

Distance Education Implementation Plan

Angelo State University

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Grady Price Blount, Chair
Wrennah Gabbert
Nancy Hadley
Karl Havlak
Casey Jones
Bill McKinney
Carl Martin
Deborah Palmer
Jeff Schonberg

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Executive Summary

The Ad Hoc Committee on Distance Education (DE) recommends that ASU undertake an integrated plan to optimize the delivery of educational opportunities in our regional service area. To reach this goal, we first recommend that our existing traditional classroom delivery venues be expanded to include afternoon and evening class offerings with a particular emphasis on legislatively-mandated Dual Credit students and non-traditional degree seekers. Simultaneously, we recommend an expansion in off-site educational opportunities including classroom instruction at Goodfellow Air Force Base and lab science/studio/practicum instruction supporting DE offerings by other institutions. We recommend the creation of an on-line Degree Completer's College with targeted degree plans supporting reentry students. Faculty must become involved in this process immediately. Significant reallocations of fiscal resources will be called for and a concomitant increase in extramural funding will be required. In order to keep the plan on track, we recommend the immediate appointment of a faculty liaison with a title similar to DE Coordinator.

DE Implementation Plan for Angelo State University

The Ad Hoc Task Force on Distance Education produced a report dated December 1, 2006. That report detailed many observations about the status of Distance Education (DE) efforts at ASU. A central website for DE at ASU has been set up at: <http://de.angelo.edu>. This website includes links to the original December 1, 2006, report as well as listings of existing DE courses and the Spring 2007 DE Survey discussed in Appendix A of this report.

HISTORICAL RATIONALE FOR THIS STUDY:

- Recommendation #41 of the [2000 Academic Master Plan](#) states:
“ASU will conduct a feasibility study to determine the possibility of offering a variety of web-based or other distance learning courses to serve non-traditional and off-campus students. Since it is unrealistic to assume that such courses can be developed simultaneously with a normal faculty workload, the study will include an evaluation of the faculty time and cost requirements necessary to develop and conduct such courses and other workload considerations.”
- Recommendation #58-3 of the [2000 Academic Master Plan](#) states:
“Consider the addition of...Director of Distance Education (one quarter time). This is necessary to accommodate the needs of the ‘non-traditional’ students at ASU, both at the undergraduate and graduate level. The Director of Distance Education would be responsible for the development and marketing of all interactive video and computer-based instruction.”
- Goal #1 of the [2005 Academic Master Plan](#) states:
“1. Create a Center for Faculty Development. The ASU Faculty Senate has proposed a model for such a Center which focuses on the following general issues: mentorship, teaching tools, research, and other developmental issues. This model addresses many of the specifics which would lead to excellence in teaching, and it should be used as an outline for any future programs.
2. Seek appropriate ways to compensate faculty teaching overloads, recognizing that such overloads must sometimes be assigned in order to accommodate students’ needs, without simultaneously jeopardizing quality of teaching. Again, the ASU Faculty Senate has submitted an outline for such a program, which could be used as a starting point for addressing this issue.”
- Goal #4-20 of the [2005 Academic Master Plan](#) states:
“Encourage Departments and Colleges to expand non-traditional programs and features such as on-line courses, international courses, and flexible scheduling.”

GENESIS AND CHARGE OF THIS STUDY:

The DE Task Force consists of:

Grady Price Blount, chair (Dean, College of Sciences)
Wrennah Gabbert (Faculty, Nursing DE program)
Nancy Hadley (Faculty, College of Education)
Karl Havlak (Faculty, Mathematics)
Casey Jones (Faculty, Government)
Carl Martin (Staff DE Support)
Bill McKinney (Faculty, College of Business)
Deborah Palmer (Director, Continuing Studies, GAFB Coordinator)
Jeff Schonberg (Faculty, English)

All of these committee members have substantial DE experience.

After submission of the December 1, 2006, report, Provost Don Coers asked the committee to perform a follow-up study with the following goals:

- 1) List prioritized marketing strategies.
- 2) Determine faculty participation and buy-in.
- 3) Create a schedule for implementation.
- 4) Create a policy and delivery framework to ensure rapid delivery.
- 5) Summarize SACS criteria on Distance Education.
- 6) Review existing TSUS policies on intellectual property.

Implicit in these goals was a charge to generate a plan “in digestible chunks or modules and to identify the *lowest hanging fruits*”.

Task Force subcommittees addressed each of the goals listed above. The primary input for these deliberations was an on-line DE Survey deployed in the Spring 2007 semester. This survey generated 256 responses from current ASU students, current non-ASU students, ASU faculty and members of the community. Complete results of the survey can be found in Appendix A. The survey can also be found on-line at: <http://de.angelo.edu/survey>

GOAL #1, PRIORITIZED MARKETING STRATEGY:

Two key factors are implicit in our marketing assumptions: 1) Increase net income by attracting semester credit hour (sch) production which would otherwise be lost, particularly in summer sessions and 2) Increase educational opportunities in our region. The first factor implies that we avoid DE offerings which merely result in time-shifting of students out of traditional classrooms into DE settings. The second factor implies that we carefully select DE offerings which make new opportunities available in our service area.

- **Optimize traditional class offerings by adding non-traditional class times starting with the Spring 2008 semester.** As detailed in the results of the DE Survey (Appendix A), there is significant interest in taking traditional courses during late afternoon/evening/ weekend times slots. In addition, the new legislative mandate to increase Dual Credit offerings provides a ready market for an increase in sch production. The addition of late afternoon, night and weekend courses could result in increased enrollment with no marginal increase in production costs.
- **Create awareness of existing distance education offerings.** Increase public knowledge and awareness of current courses being offered on-line with specific emphasis on how to enroll, who to talk to for more information, and how to register for on-line courses. Create ubiquitous links through application processes, new student orientations, *RamPage*, etc.
- **Begin offering targeted DE summer classes during the Summer 2008 sessions.** Summer enrollments, particularly during base funding years, are a significant source of new sch production. In addition to offering summer DE classes for existing ASU students, summer DE offerings can be targeted to non-ASU college students intending to enroll in other institutions in the fall term. An emphasis on Core Curriculum classes will ensure transferability.
- **Begin negotiations now to increase DE and Off-Site offerings to Goodfellow Air Force Base personnel.** In addition to offering general studies courses, we should enter discussions with GAFB commanders and education officers to design degree plans of specific interest to their personnel (e.g. the space.edu program designed for SAC).
- **Design a Degree Completers College.** Target re-entry and other non-traditional students with a DE program designed to aggregate existing student college credits into a coherent DE-based degree completion program. This program would emphasize evaluation of individual student transcripts and readiness preparation for alternative delivery formats (i.e. the *digital driver's license*)

GOAL #2, DETERMINE FACULTY PARTICIPATION AND BUY-IN:

As detailed in the DE Survey (Appendix A), there is significant support from existing ASU faculty for increasing sch production via DE. However, that same survey indicates that there is considerable trepidation about the need for technical training, staff technical support, and the effects of any DE expansion on existing workloads.

It is worth noting that the DE Survey did not mention the marketing recommendation that we optimize existing course offerings by expanding the number and diversity of late afternoon, evening, or weekend classes.

Although the DE Survey made specific reference to intellectual property (IP) issues, there was little indication in the open-ended feedback remarks that faculty have thought through this issue carefully. That same feedback section did have several eloquent comments about the need for faculty participation in the design and implementation process. The committee strongly encourages faculty participation at all levels of the DE and sch optimization process. In particular, faculty must have meaningful involvement in the policy revision process described in the original December 1, 2006, DE document.

GOAL #3, DETAILED SCHEDULE FOR IMPLEMENTATION:

July 2007	Appoint Interim DE Coordinator from existing personnel. Begin formal meetings with GAFB education personnel to identify course and degree opportunities for off-site offerings beginning in Spring 2008. Introduce strategic plan to San Angelo ISD and request design input. Begin looking for funding opportunities.
July 2007	Course Demand Report piloted. See next page. Initial training for departmental chairs in preparation for Spring 2008 schedule construction and preparation of two year course offerings schedule.
August 2007	Explain DE and SCH Optimization plans in a welcoming Presidential Colloquium. Announce plans for faculty workshops to design DE initiatives and implement policy changes.
August 2007	Continue discussions with San Angelo ISD to design Dual Credit opportunities effective with the Spring 2008 term.
September 2007	Identify first faculty cadre for late afternoon and evening courses for Spring 2008 deployment. Identify first cadre of Summer DE courses for deployment in Summer 2008 sessions.
October 2007	Deadline for faculty input on policy changes, personnel recommendations (i.e. staff support, workload, possible DE director), and training issues. Call for strategic departmental DE plans.
January 2008	Inaugurate integrated non-traditional time blocks into schedule. Dual Credit in afternoon/evening blocks, science labs, GAFB off-site classes. Begin advertising for support personnel.
June 2008	Begin offering Summer DE sessions with existing experienced faculty. Base funding period begins.
July 2008	Begin formalized training sessions for non-experienced faculty. Tech support personnel hired.
September 2008	Faculty trained during summer begin to integrate web-assisted techniques in normal class offerings. Departmental DE plans due.
June 2009	Pilot programs for Departmental initiatives deployed.
June 2010	All policy changes in place. Personnel assigned or hired. All programs deployed.

Course Demand Report

Optimization of sch production requires optimization of existing resources. The recommendation in this report for expanding the number and diversity of afternoon, evening, or weekend courses will require reallocation of faculty assets. A Course Demand Report is a tool to strategically guide that reallocation process.

A Course Demand Report is a database inquiry which assists student advising and guides course scheduling. At the present time there is no integrated tool to determine what the student demand is for a given course in a given semester. A Course Demand Report is that tool. It is currently available as a commercially-available add-on module. Discussions have been held with Doug Fox (IT) on the feasibility of creating Course Demand Reports in-house.

A Course Demand Report takes the following form:

1. For any given course in our inventory:
2. Given the existing population of currently active students at ASU...
3. How many have a formal degree plan in the system?
4. Of those active students with a degree plan...
5. How many students have the given course on their degree plan?
6. Of those students, how many have completed all of the prerequisites to take the course in question?
7. How many of the students identified in Item #6 will graduate this semester? Next semester? The semester after that?
8. Of those students, which other classes will they be eligible to take in each of the specified semesters?

The answer to Item #6 constitutes the demand portion of the report for this semester. Item #7 lists the demand deadline for upcoming semesters. Thus it is possible to determine the optimum semester for offering each course.

Item #8 constitutes a time conflict list for each upcoming semester. When a course is offered, the information in Item #8 allows the scheduler to avoid scheduling two or more required courses simultaneously.

ASU is ahead of the curve on Banner with regards to our new peers. Doug Fox (IT) has identified the Course Demand Report as an area where ASU could make an early and important contribution to the TTUS.

GOAL #4, POLICY AND DELIVERY FRAMEWORK:

A point person is needed immediately. The committee recommends selecting a faculty member commanding profound campuswide respect and knowledge. For the interim period, this person should serve as the implementation liaison.

Prudence dictates that any implementation plan begin by coordinating with our new Texas Tech System (TTUS) affiliation. Although the TTUS does not have specific DE guidelines, there is considerable expertise in the extant DE programs of Texas Tech University. See: <http://www.depts.ttu.edu/ode/index.asp>

As detailed in the December 2006 report of this committee, there are substantial and, in some cases controversial, policy changes which need to be made in order to facilitate the increased enrollment and service goals which form the backbone of our charge. Key to those recommendations was a strategy of working and optimizing emerging DE trends nationwide.

Specifically, the committee recommends that DE initiatives and the policies to support them be used as one tool in an overall fiscal and educational enhancement strategy. The single most important keystone for these efforts is an integrated Enrollment Management Plan including Course Demand Reporting (see previous page).

A faculty committee should be appointed immediately to begin investigating our previous policy recommendations: (1) changing residency requirements; (2) changing ASU's grade replacement policy; (3) implementing new faculty qualifications boilerplate to emphasize DE; (4) define educational outcomes; (5) align ASU Intellectual Property policies with Texas Tech System policies; (6) provide institutional support for Physical Plant recommendations, and, most critically (7) define the institutional contribution of faculty willing to take on the challenge of DE initiatives.

Delivery mechanisms can range from relatively benign (shifting classes into afternoon time slots) to dramatic (creating new on-line degree programs). The latter has the greatest potential for institutional change but is also potentially the most expensive. The committee reiterates its recommendation that all actions be preceded by a carefully designed business plan.

GOAL 5, SUMMARIZE SACS CRITERIA ON DISTANCE EDUCATION:

The current policy statement from the SACS Commission on Colleges is dated June 2003 (updated December 2006) and can be found at <http://www.sacscoc.org/pdf/081705/distance%20education.pdf>.

In addition to normal expectations regarding currency of content, programs, and materials, the Commission on Colleges (COC) statement particularly emphasizes:

- Faculty Support Services
- Library and Learning Resources
- Student Services

Although all three of these items are crucial components, the latter two warrant special attention for DE programs. For example, consider the following quotes from the COC policy:

“Access is provided to laboratories, facilities, and equipment appropriate to the courses or programs.”

“Students have adequate access to the range of services appropriate to support the programs, including admissions, financial aid, academic advising, and delivery of course materials, and placement and counseling.”

There is no reference in the June 2003 policy statement to the formerly contentious “must be identical” statements which populated the previous DE policy.

The text of the COC Distance Education statement is reproduced in full in Appendix B.

GOAL #6, TSUS AND LOCAL POLICIES ON INTELLECTUAL PROPERTY (IP):

The pending transition of ASU into the Texas Tech University System negates the first part of this charge. However, for the sake of completeness, TSUS policies governing IP are delineated in Section 10.2. In particular,

- 10.21 – Faculty owns works of artistic imagination
- 10.22 – Work for hire belongs to university
- 10.23 – Works developed with significant funds belong to university
- 10.24 – Material developed through sponsored research belongs to university

In section 10.3, Mediated Coursework is defined as including instructional materials delivered over the Internet, components of course, or instructional support materials. Then it distinguishes between mediated coursework developed without specific direction or support and coursework developed with specific direction or support. The definition of mediated coursework seems to broadly cover any materials delivered over the Internet, including materials which, in print format, would belong to the instructor.

The TSUS policy states in section 10.33, “Copyright of mediated courseware, developed at the specific direction or with the substantial resources of a component shall be jointly held by the component and the employee, unless otherwise specified at the time of commissioning of the work, and shall not be used without written consent of the component.” The language, “at the specific direction” is troublesome. If the Dean or Department Chair directs a faculty member to develop a course online, even without substantial resources, it looks like the copyright would be jointly held. The copyright policy of Cornell University seems to be more clearly stated. It distinguishes two types of works, traditional works and encoded works, but the copyright is applied equally to both. For the most part, it states that the copyright will remain with the author unless there is a specific agreement, a work for hire agreement, or use of substantial resources. This seems to be in keeping with Section 10.2 in the TSUS policy.

The Intellectual Property policy statement of the Texas Tech University System is both robust and detailed. The portion dealing with potential DE IP is Section 10.11.2:

Copyrightable Work: An original work of authorship which has been fixed in any tangible medium of expression from which it can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device, such as books, journals, software, computer programs, musical works, dramatic works, videos, multi-media products, sound recordings, pictorial and graphical works, etc. A copyrightable work may be the product of a single author or a group of authors who have collaborated on a project.

Pertinent excerpts from the TSUS Copyright Policy, the Cornell University Copyright Policy, and the opening statements of the Texas Tech University System IP policy are included in Appendix C.

Appendix A: Spring 2007 DE Survey

ASU Student Survey Overview: A total of 87 current ASU students completed the on-line DE survey. While this self-selected group may or may not be representative of the ASU student population as a whole, they are certainly indicative of those students most interested in DE and other non-traditional delivery methods. Over three-quarters of the student respondents reported outside employment; four-fifths have earned college credit at an institution other than ASU; and over 90% reported some level of interest in taking a DE course. The roots of that interest seem to revolve around time conflicts: Almost three-quarters reported time conflicts with their work schedule as the primary cause for their interest in DE; six out of ten reported time conflicts with existing class schedules.

The specific student question about summer school indicated that 90% of respondents thought increased on-line offerings would increase the possibility of them taking summer coursework. Less than half thought that night or weekend courses were an incentive to summer school enrollments.

The open-ended comments section of the student survey generated 54 responses with an overwhelming unsolicited number of suggestions that we increase the number and diversity of traditional night and weekend courses. Several students identified themselves as non-traditional and remarked about the role of child care as a limiting factor keeping them out of ASU.

Non-ASU Student Survey Overview: With 23 respondents, this was the smallest group for the entire survey. Although these numbers were too small to have any statistical significance, a few patterns are worth noting: 0% report themselves as being current high school students, 72% report themselves as part-time students, 87% report that they are not enrolled in a junior college, and a full 100% report the availability of DE courses as “important” or “very important” when selecting a college or school.

Like the ASU students, the non-ASU students volunteered that night and weekend courses would be a big factor in getting them into ASU. Interestingly, several of the non-ASU students volunteered that they are currently enrolled in non-ASU DE programs.

ASU Faculty Survey Overview: The 76 Faculty respondents, even though they have not been formally involved in the work of the DE Task Force, seemed remarkably aware of the potential benefits and pitfalls of DE. Overall support on a series of nested questions was high, typically in the 80% positive range. An equally large percentage was supportive of quality standards, checklists and other rubrics.

Questions 3-c and 3-d, dealing with control of DE offerings, made it clear that most respondents oppose a centralized DE system (56%), while at the same time favoring centralized staff support. The combined questions from #3 can easily be interpreted as supportive of existing academic structures: localized content and centralized standards.

Faculty reporting past experience with DE were generally pleased with their own experiences, but displeased with a perceived lack of support by existing ASU policies and structures. Several faculty cited the need for specialized evaluation instruments for DE coursework. Both experienced and inexperienced faculty reported a strong sense of awareness about the extra work involved in preparing and offering DE coursework. While there was virtually no outright opposition reported, there was considerable caution, particularly among the self-reported inexperienced faculty. The most common themes were additional technical staff support and some sort of specialized training for faculty.

Community Survey Overview: A plurality of respondents to this section of the survey reported themselves as employees in the area, while another third self-reported as residents. Almost 39% classified themselves as “professionals”, followed by 28% reporting as “ASU Alumnus”. Somewhat surprisingly, only 4 individuals (6%) reported to be public school teachers and none reported themselves as active duty military. Almost all of the 70 respondents reported having at least some college.

In a theme echoing from earlier parts of the survey, the open-ended comments included many references to additional night and weekend classes.

The community section of the survey included questions about discipline areas. Again, there were surprises. Liberal & Fine Arts along with Business and Social Science were reported as the interest areas of over a third of the respondents. Education garnered just 8% on the interest question and our only existing full DE program, Nursing, received 11% (under “Health”). Almost one-quarter of the respondents identified traditional Continuing Education classes as their area of interest.

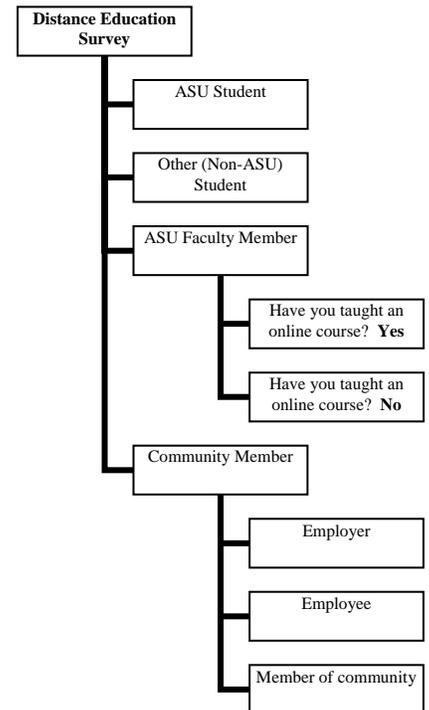
Angelo State University Distance Education Task Force

Distance Education Survey

A Distance Education (DE) Task Force was created during the Fall 2006 semester. This group based its work on a previous institutional study with the intent of examining if, how, and when Angelo State University should begin operationalizing any expansion of our existing DE offerings.

The DE Task Force developed a survey and asked ASU faculty and students, as well as Concho Valley residents and students to participate. In just over a week, we had over 260 responses.

The Distance Education Survey consists of 10 pages, though no single respondent will see more than 3. The survey shows different pages depending on responses.



Distance Education Survey

Please choose the description that best fits you:

- 87 Current ASU Student
- 23 Other (non-ASU) Student
- 76 ASU Faculty member
- 70 Community member

ASU Student

Please answer the following questions:

1. Check the statement that best describes your situation as a student:

- 62 Full-time student
- 25 Part-time student
- 0 Summer school student only

2. Check the statement that best describes your situation as a worker:

- 37 Full-time employee
- 31 Part-time employee
- 1 Summer employee only
- 19 Not employed

3. Have you ever taken a college course for credit at an institution other than ASU?

- 71 Yes
- 17 No

4. How can ASU encourage you to take more classes?

- 78 Increased offering of on-line classes
- 45 Better selection of night/weekend classes
- 14 Better selection of off-site classes at non-ASU locations

5. Which of the following methods of Distance Education delivery are you aware of?

Check all that apply.

- 81 Internet
- 19 CTV
- 36 Off-site (physical)
- 36 Correspondence

6. How important was the availability of Distance Education courses to your choice to attend ASU?

- 33 Not important
- 13 Somewhat important
- 28 Very Important
- 14 Don't know or not sure

7. How would you rate your interest in taking a DE course?

- 0 No interest
- 17 Some interest
- 64 Very interested

7 Don't know or not sure

8. Why would you want to take a Distance Education course?

- 54 Time conflicts with other classes
- 64 Time conflicts with work
- 52 Existing class schedule don't meet your needs
- 35 Take courses while travelling

9. How can ASU encourage you to take more summer classes?

- 78 Increased offering of on-line classes
- 36 Better selection of night/weekend classes
- Better selection of off-site classes at non-ASU locations (e.g. Goodfellow, Sonora, Central High)
- 13

10. How confident are you in your ability to complete successfully an on-line class?

- 0 Not confident
- 12 Somewhat confident
- 75 Confident
- 1 Don't know or not sure

11. How confident are you in your ability to complete successfully an entire on-line degree program(120 credit hours) or certificate program (12-15 credit hours)?

- 7 Not confident
- 24 Somewhat confident
- 52 Confident
- 4 Don't know or not sure

12. How can ASU better meet your needs as a student?

More summer classes online for those that aren't in San Angelo during the summer months.

continue to offer courses at cheaper costs than other schools during the summer and online. along with in the regular school year

It would be better for ASU to offer more online courses and more evening and night classes for those who are required to work while attending college. Working is one of the requirements of the Teachers' Aide Exemption and more and more schools are not allowing their aides to take much time off from work. Plus if I could have taken more than seven hours per semester during the summer this would have helped a lot too because most teacher's aides have the summer off.

I am a full time student ut i work and online courses really interest me!

more online classes and correspondence classes. i drive 380 miles a week to come to school and would like to take some of the courses online if possible

Offer more basics online

ASU WOULD REALLY BE HELPING OUT NON-TRADITIONAL STUDENTS IF

THEY PROVIDED SOMEKIND OF CHILD-CARE SERVICES. YOU OFFER DIFFERENT DEGREE PROGRAMS IN WHICH YOU COULD UTILIZE THE STUDENTS AS PART OF THE CAREGIVERS. I HAD THIS TYPE OF SERVICE AVAILABLE IN AMARILLO, TX, AND IT WAS VERY HELPFUL. I DIDN'T HAVE TO LEAVE MY DAUGHTER FOR LONG PERIODS OF TIME, THIS REALLY HELPED ME OUT.
THANK YOU.

I am very please with the online RN to MSN program

So far everything has been offered on-line. I live in Colorado so on-line is the only option. The last I knew US History classes were not on-line could these be made available in the on-line format? Thanks

I believe any class that does not require a lab should be available for online study. Within reason of course.

Lower tuition and increase the number of online classes.

More consistent course offerings, cafeteria style selection of online courses

More class times for different classes. Example physical science only has 2 times that dont fit in with my schudule.

Offering alternative classes for upper level courses that only are taught once a year. It makes a student have to hunt for the class at other institutions, therefore, no money in ASU's pocket and the student will recommend taking the unoffered courses elsewhere due to time and convienence factors.

As a non traditional student I am struggling with work schedule and class schedule. I am having to look at alternative universities to meet all the courses that I need.

I would like to have the option of more online classes.

More online offerings and more weekend courses. I am about to have to transfer away from ASU simply because they do not offer courses that meet my needs. I would like to finish my graduate degree here, but am about out of options.

i am a senior at asu so they really cant meet any of my needs. if asu was to offer online courses 4 years ago i would have taken some of them. however, i wouldnt take online courses if asu charged full tuition which asu probably would im sure of it. the courses in which i recommend should be avalible online consist of not only entry level courses but upper level and graduate courses. entry level courses such as: comm, art, that stupid course every freshman has to take, govenment,etc... some of the upper level courses required for every degree plan sould be considered. i worked durring the summers and this online course that asu is just now thinking about would have been beneficial to me by not having a conflict with summer school and work.

if asu had some on line graduate courses i would be intrested in returning after graduation for a masters but that would never happen in my studies. so screw it, im fed up with asu.

the current schedule for classes makes it very difficult to stay in college because i work

during the day like most of the population in san angelo and the surrounding area. online, night, weekend courses would bring in so many people who want to take courses but can not due to work / school schedule conflict

As a transfer student from Portland State U, I was really dissapointed in the lack of online courses at ASU. Both PSU and Portland Community Colleges offer comprehensive online/distance ed programs, in which I have participated and from which I have greatly benefitted, from basics to upper-division courses. Distance ed at ASU would have helped save me time and fuel costs when I was commuting to ASU 3 hours a day, 3-5 days a week for two years before we moved here to San Angelo(from Big Spring).

Also as a mother of kindergaten and first grade girls, and wife of a husband with disabilities, distance ed would make it easier, or possible, for me to complete coursework, even when an emergency forces me to stay home.

ASU can better meet my needs as a student by offering more support for students with families, such as distance ed, and on-campus child care. Any questions? You are welcome to contact me.

Offer more on-line courses and evening/weekend courses during a regular semester and summer sessions.

As a graduate student, I would like to see better availability of graduate classes. Currently the majority of graduate classes are only offered finish.

Offer more online courses and more diverse summer and night courses.

i work in the day so i need classes that are more flexible, since my job schedule is really tight

Obtain a larger buget and invest in the quality of education offered at ASU. Make entry to ASU harder!! We need a good image to compete out there!

1) More study areas around campus, particularly on the east side of the campus.

2) Better availability of classes.

3) Better value in the classes.

4) Accept credit work from other universities.

5) Look at students as customers. Many community colleges are much better focused on the student as the customer, and they offer more modes for the learning experience.

7) Improve professors presentation skills. Most of them are pretty poor; use of Power Point material that is too busy and poorly done, make full note complement available at beginning of class (notes need to acutally look good) if used, TEACH.

more online classes in the summer without having to get permission

I love it here I think it's great!

Have more night and weekend course available and more offering for on-line. Right now ASU is losing money from me because I can not attend classes during the day and the night courses they do have, I have already completed. Therefore my progress in my degree plan is slowed to a crawl to no movement. Step up or let Howard College take the lead in this endeavor.

More night classes would be a huge plus. There is a large military population in San Angelo, and many more would attend if more night classes were offered.

Simply by offering more evening classes for the full-time working nontraditional student.

I am currently an acctg. major at ASU. Luckily, I am now self-employed and can work the hours I want to work at our business. However, it is really hard for non-traditional students to come to classes at traditional times. An increase in night/weekend and on-line classes that are usually only offered once a year during weekday hours would drastically improve our options as non-trad. students.

Expand on graduate degree programs, i.e (Phd or greater)

Offer more upper level classes that meet the needs of those who work full-time, have families, or other conflicting schedules which makes it hard to attend classes or have an appropriate schedule. On-line classes would be a benefit to ASU. Howard college offers so much more on-line classes, which I have taken in the past, and it is so easy to fit that schedule into my work life. On-line classes are especially helpful to those students who have time to attend classes in the evening or weekend or late at night.

My job requires me to travel on occasion. I have struggled to complete my degree at ASU for the past 10 years. In order to help I have taken on-line courses at ASU and Midland college. If ASU offered more on-line classes it would benefit myself, ASU and others.

Provide a child-care facility for Non-Traditional Students. I would love to be able to see my children between classes, especially when I have a 2-3 hour break between my classes. I have several other friends that I know would benefit from an on-campus child care facility also.

Improve the ASU clinic. The 'doctors' never have a correct diagnosis. I have always had to go to another doctor to get the correct treatment, and after my junior year, I just quit going. They also are not very friendly.

More classes available during summer sessions.

Reduce fees for distance learners and publish course materials for classes online prior to classes starting so we don't have to get books from the bookstore. I would like to shop ahead of time online and have them delivered prior to school starting. The bookstore will not give you book information online or over the phone for your course because they want you to buy from them. ISBN numbers should be listed with your course schedule when you register for ease of buying materials. This will force the bookstore to be competitive on pricing.

I would like to see more common core courses offered during the night/weekend or in summer semesters. I am finally going to get my science requirement this fall with the offering of Science and Lab at night. Great!

As an art major night classes are virtually non-existent & the same for night courses. I realize this is a long process but as a non-traditional student it is important to have a large selection of classes I can fit into my work schedule. Any courses offered in the evening I

have done in my enrollment here. Englishes, governments, histories, these are all important but beyond the fr/so lvl night courses are fewer and further between. Internet courses when I was an underclassmen would have allowed me time to take more courses to reach uppler classman courses sooner which would have saved me a lot of time on my degree plan.

I am a full time employee of ASU as well as a part-time graduate student. It is impossible for me to take courses during the summer do to work conflicts. I would like to see more night/weekend courses being offered in the summer at ASU. Also, I probably will need to take on-line classes at some point during my degree program, and I would prefer to give my money to ASU rather than another institution. Therefore, I would like to see ASU offer more on-line courses too throughout the entire year.

The availability of evening classes needs improvement. ASU does not work to increase enrollment by non-traditional students. Offering more online courses would address their needs.

Non-traditional students are quickly becoming the norm at ASU. Cater to their needs. Why else do students go to Howard...because Howard offers an array of night, online, and weekend classes that ASU does not.

I believe that a lot of people do not take classes in the Summer because it is almost as expensive as a long semester. Maybe if they cut the funds back or even give the staff and faculty a discount, more people would register.

My needs would be better met by offering more Senior level classes at night especially in the Psychology area. My spouse works full-time and wanted to go to ASU but the classes are never offered when he can take them. He is working on a BA in Psychology from Liberty University on-line. His GPA is 3.70. I also believe on-line graduate classes will help with the availability of courses that are only offered in summer and time schedules won't allow taking both summer terms.

Geer more classes around non-traditional students. We have families and work obligations that do not always fit in with the 'standard' schedule of classes.

As a single mother with a full time job I would like to be able to take more hours. The only way I can do this is by taking online courses. I would greatly benefit from ASU offering online courses.

They need to train the people who are supposed to be 'advisors'. I myself have experienced that our advisors don't know how to advise appropriately. They should let us know when classes will be offered such as what semesters they will be offered because there are many that are only offered in the spring and so on. I think that the school should stop letting the professors decide when they want to teach because all the classes I need are only offered once and are at the same time. We need to have more of a variety of times to choose from so this problem doesn't continue to happen and prevent students from graduating on time.

lower the cost!!!!!!!!!!

better parking

more online classes offered

Offer more evening and on line courses

Please move quickly to get more on-line classes...

As a Junior, it would be more convenient if there were not only more online classes offered, but more summer school classes offered as well. It's very easy for a student to fall behind if one has to drop a course, however if more summer courses are provided such as during the fall and spring semesters, it would be much easier for one to catch up during the summer and take the classes needed to catch up and get back on track to finishing school in an estimated time frame.

Other (non-ASU) Student

Please answer the following questions:

1. Are you currently enrolled in:
 - 0 High School
 - 2 Junior College
 - 14 Another Higher Education Institution

2. Check the statement that best describes your situation as a student:
 - 4 Full-time student
 - 13 Part-time student
 - 1 Summer school student only

3. Check the statement that best describes your situation as a worker:
 - 18 Full-time employee
 - 4 Part-time employee
 - 0 Summer employee only
 - 1 Not employed

4. How important is the availability of Distance Education courses when choosing a college or university?
 - 0 Not important
 - 3 Somewhat important
 - 20 Very Important
 - 0 Don't know or not sure

5. How would you rate your interest in taking a DE course?
 - 0 No interest
 - 3 Some interest
 - 20 Very interested
 - 0 Don't know or not sure

6. How confident are you in your ability to complete successfully an on-line class?
 - 0 Not confident
 - 2 Somewhat confident
 - 21 Confident
 - 0 Don't know or not sure

7. How confident are you in your ability to complete successfully an entire on-line degree program (120 credit hours) or certificate program (12-15 credit hours)?
 - 2 Not confident
 - 3 Somewhat confident
 - 16 Confident
 - 2 Don't know or not sure

8. Which of the following delivery methods for Distance Education would you be most interested in? Check all that apply.

- 23 Internet
- 3 CCTV
- 4 Off-site (physical)
- 4 Correspondence

9. How can ASU better meet your needs as a student?

I would prefer to take all courses at one university and living here in San Angelo it would be great if Angelo State could offer more courses either online or in the evening. Here in San Angelo the bulk of the work is during the day, it seems that ASU courses are better designed for traditional students, but there are so many others who would take classes but don't because the time conflicts with work. Online courses would allow a flexibility that would be beneficial not only to non traditional students like myself, but will also benefit those same traditional students.

Offer class that are spread out throughout the day, not just morning or late afternoon classes.

Offer more non-traditional classes at night and also offer more weekend classes to accommodate those who have to work during the week.

I have been forced to go elsewhere to take on-line courses that can be fit into my schedule with kids and work. ASU does not offer on-line courses and/or programs that a full-time employee can take. Especially in the Graduate program arena. ASU could also provide more on-line content for download and reference. Have current faculty record and post lectures or at least pertinent parts of the lectures for review. Admissions and other procedurally based entities could post audio recordings of instructions along side written information. Students could listen to instructions from cell phones or other forms of MP3 players.

I currently work full time here at ASU and attend school at Midstate College in Peoria, IL (www.midstate.edu). I am pursuing my Bachelor in Business Administration through their complete on-line degree program. I have been enrolled with Midstate since 2004.

I am not a current student but there was no category for Staff member of ASU and I do plan to attend soon. A greater variety of DE courses would benefit all working students.

Offer as many online classes as possible. This will be the most effective way to complete my degree given the demands of family and work.

ASU needs more core level Internet courses and more evening courses. The non traditional student is becoming more of the norm as college costs and living costs go up. Fewer students can go to school the traditional way and as transportation costs go up being able to attend by distance will become even more important. Also the stigma of having taken internet courses as more students take them. ASU must get more internet and distance courses to stay competitive with other Universities. I have to take courses now from other universities that I would rather take from ASU but since they aren't offered I can't.

I graduated from ASU in 2003 with my ADN and then got my BSN entirely on line. I

loved this option and stayed with ASU because of it. I was able to live in Dallas and work at Children's Medical Center as a nurse the whole time while I was achieving my BSN. If this option wasn't available I doubt I would have my BSN today. Now I am in Grad school at UTA for my FNP and take every DE course they offer but unfortunately they don't have enough of them and I end up having to drive 30 min to campus for the classes that are not on line. They use the WebCT program and recently have started posting the videos of the lectures on their as well (2-3 days after the class day) so we can watch them from our homes. I doubt this program would be effective for new students or those without good time management and study habits but more and more students are looking for these options. The nursing program even tried it out for their undergrad students and had a great response.

I recently completed the MBA program at ASU, and although the evening classes helped my scheduling, an on-line option would have better met my needs (I believe West TX A&M already has an on-line MBA program(?)). Also, in my current job as a Program Manager for web-based training at GAFB where I have 38 employees, I can see that ASU has fallen behind the education technology curve. Many of my employees have taken and are taking on-line programs to earn a bachelors degree because they can't fit the class scheduling at ASU around their full-time jobs. The courses they enroll in at Phoenix, Regents, etc. are very expensive - \$1200 for one course. ASU needs to get with the program and offer on-line courses at reasonable rates. Thank you.

ASU Faculty

Awareness

1. Please answer the following questions

What is your level of familiarity with Distance Education?

- 8 Not familiar at all
- 37 Somewhat familiar
- 30 Very familiar

What is your level of interest in teaching a Distance Education class?

- 17 Not interested
- 29 Somewhat interested
- 29 Very interested

How important is Distance Education to the future of ASU?

- 4 Not important
- 25 Somewhat important
- 46 Very important

Importance

2. Please rate the following statements:	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
(a) Increased DE offerings are important to ASU because they will lead to a gain in SCH.	21	21	18	3	3	3
(b) Increased DE offerings are important to ASU because they will prevent our losing SCH.	24	19	15	7	1	1
(c) Increased DE offerings are important to ASU because they will help us remain competitive with other academic institutions.	35	19	12	4	0	0
(d) Increased DE offerings are important to ASU because they will allow us to serve populations we do not currently serve	37	15	9	9	3	3

Standards

3. Please rate the following statements:	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
(a) ASU should establish quality standards, checklists, and rubrics to be used during the development of on-line courses?	52	16	4	2	0	0
(b) Adherence to these standards, checklists, and rubrics should be a requirement for faculty to receive any incentives for developing and/or delivering on-line courses.	31	25	8	4	2	2
(c) All Distance Education offerings should be controlled by a Director of Distance Education.	8	8	9	15	9	9
(d) All Distance Education offerings should be controlled by departmental administration	37	15	9	9	3	3
(e) ASU should provide staff and resources to create web pages, flash animations, and other multimedia to support faculty as they develop on-line courses	52	16	4	3	0	0
(f) I would be willing to share copyright ownership with ASU if I used these resources	29	17	11	7	1	1

Adoption

4. Have you ever offered an on-line course?

28 Yes

47 No

Faculty Adoption - Yes

5. Have you ever offered an on-line course? Yes

Where did you offer an online course?

- 18 ASU (including 4 Nursing)
- 1 QUT
- 1 Sul Ross, Northwest Vista College
- 1 Gov 6327 on compressed video
- 1 Mesa Community College, Arizona

Please rate the following statements:	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
(a) On-line learning is a good teaching format.	11	10	2	2	3	3
(b) Using on-line elements (e.g., discussion board forums, on-line textbook resources) enhances my courses.	18	7	1	2	0	0
(c) I was pleased with student performances in my on-line courses.	12	10	1	3	1	1
(d) I was pleased with University support while I developed my on-line courses.	3	5	6	7	1	1
(e) I feel comfortable communicating with my students through e-mail and discussion board forums.	19	4	5	0	0	0
6. Please rate the following statements:	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
(a) ASU should offer increased technical support for developing and teaching Distance Education courses.	19	8	2	0	0	0
(b) ASU should offer increased training for developing and teaching Distance Education courses.	18	8	1	0	0	0
(c) ASU should offer development assistance for developing and teaching Distance Education courses.	16	5	6	1	1	1
(d) ASU should offer overload pay for developing and teaching Distance Education courses.	16	2	6	1	1	1

(e) ASU should offer release time for developing and teaching Distance Education courses.	17	6	3	0	1	1
(f) ASU should offer upgraded computer equipment in my office for developing and teaching Distance Education courses.	19	5	4	0	0	0
(g) ASU should establish quality standards for developing and teaching Distance Education courses.	15	10		0	1	1
(h) ASU should allow me to keep copyright ownership of the Distance Education courses that I develop and teach.	11	2	10	2	1	1

7. Should faculty receive extra pay or workload credit for offering a DE class?

16 Yes
11 No

8. How can ASU help you present more effective DE classes?

have set standard and evaluations that fit DL- for instance how quickly did my instructor respond to e-mail- how did the technology work, etc. instead of the standard live course evals that do not measure teacher immediacy in a DL environment.

Support staff for grading, online office hours, email processing, interactive video sessions, etc... Without this support, DE is not viable.

We need to upgrade to Blackboard Enterprise!!!

First, in response to the last question. If it is an overload then yes, extra pay should be given. But not if it is part of the normal teaching load.

In response to this question, Carl does a great job answering questions I've had and is more than willing to sit down with instructors one on one. However, more resources and personnel are needed in the e-Learning Center to help Carl and the team.

Provide me with the software and resources so I wouldn't have to buy them myself and provide me with either extra time or help.

We need more technical support for innovation beyond basic blackboard. There is much more to online learning that just read this and write an answer. That is truly boring. Help us be cutting edge. Anyone who currently uses slides or powerpoints in class now can deliver that content better and to students who we are not currently reaching via online technology. If you invest in this, we can leap ahead of the competition. But we must have the whiz bang techno-guru's to help the faculty!

count developmental time into workload

Assistance in the technical enhancement of the online courses.

Provide tech service support with personnel who are happy to assist.

Be realistic about which courses and which disciplines DE is appropriate for. As with any new technology, any institution should proceed with caution when implementing a new system like DE (offered widespread). DE should not equal abolition of course caps--a single instructor should not be stuck with mass quantities of students in one course so that the university can make more money. The University needs to realize that creating and maintaining a DE course takes at least twice as much (if not a great deal more so) effort and time as a conventional classroom course. DE can not replace the brick and mortar university environment; some (actually many) courses and educational experiences are more effective and more worthwhile in real time, face-to-face. We should not want to become a place that becomes the equivalent of ITT tech or the like ('online' universities whose reputations are suspect for one reason or another), and we need to be careful not to become a mindless dispenser of correspondence courses. We need to be careful to support and pay accordingly those faculty who undertake DE courses--and, junior faculty should not be saddled with a department's DE course just because he or she is the lowest on the totem pole. More monies for tech grants should infuse the current funding for Technical Development grants if the university intends for DE to become more widespread (currently, these grants are very difficult to get and they typically go to representatives from business or the sciences). And finally, the University should realize that DE is not ideal for all students; taking a DE course requires motivation and initiative on the part of the student that can't be reinforced through actual classroom management. I have personally seen students take and abysmally fail online courses when they thought, initially, taking the online alternative would somehow be much easier than the conventional method--the biggest problem, taking a DE course generally requires more reading overall just to maintain communication. Throughout the process, whoever or whichever University entity is in charge of this endeavor needs to make sure faculty input is consistently solicited and actually heeded (beyond this survey).

Provide more training at better times during the day and during the semester, and offer phone assistance when one gets stuck developing things

Incorporate the 'hybrid' or 'blend' courses into the curriculum--currently the Registrar has no way to implement this format, which is popular on other campuses.

I have developed many on-line courses and have received Faculty Development Funds for only one course. This is not impossible without time and compensation--We have done it, but it would have been nice to have that luxury. Teaching on-line courses is an ongoing process that requires updating and revision every semester. It is difficult to handle all the student messages--so the number of students in a class is a major issue--over an above the issue of development.

We need a process for mentoring and supporting faculty in their efforts to incorporate distance learning methods in their teaching. The level of experience and expertise varies widely on campus - from novice to expert - some faculty are doing incredibly creative things but there is currently no vehicle for sharing this. There is no universal methodology for general application in the conversion of traditionally taught courses [classroom,

F2F]and in my opinion, different disciplines lend themselves differently to the variety of options available in online course development and delivery. Both theory and operationalization are different. Faculty need administrative commitment and support to do this right - in my opinion faculty cannot be both technical expert and content expert - the technology is complex and always changing; moreover, students come to us with the expectation that we have the same [if not better] technical capacity as they do.

Upgrade the technology infrastructure to support our class materials.

Improve/Upgrade the Blackboard System, should be more user friendly

Encourage 'guest' access to existing DE classes for instructors interested in developing DE classes. 'Learn from the Masters' is a good policiy as long as plagiarism is not a problem.

Get Blackboard Enterprise upgrade. Update the testing software in our testing center. We need PARTEST in our computer testing center. Blackboard testing software is pitiful.

Faculty Adoption - No

5. Have you ever offered an on-line course?

© No

Please rate the following statements:

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
(a) Distance Education is not appropriate for the subjects of my courses.	9	5	14	6	10	10
(b) I don't know how to develop or teach a Distance Education course.	14	9	8	8	4	4
(c) Developing and teach Distance Education courses require too much time and effort.	7	8	10	11	7	7
(d) Since I would get no support from department/administration, I am not interested in Distance Education courses.	8	4	8	9	10	10
(e) ASU does not provide sufficient technical support for me to develop and teach a Distance Education course.	5	7	6	10	13	13

6. Please rate the following statements:

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
(a) I would seriously consider developing and teaching a Distance Education course if ASU offered increased technical support.	4	13	15	3	3	3

(b) I would seriously consider developing and teaching a Distance Education course if ASU offered increased training.	4	14	13	4	2	2
(c) I would seriously consider developing and teaching a Distance Education course if ASU offered development assistance.	8	12	15	3	0	0
(d) I would seriously consider developing and teaching a Distance Education course if ASU offered overload pay.	16	10	11	1	1	1
(e) I would seriously consider developing and teaching a Distance Education course if ASU offered release time.	13	12	10	1	1	1
(f) I would seriously consider developing and teaching a Distance Education course if ASU offered upgraded computer equipment in my office.	9	7	12	6	3	3
(g) I would seriously consider developing and teaching a Distance Education course if ASU established quality standards for such courses	9	15	11	2	2	2
(h) I would seriously consider developing and teaching a Distance Education course if ASU allowed me to keep copyright ownership.	6	10	11	8	3	3

7. Should faculty receive extra pay or workload credit for offering a DE class?

33 Yes
12 No

8. How can ASU help you present more effective DE classes?

ASU is so far behind the curve as far as DE courses go that we will have difficulty being competitive in this venue. Offering a one course load reduction or a faculty development grant during the summer would encourage me to develop and teach an online course. In addition, ASU must develop online programs, not a hodge podge of online classes that lead to no specific degree programs. We must offer something unique and of value to students if we are to enter this moderm of delivery at this stage in the game.

I'm not sure what No. 7 means. Do you should they receive extra pay/workload credit in addition the standard load credit for the course?

ASU should follow the best practices models that exist and are easy to find. According to these

best practices models, faculty must have release time and small courses the first two times a course is taught. After those first two times, the faculty would rotate back into a full time rota. This is not rocket science. Developing on-line courses requires up-front work. If the administration is committed to long term development of on-line courses, and if they believe on-line courses will help increase scheduled credit hours (something I doubt), then faculty must be rewarded for developing those work intensive classes.

Set quality standards for online courses.

Handle the technical aspects of developing and presentation of the course.

There would have to be a live chatroom component where students could interact with each directly.

Ensure quality control -- that the students receiving the grades are actually doing the work, and that the content level is not lower than that of regular courses.

I feel that DE is inappropriate for the course material I teach as it is very hands-on clinical material.

I am not opposed to the prospect of DE.

It's clear from the survey that the person(s) who developed the survey has/have at least a basic sense of the concerns faculty have around the DE issue. I don't think many faculty have been given the kinds of information specifically related to how the administration proposes to address these concerns. Like most other changes that have been implemented when a major change in leadership occurs, faculty are often, seemingly, given no real consultation or consideration before decisions like these are made. Consequently there is little more than an announcement made that a particular policy change or program is to be implemented with, what appears to be very little substantive forethought put into assuring that the necessary infrastructure is in place to support the change. It is then left to the faculty and departmental leadership to 'make it work'. My largest concerns are with respect to maintaining the quality of DE courses - when compared to those taught traditionally - and having the necessary technical support available to help those of us who lack the expertise necessary to produce quality instructional materials. Materials would have to be produced to maximize the capability of the technology, presently I know I don't have the time needed to learn how to do this and to actually produce the products. I have no training in technology - I'm willing to try and willing to learn, but to expect someone to forsake plans and projects more directly related to the actual discipline that they teach, in favor of this, is unfair. Many of us do work to improve enhance and refine our courses each time we teach them. I could foresee this being a way to benefit all of us by helping us to learn new methods of instruction.

It is, on the other hand, not only unfair, but unrealistic to expect those who lack the technological savvy to both plan and develop a DE course AND to have to produce what I anticipate will be a daunting number of media products worthy of use and the quality that we all expect to come with anything bearing ASU's name on it.

I am also very concerned about methods and practices that may be applied to prevent cheating and other incidences of academic dishonesty as well. Despite a moderate amount of investigation seeking solutions, I have yet to find any of these which cannot be defeated by a

student determined to be dishonest. If students are to receive the same credit for DE courses, the level of rigor, accountability for grades, and requirements should be equal to traditional courses. If this cannot be addressed then a course should not be offered in this non-traditional way.

Additionally since it has been apparent that student self-motivation and self-discipline have not improved in recent years in traditional course I have taught, a realistic concern is also with respect to 'teacher evaluations'. Since there is seemingly even less leverage ability to incite students who are not self-disciplined to make necessary progress, how will students expecting (and perhaps receiving) a more casual or relaxed management be convinced that they are even more responsible for their own learning with this method of instruction. I've read that attrition rates for DE courses are abysmal. Universities seem to be less concerned since they have less invested monetarily though. The student often recognizes their fault in the process and try again. But what will faculty be expected to do when this occurs and students begin to opt for other DE course at the same school or even other 'internet addresses' simply trying to find what they perceive as the path of least resistance. Are faculty the expected to make allowances to minimize the loss of students because 'their class is deemed - too hard'.

They say we often teach in the same ways we were taught. Since this is such a relatively new way to teach I'd suspect that many like myself, really would benefit from the opportunity to experience a course taught in this manner. Perhaps a brief DE type course in 'Teaching DE courses' could be offered that might help us to see what the realities of this truly are instead of relying on supposition and perceptions - which could be way off base.

I see few real opportunities in the laboratory sciences (chemistry, physics, biology) without very innovative methods of substituting virtual media for more traditional hands on experiences. Again I fail to see how, at the present time what is being done in most of these teaching laboratories could be translated to the same quality of virtual reality - I see as necessary to DE.

Having said all of that, I think the prospect is exciting and I will watch with great interest to see how this evolves and grows to fruition on this campus. In my mind... It is not now a question of will it happen, but rather, when will it happen.

It is more a matter of personal motivation. I have some stringent ideas as to how an online course should be done and it would involve a great deal of development and I have considered contacting the author of a suitable text to develop (the two of us working together) the necessary resource for an online course.

It's a time and resource issue for me. I think we must move aggressively in this direction, but with all the minutia that comes with my role as department head, I simply don't have the time to devote to developing an online course. I developed a blended course this semester with very limited success. I don't think my students learned as much as when I taught it purely face-to-face.

Comment on previous question: Yes, to develop and to teach first time. No, to offer a course repeatedly.

ASU should require (and provide a way) for DE students to be tested in a controlled setting. Mentoring, salary, oversight.

Extra credit only if course is above and beyond normal teaching load.

ASU should identify areas most likely to be marketable and encourage those areas to develop several courses or a program. This seems to have worked well with nursing. Graduate assistants should be made available to help answer e-mails, grade homework, etc.

Hire additional faculty so that I am not always on overload. I don't have the time to adequately the courses I am already responsible for teaching, let alone adding more to my plate.

Security is an issue. Testing, as well as homework, cannot be fully relied upon. Who really can be certain who is doing the work? I see a problem in the A&M MS program right now. The person taking the totally online course is getting homework and tests done by a PH.D. elsewhere.

Such courses are inappropriate for my discipline.

Convince me of the educational and mentoring benefits to students of not having face-to-face contact with their instructors.

Lab courses would be extremely difficult to teach unless students came on campus for one 3 hour session. I think we should target the basic core courses like English, history, government, etc...and market these to high school students.

I realize that the current trends of higher education make it necessary to offer DE classes, however, I feel that not all classes are appropriate for DE format. Moreover, one of my favorite things when I was a college student and also as a teacher is the personal interaction between students and faculty. I think that the faculty involvement is one thing that makes ASU unique. I would hate to see that disappear as a result of increasing numbers of DE courses.

1. Provide support for developing and maintaining an online course

2. Assure a secure testing environment (such as a testing center, with ID requirements and supervision during exams)

Compensation in release time and overload pay.

Nothing! The biggest advantage of an education at ASU is the opportunity for students to work with their instructors face to face. Online courses, even the very best, discourage this.

Extra pay to develop the DE class.

But just regular pay to offer it each semester.

Community

Please answer the following questions:

1. Are you an

- 5 Employer in the area
- 37 Employee in the area
- 26 Resident of the area

2. Which of the following best describes you?

- 27 Professional
- 5 Technical
- 4 Public School teacher/employee
- 0 Active duty military
- 20 ASU Alumnus
- 5 Retired
- 8 Other. Please describe:
 - ASU Staff - 5
 - dispatcher - 1
 - Federal civilian employee – 1
 - Library Circulation Assistant - 1

3. What is your educational background?

- 2 High school or less
- 20 Some college
- 20 Completed a bachelor's degree
- 13 Some post graduate courses
- 15 Completed a post graduate degree

Community: Business and Workforce Employers

1. Do you need additional education to help you do your job better and/or to enable you to qualify for promotions?

- 4 Yes
- 1 No
- 0 Don't know / Not Applicable

2. Do you have employees who would benefit from professional development?

- 5 Yes
- 0 No
- 0 Don't know / Not Applicable

3. Would you be interested in pursuing professional development offered online, or online + some on-campus classes, depending on the course content?

- 4 Yes
- 1 No
- 0 Don't know / Not Applicable

4. Do you have employees who might be interested in online professional education?

- 5 Yes
- 0 No
- 0 Don't know / Not Applicable

5. Do you prefer Continuing Education that earns CEU credit?

- 4 Yes
- 1 No
- 0 Don't know / Not Applicable

6. Do you prefer professional development that earns academic credit?

- 2 Yes
- 1 No
- 2 Don't know / Not Applicable

7. If ASU was to expand its Distance Education offerings, what area(s) would you be most interested in?

- 1 Liberal and Fine Arts
- 1 Sciences
- 2 Social Sciences and business
- 2 Health
- 0 Agriculture
- 1 Education

8. What can ASU do to help you improve your business?

Agent in my company would benefit continuing education courses as required by the Texas Real Estate Commission.

Continue to broaden distance education offerings to accommodate the more forward, 'out-of-the-box', non-traditional type thinking that exists throughout academia regarding educational formats. I am an ASU alumni having received my BBA degree there in 1981. I am an owner of an educational research company based in San Antonio, TX that performs research initiatives for customers such as the US Department of Education, the Texas Education Agency, and many others. I can tell you that clearly the marketplace supports and is heavily trending toward more and more non-traditional methods of providing college credit, continuing education, and professional development. I believe that ASU should continue to expand in this area to support the needs of students and to remain competitive in the educational marketplace.

Online opportunities for the Small Business program...

Community: Business and Workforce Employees

1. Do you need additional education to help you do your job better and/or to enable you to qualify for promotions?

- 33 Yes
- 2 No
- 2 Don't know / Not Applicable

2. Do you currently have to travel out of town in order to get CEU credits?

- 2 Yes - 10 to 50 miles
- 11 Yes - More than 50 miles
- 9 No - Less than 10 miles
- 15 Don't know / Not Applicable

3. Are the costs associated with your current method of obtaining CEU credits too high, acceptable, or low?

- 11 Too high
- 11 Acceptable
- 0 Low
- 15 Don't know / Not Applicable

4. Would you be interested in pursuing professional development offered online, or online + some on-campus classes, depending on the course content?

- 37 Yes
- 0 No
- 0 Don't know / Not Applicable

5. Do you prefer Continuing Education that earns CEU credit?

- 21 Yes
- 8 No
- 8 Don't know / Not Applicable

6. Do you prefer professional development that earns academic credit?

- 31 Yes
- 2 No
- 4 Don't know / Not Applicable

7. If ASU was to expand its Distance Education offerings, what area(s) would you be most interested in?

- 12 Liberal and Fine Arts
- 10 Sciences
- 20 Social Sciences and business
- 5 Health
- 0 Agriculture
- 16 Education

8. Would a college degree help you meet your career goals?

- 26 Yes
- 4 No
- 6 Don't know / Not Applicable

9. What would it take to get you to enroll in a college course?

- 29 Offer evening classes
- 20 Offer weekend classes
- 9 Offer mini-mester courses
- 2 Have more classes off-site (i.e. Goodfellow, Sonora, Central High)
- 24 Tuition reimbursement

10. What can ASU do to help you reach your career goals?

need more flexibility with the class schedules. I am a full time employee with traditional hours, I need courses offered either in the evening or online.

Offer more classes on-line, night, or weekend classes so those who must work full time during the week. I would like to see both undergrad and grad classes as I would like to pursue a Masters in an area other than my BA area.

I work 40 hours a week from 8-5. Please offer courses after 5:30 (gives us time to get to the location the class is offered) or all day Saturday classes. Also not all classes needed to complete a degree are EVER offered after 5:00 p.m. So you can only get so far in your degree plan as a non-traditional student and then you are stopped. I would also like to take courses on-line that would not require me to be tied down to a certain date and time. I was interested in question #4. It sounded like we could take a course where some work was done online with supplemental course work done in a classroom environment.

Explore feasibility of tuition reimbursement or discounted tuition for ASU employees.

Q. #9 - Offer evening classes, offer weekend classes, Tuition reimbursement

Offer more courses and programs that have classes outside the typical college schedule. Expand the Computer Science and/or Management Information Systems offerings.

Offer more classes at different times during the day/evening or have complete post bachelors programs all online (education/nursing)

Offer on-line career courses that can be applied to degree and used as continuing education.

offer online courses

Offer afternoon classes, evening classes, weekend classes. More on-line courses.

Establish an educational doctoral program.

Offer online courses to count towards an MBA.

I work in the Human Resources field, and believe that a Master's Degree in human resources would be a great asset in achieving my career goals.

I am an ASU graduate and this is a good intervention, it may help many people. I can't miss work to earn more college credits. Evening and weekend nursing courses would be great also. Thank you.

Financial aid

Offer noon-time and evening classes. Consider the non-traditional student when making class schedules.

Community: Residents

Please answer the following questions:

1. Are you more interested in

- 15 Taking individual classes
- 0 Completing a degree
- 3 Not interested in taking classes

2. How familiar are you with ASU's existing Continuing Education programs?

- 7 Unfamiliar
- 7 Have see the brochure but have never taken a Continuing Education course
- 14 Have taken at least one Continuing Education course

3. If we incorporated appropriate Continuing Education courses as Distance Education courses, would you be interested in taking a Distance Education class or joining a Distance Education program that includes some on-campus classes?

- 23 Yes
- 5 No

4. If ASU was to expand its Distance Education offerings, what area(s) would you be most interested in?

- 15 Liberal and Fine Arts
- 10 Sciences
- 12 Social Sciences and Business
- 8 Health
- 4 Agriculture
- 6 Education
- 18 Traditional Continuing Education classes

Appendix B: SACS Commission on Colleges DE Policy Statement

Definition of Distance Education

For the purposes of the Commission's accreditation review, distance education is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may employ correspondence study, or audio, video, or computer technologies.

Policy

Institutions must ensure that their distance education courses and programs comply with the *Principles of Accreditation*. The referencing of the particular requirements listed in this policy does not imply that they are the only requirements of the *Principles* that apply to distance education. This policy applies to degree and certificate programs and their courses.

Curriculum and Instruction

Programs and courses provide for timely and appropriate interaction between students and faculty and among students. (CS 3.4.5)*

The faculty assumes responsibility for and exercises oversight of distance education, ensuring both the rigor of programs and the quality of instruction. (CS 3.4.1 and CS 3.4.12)

The technology used is appropriate to the nature and objectives of the programs and courses and expectations concerning the use of such technology are clearly communicated to students. (CS 3.4.12)

There is currency of materials, programs, and courses. (CS 3.5.3 and CS 3.6.4)

Distance education policies are clear concerning ownership of materials, faculty compensation, copyright issues, and the use of revenue derived from the creation and production of software, telecourses, or other media products. (CS 3.2.14)

Faculty support services are appropriate and specifically related to distance education. (CS 3.4.9)

Faculty who teach in distance education programs and courses receive appropriate training. (CS 3.7.3)

**Citations refer to the Principles of Accreditation: Principle of Integrity (PI), Core Requirements (CR), Comprehensive Standards (CS), and Federal Requirements (FR)*

Admission and recruitment policies and decisions take into account the capability of students to succeed in distance education programs. (CS 3.4.3)

Comparability of distance education programs to campus-based programs and courses is ensured by the evaluation of educational effectiveness, including assessments of student learning outcomes, student retention, and student satisfaction. (CS 3.3.1)

The integrity of student work and the credibility of degrees and credits are ensured. (PI 1.1, CS 3.4.6, CS 3.5.3, and CS 3.6.4)

Library and Learning Resources

Students have access to and can effectively use appropriate library resources. (CS 3.8.2 and CR 2.9)

Course requirements ensure that students make appropriate use of learning resources. (CS 3.8.2)

Access is provided to laboratories, facilities, and equipment appropriate to the courses or programs. (CS 3.8.1 and CS 3.8.2)

Student Services

Students have adequate access to the range of services appropriate to support the programs, including admissions, financial aid, academic advising, and delivery of course materials, and placement and counseling. (CR 2.10)

Students have an adequate procedure for resolving their complaints. (CS 4.5)

Advertising, recruiting, and admissions information adequately and accurately represent the programs, requirements, and services available to students. (PI 1.1 and FR 4.6)

Students enrolled in distance education courses are able to use the technology employed, have the equipment necessary to succeed, and are provided assistance in using the technology employed. (CS 3.4.12)

Facilities and Finances

Equipment and technical expertise required for distance education are available. (CS 3.4.12)

Long-range planning, budgeting, and policy development processes reflect the facilities, staffing, equipment and other resources essential to the viability and effectiveness of the distance education program. (CS 3.3.1, CS 3.8.3, and CS 3.11.3)

*Adopted: Commission on Colleges, June 1997
Updated in accord with the revised Principles, December 2006*

Appendix C: Policies on Intellectual Property

Texas Tech University System Intellectual property Rights (excerpt). For full text, see: <http://www.depts.ttu.edu/oppol/Chapter10.pdf>

Chapter 10 -- Intellectual Property Rights

Statement of Basic Philosophy and Objectives

It is recognized that research and scholarship on the part of members of the faculty, staff, and students of the Texas Tech University System* (hereinafter referred to as TTUS) will result in inventions, biological materials and other proprietary materials, plants, manuscripts, patentable and non-patentable, computer software, and trade secrets or other products, medical treatments and devices that are potentially marketable.

It is the policy of the Board of Regents to encourage scholarly activity without regard to potential gains from royalties and other forms of income. In all cases, however, the affected individuals are subject to their obligations and those of TTUS under grants, contracts, or research agreements with government agencies and sponsors. All TTUS policies governing patentable or copyrightable inventions, publications, or other marketable products will provide adequate recognition and incentives to sponsors, inventor's assignees, and authors and at the same time assure that TTUS's duty to serve the public interest will be served.

1. General Policy

This intellectual property policy as adopted, shall apply prospectively to all persons employed by the component faculties of TTUS, to all students of TTUS, and to anyone using TTUS facilities or under the supervision of TTUS personnel. Every employee, faculty, staff, or student is expected to be aware of the TTUS policies regarding such developments or discoveries protectable by copyright, patent, or contract and agrees to accept and abide by them as a condition of employment or enrollment. All intellectual property disclosures made prior to the date of this policy shall be governed by the prior established policy.

Texas State University System copyright policy concerning Intellectual Property (excerpt). For full text see: <http://elearning.angelo.edu/copyright/tsus.htm>

10. COPYRIGHT POLICY.

10.1 Policy Statement and Purpose.

Copyright is the ownership and control of the intellectual property in original works of authorship that is subject to copyright law. The purpose of The Texas State University System copyright policy is to outline the respective rights which a component and members of its faculty, staff, and student body have in copyrightable materials created by them while affiliated with the component.

All rights in copyright shall remain with the creator of the work except as otherwise provided by Section 10.2 of this policy.

10.2 Ownership of Copyright.

10.21 The System and its components claim no ownership of fiction, popular nonfiction, poetry, music compositions, or other works of artistic imagination that are not component works. For other materials that are totally faculty generated with no university equipment or aid other than that routinely used by faculty in duties associated with teaching, the faculty member holds the copyright and complete intellectual property rights.

10.22 If the work is contracted in writing by the component of the employee on a work for hire basis, the component then owns the copyright and all benefits of the materials.

10.23 Copyright of all materials (including software) that are developed with the significant use of funds, space, equipment, or facilities administered by a component, including but not limited to classroom and laboratory materials, but without any obligation by the component to others in connection with such support, shall be held by the component.

The provision of office or library facilities alone shall not be construed as providing “substantial resources,” which shall include, for example, the purchase of new technology software or equipment not normally needed for the employee’s duties, and/or a substantial monetary award explicitly for the creation of the work.

10.24 Copyright ownership of all material (including software) that is developed in the course of or pursuant to a sponsored research or support agreement (i.e., an agreement which provides funds, space, equipment, or facilities for research purposes) shall be determined in accordance with the terms of such agreement, or, in the absence of such terms, the copyright shall be held by the component. The agreement may grant the

employee a non-exclusive educational license allowing the employee to share royalties from third parties using the materials.

10.3 Mediated Coursework

10.31 Mediated courseware includes, but is not necessarily limited to, instructional materials delivered over the Internet, synchronous or asynchronous video or audio courses, components of course, or instructional support materials.

10.32 Copyright of mediated courseware developed without specific direction or significant support of the component shall remain with the employee. No royalty, rent, or other consideration shall be paid to the employee or former employee when that mediated courseware or a modification thereof is used for instruction by the component. The employee or former employee shall take no action that limits the component's right to use the instructional materials and shall provide written notice on the courseware itself if the component's right of use. See *Chapter V, Paragraph 4.75* of these *Rules* for the policy on noncompetitive use of employee-owned, mediated courseware.

10.33 Copyright of mediated courseware, developed at the specific direction or with the substantial resources of a component shall be jointly held by the component and the employee, unless otherwise specified at the time of commissioning of the work, and shall not be used without written consent of the component. The component shall have the right to modify the courseware and decide who will utilize it in instruction. Royalties or revenues generated from the licensing of such mediated courseware may be jointly shared with the employee as noted in this *Paragraph 10*. The component may specifically agree to share control rights with the employee.

Excerpts from Cornell University Copyright Policy at http://www.policy.cornell.edu/cm_images/uploads/pol/Copyright.html

GENERAL STATEMENT

Cornell University is committed to providing an environment that supports the research and teaching activities of its faculty, students and staff. As a matter of principle and practice, the University encourages all members of the Cornell community to publish without restriction their papers, books, and other forms of communication in order to share openly and fully their findings and knowledge with colleagues and the public. The Copyright Policy has been prepared in this spirit and with this intent. The Copyright Policy is intended to promote and encourage excellence and innovation in scholarly research and teaching by identifying and protecting the rights of the University, its faculty, staff, and students.

Copyright ownership and the rights thereof are concepts defined by federal law. University policy is structured within the context of the federal copyright law. The long-standing academic tradition that creators of works own the copyright resulting from their research, teaching, and writing is the foundation of the University's Copyright Policy. Exceptions to this rule may result from contractual obligations, from employment obligations, from certain uses of University facilities, or by agreement governing access to certain University resources. This Policy addresses these exceptions.

DEFINITIONS OF COPYRIGHTABLE MATERIAL

It is expected that laws and judicial interpretations of laws governing protection of intellectual property will change from time to time, particularly as they apply to new and rapidly changing technologies such as computer software. New paradigms may require new approaches. As such, this Policy differentiates between traditional intellectual property, such as books, incorporated under "Traditional Works", and newer forms, such as computer software, incorporated under "Encoded Works".

Traditional Works:

Copyrightable **Traditional Works** such as books, manuscripts, artistic works, movies, and television programs, historically have been the property of the Author [1]. It is not the intent of this Policy to change significantly the relationship between the Author and the University that has existed through the years.

Encoded Works:

Encoded Works include software and other technologies used to support the electronic capture, storage, retrieval, transformation and presentation of digital data and information or to interface between digital forms and other communications and information media.

The University will exercise its equitable ownership interest in **Encoded Works** under the circumstances identified below.

OWNERSHIP AND DISPOSITION OF COPYRIGHTABLE MATERIAL

Copyright ownership of all work by academic [\[2\]](#) employees, non-academic employees, or students shall vest in the Author except under any of the following circumstances:

Regarding both Traditional Works and Encoded Works:

I. *Subordination to Other Agreements*: Copyright ownership of all material that is developed in the course of or pursuant to a sponsored research or other agreement to which the University is a party shall be determined in accordance with the terms of the sponsored research or other agreement. In the absence of terms specifically assigning ownership, the copyright shall become the property of the University only if the terms of such agreement directly or indirectly create University obligations as to intellectual property developed thereunder or if ownership is conferred upon the University by operation of another provision of this Policy.

II. *Work for Hire*: The copyright of material that is created by a non-academic employee within the scope of University employment or by academic employees pursuant to a specific direction or assigned duty (other than the teaching of courses) from the University or any of its units shall be the property of the University.

Regarding Encoded Works only:

III. *Use of University Resources*: Copyright ownership of **Encoded Works** which are developed with the "Substantial Use" of University resources, funds, space, or facilities shall reside in the University. For purposes of this Policy, University resources include grants, contracts or awards made to the University by extramural sponsors. The use of University resources is "Substantial " when it entails the use of University resources not ordinarily used by, or available to all, or virtually all, members of the faculty. As the concept of Substantial Use evolves with changes in the customary working environment, the term may be refined by the Provost from time to time, following consultation with the FCR, and such definition shall be incorporated as an Appendix to this Policy