



## eLCC 2010 ANNUAL REPORT

### Executive Summary

Jean Otte and Kathy Keairns, eLCC Co-Chairs

The eLearning Consortium of Colorado (eLCC) is a coalition of public and private colleges and universities dedicated to the enhancement of educational opportunities through distance education. The organization is faculty oriented and promotes distance learning through seminars and conferences and by acting as a clearinghouse for distance education resources. Its members represent the majority of the institutions of higher education in Colorado and meetings are hosted by a different institution each month.

eLCC conducts training for faculty using distance learning technologies; introduces and showcases applications for new technologies, hardware and software; hosts a conference dedicated to distance learning and faculty development; provides a mechanism to reduce Telecourse and satellite videoconference costs and serves as a network for sharing best practices; and provides a forum for discussion and response to distance education issues.

Highlights of the 2009-10 Academic Year include:

- Organizing and sponsoring the 21st Annual eLCC Distance Learning Conference in Vail, Colorado.
- Developing a new Annual Report Survey
- Hosting meetings at nine member institutions

eLCC action items for next year include:

- Organize and sponsor the 22nd annual Distance Learning Conference.
- Continue to work with the state legislature on issues important to higher education and distance learning.
- In conjunction with WCET and other DE consortia, develop responses to federal legislative issues relative to higher education and distance education.
- Support the newly formed Colorado Chapter of the United States Distance Learning Association.
- Present a professional development activity at each meeting.
- Publish a professional journal, JeLCC.
- Continue recruitment efforts, especially in the K-12 area.

The editors of this report wish to thank all of those eLCC members, representing 17 Colorado institutions of higher learning, who took time out of their busy schedules to answer survey questions relating to the organization's activities during the 2009-10 Academic Year. Without their hard work, dedication and knowledge, the assembly of this report would not be possible.

While member institutions continue to offer a wide range of course delivery options, there seems to be a trend toward narrowing those choices somewhat. Most institutions reported that online courses continue to gain popularity with students, often at the expense of other options. Delivery options reported for 2009-10 include the following: Online, Hybrid (aka Blended), Interactive Videoconferencing Systems, Web-Enhanced Face-to-Face, and Telecourses.

The most common delivery options were online, hybrid, and web-enhanced traditional classes delivered using a learning management system. Other types of media were used in distance courses, with e-Books, teleconferencing, audio conferencing and DVDs being the most prevalent.

Most faculty training programs address both technical and pedagogical issues, and while some programs are mandatory and fairly comprehensive; others are generally voluntary and less rigorous. Approximately 48% of institutions responding to the survey reported that they do not compensate faculty for training.

Again this year, compensation for course development and delivery varied widely. As a rule, full time instructors were compensated for both course development and delivery as part of their standard load or as an overload. Some institutions compensate adjunct faculty at the standard contract rate, while others have a specific pay rate for distance educators. Over 80% of reporting institutions expect faculty to design and develop distance courses. Course designers or design teams are used by approximately 19% of reporting institutions.

Orientation methods for students vary widely from institution to institution. Some institutions offer no specific distance-focused orientation aside from that offered to classroom students. Although face-to-face orientations are decreasing for distance students, most institutions offer extensive web-based resources, including online reference materials, online orientation courses and audio and video tutorials.

Seventy percent of reporting institutions this year offered phone-based help desk support for limited hours while 44% provide unlimited phone support. Online reference materials, email and online interactive help desk support is available after hours in some institutions. Several institutions also offer walk-in support during office hours.

Institutional student services for online students ranged from 100% for library

services to 24% for personal counseling. The survey reports that 65% offer tutoring and Writing Center services for online students.

Desire 2 Learn is the most common LMS in use (47%), followed by Blackboard, WebCT, eCollege, Angel and Moodle in descending order. Varying types of web-conferencing software and plagiarism detection software programs are in use at most institutions. Approximately 71% are not participating in the Quality Matters initiative although concern about course quality is frequently mentioned in the responses to questions concerning distance education challenges.

The most commonly reported challenges in developing distance education courses are maintaining quality while expanding course offerings and recruiting qualified faculty. Other challenges cited by more than one institution included ongoing budgetary and funding issues. Some schools still struggle with bandwidth issues. Different approaches to meeting those challenges are expressed in the survey.

In general, schools report continuing growth and popularity of their distance education courses and overall, distance education continues to be well-integrated within institutions. Most member representatives report to deans, committees or Vice Presidents, and are solicited for input on various issues facing those institutions.

Please visit the eLearning Consortium of Colorado's website ([www.elearningcolorado.org](http://www.elearningcolorado.org)) for a complete list of our current membership, meeting schedule, conference information, and more.

Jean Otte, Co-Chair  
Aims Community College  
970-339-6476  
[jean.otte@aims.edu](mailto:jean.otte@aims.edu)

Kathy Keairns, Co-Chair  
University of Denver  
303-871-4156  
[kathy.keairns@du.edu](mailto:kathy.keairns@du.edu)

## 2010 eLCC Annual Survey Report

### 3. Survey Respondent Institution Names:

CCA
Colorado State University
Regis University
Mesa State College
Front Range Community College
Pueblo Community College
Colorado Community Colleges Online
Illiff School of Theology
University of Denver
Colorado Mountain College
CCCOOnline
Aims Community College
Regis University College for Professional Studies
University of Colorado Denver
Lamar Community College
Metropolitan State College of Denver
Arapahoe Community College

### 4. What type of institution are you responding for? (Check all that apply).

Answer Options	Response Percent	Response Count
4 year	41.2%	7
2 year	52.9%	9
Private	23.5%	4
Public	29.4%	5
Technical	0.0%	0
Not for profit	52.9%	9
For profit	0.0%	0
<b>answered question</b>		<b>17</b>

### 5. Do you offer hybrid/blended courses? (Definiton: Courses that combine both distance learning and face-to-face components, where part of the face-to-face class is replaced with distance media.)

Answer Options	Response Percent	Response Count
Yes	82.4%	14
No	17.6%	3
<b>answered question</b>		<b>17</b>

### 6. Do you offer telecourses? (Definition: A course using of pre-produced video programs viewed by the student and delivered via DVD, tape, cable or broadcast.)

Answer Options	Response Percent	Response Count
Yes	17.6%	3
No	82.4%	14
<b>answered question</b>		<b>17</b>

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7. Do you offer distance courses that use more than one type of media? (Check all that apply)		
Answer Options	Response Percent	Response Count
Online	100.0%	17
Videotape	5.9%	1
DVD	29.4%	5
iPod	17.6%	3
Teleconference (web or dedicated system)	35.3%	6
Audioconference	29.4%	5
e-Book	35.3%	6
<i>Other (please specify)</i>		2
online video		
some media files & audio casts, setting up an iTunes Server		
<b>answered question</b>		<b>17</b>

8. Do you train instructors in distance education techniques?		
Answer Options	Response Percent	Response Count
Yes	94.1%	16
No	5.9%	1
<b>answered question</b>		<b>17</b>

9. If you provide training, do you compensate instructors for participating in training? (Check all that apply).		
Answer Options	Response Percent	Response Count
No	46.7%	7
Yes, with money	46.7%	7
Yes, with computer or other equipment	13.3%	2
Yes, with release time	26.7%	4
<i>Yes, with other incentive: (please specify)</i>		5
The stipend is optional for faculty.		
Only for our Online Instructor Certification training. If an instructor is identified as teaching an online class for the next term, they are compensated. If they have not been identified, they are not compensated		
It depends if they qualify for funds, so some do get paid and others do not. We also provide a book and certificate of completion		
We usually serve lunch!		
No tuition		
<b>answered question</b>		<b>15</b>

10. If you train instructors, is it mandatory or optional for them?		
Answer Options	Response Percent	Response Count
Mandatory	50.0%	8
Optional	50.0%	8
<b>answered question</b>		<b>16</b>

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11. If you train instructors, what kind(s) of training are provided? (Check all that apply).		
Answer Options	Response Percent	Response Count
Workshops on how to use the course platform	94.1%	16
Workshops in teaching techniques	88.2%	15
Instructional design support	76.5%	13
One-on-one training	76.5%	13
Online or media-based resources they access at their convenience	82.4%	14
<i>Other (please specify)</i>		7
EDU 263		
primary training is through a 3 week Teaching Online Workshop		
one-on-one in some instances, have faculty mentors for new faculty		
Online course EDU 263		
mentoring		
workshops on other web 2.0 tools		
Certain training is mandatory and other training is optional.		
<b>answered question</b>		<b>17</b>

12. Who is primarily responsible for designing online courses?		
Answer Options	Response Percent	Response Count
Instructor	81.3%	13
Course Designer	18.8%	3
<i>Other (please specify)</i>		4
This is just in the process of changing to course designer. In the past it has been instructor.		
Cooperative effort managed by our design team, with faculty/content expert and chair review		
Teams of faculty, content experts and instructional designers		
Collaborative effort with instructor and designer but instructors are ultimately responsible for their courses.		
<b>answered question</b>		<b>16</b>

13. How do you compensate instructors for distance course construction?		
Answer Options	Response Percent	Response Count
No additional compensation	54.5%	6
Fixed fee per course	36.4%	4
Percentage of revenue generated per term	9.1%	1
<i>Other or varies (please specify)</i>		8
Varies by agreement - some instructors build without compensation.		
Only if taught as overload, or by part-time adjunct		
If it is a new course being developed for online, we pay a standard course development fee.		
Financial bonus for first online course designed		
it varies by division		
Hourly rate for pre-determined maximum number of hours		
in some cases depending on overload, there may be additional comp.		
New online course curriculum development sometimes compensated via performance contract. This applies only to adjunct faculty. Full-time faculty contract includes curriculum development.		
<b>answered question</b>		<b>11</b>

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14. Do you provide any orientation for distance students? (Check all that apply).		
Answer Options	Response Percent	Response Count
Online reference material	43.8%	7
Online audio or videos	18.8%	3
Online course	25.0%	4
Face to face orientation	6.3%	1
None	6.3%	1
<i>Other (please specify)</i>		7
Also an online course, and face to face		
Required of first-time online students		
We do all of the above		
We also provide online reference materials and face to face orientations.		
orientation email, online audio/video, demo course		
Online course, reference material and face to face orientation		
<b>answered question</b>		<b>16</b>

15. Do you provide any help desk support for distance students? (Check all that apply).		
Answer Options	Response Percent	Response Count
Phone – 24 hours	43.8%	7
Phone – limited hours	68.8%	11
Online reference materials	93.8%	15
Online – interactive	31.3%	5
<i>Other (please specify)</i>		8
Email		
e-mail		
our University College uses eCollege & they provide 24/7 support; help desk is only available to our online traditional students during regular business hours		
Student Wiki, includes hand-book and several other resources		
Email		
email		
Helpdesk is open 7-7 M-F for phone, email & walk-in support, technical support available 24X7		
System manages help desk		
<b>answered question</b>		<b>16</b>

16. What learning management system / course platform do you use? (Check all that apply).		
Answer Options	Response Percent	Response Count
Blackboard	23.5%	4
WebCT	11.8%	2
Desire2Learn	47.1%	8
eCollege	11.8%	2
Moodle	5.9%	1
Sakai	0.0%	0
Angel	11.8%	2
<i>Other (please specify)</i>		1
considering next LMS application to implement in one year		
<b>answered question</b>		<b>17</b>

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17. Please specify your current LMS version(s) from Question 16.
D2L 9.01
WebCT Medieval Edition
Angel 7.4
Bb Vista CE 8.3
D2L 8.4
D2L 9.0.1
D2L 9
01/09/2005
Blackboard 9
Bb 8
D2L 1.? just moved into it last year, so whatever the current version is.
D2L 9.1
Angel 7.4
eCollege - .next Bb - getting ready to upgrade to version Bb 9.1
D2L Current v9
Blackboard Vista 8.2, moving to 9.2 next year.
D2L 9.1

18. If you use web conferencing software, what do you use?		
Answer Options	Response Percent	Response Count
Elluminate	50.0%	8
WebEx	12.5%	2
Adobe Connect	31.3%	5
Wimba	12.5%	2
GoToMeeting	12.5%	2
Other (please specify)		1
WizIQ		
<b>answered question</b>		<b>16</b>

19. Does your institution participate in the Quality Matters initiative?		
Answer Options	Response Percent	Response Count
Yes, as part of policy	0.0%	0
Yes, but not as part of policy	29.4%	5
No	70.6%	12
<b>answered question</b>		<b>17</b>

20. Do you use software or web-based services to detect plagiarism?		
Answer Options	Response Percent	Response Count
Google or other searches	17.6%	3
Turnitin	70.6%	12
iThenticate	0.0%	0
WriteCheck	0.0%	0
Grammerly	0.0%	0
Glatt	0.0%	0
Moss	0.0%	0
EVE	0.0%	0
Safe Assign	23.5%	4
None	11.8%	2
<b>answered question</b>		<b>17</b>

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### 21. What student services does your institution provide to distance students? (Check all that apply).

Answer Options	Response Percent	Response Count
Library access	100.0%	17
Advising	88.2%	15
Personal counseling	23.5%	4
Technical support	94.1%	16
Online enrollment	94.1%	16
Tutoring	64.7%	11
Writing Center	64.7%	11
<i>Other (please specify)</i>		2
Students rely on home colleges for advising, counseling		
Athletic events		
<b>answered question</b>		<b>17</b>

### 22. Please describe one or two of the biggest challenges your institution faces in developing distance education courses.

Teaching is lowest priority at a research institution. Extra income is the primary incentive for faculty.
Faculty training, standardization of courses, keeping up with learning technologies.
A - Overcoming the concern of online courses not being a quality learning experience. B - Investing online growth revenues back into the online program.
With quickly growing enrollment both in online and on-campus it is difficult for both faculty and technical support staff to find the time to do new course development.
Lack of support for instructional design
Just keeping up with the growth.
Capacity -- more students want the classes than we have openings.
Instructor readiness -- hard to get instructors to take full advantage of the online environment
Educating instructors, students, and administration about online learning (how it works, time commitment, importance of quality assurance). Recruiting faculty members who are willing and able to put in the time and effort to develop high-quality online courses.
1. Student success in online courses.2. Bandwidth for delivery of online video resources.
Finding enough instructors (qualified to teach) especially in English and Social Sciences. Also keeping up with publisher updates
Maintaining quality while expanding course offerings
Getting quality materials from faculty on time.Faculty has little experience with online environment
Getting faculty/department buy-in to offer oline courses/degrees/programs
Getting faculty to develop coursesLack of admin support
Ability to meet demand of students for online sections while maintaining QA

### 23. How do you meet those development and delivery challenges?

Lots of cheerleading, and the economic cutbacks make income from CE hard to ignore.
Multiple delivery methods for training, course templates, Sloan-C
A - Created a faculty-driven Quality Working Group to identify questions and measures about online courses. This group has promoted the acceptance of national standards (QM) as the base quality measure for online courses. Will implement during upcoming transition to new LMS. B - On-going challenge. Present budget crunch makes it even harder.
We are limiting new development for the time being to highest priority courses, and are adding resources (using part-time instructors to help with development, adding a new instructional design center assistant to help with volume).
provide online documentation for processes.
We've hired more people on staff and hired/trained many new faculty (over 100 faculty this year).
One-on-one assistance from academic technologists, who also monitor classes and troubleshoot as necessary

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### 23. How do you meet those development and delivery challenges? (continued)

We provide seminars to Deans, Administrators and instructors. We recently mandated our Teaching Online Workshop for all instructors who plan to teach online.

1. We now have a College Counselor for online students who will help orient students to online learning and be a resource if they have issues during the course. These services should have a positive effect on course completion rates. 2. As funding allows, we will need to upgrade our bandwidth college-wide.

We use a variety of list-servs for locating faculty. We have initiated a digital content initiative with a couple of the Mandatory training for online faculty in pedagogy as well as LMS

Provide templates for course development. In the process of developing a just-in-time training module for

Provide incentives; using the "3 E's" -entertaining, engaging & effective

Sit and wait

Collaborative relationships with Educational Technology Center and the academic departments.

### 24. Please describe one or two of the biggest successes your institution has achieved in delivering distance education courses.

We have been steadily increasing the number of degrees since the late 90's.

Use of course templates for standardizing look-and-feel of courses; Continued emphasis on course and instructor quality in wake of dismal economy.

Recently received HLC Accreditation for online degree programs. Source of enrollment growth for College. Exceeding 35% growth each year. Integrated online courses/degrees into the College mainstream.

Faculty continue to feel ownership of their courses, as well as the freedom and support to explore new uses of online technologies to enhance student learning. We support innovation through college-wide newsletters, a collegewide Learning Technology Advisory Committee, Teaching with Technology Grants to fund time/equipment needed for special projects, and an annual (internal) conference where faculty from across the college share ideas.

Development of quality assurance standards for full online courses and having a review process to provide guidance and feedback to instructors.

Being able to scale to meet demand; Integrating eBooks into many courses.

Creating highly interactive and engaging classes (not just transmission of knowledge), leads to high faculty buy in.

Last year, we explored the efficacy of providing traditional undergraduate students the opportunity to take online courses. The pilot was very successful and we plan to expand this initiative in 2011. We have experienced tremendous growth in online courses and programs in our professional studies division, University College.

Enrollment growth in online learning has been outstanding. FTE increased 45% from 08-09 to 09-10. Fall 2010 enrollment increased 25% over the previous fall semester.

Keeping up with the demand of online learning demand is difficult at best, but we try to hire and train faculty in advance of courses opening and have a good Q/A program to keep faculty updated on latest changes in the industry.

Conversion of courses from legacy LMS

The creation and maintenance of over 400 online courses, all part of completely online degree programs. A U.S. Army battle captain earned his entire MBA degree online while stationed in Iraq.

14 years of continued growth

40% growth over four years with a standardized training program in place for all faculty and students.

### 25. What technologies and/or software are students required to purchase to participate in your distance courses?

Almost nothing. Classes use free software and web-based materials whenever possible. Specialized software is needed for some engineering or design programs, but those are limited in number.

Regular access to computer and high speed internet. Supplemental technologies are at the discretion of each instructor.

Must have minimum computer specs and bandwidth.

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### 25. What technologies and/or software are students required to purchase to participate in your distance courses? (continued)

This depends on the course. Most courses only require a mac or pc with internet connection and common word processing software. Others might require specific software that is covered in the course.

no requirements

Computer and Internet service

None, but we do advise basic technical expectations (fast internet connection, etc)

For the majority of our online programs, students just need regular and reliable access to the Internet.

No specific requirements except for courses that are software-specific (e.g., Office 2010).

Any proprietary software (e.g., Office, Adobe, etc.) that is specific to course relevancy.

Device with internet access.

Software: (minimum requirements), PC: MS Office Suite 2003 or 2007, Mac: MS Office: Mac 2004, Internet nothing overall, some courses may require additional equipment - e.g., webcam

None

Basic computer/internet setup is all that is required. Versions of plugins, add-ons, etc. vary by course depending

### 26. How do you inform college administration about the conduct and results of your distance education programs?

Constant contact, financial reports, success stories -every possible way to make success visible.

Surveys, enrollment stats, student evals, and presentations at college-wide committee meetings.

Enrollment growth is very evident. Student course evaluations are compiled at end of each term, tabulated, and distributed to admin.

The Dean of Online Learning attends Collegewide Deans Council and Instructional Deans meetings once every month and communicates frequently with college leadership by email. A team of faculty identified as Online Leads communicate with chairs in each department across the college. The online learning department also publishes a collegewide e-newsletter approximately six times per year highlighting key programs.

Report to deans they distribute the information.

We have an Executive Steering Committee made up of system executives and college presidents.

We have a director of distributed learning who reports directly to senior administration.

Our Distance Learning Council and Center for Teaching & Learning provide reports at Dean's Council Meetings and invite administrators to annual seminars to update them on distance education at the university.

Department head is a member of the college leadership team.

CCOnline reports to the LTC which is managed by CCCS representatives from across the system. Co-Exec. Directors also report to CCCS Board as well as LTC reports to CCCS Board and to Org.manager at CCCS-IT.

Enrollment and outcomes tracking

Integration with classroom reporting from registrar, course evaluations, etc. Also included in program/school reports.

FCQ's, newsletter, publish data, annual online spring symposium. We are also currently developing reports and dashboards to make available to faculty & administration.

Survey

Semester and Annual reports are generated by the Office of Institutional Research along with monthly reports submitted at Academic Council.