
Figure 11. Technical Assistance for Students
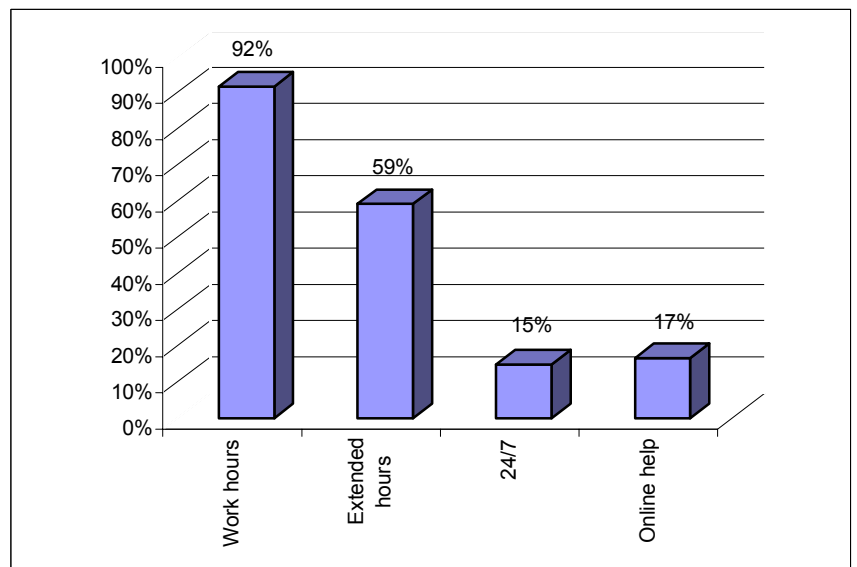
Primary Course Management System

Figure 12 illustrates how respondents identified the primary course management system used by their institution/faculty to develop and deliver online courses. Most institutions use WebCT or Blackboard as the course management system to develop and deliver online courses. Independent colleges and universities reported a greater preference for the Blackboard course management system than public

institutions. Although no private vendors were identified, about 10% of the institutions reported using their own locally developed systems. Seventy-eight percent of the respondents have their online course management system housed on their own institution's server.

Figure 12. Course Management Systems Utilized
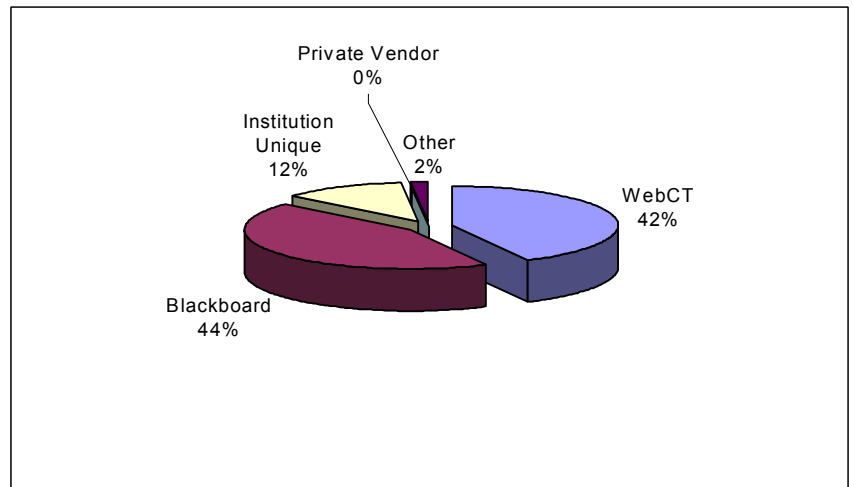
IVC Student Support Centers

Figure 13 shows the methods used by institutions to inform faculty about the availability of IVC Student Support Centers. Centers have been established at all 40 community college districts in Illinois and provide a variety of services for faculty and students. Faculty and advisors are most frequently informed of IVC Student Support Centers online and at faculty meetings. Memoranda and brochures are generally not used. Only community colleges reported using brochures to any degree to inform faculty about the Centers. When asked how well informed faculty were, about 60% of the respondents said well to very well. Twenty percent of the respondents indicated that faculty were not well informed about IVC Student Support Centers.

Figure 13. Frequency of Sources Used to Inform Faculty about IVC Support Centers
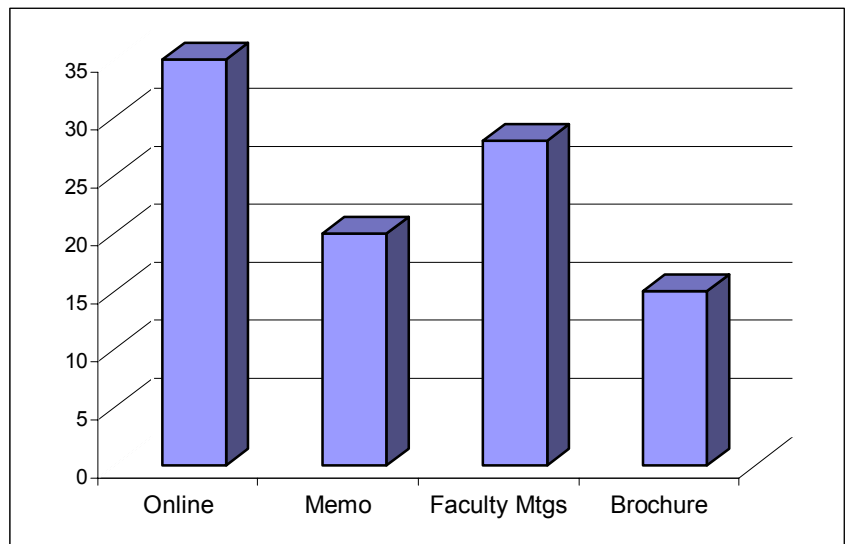
Faculty Compensation

The last series of questions in Part I of the survey asked respondents to identify the structure used for compensating faculty who participate in online course delivery. Online courses are taught either as a part of a faculty member's regular teaching load or, in some cases, above the regular teaching load. Institutions assign workload differently depending on the course taught and a variety of other factors.

As shown in Figure 14, institutions use monetary incentives/compensation for faculty teaching online courses. Extensive online training is used as an incentive for faculty. To a lesser extent, compensation includes release time money for conference attendance and purchase of equipment.

With the exception of technical planning, institutional support was rated consistently higher by community colleges than universities. The greatest variance was reported for faculty incentives, followed by centralized support and ongoing curriculum support.

Figure 14. Frequency of Methods Used to Reward Faculty
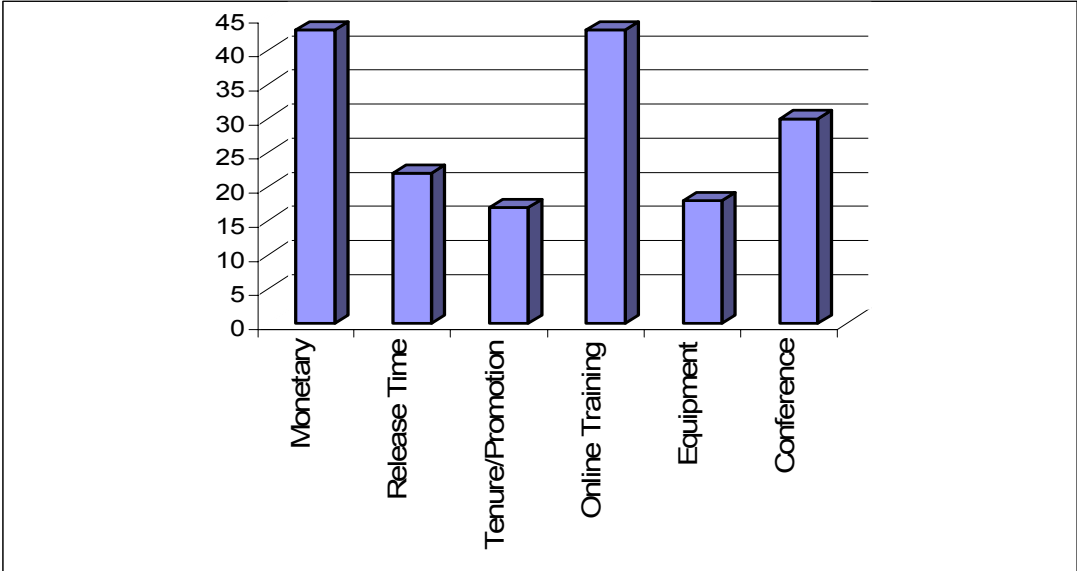
Support for Online Programs/Courses

Using portions of an instrument developed by the National Education Association (2000), the second section of the Illinois Virtual Campus (IVC) questionnaire examined respondents' perceptions of institutional support for online programs/courses. A seven-point Likert-type scale was used to assess institutional support, support provided to faculty, facilitation of the teaching/learning process, course structure, student support and course evaluation. This section of the report examines the nature of institutional support as reported by respondents from IVC institutions.

Institutional
Support

Means were computed to assess respondents' perceptions of the support provided by their institutions for online learning. These data are illustrated in Figure 15. Respondents noted there was good support for building and maintaining the institution's online infrastructure (5.42/7) and for curriculum development (5.23/7). They disagreed somewhat (3.83/7) that there is support by their institutions for providing institutional rewards for effective teaching of online courses. Professional incentives for faculty (4.56/7), technology planning, (4.00/7), and the use of electronic security measures (4.87/7) all were noted as moderately supported by IVC institutions. Community colleges were more likely to consider faculty incentives important than public universities and independent colleges and universities.

Figure 15. Institutional Support

	Faculty incentive	Institutional rewards	Technical plan	Electronic security	Centralized support	Ongoing curriculum support
☐ MEAN	4.56	3.83	4.10	4.87	5.42	5.23
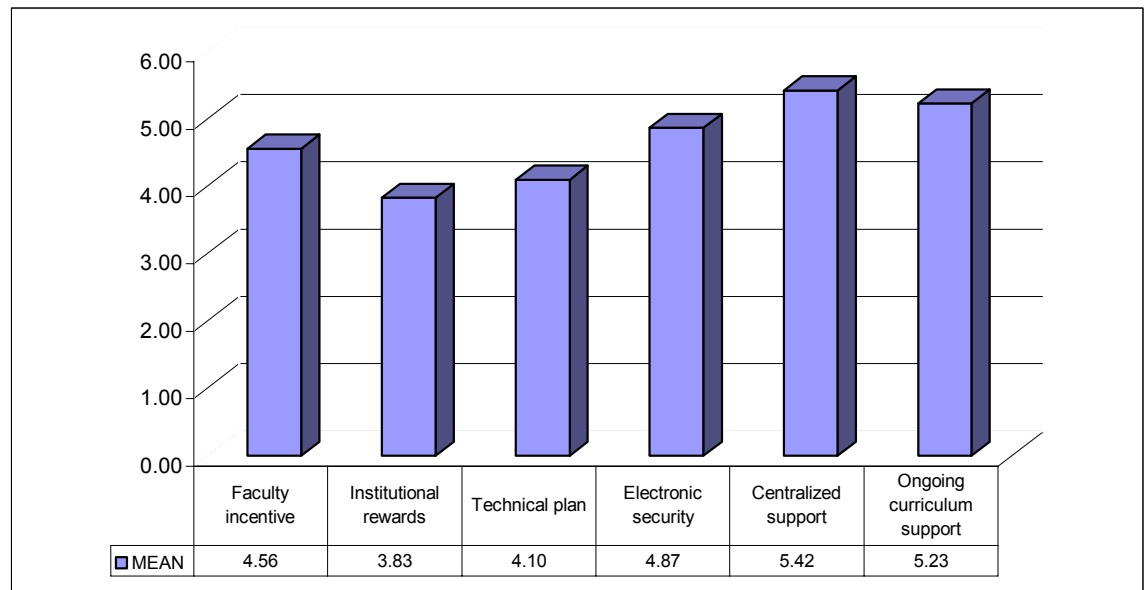
Support for Faculty for Online Course Development

Respondents were asked a series of questions associated with the support provided to faculty for online course development. Mean responses are shown in Figure 16.

Moderate to low support was reported by IVC institutions with respect to support provided to faculty for online course development.   Moderate support was provided for designing courses with a consistent structure (4.48/7), using assessment instruments to ascertain the specific learning styles of students (4.65/7), establishing a regular review process to ensure that instructional materials meet program standards (4.58/7), and assuring that technology is being used to deliver course content based on learning outcomes (4.47/7). Respondents slightly disagreed that faculty teams are used to manage course design (3.73/7) and that a broad peer review process is used to approve online courses (3.27/7).

The greatest variance in support for faculty occurred in the different values reported by community colleges and other institutions in the application of a consistent structure for course development (4.79 vs. 3.82). Independent colleges and universities reported more interest in assessing learning

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outcomes and using a peer review process for course approval than other institutions.

Figure 16. Support for Faculty

	Peer Rev	Min Stndrds	Multi team	Learning styles	Assess style	Consistent structure	Learning outcome	Reg review
☐ MEAN	3.27	4.38	3.73	4.65	3.25	4.48	4.47	4.58
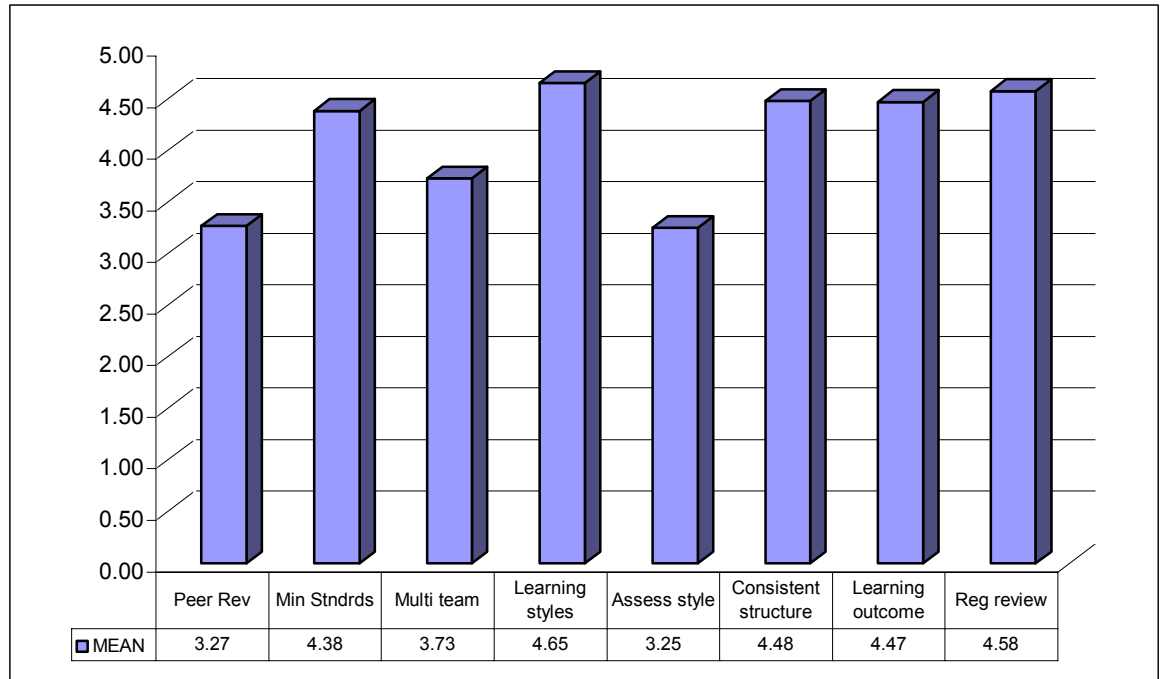
Teaching/Learning Process

Figures 17 and 18 show means that were computed to assess respondents' perceptions of how the teaching/learning process is facilitated for students.

Good support was reported for using voicemail and/or email systems to encourage students to work with each other and their instructor (5.83/7), facilitating student interaction (5.67/7), providing constructive feedback to students (5.43/7), facilitating student interaction with other students (5.37/7), and providing feedback to students for their assignments and questions (5.37/7).

Moderate support is provided by IVC institutions for separating modules into varying links determined by the complexity of learning outcomes   (4.82/7), separating courses into self-contained segments that can be used to assess student mastery (4.70/7), promoting collaboration among students (4.75/7), requiring students to work in groups (4.79/7), and requiring students to engage

30

themselves in analysis, synthesis and evaluation as a part of the class assignment (4.82/7).

Figure 17. Teaching/Learning Process

	Student: Faculty	Student: Student	Timely Feedback	Constructive Feedback	Modules
☐ MEAN	5.67	5.37	5.37	5.43	4.70
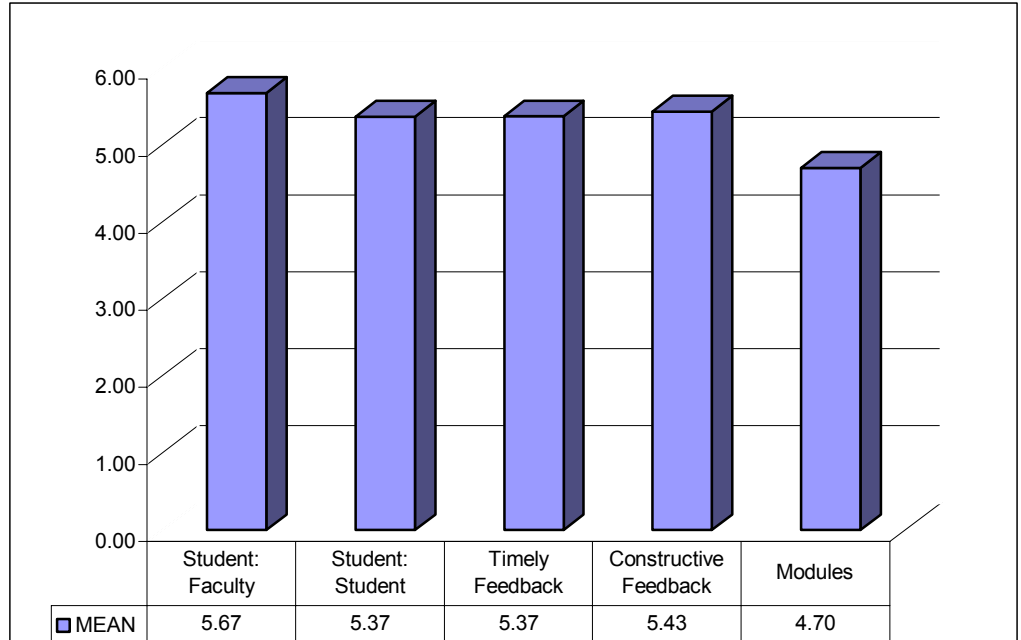
Figure 18. Teaching/Learning Process

	Learning style	Student analysis	Class mail	Groups	Collaboration
☐ MEAN	4.82	4.57	5.83	4.59	4.75
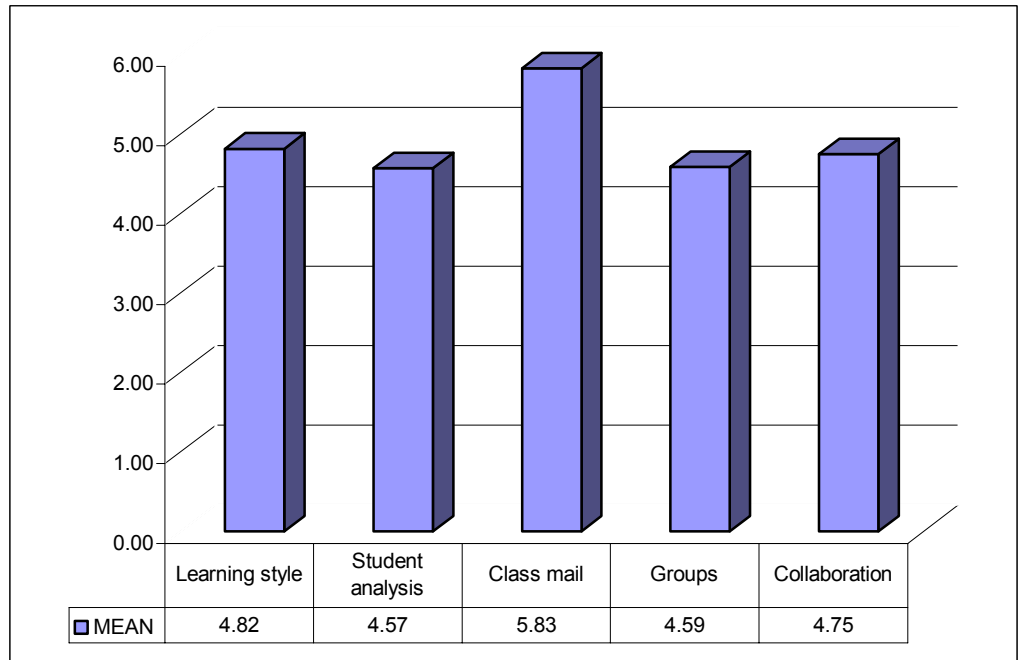
Course Structure

Figure 19 illustrates how respondents reported the support their institutions provide to assure that courses are structured for online learning. Means were computed to analyze their responses.

Generally, good support was noted for having sufficient library sources available for students (5.87/7), providing supplemental course information to students (5.58/7), identifying learning outcomes for each course (5.16/7) and providing initial advice about the program for students to determine if they have self-motivation and commitment to learn at a distance (5.08/7).

Moderate support was noted with respect to students being instructed in proper methods of research (4.90/7).

Most institutions do not require that faculty regularly grade and return all assignments within a certain time period (3.85/7).

Figure 19. Course Development

	Supp. Info	Expectations	Grade/Return	Library	Research Meth	Pre advisement	Learning styles
MEAN	5.58	5.37	3.85	5.87	4.90	5.08	5.16
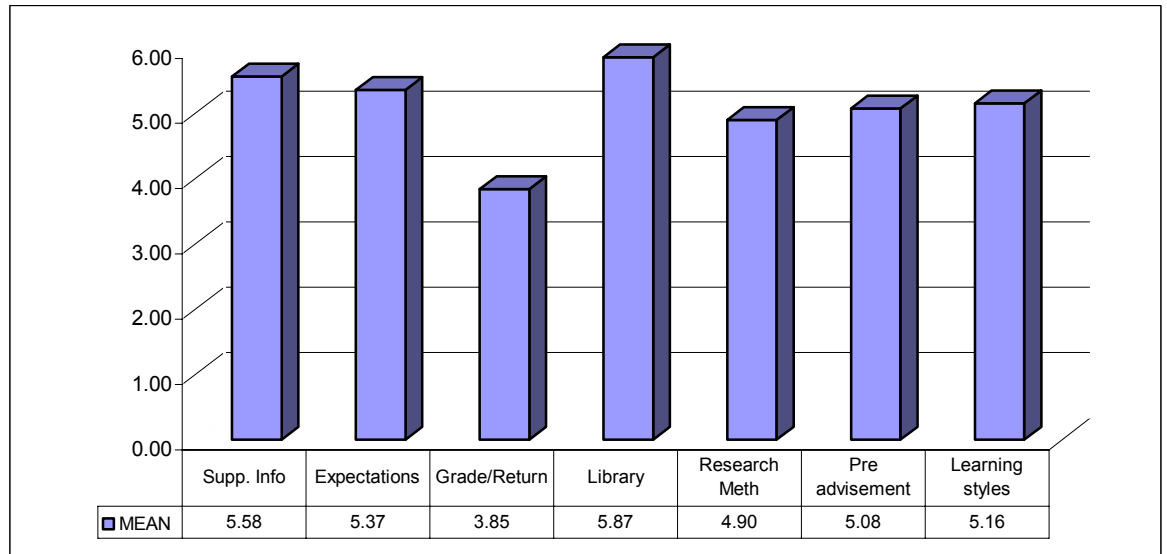
Student Support

Figure 20 shows means calculated to illustrate how respondents judge the student support present for online learning in their institutions. Respondents noted that students can obtain assistance to help them use electronically accessed data successfully (5.48/7), receive written information about the program (5.47/7), receive

technical assistance throughout the duration of the course/program (5.39/7), and that a system is in place to address student complaints (5.19/7). Respondents noted moderate institutional support when indicating whether or not hands-on training and information is available to help students secure material via electronic databases, interlibrary loans, government archives, etc.

Figure 20. Student Support

	Student Ass't	Student Training	Written Info	Technical Ass't	Complaint System
MEAN	5.48	4.52	5.39	5.47	5.19
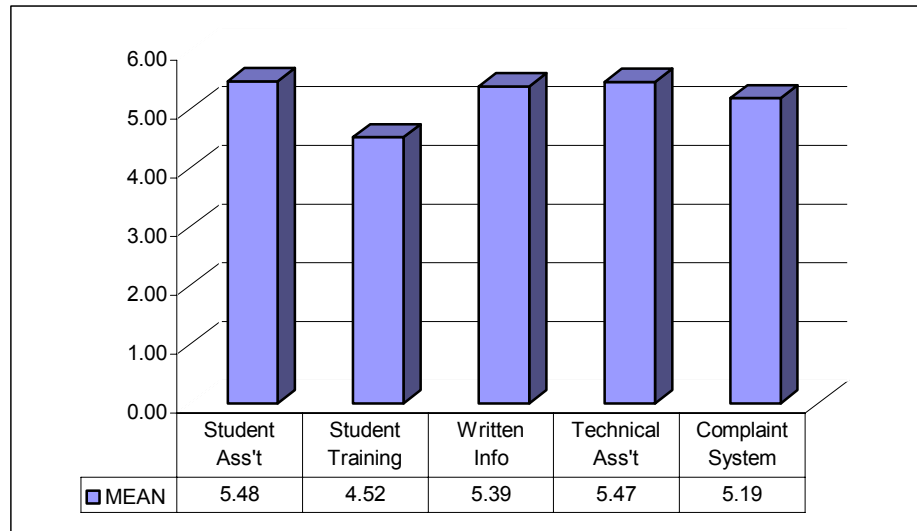
Faculty Support

Figure 21 shows means calculated to illustrate respondents' perceptions of their institution's faculty support for online learning.

A high level of support is provided for technical assistance in course development (6.37/7). Good support is provided for assisting faculty members in the transition from classroom teaching to distance instruction (5.50/7), providing ongoing training for distance instructors (5.25/7) and offering peer/mentoring resources to faculty members (5.0/7).

Moderate support was identified for providing written resources to faculty member to address issues arising from student use of electronically accessed data (4.67/7).

Figure 21. Faculty Support

	Technical Ass't	Transition Assess	Peer Monitor	Distance Instructor Training	Written Resources
☐ MEAN	6.37	5.50	5.00	5.25	4.67
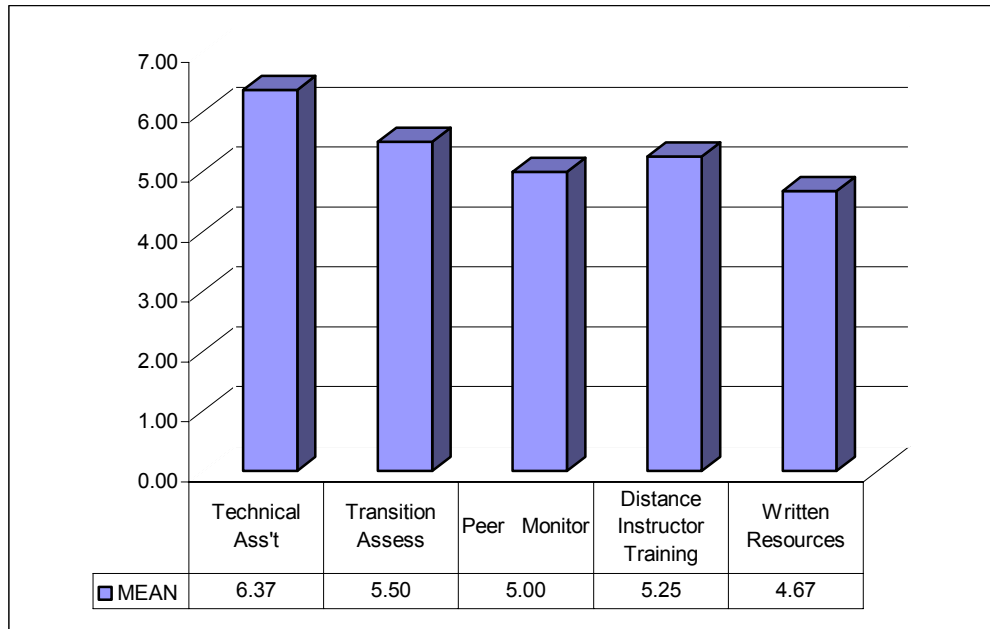
Evaluation and Assessment

The last series of questions in the survey instrument addressed the importance of online support for delivering courses/programs specifically focusing on evaluation and assessment. Means computed for these questions are shown in Figure 22.

In all cases, IVC respondents identified moderate institutional support for course evaluation as it applies to online learning. Independent universities placed a somewhat higher value on assessing educational effectiveness than public institutions. An evaluation process is used to improve the teaching/learning process (4.67/7), data on enrollment, costs, and uses of technology are used to evaluate program effectiveness (4.53/7), multiple methods are used to measure program effectiveness (4.40/7), learning outcomes are regularly reviewed to ensure clarity, utility, and appropriateness (4.35/7), and specific standards are in place to compare and improve learning outcomes (4.29/7).

Although the mean rating for each area of evaluation and assessment ranged between 4-5 on a 5-point scale, the means reported by university respondents were consistently

higher than those reported by community college respondents.

Figure 22. Evaluation and Assessment

	Multi-method	Improve Teach/learn	Outcome Standards	Enroll/Cost/ Effect	Outcomes review
◼ MEAN	4.40	4.67	4.29	4.53	4.35
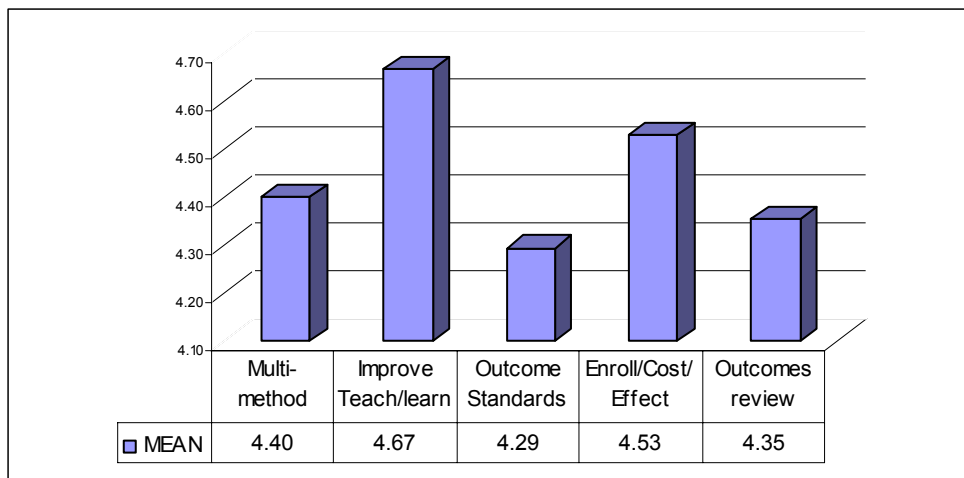
Analysis and Implications

The Illinois Virtual Campus (IVC) began in the fall of 1998 by offering a web-based directory of online courses and programs offered by Illinois colleges and universities and by providing support services for online students living in all regions of the stare. The online directory offers a searchable database with links to each college and university.   IVC Student Support Centers are located in all 40 community college districts in Illinois.

In April 2002, staff of the IVC recognized the need to engage in a benchmarking study to contribute to a better understanding of the nature of online learning in Illinois colleges and universities.

This study concentrated on addressing a series of questions regarding the status of online learning in the 66 institutions participating in the IVC. The questions addressed through the study included:

- What is the nature and status of online learning in IVC institutions?

- How do IVC institutional representatives judge their institution's support for online initiatives?

- What are the implications of these findings for state and local policies/planning?

The study used a descriptive research methodology to assess the perceptions of directors of online learning programs at the colleges and universities. The response rate for the questionnaire was 83%. Of the 53 useable responses, 34 were from community colleges and 2 from independent two-year colleges, 11 from public universities and 6 from independent universities. For the purposes of the survey, "online" was defined as a course that is conducted primarily over the Internet.

The first part of the survey instrument examined the nature and status of online learning in IVC institutions. Data from

this section of the instrument have been used to identify the characteristics of IVC institutions.

Characteristics of IVC Institutions

Data from the survey of IVC respondents provide a snapshot of activity in participating institutions as of November 2002. Data show the following characteristics of IVC institutions:

- Most online programs/courses are administered by individual departments in a college or university. However, universities are almost twice as likely to administer online learning in individual departments than community colleges. Public universities were more likely to have individual departments administer online programs than independent colleges and universities. The structure employed by an institution to administer its online programs is most likely unique to the institution where the programs or courses reside.

- While more than 80% of the online courses are developed by individual faculty members, most institutions have a department, office or support center to assist faculty in the development of online courses.

- IVC institutions recognize the important need that online learning plays in serving the placebound student. This was reported as the most important reason that institutions have for supporting online learning. Community colleges placed an overall higher value on affordability as an important reason to support online learning than universities. Public universities and community colleges rated the importance of access and availability higher than independent institutions.

- More than half of the respondents reported their retention rates for online and traditional students were similar; however, almost a fourth of the institutions do not monitor completion rates for these students. Community colleges were more likely to monitor student retention than universities. Community colleges reported substantially greater similarity in retention rates between online and on campus

students than public universities and independent colleges and universities.

- More than 85% of respondents reported that their institutions planned to increase the number of online programs/courses offered in the future. Community colleges reported more interest in increasing online courses than independent colleges and universities. Independent universities reported a higher interest to increase the number of online courses than public colleges and universities.

- Lack of faculty interest, lack of incentives/rewards, concerns about workload, and concerns about quality were most frequently cited as barriers to the expansion of online offerings.

- An array of registration services is offered for students, with most institutions reporting that students can preregister, register, pay tuition, or purchase textbooks online. Community colleges reported a higher incidence in the availability of online academic advisement. Independent colleges and universities reported greater access to online registration and tuition payments than public colleges and universities.

- Most faculty ask students to take tests online as a means of evaluating student performance.

- Most institutions require basic technical skills as a prerequisite for enrollment in online courses; however, students are generally not required to demonstrate performance of these skills. Basic computer skills, word processing skills, and capability to use the Internet were the skills most often identified as prerequisites for participation in an online course. Public colleges and universities reported a greater indication of requiring prerequisites for online courses than other institutions.

- Most respondents indicated that their online students tended to be placebound, older, and working full-time.

- Most institutions offer orientation programs for all students, and almost 40% of institutions reported the availability of online orientation programs. Most

orientation programs address the important need for technical skills, meeting software/hardware requirements and understanding the characteristics of successful online learners. The majority of orientation programs emphasize important study and time management skills.

- Almost all respondents reported that technical support is available for online students during regular working hours. A sizeable number of institutions have extended hours for technical support. Universities reported offering 24/7 technical assistance at a higher rate than community colleges. Community colleges were more likely to provide tutoring online than public universities and independent institutions.

- Most institutions use WebCT or Blackboard as the course management system to develop and deliver online courses. Independent colleges and universities reported a greater preference for the Blackboard course management system than public institutions. Almost 80% of the respondents have their online course management systems housed on their own institution's server.

- Faculty and advisors are most frequently informed of IVC Student Support Centers online and at faculty meetings. Only community colleges reported using brochures to any degree to inform faculty about the Centers. About 60% of the respondents said there is good to very good awareness of the Centers by faculty.

- Institutions assign the workload differently for faculty depending on the course taught and a variety of other factors. In addition to monetary incentives, online training is used extensively as an incentive for faculty to participate in teaching an online course. With the exception of technical planning, institutional support for faculty was rated consistently higher by community colleges than universities.

Support for Online Programs/Courses

Generally, there is moderate to good institutional support for online learning in IVC institutions. Institutions recognize the need to provide support for faculty, the teaching/learning process, course development, students, faculty and evaluation/assessment.

From the survey, it would appear that support for online programs can be characterized as follows:

- Institutions provide good support for building and maintaining an online infrastructure to support online learning. However, there is low to moderate institutional support for providing institutional rewards for effective teaching of online courses. Community colleges were more likely to consider faculty incentives important than public universities and independent institutions.

- Generally, moderate to good support is provided to faculty for online course development. Most faculty in institutions recognize the various learning styles of students in the development of online courses. However, institutions generally do not have a peer review process for approving online courses. It would appear that community colleges support a more consistent structure for online course development than other institutions. Independent universities reported more interest in assessing learning outcomes and using a peer review process for course approval than other institutions.

- Institutions recognize the need to facilitate the teaching/learning process for students. Voice-mail and/or e-mail systems are provided to encourage students to work with each other and their instructors. To a lesser extent courses require students to engage themselves in analysis, synthesis, and evaluation of class assignments.

- Courses are structured in a variety of ways to support online learning at IVC institutions. Library resources in public and independent institutions are made available to students and students are provided with

supplemental course information to assist in completing online courses.

- Institutions generally provide good to very good student support for online learning. Technical assistance is available to students throughout the duration of a course or a program.

- Technical assistance is available for faculty in course development and they are encouraged to use it as they are assisted in the transition from classroom teaching to online instruction.

- Institutions use a variety of methods to assess educational effectiveness. Most institutions report having good support for development of an evaluation process to improve the teaching/learning for students. Independent universities placed a somewhat higher value on assessing educational effectiveness that public institutions.

Implications

At the onset, it should be noted that the survey was sent only to individuals in the institutions who were responsible for working directly with staff in the IVC. Therefore, data cannot be generalized to the broader population of faculty who are actively engaged in developing online courses; further research may be necessary to assess faculty perceptions of institutional support for online learning.

Data presented in previous chapters of this report suggest several implications for state and local policy/planning. Three lessons can be drawn from the survey of IVC institutions.

(1) Institutions have recognized the importance of serving placebound students who are older and often working full-time. They recognize the important need to take advantage of new technology and expand the number of online programs and courses offered for students.

(2) A variety of unique organizational responses to deliver online programs and courses have been instituted in IVC institutions. State flexibility for institutions to develop online programs/courses has allowed them to develop and support online

instruction in a manner that is unique to an institution's organizational culture.

(3) There is generally moderate to good support for online learning in IVC institutions. However, the rapid increase in the development of online programs/courses suggests that additional emphasis needs to be placed on a) eliminating policy or procedural barriers to their development and b) providing incentives to faculty for the delivery of online instruction.

State and local policymakers are on firm ground in taking action now to respond to and anticipate a reported increase in online programs and courses in Illinois colleges and universities. Recognition of the growing development of online programs and courses in IVC institutions is an important first step in the process of making Illinois institutions competitive with other states' institutions who are also expanding their offerings. It is important that state-level policymakers review existing policies and investigate the need to develop new policies or enhance existing ones to support institutional efforts to foster online learning.

There are various factors that influence organizations to determine which policies are appropriate to support development of online programs/courses. Two demographically similar institutions with similar employee needs may respond very differently to the challenges associated with online learning. Therefore, programs and policies that agencies develop to respond to an anticipated increase in the delivery of online programs and courses should be sufficiently flexible to allow for different demographic conditions and those unique needs of the colleges and universities themselves.

While the debate over the merits of online learning will continue, online learning in Illinois colleges and universities will expand as Internet-based education reaches out to the placebound student.

- How can institutions provide a quality online learning experience in an environment that differs so markedly from the traditional classroom?

- How can institutions best address the administrative, technical and instructional issues of importance in the growing online learning environment?

- How can institutions provide support services for their online students that are of the same quality as those provided for their on-campus students?

Answers to these questions and others like them are particularly important to the future of online learning in Illinois.

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Appendix I.   Survey, Questionnaire, and Cover Letter

Name
Organization
Address
City, State Zip

Dear:

As you know, the Illinois Virtual Campus (IVC) began in the Fall of 1998. Currently, the IVC provides an online catalog of distance education courses in programs offered by Illinois universities and colleges. There are 66 universities/colleges in Illinois that list courses and programs in the IVC catalog.

The IVC assists Illinois higher education institutions by developing support services useful to online students. There is an online Student Support Center in all 40 community college districts in Illinois. These Centers provide computers with Internet access, test proctoring services, library resources, and general academic advisement for all online students residing in the community. The IVC also provides aggregated data regarding the state of online learning to Illinois universities/colleges, the Illinois Board of Higher Education and the Illinois Community College Board.

Attached you find a survey questionnaire designed to assess the perceptions of university/college IVC contacts to gather baseline data on the status of online learning and institutional support for online students. These data will help the IVC to focus on future planning and development. *For this study, online education is used as a general term for a course (s) that is primarily transmitted over the Internet where there is separation of the teacher and student in space and/or time.*

We are hoping for a response from all of the Illinois universities/colleges involved with the Illinois Virtual Campus. The information obtained from the survey will be used exclusively for reporting baseline data. Responses from individual

institutions will be held in confidence. This research has been reviewed and approved by_____. Research procedures have been devised to adequately safeguard the respondent's privacy, welfare, civil liberties and rights.

I appreciate your time, cooperation, and support. Without your support the Illinois Virtual Campus would not be able to conduct this study and continue to cooperate with Illinois universities/colleges supporting online courses for students.

Upon completion of this study, copies of the Executive Summary of the results will be made available. If you have any questions, please feel free to contact me at cgunn@uillinois.edu or Dr. John S. Washburn from Southern Illinois University Carbondale at jwash@siu.edu.

Please return the survey in the self-addressed stamped envelope at your earliest convenience or fax a copy to Dr. Washburn at 618-453-1909.

Thanks in advance for your help.

Sincerely,

Cathy Gunn, Director
Illinois Virtual Campus

Attachment

ld

ILLINOIS VIRTUAL CAMPUS

ONLINE LEARNING BENCHMARKING STUDY

Name: _____ Institution name _____

Title _____e-mail _____

PART I General Institutional Information

Note: For the purposes of this survey, "online" is defined as a course that is conducted primarily over the Internet. It does not include courses conducted exclusively on campus, courses completed exclusively through correspondence or courses in which the instructor traveled to a remote site.

Please indicate your responses in writing using: YES =1   NO =2

1) At your institution is online learning administered by:

   a) Individual departments   _____

   b) A separate office/department for online learning   _____

   c) An Office/Department of Distance Education   _____

   d) An Office/Department of Continuing Education   _____

   e) Other (specify) _____

2) In most instances, does your institution develop online courses using:

   a) Individual faculty developers   _____

   b) Online department/office   _____

   c) Subject matter-area departments or schools   _____

   d) Another institution of higher education   _____

   e) Commercial or non-commercial vendor   _____

   f) Instructional support or faculty development center   _____

   g) Developer unknown   _____

   h) Other (specify)   _____

3) How important are the following goals to your institution's online program?

   Not Important = 1   Somewhat Important = 2   Very Important = 3

   a) Reducing the institution's per student costs   _____

   b) Making educational opportunities more affordable for students   _____

   c) Increasing institutional enrollments   _____

3) (continued) How important are the following goals to your institution's online program?

Not Important = 1   **Somewhat Important = 2**   **Very Important = 3**

   d) Increasing student access by reducing time constraints in taking a course   _____

   e) Increasing student access by making courses available at convenient places   _____

   f) Increasing the institution's access to new audiences   _____

   g) Improving the quality of course offerings   _____

   h) Meeting the needs of local employers   _____

   i) Making it convenient for faculty to teach students   _____

   j) Other (specify) _____

4) Is the retention rate for online courses at your institution noticeably different than the retention rate for the same on campus course?

        (1) Higher   (2) Lower   (3) Similar   (4) Not monitored   _____

5) In the next 3 years, what are your institution's plans concerning the number of online courses?

Reduce =1   Same = 2   Start =3   Increase = 4   No Plans = 5   _____

6) To what extent, if any, are the following factors keeping your institution from expanding online offerings?

Not at all = 1   Minor extent = 2   Moderate extent =-3 Major extent = 4

   a) Lack of fit with institution's mission   _____

   b) Lack of perceived need   (e.g. limited student market)   _____

   c) Lack of support from institution's administrators   _____

   d) Program development costs   _____

   e) Equipment failures/costs of maintaining equipment   _____

   f) Limited technological infrastructure to support online   _____

   g) Concerns about faculty workload   _____

   h) Lack of faculty interest   _____

   i) Lack of faculty incentives/rewards   _____

   j) Legal concerns (e.g. intellectual property right, copyright laws)   _____

   k) Concerns about course quality   _____

   l) Lack of access to library/other instructional support resources   _____

m) Institutional issues (e.g., allocation of financial aid, credit hours) _____

n) Restrictive federal, state, or local policies (e.g., limitations on the number

of online credits students may earn, student ineligibility for student aid) _____

o) Inability to obtain state authorization _____

p) Inadequate pool of trained faculty _____

q) Other (specify) _____

7) What online registration services are available at your institution?

Online enrollment process	**(Please indicate all that apply)**	YES =1 NO =2
a) Students can pre-register for a course online.		
b) Students can register for a course online.		
c) Unclassified students can be admitted to your institution on line.		
d) Students can pay their tuition and fees online.		
e) Students can order and pay for their textbooks online.		
f) Students can access academic advisement services online.		
g) Students can take college placement tests online.		

8) How often are the following procedures used to evaluate students' performance in **for-credit**

online courses?

Almost Never = 1   Sometimes = 2   Almost Always = 3   Unknown = 4

a) Tests are mailed to students:

(1) Students _____   (2) Proctors_____

b) Tests are faxed

(1) Students _____   (2) Proctors_____

c) Tests are proctored at the IVC Student Support Centers online. _____

d) Tests are proctored on site for on-campus students or students travel to campus. _____

e) Students take tests online. _____

f) Other (specify) _____

9) Are basic technology skills a prerequisite for enrollment in an online course at your

institution?   **YES = 1   NO = 2**   _____

10) Do you require an online evaluation to demonstrate student performance of basic

technology skills?   **YES = 1   NO = 2**   _____

11) What technology skills do you require or recommend?

    _____

    _____

12) What characteristics describe the typical online student at your institution?

    _____

13) Does your institution provide an orientation program for first-time online students?

                                   YES = 1   **NO = 2**   _____

    If YES, Is orientation   online (**1**)   on campus (**2**) or, both (**3**)?   _____

14) Please identify components of your orientation program for online students

    (Indicate **all** that apply)   **YES = 1**   **NO = 2**

    a) Study/time management skills   _____

    b) Technical skills   _____

    c) Software/hardware requirements   _____

    d) Characteristics of successful learners   _____

    e) Other   _____

15) Is tutoring for students enrolled in online courses available?

                          YES = 1   **NO = 2** _____   _____

                (If yes, check best description of tutoring)

    a) Online only   _____

    b) On campus only   _____

    c) BOTH on campus and online   _____

    d) Other   _____

16) Does your institution provide technical assistance for online students?

                          YES = 1   **NO = 2**

    a) Regular working hours   _____

    b) Extended Week days and/or Weekends   _____

    c) 24/7   _____

    d) Only through Online "help"   _____

    e) Other   _____

17) What **primary** course management system does your institution/faculty use to develop and deliver online courses?

a) WebCT   _____

b) Blackboard   _____

c) Institution unique system   _____

d) Private vendor (specify)

_____

e) Other (specify)   _____

18) Where is the online course management system housed?

a) On your institution's server   _____

b) On an external server   _____

19) Do faculty have online office hours for their online courses?

                                        YES = 1   NO = 2 _____

20) How are faculty and advisors informed about IVC Student Support Centers available to serve their online students? **(Circle all that apply)**

(a) Online   (b) Memorandum   (c) Faculty meetings   (d) Brochure

(e) Other _____

21) How **well** are faculty and advisors informed about IVC Student Support Centers?

      Range: 1 = Very Poorly   ⟶   5 = Very Well   _____

22) At your institution online courses are taught:

a) As part of a faculty member's regular teaching load   _____

b) Above the regular reaching load of a faculty member   _____

c) Both a and b   _____

23) What incentives /compensation does your institution provide to faculty for online teaching?

(Check all that apply)

a) Monetary   _____

b) Release time   _____

c) Applied toward tenure/promotion   _____

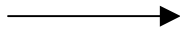d) Online training   _____

e) Purchase of equipment   _____

f) Conference attendance   _____

g) Other (specify)   _____

PART II: Support for Online Programs

Institutional Support   How is institutional support provided for online learning?
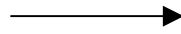
1= Strongly Disagree   ⟶   7= Strongly Agree

	1	2	3	4	5	6	7
24) Faculty is provided professional incentive for innovative practices to encourage development of online learning courses.							
25) There are institutional rewards for effective teaching of online courses.							
26) A documented technology plan is in place to ensure quality standards.							
27) Electronic security measures are in place to ensure the integrity and validity of information.							
28) Support for building and maintaining the online infrastructure is addressed by a centralized person.							
29) Support for ongoing curriculum development is provided.							

Course Development   Is support provided to faculty for online course development?

1= Strongly Disagree   ⟶   7= Strongly Agree

	1	2	3	4	5	6	7
30) Online learning course development must be approved through a broad peer review process.							
31) Guidelines exist regarding minimum standards for course development, design and delivery.							
32) Teams comprised of faculty, content experts, and evaluation personnel manage course design.							
33) During course development, the various learning styles of students are considered.							
34) Assessment instruments are used to ascertain the specific learning styles of students, which then determine the type of course delivery.							
35) Courses are designed with a consistent structure, easily discernable to students of varying learning styles.							
36) The technology being used to deliver course content is based on learning outcomes.							
37) Instructional materials are reviewed periodically to ensure they meet program standard.							

Teaching/Learning Process In most of your online courses, how is the teaching/learning process facilitated for students?

1= Strongly Disagree ⟶ 7= Strongly Agree

	1	2	3	4	5	6	7
38) Student interaction with faculty is facilitated through a variety of ways.							
39) Student interaction with other students is facilitated in a variety of ways.							
40) Feedback to student assignments and questions is provided in a timely manner.							
41) Feedback to students is provided in a manner that is constructive and non-threatening.							
42) Courses are separated into self-contained segments (modules) that can be used to assess student mastery before moving forward in the course or program.							
43) The modules/segments are in varying lengths determined by the complexity of learning outcomes.							
44) Each module/segment requires students to engage themselves in analysis, synthesis, and evaluation as part of the class assignment.							
45) Class voice-mail and/or e-mail systems are provided to encourage students to work with each other and their instructor(s).							
46) Courses are designed to require students to work in groups utilizing problem-solving activities in order to develop topic understanding.							
47) Course materials promote collaboration among students.							

Course Structure How are courses structured for online learning?

1= Strongly Disagree ⟶ 7= Strongly Agree

	1	2	3	4	5	6	7
48) Students are provided with supplemental course information that outlines course objectives, concepts and ideas.							
49) Specific expectations are set for students with respect to a minimum amount of time per week for study and homework assignments.							
50) Faculty are required to grade and return all assignments within a certain time period.							
51) Sufficient library resources are made available to students.							
52) Students are instructed in the proper methods of research, including assessment of resource validity.							
53) Before starting the program, students are advised about the program to determine if they have self-motivation and commitment to learn at a distance.							
54) Learning outcomes for each course are summarized in a clearly written, straightforward statement.							

**Student Support** Is student support present for online learning?
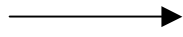
1= Strongly Disagree ⟶ 7= Strongly Agree

	1	2	3	4	5	6	7
55) Students can obtain assistance to help them use electronically accessed data successfully.							
56) Students are provided with hands-on training and information to aid them in securing material via electronic databases, interlibrary loans, government archives, etc.							
57) Written information about the program is supplied to the student.							
58) Easily accessible technical assistance is available to all students throughout the duration of the course/program.							
59) A structured system is in place to address student complaints.							

Faculty Support Is faculty support present for online learning?
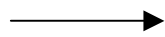
1= Strongly Disagree ⟶ 7= Strongly Agree

	1	2	3	4	5	6	7
60) Technical assistance in course development is available to faculty and they are encouraged to use it.							
61) Faculty members are assisted in the transition from classroom teaching to distance instruction and are assessed in the process.							
62) There are peer-mentoring resources available to faculty members teaching distance courses.							
63) Distance instructor training continues throughout the progression of the on-line class.							
64) Faculty members are provided with written resources to deal with issues arising from student use of electronically accessed data.							

Evaluation and Assessment Is course evaluation present for online learning?
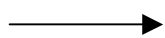
1= Strongly Disagree ⟶ 7= Strongly Agree

	1	2	3	4	5	6	7
65) The program's educational effectiveness is measured using several methods.							
66) An evaluation process is used to improve the teaching/learning process.							
67) Specific standards are in place to compare and improve learning outcomes.							
68) Data on enrollment, costs, and successful/innovative uses of technology are used to evaluate program effectiveness.							
69) Intended learning outcomes are regularly reviewed to ensure clarity, utility, and appropriateness.							

Additional Comments:

Thank you for your participation in this survey.

PLEASE MAIL Completed survey to: or   FAX to: 618-453-1909

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Sources: Part I, U.S. Department of Education, (1997). *Online in higher education institutions.* (NCES 98-062). Office of Educational Research and Improvement, Part II, National education association, (2000). *Quality on the line: Benchmarks for success in internet-based online.* The Institute for Higher Education Policy.

Appendix II.   Major Contributors to this Report

John S. Washburn, Professor and Director of the Center for Workforce Development at Southern Illinois University Carbondale; Alana Reeves; and Debi Robinson.

List of Figures