



# California Community Colleges

## MEMORANDUM

April 18, 2018

AA 18-14 | Via Email

TO: Chief Instructional Officers  
Distance Education Coordinators

FROM: LeBaron Woodyard, Ph.D.  
Dean Academic Affairs

RE: Institutional Distance Education Survey 2016-17

---

The annual survey of distance education in the California Community Colleges is now available. Distance education coordinators will receive a link to the survey posted in SurveyGizmo. The attached version of the survey is intended for use as a guide to prepare responses. Each college is required to complete the Institutional Distance Education Survey as part of its ongoing responsibility for reporting on distance education (title 5, section 55210 and Board of Governor's Standing Order 409). **Completed surveys are due June 8, 2018.**

The comprehensive Institutional Distance Education Survey will cover the 2016-2017 academic year and includes questions on:

- Course and curriculum development and collaboration
- Faculty and student interaction
- Student authentication and retention
- Serving students in other states
- Student services available
- Degree and/or certificate programs
- Online Education Initiative

This survey may require coordination with Student Services, Institutional Research or other departments on your campus. The Chancellor's Office will aggregate and summarize responses from all 114 colleges in the Distance Education Report.

For questions about the Institutional Distance Education Survey, please contact Erin Larson via email at [elarson@ccco.edu](mailto:elarson@ccco.edu) or phone at (916) 327-0067.

Attachment: 2016-17 Institutional DE Survey

# CCC Chancellor's Office 2016-17 Annual Distance Education Survey

## Distance Education Coordinator Information

---

### Page description:

This section asks for details regarding the distance education coordinator on your campus.

\_\_\_\_\_

### 1. Provide the following college identification information. \*

District Name

College name

DE Coordinator First Name

DE Coordinator Last Name

DE Coordinator E-mail Address

DE Coordinator Telephone Number

DE Coordinator

## 2. DE Coordinator's Classification (select one)

- Faculty
- Classified Professional
- Administrator

## 3. DE Coordinator Workload Allocation (select one)

- 100%
- 50-99%
- Less than 50%

## **Distance Education Course and Curriculum Development**

---

### **Page description:**

This section gathers information on the college's efforts and resources used in the development of distance education courses and curriculum. For the purposes of this survey "distance education courses" are defined as those courses where 51% or more of the courses is delivered using one or more of the 10 identified Chancellor's Office Management Information System data elements for distance education.

(Survey covers time period from 7/1/2016 to 6/30/2017)

---

4. How many distance education courses were approved for distance education delivery at your college from July 1, 2016 to June 30, 2017?

New courses that did not exist before and are delivered by distance education:

Existing courses that were converted from face to face to distance education:

Existing distance education courses that were re-approved for DE delivery following periodic review of curriculum


5. For the courses identified in question #2 above about the number of new, converted, and re-approved distance education courses developed from July 1, 2016 to June 30, 2017, how important were the following elements in their development at your college? (Rate each area from extremely important to not important).


	Extremely Important	Very Important	Important	Somewhat Important	Not Important
Articulation/Transfer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State apportionment formula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional fund/resources distribution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty compensation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching load	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class size	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scheduling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equipment/facility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copy right/intellectual property right	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


Slide the resource listed into the rank order that you believe best represents how courses are developed at your college.

6. For courses developed at your college, please rank the following **alphabetically** listed resources from the most common method of supporting the development of distance education courses and curriculum to the least common method. (You do not have to select all methods.)


Drag items from the left-hand list into the right-hand list to order them.


Collaboratively  
among multiple  
faculty 


College-funded  
education 


Distance  
Education  
course  
development  
manual (Locally  
developed or  
purchased) 


Faculty Mentors 


Faculty's own  
initiative,  
working alone  
(seminar,  
course, etc.) 


Flexible  
Calendar  
session on how  
to develop  
Distance  
Education  
courses 


Instructional  
designers  
working  
independently 


Instructional  
designers  
working with  
faculty 

Online self-paced tutorials 

Release time to learn skills for development of distance education courses 

Stipends or grants to faculty 

Training provided by @ONE Project 

Training provided by college staff 

7. Please describe any other resources used to develop distance education courses and/or curriculum at your college.

## 8. What percentage of distance education courses taught this year ...

Use the functionality of a Course Management System (CMS)?

>75%  
50% - 75%  
25% - 49%  
<25%  
Data Not Available

Integrate publisher content in the college-provided CMS?

>75%  
50% - 75%  
25% - 49%  
<25%  
Data Not Available

Please identify applications or publishers.

Integrate Open Education Resources (OER) Content?

>75%  
50% - 75%  
25% - 49%  
<25%  
Data Not Available

Please identify applications or OER sources.



**Page description:**

Distance education programs are generally planned and operated at the district and college levels, however there are opportunities for colleges to reduce instructional costs through collaboration and partnerships that enhance students' access to instruction and create institutional efficiencies, including:

- (1) streamlining educational pathways for online students,
- (2) promoting the sharing of curriculum across campuses, and
- (3) encouraging collaborative academic programs.

This page gathers information about the inter-college activities to share distance education curriculum and create collaborative partnerships.

(Survey covers time period from 7/1/2016 to 6/30/2017)

---

9. Has your college collaborated with other colleges to develop, teach, or deliver distance education courses by any of the following methods?

	Yes, within the district	Yes, outside of the district
Collaborated on curriculum development	<input type="radio"/>	<input type="radio"/>
Used faculty from two or more colleges to teach a course at two or more colleges	<input type="radio"/>	<input type="radio"/>
Shared equipment or facilities to teach a course at two or more colleges	<input type="radio"/>	<input type="radio"/>
Shared course materials	<input type="radio"/>	<input type="radio"/>
Shared staff development activities between two or more colleges	<input type="radio"/>	<input type="radio"/>
Collaborated on distance education program development	<input type="radio"/>	<input type="radio"/>

10. Please describe some collaborative efforts your college has been involved in.

### **Distance Education Faculty and Student Interaction**

---

**Page description:**

Regular effective contact between faculty and student is required by title 5 (section 55204) of the California Code of Regulations for distance education instruction in the California Community College system and is a foundation of quality instruction, academic integrity and student authentication.

This section relates to faculty and student interaction in distance education courses.

(Survey covers time period from 7/1/2016 to 6/30/2017)

\_\_\_\_\_

11. For each of the following methods of faculty-student interaction, rate on a scale of 1 to 5 (where 1 = least common to 5 = most common use) how common do you believe DE faculty use each method when interacting with their DE students.

	1 - Least common	2	3	4	5 - Most common
Meeting face-to-face on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telephone meetings (either one on one or group conference calls)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-mailing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Text messaging via cell phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty Blog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online Discussion Board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class Chat Room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video Conferencing with students (Skype, Google Hangout, Face time, Zoom, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class Facebook Page	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class Twitter Feed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Social Networking Sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mailing materials to students (Public/Private Postal Services)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faxing materials to/from students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Management System (CMS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text" value="Enter another option"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text" value="Enter another option"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text" value="Enter another option"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Enter another option



## Distance Education Student Authentication (Identity)

---

### Page description:

The Higher Education Opportunity Act of 2008 and federal policy (FDCR.A.10.050), requires that institutions offering distance education programs have processes in place to verify a student's identity.

This section gathers information on student authentication policies and procedures in distance education classes.

(Survey covers time period from 7/1/2016 to 6/30/2017)

---

12. Select the statement that best describes your district's Board of Trustees approved student authentication policy:

- Board Policy Only
- Administrative Procedure Only
- Board Policy and Administrative Procedure
- No Board Policy or Administrative Procedure
- Board Policy and/or Administrative Procedure in process of development

13. If your Board of Trustees does have an approved policy and/or an administrative procedure, briefly summarize it/them and provide the approval and/or implementation date(s).

If you indicated that the Board Policy and/or the Administrative Procedure was in the process of development

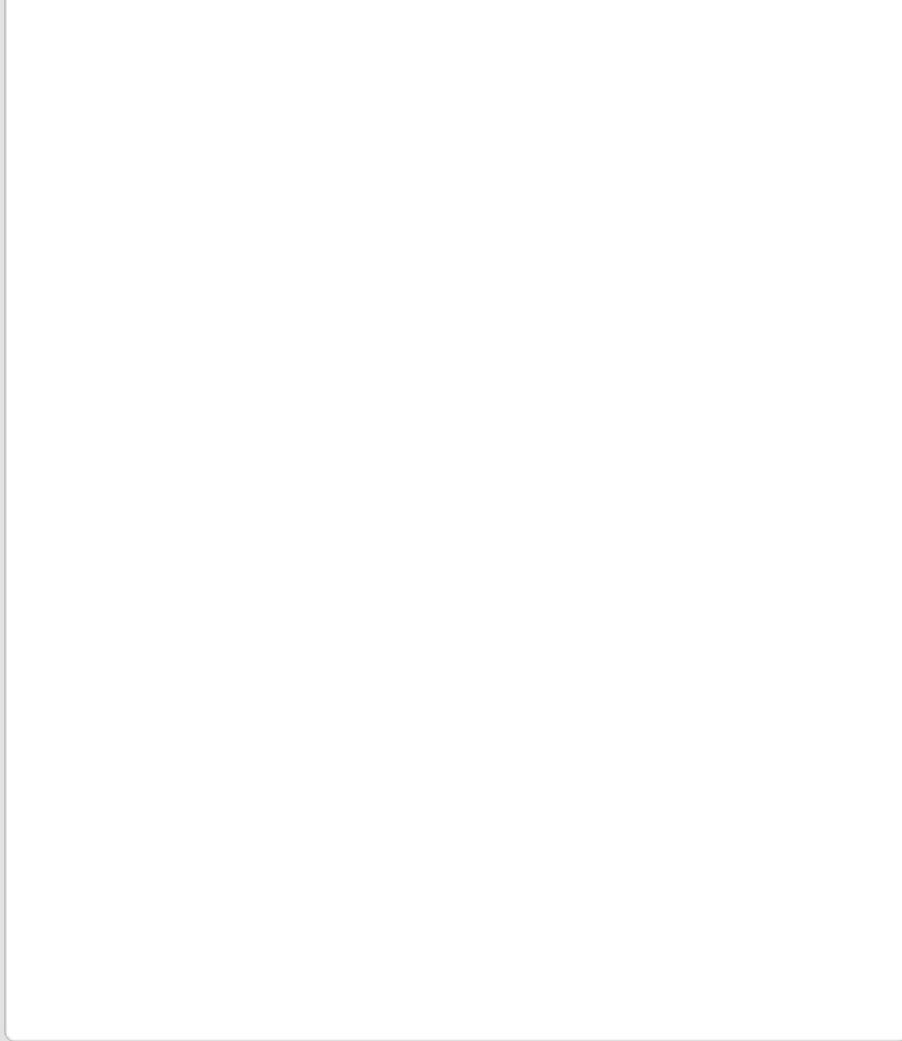
please provide draft language (**this is optional for the draft language**) and the anticipated date of adoption and/or implementation.

Description of Policy or Procedure

Date Policy was Approved or  
Procedure was  
Implemented(mm/dd/yyyy)

Board Policy Description

Administrative Procedure  
Description



14. You can also upload a copy of your board's student authentication policy and/or administrative procedure here.

Browse...

15. What student identity verification methods are you currently using? (Select all that apply)

- Student ID/User ID and password or passphrase
- ID check at proctored / on-campus exams
- Webcam monitoring devices
- Require attendance at in-person presentations or other interactions
- Writing style software for anti-plagiarism
- Answering questions in the midst of testing
- Biometrics to authenticate identity
- Fingerprint recognition
- On-campus labs
- Identify students by mouse usage
- Live video conferencing
- Voice recognition
- Other

16. Do you verify student identity at exams or other evaluations?

- Yes
- No

17. Do you verify student identity multiple times during the semester or term?

- Yes
- No

## 18. Student Authentication on the Course Management System

The next two questions address the Course Management System and student authentication. Please use the comment section to identify any other methods used in the course management system. Responses to these questions will require consultation with the Course Management System Administrator.

Do you authenticate student identity on the Course Management System using...

Yes No

Enterprise Resource Planning Authentication

A Username/Password

Biometric measures

Comments

What tools do you use for authentication on the Course Management System?

Yes No

Shibboleth

Active Directory



Comments

19. Do you offer online test proctoring through your Course Management System?

- Yes
- No

20. If yes, does your college have an alternate method of authenticating students for online test proctoring if the primary authentication system is not functioning?

- Yes
- No

**Page description:**

Student retention in a course is defined as the student completing the course and receiving an evaluative grade. When the student drops the course and receives a **"W"** they were not "retained".

This section gathers information about the college's efforts to improve student retention in distance education classes.

(Survey covers time period from 7/1/2016 to 6/30/2017)

---

21. Please identify the student retention efforts your college is using to improve student completions in distance education classes. (Check all that apply)

- Faculty contacting students when pre-determined parameters of participation are not reached.
- Early alert notification to student
- Early alert notification to faculty
- Peer advisors contacting students when pre-determined parameters of participation are not reached.
- Counselors contacting students when predetermined parameters of participation are not reached.
- Instructional redesign of the curriculum to assure more learner centered engagement of students.
- Predictive analytics using data collected from the Course Management System (LMS).

22. Identify any other student retention techniques used by your college to improve distance education student retention.

Retention efforts  
1

Retention efforts  
2

Retention efforts  
3

Retention efforts  
4

Retention efforts  
5

### State Authorization (Serving students in other states)

---

#### Page description:

This page addresses "**State Authorization**" or serving distance education students in other States. More specifically, California community colleges are expected to obtain approvals from another State before advertising or serving students in that specific State.

In December 2016, U.S. Department of Education released new federal regulations for State Authorization of post secondary distance education. If an institution is offering post secondary education through distance education in a State in which it is not physically located, the institution must obtain authorization from each State in which the institution enrolls students (if authorization is required) and ensure public and direct notification and disclosures. An institution must be able to document upon request from the regional accrediting agency that it has such State approval. Evidence of good faith efforts include the following:

- An application to a State, even if it is not yet approved.
- Documentation from a State that an "application is pending."

---

### 23. Serving students via distance education in other States:

Do you serve students via distance education in other States?

- Yes
- No

If yes, how many States total?

If yes, how many students?

### 24. Applying for authorization to serve students in another State:

Have you initiated an application(s) for authorization to serve students in another State?

- Yes
- No

If yes, how many?

### 25. Approvals to serve students in other States:

Have you been approved by any States?

Yes

No

If yes, how many?

If yes, please check the State(s).

- |             |                          |                |                          |                |                          |
|-------------|--------------------------|----------------|--------------------------|----------------|--------------------------|
| Alabama     | <input type="checkbox"/> | Maine          | <input type="checkbox"/> | Oklahoma       | <input type="checkbox"/> |
| Alaska      | <input type="checkbox"/> | Maryland       | <input type="checkbox"/> | Oregon         | <input type="checkbox"/> |
| Arizona     | <input type="checkbox"/> | Massachusetts  | <input type="checkbox"/> | Pennsylvania   | <input type="checkbox"/> |
| Arkansas    | <input type="checkbox"/> | Michigan       | <input type="checkbox"/> | Rhode Island   | <input type="checkbox"/> |
| Colorado    | <input type="checkbox"/> | Minnesota      | <input type="checkbox"/> | South Carolina | <input type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | Mississippi    | <input type="checkbox"/> | South Dakota   | <input type="checkbox"/> |
| Delaware    | <input type="checkbox"/> | Missouri       | <input type="checkbox"/> | Tennessee      | <input type="checkbox"/> |
| Florida     | <input type="checkbox"/> | Montana        | <input type="checkbox"/> | Texas          | <input type="checkbox"/> |
| Georgia     | <input type="checkbox"/> | Nebraska       | <input type="checkbox"/> | Utah           | <input type="checkbox"/> |
| Hawaii      | <input type="checkbox"/> | Nevada         | <input type="checkbox"/> | Vermont        | <input type="checkbox"/> |
| Idaho       | <input type="checkbox"/> | New Hampshire  | <input type="checkbox"/> | Virginia       | <input type="checkbox"/> |
| Illinois    | <input type="checkbox"/> | New Jersey     | <input type="checkbox"/> | Washington     | <input type="checkbox"/> |
| Indiana     | <input type="checkbox"/> | New Mexico     | <input type="checkbox"/> | West Virginia  | <input type="checkbox"/> |
| Iowa        | <input type="checkbox"/> | New York       | <input type="checkbox"/> | Wisconsin      | <input type="checkbox"/> |
| Kansas      | <input type="checkbox"/> | North Carolina | <input type="checkbox"/> | Wyoming        | <input type="checkbox"/> |
| Kentucky    | <input type="checkbox"/> | North Dakota   | <input type="checkbox"/> |                |                          |
| Louisiana   | <input type="checkbox"/> | Ohio           | <input type="checkbox"/> |                |                          |

Comments



## **Student Services Offered On-campus, Online, and/or via Telephone**

---

### **Page description:**

This page gathers information on a wide range of student services and their level of technology adoption and use. It is designed to provide a snapshot assessment of the incorporation of technology in student services at your institution. You will need to work with your college **Student Services** staff to complete this portion of the survey.

(Survey covers time period from 7/1/2016 to 6/30/2017)

---

26. Please provide the contact information for your Chief Student Services Officer.

First Name

Last Name

Title

College Name

Email Address

Phone Number

Fax Number (Optional)

Mobile Phone (Optional)

27. For each of the student services listed below, please identify how it is available to the student. (Check all that apply.)

This is an assessment of the online services your college provides to the entire college student population (not just DE students).

Indicate if the student service is any of the following:

- Not offered
- Service or program is offered only on campus
- Service or program information is available online
- Some of this service is offered via phone or live chat

- Some of this service is offered using video conferencing (workshops, appointments or drop-ins)
- Some of this service allows students to complete transaction without coming to campus
- Transaction records for this service can be edited by students online

*(Please note: There are 7 answer columns in this table, please resize the window to display all columns or if your display provides one, use the slider at the bottom of the section to move the table left or right to see all columns.)*

	Not offered	Service or program is offered only on campus	Service or program information is available online	Some of this service is offered via phone or live chat	Some of this service is offered using video conferencing (workshops, appointments or drop-ins)	Some of this service allows students to complete transaction without coming to campus	Transaction records for this service can be edited by students online
Admissions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course/Program Catalog	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schedule of Classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Registration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Accounts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transcript Ordering/payment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Test Proctoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prior Learning Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placement Testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Advising and Counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Service or      Service or      Some of      Some of this service      Some of this      Transaction









Student Population Segments Services (International, Alumni, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency Calls to Telephone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency Text Message to Cellular Telephone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Opportunity and Responsibility to Kids (CalWORKS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative Agencies Resources for Education Program (CARE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disabled Student Programs and Services (DSPS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extended Opportunity Programs and Services (EOPS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not offered	Service or program is offered only on campus	Service or program information is available online	Some of this service is offered via phone or live chat	Some of this service is offered using video conferencing (workshops, appointments or drop-ins)	Some of this service allows students to complete transaction without coming to campus	Transaction records for this service can be edited by students online
Math Engineering Science Achievement (MESA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foster and Kinship Care (FKCE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foster Student							

Success Initiative (FYSI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Retention Services (Name)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. Please describe plans your institution has for developing any of the above areas.

**AA/AS/Certificate of Achievement Awards via 100% Distance Education Programs**

---

**Page description:**

This section is for colleges offering degree and/or certificate programs 100% through distance education.

**Note:** This does not mean exclusively online instruction (codes 71 and 72 used in MIS to identify a distance education course, see table below). The definition of 100% distance education used for this question may represent a mix of distance education delivery modalities that make up that 100%. For example, a degree or certificate program delivered 60% via Internet (codes 71 and 72) and 40% via TV broadcast with audio bridge (code 52) would be 100% distance education. Please note that this represents the possibility of completing the degree via distance education.

**Management Information System (MIS) Codes for Distance Education Courses as identified in the Chancellor's Office Management Information System (COMIS)**

**Distance Education, Delayed Interaction**

<b>50</b>	Session under supervision of instructor not available by line of sight using medium where the content varies depending upon student response without the immediate involvement of the instructor (e.g. various types of instructional software, computer assisted instruction (CAI); digitized visual, audio or text selected in response to student input; or specially structured audio tapes, web enhanced television, etc.)
-----------	---

**Distance Education, Simultaneous Interaction**

Session under supervision of instructor not available by line of sight, using medium which provides an immediate opportunity for exchange between participants (any technology that allows immediate two-way interaction e.g. satellite, video conferencing).

<b>51</b>	Two-way interactive video and audio
<b>52</b>	One-way interactive video and two-way interactive audio
<b>53</b>	Two-way interactive audio only
<b>54</b>	Other simultaneous interactive medium not coded above

**Distance Education, Passive Medium**

Session under supervision of instructor not available by line of sight using one-way medium, where the medium used precludes simultaneous interaction.

<b>61</b>	Text one-way (e.g. newspaper, correspondence, etc.)
<b>62</b>	Audio one-way (e.g. audio cassette, radio, etc.)
<b>63</b>	Video one-way (e.g. ITV, video cassette, etc.)
<b>64</b>	Other passive medium not coded above

**Distance Education, Internet-based**

<b>71</b>	Simultaneous Interaction: Session under supervision of instructor, not available by line of sight, using the Internet with immediate opportunity for exchange between participants.
<b>72</b>	Delayed Interaction: Session under supervision of instructor, not available by line of sight, using the Internet without the immediate involvement of the instructor.

29. In 2016-17, did your college offer an AA or AS degree or a Certificate of Achievement program where the student could complete the program 100% through distance education?

- Yes
- No

If you answered yes to question #26, please list all of the programs by name. Indicate if it is an **AA, AS, or Certificate of Achievement**. If the program is offered both as a degree and a Certificate of Achievement please list them on separate lines.

If you track distance education student graduates and there were any distance education graduates in the programs for the academic year 2016-17 by August 30, 2017, please indicate the number.

Fill in the year the program started being offered 100% via distance education. (If you have more than 50 programs please upload a Word or Excel file with the additional programs listed.)

	Program Name	Degree Type			Number of Awards	Year Started
		AA	AS	Certificate of Achievement		
1.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>

6.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
7.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
8.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
9.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
11.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
12.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
13.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
14.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
15.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
16.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
17.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
18.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
20.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
21.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>



21.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
22.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
23.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
24.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
25.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
26.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
27.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
28.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
29.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
30.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
31.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
32.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
33.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
34.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
35.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>
36.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>

37.

38.

39.

40.

41.

42.

43.

44.

45.

46.

47.

48.

49.

50.

30. Please upload any additional 100% DE programs here.

Browse...

31. A distance **educational pathway** is a **road map** guiding a student through distance education courses required for a chosen career destination at your college. It makes it easy for a student to be aware that they are able to complete degree requirements online.

Has your college developed streamlined **educational pathway** policies/activities for distance education students?

- Yes
- No

If yes, please describe your policies/activities.

## Online Education Initiative (OEI)

---

**Page description:**

This section measures awareness of OEI's products and services

### 32. How aware are you of the Online Education Initiative (OEI)

- I have never heard of it.
- I am aware but not involved with its efforts.
- I am aware and have had some engagement with its efforts.
- I am aware and am actively engaged with its efforts.

### 33. How aware are you of the following OEI products and services?

	I have never heard of it.	I am aware but have not facilitated its use on my campus.	I am aware and plan on facilitating its use on my campus.	I am aware and do not plan on facilitating its use on my campus	I am aware and have facilitated its use on my campus.
Canvas - Common course management system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NetTutor - Online tutoring services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quest for Online Success - Online learner readiness modules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Veracite - Plagiarism detection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cranium Cafe (ConX) - Online counseling platform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OEI Course Design Rubric - High quality online course standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exchange - Platform for the exchange of online courses/students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34. If your campus is using Canvas, what is your stage of implementation?

- Planning
- Initial/pilot
- Full implementation for all online courses
- Full implementation for ALL courses
- Unsure

35. How satisfied are you with the support received by OEI during your implementation of Canvas?

- Not at all satisfied
- Somewhat NOT satisfied
- Somewhat satisfied
- Satisfied

36. If you selected "Not at all satisfied" or "Somewhat NOT satisfied" please share why.

37. Given your initial experience with the following OEI product(s) and services(s), how useful do you see them being on your campus?

	Not at all useful	Somewhat not useful	Somewhat useful	Useful	Not applicable/Have not used
Canvas - Common course management system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NetTutor - Online tutoring services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quest for Online Success - Online learner readiness modules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Veracite - Plagiarism detection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cranium Cafe (ConX) - Online counseling platform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OEI Course Design Rubric - High quality online course standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exchange - Platform for the exchange of online courses/students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

38. For any items where you selected "Not at all useful" or "Somewhat not useful," please share why:

39. Is your college participating in the Online Course Exchange?

Yes

No

40. If yes, your college is participating in the Online Course Exchange:

In what term/year will you be adding courses

What courses will your college be offering in the Course Exchange?

What courses from other colleges in the the Course Exchange would be helpful for your students?

41. Overall, how satisfied are you with the products and services OEI is providing to support online teaching and learning?

- Not at all satisfied
- Somewhat not satisfied
- Somewhat satisfied
- Satisfied

42. If you selected "Not at all satisfied" or "Somewhat not satisfied," please share why:

**Thank You!**

---

Thank you for taking the California Community Colleges 2016-17 Annual Institutional Distance Education Survey. Your response is very important to us.

California Community Colleges Chancellor's Office